

**CHƯƠNG TRÌNH ĐÀO TẠO TRÌNH ĐỘ ĐẠI HỌC CHÍNH QUY KHÓA 2024**  
**NGÀNH QUẢN TRỊ KINH DOANH**

(Kèm theo Quyết định số /QĐ-ĐHQT ngày tháng năm 2024 của

Hiệu trưởng trường Đại học Quốc tế)

**1. Thông tin chung**

- Tên ngành đào tạo:
  - + Tiếng Việt: Quản trị kinh doanh
  - + Tiếng Anh: Business Administration
- Mã ngành đào tạo: 7340101
- Trình độ đào tạo: Đại học
- Loại hình đào tạo: Chính quy, tập trung
- Thời gian đào tạo: 4 năm
- Tên văn bằng sau khi tốt nghiệp: Bachelor of Business in Business Administration.
- Nơi đào tạo: Trường Đại học Quốc tế

**2. Thông tin tuyển sinh và kế hoạch đào tạo**

a) Đối tượng tuyển sinh:

Đối tượng tuyển sinh căn cứ theo quy chế tuyển sinh đại học của Bộ Giáo dục và Đào tạo và Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế. Hình thức tuyển sinh

b) Hình thức tuyển sinh:

Trường Đại học Quốc tế thực hiện tuyển sinh theo Quy chế tuyển sinh Đại học ban hành hàng năm bởi Bộ Giáo dục và Đào tạo, căn cứ theo Đề án tuyển sinh hàng năm của Đại học Quốc gia TP.HCM và Đề án tuyển sinh của trường Đại học Quốc tế.

c) Tổ hợp môn xét tuyển: A00, A01, D01, D07

d) Dự kiến chỉ tiêu tuyển sinh, quy mô đào tạo: 320

**3. Mục tiêu đào tạo**

a) Mục tiêu chung:

Khoa Quản trị Kinh doanh – trường Đại học Quốc tế có sứ mạng dẫn dắt và truyền đạt kinh nghiệm giúp sinh viên phát triển kiến thức và các kỹ năng quản trị cần thiết. Từ đó, sinh viên ra trường có đủ khả năng để thực hiện các công việc bản thân yêu thích và là nhân tố đóng góp tích cực cho sự phát triển chung của xã hội.

Sinh viên ngành Quản trị Kinh doanh- trường Đại học Quốc Tế được trang bị hệ thống kiến thức phong phú về giáo dục đại cương; về giáo dục chuyên nghiệp bao gồm cơ sở lý luận, mô hình lý thuyết và ứng dụng thực tiễn trong hoạt động kinh doanh.

Trong quá trình học tập tại trường, sinh viên được rèn luyện kỹ năng làm việc nhóm, thuyết trình, nghiên cứu, và phát triển kỹ năng lãnh đạo thông qua các hoạt động đa dạng của khoa (câu lạc bộ học thuật, thực tập tại công ty, và tham gia hoạt động xã hội v/v...) và học cách định hướng nghề nghiệp trong tương lai.

b) Mục tiêu cụ thể (Program Objectives - POs)

Chương trình đào tạo Quản trị kinh doanh nhằm cung cấp cho sinh viên kiến thức, kỹ năng để làm việc theo 4 định hướng nghề nghiệp: Quản trị doanh nghiệp (Business Management); Kinh doanh quốc tế (International Business), Quản trị Tiếp thị (Marketing Management) và Quản trị du lịch khách sạn (Hospitality Management). Sinh viên tốt nghiệp có thể làm việc theo 1 trong 4 định hướng trên (O1 – O4) cũng như có khả năng giao tiếp hiệu quả (O5)

### **O1: Hướng Quản trị Doanh nghiệp**

Sinh viên có thể hiểu và ứng dụng các kiến thức về hành vi của cá nhân và tổ chức, đặc biệt là ứng dụng lý thuyết vào tình huống quản lý thực tế, nắm vững các kỹ năng lãnh đạo, kỹ năng ra quyết định, các kiến thức về quản lý vận hành quy trình sản xuất, hoạch định phát triển nguồn nhân lực, lập kế hoạch và điều chỉnh chiến lược hoạt động của tổ chức nhằm thích ứng với môi trường kinh doanh.

### **O2: Hướng Kinh doanh Quốc tế**

Sinh viên có thể nắm vững và áp dụng các mô hình lý thuyết và công cụ phân tích cần thiết để hiểu được nhiều khía cạnh của môi trường kinh doanh quốc tế (tài chính, chính trị, kinh tế, văn hóa v/v) và sự ảnh hưởng của môi trường này đến chiến lược, kết quả hoạt động của doanh nghiệp. Các hoạt động chức năng của một doanh nghiệp được xem xét trong bối cảnh toàn cầu hóa, tập trung vào ba lĩnh vực có quan hệ mật thiết với nhau và ảnh hưởng đến doanh nghiệp hoạt động trong phạm vi quốc tế là: kinh tế - tài chính quốc tế, Tiếp thị quốc tế và chiến lược kinh doanh quốc tế.

### **O3: Hướng Tiếp thị**

Sinh viên nắm vững và có thể áp dụng các mô hình lý thuyết và công cụ phân tích cần thiết để hiểu rõ động thái của khách hàng tổ chức/cá nhân; có khả năng thực hiện công tác quản trị chiến lược Tiếp thị cho doanh nghiệp, bao gồm nghiên cứu thị trường, phân khúc thị trường, định vị sản phẩm và triển khai các chiến lược truyền thông, quan hệ công chúng, phát triển thương hiệu. Sinh viên chuyên ngành Tiếp thị được phát triển các kỹ năng như sau: xác định nhu cầu khách hàng, phân tích và chọn lựa thị trường mục tiêu, phát triển sản phẩm mới, quản trị kênh phân phối, xây dựng và thực hiện chiến lược truyền thông quảng cáo v/v....

### **O4: Hướng Quản trị Khách sạn – Nhà hàng**

Sinh viên theo học ngành Quản trị Khách sạn – Nhà hàng sẽ được cung cấp những kiến thức toàn diện và kỹ năng quản trị các nghiệp vụ chuyên môn để đảm bảo thực hiện các công việc quản lý và điều phối các hoạt động cả ngành Quản trị Khách sạn – Nhà hàng. Chương trình cung cấp các công cụ hữu ích cho việc đánh giá và nhận định sự đa dạng trong kinh doanh và môi trường quản lý khách sạn – nhà hàng trong và ngoài nước. Các sinh viên được cung cấp các kiến thức cốt lõi liên quan đến một loạt các hoạt động trong lĩnh vực khách sạn – nhà hàng như: bộ phận ẩm thực, bộ phận tiền sảnh, bộ phận buồng phòng, v.v....

**O5:** Sinh viên có thể giao tiếp, làm việc, nhận thức đúng đắn về các vấn đề đạo đức kinh doanh và sử dụng ngoại ngữ thành thạo trong môi trường làm việc quốc tế

#### **4. Chuẩn đầu ra của chương trình đào tạo (Program Learning Outcomes – PLOs)**

Sinh viên chương trình Quản trị Kinh doanh, trường ĐH Quốc tế khi tốt nghiệp, được trang bị các kiến thức, kỹ năng và các khả năng sau:

##### **C1. Kiến thức về Lí luận chính trị**

###### Về lý luận chính trị:

- Sinh viên tốt nghiệp có hiểu biết đúng đắn về đường lối, chính sách của Đảng và Nhà nước.
- Chấp hành nghiêm túc pháp luật của Nhà nước, quy định của cơ quan làm việc sau khi tốt nghiệp.
- Có thể giới quan, nhân sinh quan đúng đắn và có khả năng nhận thức, đánh giá các hiện tượng một cách logic và tích cực.

###### Về đạo đức, hành vi:

- Có đạo đức cá nhân và đạo đức nghề nghiệp tốt.
- Có tinh thần yêu nước, yêu đồng bào, gắn bó và có tinh thần phục vụ cộng đồng tốt
- Có tinh thần trách nhiệm cá nhân và trách nhiệm với cộng đồng.
- Có tính chủ động, tích cực, cầu tiến, sáng tạo trong công việc.
- Có tinh thần và kỹ năng làm việc nhóm hiệu quả cao, tính chuyên nghiệp cao.

##### **C2. Khả năng về ngoại ngữ**

- Đạt chuẩn trình độ tiếng Anh đầu ra cho các ngành đào tạo bậc Đại học là bậc 4/6 theo khung năng lực ngoại ngữ 6 bậc Việt Nam. Các loại chứng chỉ được Trường Đại học Quốc tế công nhận với mức điểm tối thiểu cụ thể như sau:

- IELTS 5.5, hoặc
- TOEFL iBT 61, hoặc
- TOEIC 600 (Kĩ năng Nghe + Đọc), 270 (Kĩ năng Nói + Viết), hoặc
- Cambridge Exam First FCE, hoặc
- BEC Business Vantage, hoặc
- BULATS 60

- Viết và bảo vệ thành công luận văn tốt nghiệp bằng Tiếng Anh trước Hội đồng chuyên môn.

- Giao tiếp hiệu quả bằng tiếng Anh trong các tình huống kinh doanh đa dạng, sử dụng được các thành ngữ, ngữ động từ và từ ngữ chuyên ngành.

- Trình bày được các vấn đề học thuật và chuyên môn bằng tiếng Anh ở dạng văn bản và thuyết trình.

##### **C3. Khả năng về công nghệ thông tin**

- Sinh viên tốt nghiệp có khả năng phân tích và khai thác công nghệ thông tin để nâng cao lợi thế cạnh tranh trong hoạt động của tổ chức và năng suất cá nhân.

- Sinh viên có khả năng sử dụng các phần mềm văn bản, bảng tính, cơ sở dữ liệu, xử lý thống kê và các phần mềm chuyên ngành để giải quyết các vấn đề về kế toán, tài chính và định lượng.

- Sinh viên tốt nghiệp có khả năng ứng dụng công nghệ thông tin để lựa chọn, xử lý số liệu, mô tả, chứng minh và giải thích các số liệu nhằm xây dựng các báo cáo, đưa ra các quyết định.

#### **C4. Kiến thức Chuyên môn**

- Sinh viên có thể áp dụng được các lý thuyết và mô hình quản trị kinh doanh vào việc giải quyết các vấn đề thực tiễn trong các lĩnh vực chức năng như nhân sự, hành chính, dự án, sản xuất, kinh doanh và tiếp thị.
- Sinh viên có thể xây dựng và triển khai được các chiến lược kinh doanh, tiếp thị, và quản lý nguồn nhân lực phù hợp với từng loại hình doanh nghiệp.
- Sinh viên có thể phân tích và đánh giá được thị trường, xây dựng kế hoạch kinh doanh và marketing cho doanh nghiệp.
- Sinh viên có thể vận dụng được kiến thức chuyên môn trong lĩnh vực quản trị nhà hàng, khách sạn, và du lịch.

#### **C5. Kỹ năng**

Sinh viên tốt nghiệp chương trình Quản trị Kinh doanh có các kỹ năng liên quan đến các lĩnh vực như sau:

##### Kỹ năng phân tích (Analytical) và phản biện (Critical thinking)

- Sinh viên tốt nghiệp có khả năng hiểu, phân tích và khai thác các số liệu; sử dụng tốt các kỹ thuật Giải quyết vấn đề để đưa ra quyết định kinh doanh cũng như xây dựng các báo cáo
- Sinh viên tốt nghiệp được trang bị kỹ năng tư duy phản biện tốt, từ đó phân tích, đánh giá nhằm đưa ra cách giải quyết. Sinh viên có thể diễn giải và đánh giá những tình huống phức tạp, xác định vấn đề, áp dụng lý thuyết đã học vào tình huống mơ hồ hoặc các vấn đề mới chưa có tiền lệ từ đó ra quyết định và ứng dụng trong thực tiễn

##### Kỹ năng giao tiếp (Communication) và Làm việc Nhóm (Teamwork)

- Sinh viên tốt nghiệp có khả năng giao tiếp một cách hiệu quả bằng tiếng Anh trong tất cả các hình thức giao tiếp như văn bản, thuyết trình, tổ chức và chia sẻ thông tin.
- Sinh viên tốt nghiệp có được kỹ năng của một thành viên nhóm hiệu quả. Những ý kiến hay hành động của sinh viên sẽ hữu ích với những thành viên khác trong nhóm. Sự tham gia của sinh viên mang tính xây dựng. Sinh viên biết học hỏi và tôn trọng những khả năng và đóng góp của đồng nghiệp. Sinh viên sẵn sàng chịu trách nhiệm về hành vi và hành động của họ

##### Khả năng tự đào tạo (Continuing Self-Development) và Nhận thức triển vọng (Perspective)

- Sinh viên có thể xây dựng kế hoạch phát triển nghề nghiệp cá nhân dựa trên xu hướng của ngành và thị trường.
- Sinh viên có khả năng tự đào tạo, tự trau dồi kiến thức hoặc thông qua các cơ sở đào tạo, tham gia vào các hiệp hội nghề nghiệp. Sinh viên có thể sử dụng các tài liệu và nguồn lực để tham khảo, biết cách đặt ra những câu hỏi hiệu quả và thích hợp.
- Sinh viên có thể lĩnh hội, mô tả, giải thích những yếu tố liên quan đến môi trường ngành công nghiệp (như khách hàng, cạnh tranh, nhà cung cấp, luật, môi trường) và đánh giá sự ảnh hưởng đến hoạt động của tổ chức hay các vấn đề và quyết định trong kinh doanh.

### C6. Thái độ và đạo đức nghề nghiệp

- Sinh viên tốt nghiệp với bằng cử nhân có khả năng nhận biết, hiểu và đánh giá các vấn đề và tình huống có liên quan đến đạo đức kinh doanh, từ đó đưa ra quyết định đúng đắn cho doanh nghiệp
- Sinh viên tốt nghiệp nhận ra được những vấn đề về đạo đức kinh doanh trong nhiều bối cảnh khác nhau trong và ngoài nước, từ đó có nhiều giải pháp đa dạng và đưa ra được lựa chọn hợp lý cho vấn đề đó

## 5. Ma trận giữa mục tiêu đào tạo và chuẩn đầu ra

Bảng 1 sau đây thể hiện các mối quan hệ giữa Mục tiêu đào tạo và Chuẩn đầu ra:

Bảng 2. Mối quan hệ giữa CDR của CTĐT và mục tiêu đào tạo

Chuẩn đầu ra/ Mục tiêu đào tạo		O1	O2	O3	O4	O5
C1	Kiến thức về lí luận chính trị - Lí luận chính trị - Phẩm chất đạo đức	X	X	X	X	X
C2	Khả năng ngoại ngữ	X	X	X	X	X
C3	Kiến thức về công nghệ thông tin	X	X	X	X	X
C4	Kiến thức chuyên môn	X	X	X	X	
C5	Kỹ năng					
	- Kỹ năng giao tiếp & làm việc nhóm	X	X	X	X	X
	- Kỹ năng phân tích & tư duy phản biện	X	X	X	X	X
	- Khả năng tự đào tạo và tư duy triển vọng	X	X	X	X	X
C6	Thái độ và đạo đức nghề nghiệp	X	X	X	X	X

## 6. Quy trình đào tạo, điều kiện tốt nghiệp

### 6.1. Quy trình đào tạo

- Ngôn ngữ giảng dạy là tiếng Anh (trừ các môn học thuộc Lý luận Chính trị, Giáo dục quốc phòng và Giáo dục Thể chất dạy bằng tiếng Việt).
- Đào tạo theo hệ thống tín chỉ. Căn cứ vào chương trình đào tạo và năng lực cá nhân, sinh viên thuộc chương trình quản trị kinh doanh đăng ký môn học từng học kỳ. Nếu kết quả môn học không đạt sinh viên phải đăng ký học lại ở các học kỳ sau.

### 6.2. Điều kiện tốt nghiệp

Sinh viên ngành Quản trị kinh doanh sẽ được công nhận tốt nghiệp khi thỏa mãn đồng thời các điều kiện sau đây:

- Tích lũy đủ 139 tín chỉ của chương trình đào tạo (CTĐT)
- Hoàn thành các môn học bắt buộc của CTĐT
- Bảo vệ thành công luận văn tốt nghiệp
- Hoàn thành chứng chỉ Giáo dục quốc phòng
- Hoàn thành chứng chỉ Giáo dục thể chất
- Có chứng chỉ Anh văn IELTS 5.5, hoặc TOEFL iBT 61, hoặc TOEIC 600 (Kĩ năng Nghe + Đọc) và 270 (Kĩ năng Nói + Viết), hoặc Cambridge Exam First FCE, hoặc BEC Business Vantage, hoặc BULATS 60 (có giá trị đến thời điểm tốt nghiệp)

### 7. Thang điểm (theo thang điểm chính thức của trường)

Trường quy định thang điểm đánh giá kết quả học tập của người học (Quy chế đào tạo trình độ đại học theo hệ thống tín chỉ tại trường Đại học Quốc tế)

Bảng 3: Thang điểm

Xếp loại	Thang điểm 100	Thang điểm 4	Thang điểm A, B
<b>Đạt</b>			
Xuất sắc	$90 \leq \text{ĐTBTL} \leq 100$	4.0	A+
Giỏi	$80 \leq \text{ĐTBTL} < 90$	3.5	A
Khá	$70 \leq \text{ĐTBTL} < 80$	3.0	B+
Trung bình khá	$60 \leq \text{ĐTBTL} < 70$	2.5	B
Trung bình	$50 \leq \text{ĐTBTL} < 60$	2.0	C
<b>Không đạt</b>			
Yếu	$40 \leq \text{ĐTBTL} < 50$	1.5	D+
Kém	$10 \leq \text{ĐTBTL} < 30$	1.0	D
	$\text{ĐTBTL} < 10$	0	F

### 8. Khối lượng kiến thức toàn khoá

Tổng số tín chỉ: 139 tín chỉ, trong đó phân bổ kiến thức như Bảng 4 (không bao gồm giáo dục thể chất và giáo dục quốc phòng):

Bảng 4. Cấu trúc chương trình đào tạo

Loại kiến thức	Số tín chỉ
<b>1. Kiến thức giáo dục đại cương</b>	<b>50</b>
- Khối kiến thức lý luận chính trị	11
- Khối kiến thức khoa học xã hội và nhân văn	18
- Khối kiến thức Toán – Tin học – KH Tự nhiên	13
- Khối kiến thức ngoại ngữ	08
<b>2. Kiến thức giáo dục chuyên nghiệp - cơ sở</b>	<b>71</b>
- Khối kiến thức cơ sở của ngành	33
- Khối kiến thức ngành	38
<b>3. Thực tập tốt nghiệp</b>	<b>6</b>

4. Khóa luận tốt nghiệp	<b>12</b>
<b>Tổng cộng</b>	<b>139</b>
+ Chứng chỉ giáo dục quốc phòng	
+ Chứng chỉ giáo dục thể chất	

## 9. Nội dung chương trình đào tạo

**Bảng 5. Các môn học thuộc CTĐT**

TT	Nội dung chương trình	MSMH	Tín chỉ			
			Tổng cộng	Lý thuyết	Thực hành / Thí nghiệm	Khác (nếu có)
<b>1</b>	<b>Kiến thức giáo dục đại cương</b>		<b>50</b>	<b>50</b>		
1.1	<b>Các môn lý luận chính trị:</b>		<b>11</b>	<b>11</b>		
	Triết học Mác-Lenin ( <i>Philosophy of Marxism and Leninism</i> )	PE015IU	3	3		
	Kinh tế chính trị Mac-Lenin ( <i>Political economics of Marxism and Leninism</i> )	PE016IU	2	2		
	Chủ nghĩa xã hội khoa học ( <i>Scientific socialism</i> )	PE017IU	2	2		
	Lịch sử Đảng Cộng sản Việt Nam ( <i>History of Vietnamese Communist Party</i> )	PE018IU	2	2		
	Tư tưởng Hồ Chí Minh ( <i>Ho Chi Minh's Thoughts</i> )	PE019IU	2	2		
1.2	<b>Khoa học Xã hội</b>		<b>9</b>	<b>9</b>		
	<b>- Bắt buộc</b>		6	6		
	Kinh tế vĩ mô ( <i>Introduction to Macro Economics</i> )	BA119IU	3	3		
	Kinh tế vi mô ( <i>Introduction to Micro Economics</i> )	BA117IU	3	3		
	<b>- Tự chọn:</b> chọn 1 trong 2 môn		3	3		
	Xã hội học ( <i>Introduction to Sociology</i> )	BA197IU	3	3		

	Tâm lý học ( <i>Introduction to Psychology</i> )	BA118IU	3	3		
1.3	<b>Nhân văn – Nghệ thuật</b> <b>- Bắt buộc</b>		<b>9</b> 6	<b>9</b> 6		
	Pháp luật đại cương ( <i>General Law</i> )	PE021IU	3	3		
	Tư duy lý luận ( <i>Critical Thinking</i> )	PE008IU	3	3		
	<b>- Tự chọn:</b> chọn 1 trong 2 môn		3	3		
	Lịch sử và Văn hóa VN ( <i>Vietnamese History and Culture</i> )	PE010IU	3	3		
	Địa lý kinh tế thế giới ( <i>World Economic Geography</i> )	PE007IU	3	3		
1.4	<b>Ngoại ngữ:</b>		<b>8</b>	<b>8</b>		
	<b>- Bắt buộc</b>		8	8		
	Anh văn chuyên ngành 1 ( <i>Writing AE1, Listening AE1</i> )	EN007IU, EN008IU	4	4		
	Anh văn chuyên ngành 2 ( <i>Writing AE2, Listening AE2</i> )	EN011IU, EN012IU	4	4		
1.5	<b>Toán – Tin học – Khoa học tự nhiên – Công nghệ - Môi trường:</b> <b>- Bắt buộc</b>		<b>13</b>	<b>13</b>		
	Thuật toán trong kinh doanh ( <i>Math for Business</i> )	BA282IU	4	4		
	Thống kê trong kinh doanh ( <i>Statistics for Business</i> )	BA080IU	3	3		
	Phương pháp định lượng trong kinh doanh ( <i>Quantitative Methods for Business</i> )	BA168IU	3	3		
	Tin học Quản lý ( <i>Business Computing Skills</i> )	BA120IU	3	3		
1.6	<b>Giáo dục Thể chất:</b>					
	<b>- Bắt buộc</b>					
	Giáo dục thể chất 1 ( <i>Physical Training 1</i> )	PT001IU				
	Giáo dục thể chất 2 ( <i>Physical Training 2</i> )	PT002IU				



1.7	<b>Giáo dục Quốc phòng</b>		<b>4 tuần</b>			
<b>2</b>	<b>Kiến thức giáo dục chuyên nghiệp</b>		<b>71</b>	<b>71</b>		
<b>2.1</b>	<b>Kiến thức cơ sở ngành</b>		<b>33</b>	<b>33</b>		
	<b>- Bắt buộc</b>		33	33		
	Thảo luận chuyên đề 1 ( <i>Workshop 1</i> )	BA256IU	3	3		
	Nguyên lý quản trị ( <i>Principles of Management</i> )	BA123IU	3	3		
	Đạo đức kinh doanh ( <i>Business Ethics</i> )	BA020IU	3	3		
	Giao tiếp trong kinh doanh ( <i>Business Communication</i> )	BA006IU	3	3		
	Kinh tế quốc tế ( <i>International Economics</i> )	BA068IU	3	3		
	Kế toán tài chính ( <i>Financial Accounting</i> )	BA005IU	3	3		
	Quản trị tài chính ( <i>Fundamental of Financial Management</i> )	BA016IU	3	3		
	Hành vi tổ chức ( <i>Organizational Behavior</i> )	BA130IU	3	3		
	Nguyên lý tiếp thị ( <i>Principles of Marketing</i> )	BA003IU	3	3		
	Phương pháp nghiên cứu khoa học ( <i>Business Research Methods</i> )	BA161IU	3	3		
	Quản trị kinh doanh đại cương ( <i>Introduction to Business Administration</i> )	BA115IU	3	3		
<b>2.2</b>	<b>Kiến thức ngành chính</b>					
<b>2.2.1</b>	<b>Kiến thức của ngành chính</b>		<b>38</b>	<b>38</b>		
	<b>- Bắt buộc</b>					
	<b>Hướng quản trị doanh nghiệp</b>		<b>29</b>	<b>29</b>		
	Sáng lập doanh nghiệp ( <i>Entrepreneurship and Small Business Management</i> )	BA154IU	3	3		
	Quản trị chất lượng ( <i>Quality Management</i> )	BA018IU	3	3		

Quản trị nguồn nhân lực ( <i>Human Resources Management</i> )	BA156IU	3	3		
Quản trị hậu cần và chuỗi cung ứng ( <i>Logistic and Supply Chain Management</i> )	BA022IU	3	3		
Quản trị dự án ( <i>Project Management</i> )	BA023IU	3	3		
Luật kinh doanh ( <i>Business Law</i> )	BA081IU	3	3		
Quản trị sản xuất ( <i>Production and Operations Management</i> )	BA164IU	3	3		
Quản trị chiến lược ( <i>Strategy Formulation and Implementation</i> )	BA162IU	3	3		
Thảo luận chuyên đề ngành quản trị doanh nghiệp ( <i>Workshop 2 Business Management</i> )	BA274IU	2	2		
<i>Tự chọn 1 trong 2 môn sau</i>					
Hệ thống thông tin quản lý ( <i>Management Information Systems</i> )	BA169IU	3	3		
Thương mại điện tử ( <i>E – Commerce</i> )	BA027IU				
<b>Hướng Kinh doanh quốc tế</b>		<b>26</b>	<b>26</b>		
Quản trị kinh doanh quốc tế ( <i>International Business Management</i> )	BA151IU	3	3		
Quản trị tài chính quốc tế ( <i>International Financial Management</i> )	BA051IU	3	3		
Quản trị tiếp thị quốc tế ( <i>International Marketing</i> )	BA145IU	3	3		
Quản trị xuất nhập khẩu ( <i>Import Export Management</i> )	BA084IU	3	3		
Luật kinh doanh ( <i>Business Law</i> )	BA081IU	3	3		
Quản trị sản xuất ( <i>Production and Operations Management</i> )	BA164IU	3	3		

Quản trị chiến lược ( <i>Strategy Formulation and Implementation</i> )	BA162IU	3	3		
Thảo luận chuyên đề kinh doanh quốc tế ( <i>Workshop 2 on International Business</i> )	BA273IU	2	2		
<i>Tự chọn 1 trong 2 môn sau</i>					
Hệ thống thông tin quản lý ( <i>Management Information Systems</i> )	BA169IU	3	3		
Thương mại điện tử ( <i>E – Commerce</i> )	BA027IU				
<b>Hướng Tiếp thị</b>		<b>26</b>	<b>26</b>		
Hành vi khách hàng ( <i>Consumer Behavior</i> )	BA083IU	3	3		
Nghiên cứu tiếp thị ( <i>Marketing Research</i> )	BA035IU	3	3		
Chiến lược tiếp thị ( <i>Marketing Strategy</i> )	BA142IU	3	3		
Quản trị Tiếp thị quốc tế ( <i>International Marketing</i> )	BA145IU	3	3		
Luật kinh doanh ( <i>Business Law</i> )	BA081IU	3	3		
Quản trị sản xuất ( <i>Production and Operations Management</i> )	BA164IU	3	3		
Quản trị chiến lược ( <i>Strategy Formulation and Implementation</i> )	BA162IU	3	3		
Thảo luận chuyên đề về ngành tiếp thị ( <i>Workshop 2 on Marketing</i> )	BA275IU	2	2		
<i>Tự chọn 1 trong 2 môn sau</i>					
Hệ thống thông tin quản lý ( <i>Management Information Systems</i> )	BA169IU	3	3		
Thương mại điện tử ( <i>E – Commerce</i> )	BA027IU				
<b>Hướng Quản trị Khách sạn – Nhà hàng</b>		<b>32</b>	<b>32</b>		

Tổng quan ngành Quản trị Khách sạn – Nhà hàng ( <i>Introduction to Hospitality Industry</i> )	BA198IU	3	3		
Quản trị nguồn nhân lực ( <i>Human Resources Management</i> )	BA156IU	3	3		
Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng ( <i>Hospitality Legal issues</i> )	BA225IU	3	3		
Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng ( <i>Leadership and Management Skills in Hospitality Management</i> )	BA226IU	3	3		
Quản trị ẩm thực ( <i>Food and Beverage Management</i> )	BA228IU	3	3		
Nghề nghiệp phục vụ chuyên nghiệp ( <i>The Professional Waiter</i> )	BA229IU	3	1	2	Phòng thực hành
Quản lý và điều hành bộ phận buồng ( <i>Houskeeping Operations &amp; Management</i> )	BA254IU	3	1	2	Phòng thực hành
Quản lý và điều hành bộ phận tiền sảnh ( <i>Front Office Management and Operation</i> )	BA231IU	3	1	2	Phòng thực hành
Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng ( <i>Hospitality Sales and Marketing</i> )	BA232IU	3	3		
Quản lý và điều hành khách sạn ( <i>Hotel Management and Operation</i> )	BA233IU	3	3		
Thảo luận chuyên đề về ngành quản trị khách sạn – nhà hàng ( <i>Workshop 2 on Hospitality Management</i> )	BA272IU	2	2		

2.2.2	<b>Kiến thức ngành tự chọn</b>				
	<b>Hướng quản trị doanh nghiệp</b> (chọn 3 môn từ các môn sau đây)		<b>9</b>	<b>9</b>	
	Quản lý bán hàng ( <i>Sales Management</i> )	BA032IU	3	3	
	Quản trị rủi ro ( <i>Risk Management</i> )	BA171IU	3	3	
	Quản trị kinh doanh quốc tế ( <i>International Business Management</i> )	BA151IU	3	3	
	Mô phỏng chiến lược kinh doanh ( <i>Business Game</i> )	BA140IU	3	3	
	Quản trị tài chính quốc tế ( <i>International Financial Management</i> )	BA051IU	3	3	
	Thiết kế và thay đổi tổ chức ( <i>Organizational Design and Change</i> )	BA158IU	3	3	
	Đàm phán và quản trị quan hệ ( <i>Negotiation and Relationship Management</i> )	BA160IU	3	3	
	Nhượng quyền thương mại ( <i>Franchising</i> )	BA176IU	3	3	
	Quản lý dịch vụ khách hàng ( <i>Customer Service Management</i> )	BA038IU	3	3	
	Kỹ năng lãnh đạo ( <i>Leadership</i> )	BA098IU	3	3	
	Chuyên đề nghiên cứu ( <i>Special Study</i> )	BA150IU	3	3	
	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng ( <i>Workshop 2 on Hospitality Management</i> )	BA272IU	2	2	
	Thảo luận chuyên đề về ngành tiếp thị ( <i>Workshop 2 on Marketing</i> )	BA275IU	2	2	
	Thảo luận chuyên đề ngành tài chính ( <i>Workshop 2 on Financial</i> )	BA257IU	2	2	

Thảo luận chuyên đề kinh doanh quốc tế ( <i>Workshop 2 on International Business</i> )	BA273IU	2	2		
Thảo luận chuyên đề ngành kế toán ( <i>Workshop 2 on Accounting Issues</i> )	BA281IU	2	2		
Hệ thống thông tin địa lý ( <i>Geographical Information System</i> )	BA285IU	3	3		
<b>Hướng Kinh doanh quốc tế</b> (chọn 4 môn từ các môn sau đây)		<b>12</b>	<b>12</b>		
Quản trị thương hiệu ( <i>Brand Management</i> )	BA082IU	3	3		
Sáng lập doanh nghiệp ( <i>Entrepreneurship and Small Business Management</i> )	BA154IU	3	3		
Mô phỏng chiến lược kinh doanh ( <i>Business Game</i> )	BA140IU	3	3		
Quản trị đa văn hóa ( <i>Multicultural Management</i> )	BA155IU	3	3		
Quản trị tài chính doanh nghiệp ( <i>Corporate Finance</i> )	BA054IU	3	3		
Kỹ năng lãnh đạo ( <i>Leadership</i> )	BA098IU	3	3		
Nhượng quyền thương mại ( <i>Franchising</i> )	BA176IU	3	3		
Quản trị chiến lược toàn cầu ( <i>Global Strategic Management</i> )	BA099IU	3	3		
Đàm phán và quản trị quan hệ ( <i>Negotiation and Relationship Management</i> )	BA160IU	3	3		
Mô phỏng chiến lược kinh doanh ( <i>Business Game</i> )	BA140IU	3	3		
Quản trị doanh nghiệp ( <i>Corporate Governance</i> )	BA213IU	3	3		
Luật kinh doanh quốc tế ( <i>International Business Law</i> )	BA152IU	3	3		

Quản trị nguồn nhân lực ( <i>Human Resources Management</i> )	BA156IU	3	3		
Quản trị rủi ro ( <i>Risk Management</i> )	BA171IU	3	3		
Chuyên đề nghiên cứu khoa học ( <i>Special Study</i> )	BA150IU	3	3		
Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng ( <i>Workshop 2 on Hospitality Management</i> )	BA272IU	2	2		
Thảo luận chuyên đề ngành quản trị doanh nghiệp ( <i>Workshop 2 Business Management</i> )	BA274IU	2	2		
Thảo luận chuyên đề ngành tài chính ( <i>Workshop 2 on Financial</i> )	BA257IU	2	2		
Thảo luận chuyên đề về ngành tiếp thị ( <i>Workshop 2 on Marketing</i> )	BA275IU	2	2		
Thảo luận chuyên đề ngành kế toán ( <i>Workshop 2 on Accounting Issues</i> )	BA281IU	2	2		
Hệ thống thông tin địa lý ( <i>Geographical Information System</i> )	BA285IU	3	3		
<b>Hướng Tiếp thị</b> (chọn 4 môn từ các môn sau đây)		<b>12</b>	<b>12</b>		
Quản lý bán hàng ( <i>Sales Management</i> )	BA032IU	3	3		
Quản trị thương hiệu ( <i>Brand Management</i> )	BA082IU	3	3		
Mô phỏng chiến lược kinh doanh ( <i>Business Game</i> )	BA140IU	3	3		
Quảng cáo và quan hệ công chúng ( <i>Advertising and PR</i> )	BA094IU	3	3		
Tiếp thị giữa các doanh nghiệp ( <i>B2B Marketing</i> )	BA045IU	3	3		

Quản trị bán lẻ ( <i>Retail Management</i> )	BA146IU	3	3		
Quản trị quan hệ khách hàng ( <i>Customer Relationship Management</i> )	BA182IU	3	3		
Nhượng quyền thương mại ( <i>Franchising</i> )	BA176IU	3	3		
Quản trị dự án ( <i>Project Management</i> )	BA023IU	3	3		
Kênh tiếp thị ( <i>Marketing Channels</i> )	BA183IU	3	3		
Lập kế hoạch sản phẩm mới ( <i>New Product Planning</i> )	BA149IU	3	3		
Tiếp thị kỹ thuật số ( <i>Digital Marketing</i> )	BA148IU	3	3		
Chuyên đề Nghiên cứu khoa học ( <i>Special Study</i> )	BA150IU	3	3		
Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng ( <i>Workshop 2 on Hospitality Management</i> )	BA272IU	2	2		
Thảo luận chuyên đề ngành quản trị doanh nghiệp ( <i>Workshop 2 Business Management</i> )	BA274IU	2	2		
Thảo luận chuyên đề ngành tài chính ( <i>Workshop 2 on Financial</i> )	BA257IU	2	2		
Thảo luận chuyên đề kinh doanh quốc tế ( <i>Workshop 2 on International Business</i> )	BA273IU	2	2		
Thảo luận chuyên đề ngành kế toán ( <i>Workshop 2 on Accounting Issues</i> )	BA281IU	2	2		
Hệ thống thông tin địa lý ( <i>Geographical Information System</i> )	BA285IU	3	3		
<b>Hướng Quản trị Khách sạn – Nhà hàng</b> (chọn 2 môn từ các môn sau đây)		<b>6</b>	<b>6</b>		



Quản lý thiết bị khách sạn ( <i>Hospitality Facilities Management</i> )	BA241IU	3	3		
Quản lý chất lượng trong Khách sạn – Nhà hàng ( <i>Quality Management in the Hospitality</i> )	BA242IU	3	3		
Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng ( <i>Safety, Sanitation and Security</i> )	BA207IU	3	3		
Quản lý dịch vụ khách hàng ( <i>Service Management</i> )	BA243IU	3	3		
Kỹ năng giám sát trong Khách sạn – Nhà hàng ( <i>Supervision in the Hospitality</i> )	BA244IU	3	3		
Quản lý doanh thu ( <i>Revenue Management</i> )	BA245IU	3	3		
Tổ chức và quản lý du lịch tàu biển ( <i>Cruise Line Operation and Management</i> )	BA211IU	3	3		
Quản lý và phát triển khu nghỉ dưỡng ( <i>Resort Management and Development</i> )	BA246IU	3	3		
Quản lý hội nghị và tổ chức sự kiện ( <i>Conference and Event Management</i> )	BA223IU	3	3		
Kiểm soát chi phí trong dịch vụ ẩm thực ( <i>Food and Beverage Cost Control</i> )	BA248IU	3	3		
Sáng lập doanh nghiệp ( <i>Entrepreneurship and Small Business Management</i> )	BA154IU	3	3		
Luật kinh doanh ( <i>Business Law</i> )	BA081IU	3	3		
Thảo luận chuyên đề ngành tài chính ( <i>Workshop 2 on Financial</i> )	BA257IU	2	2		

	Thảo luận chuyên đề ngành quản trị doanh nghiệp ( <i>Workshop 2 Business Management</i> )	BA274IU	2	2		
	Thảo luận chuyên đề kinh doanh quốc tế ( <i>Workshop 2 on International Business</i> )	BA273IU	2	2		
	Thảo luận chuyên đề về ngành tiếp thị ( <i>Workshop 2 on Marketing</i> )	BA275IU	2	2		
	Thảo luận chuyên đề ngành kế toán ( <i>Workshop 2 on Accounting Issues</i> )	BA281IU	2	2		
	Hệ thống thông tin địa lý ( <i>Geographical Information System</i> )	BA285IU	3	3		
<b>3</b>	<b>Thực tập và làm khóa luận tốt nghiệp</b>		<b>18</b>		<b>18</b>	
	Thực tập ( <i>Internship</i> )	BA153IU	3		3	
	Thực tập chuyên sâu ( <i>Specialized Internship</i> )	BA255IU	3		3	
	Luận văn tốt nghiệp ( <i>Thesis</i> )	BA170IU	12		12	
	<b>Tổng cộng kiến thức toàn khóa</b>		<b>139</b>	115	24	

### 10. Dự kiến kế hoạch giảng dạy (phân bổ các môn học theo từng học kỳ)

Tùy vào trình độ tiếng Anh của người học đạt trình độ AE1, IE2, IE1 và IE0, kế hoạch giảng dạy các môn học được cụ thể tương ứng được trình bày trong các Bảng 6, Bảng 7, Bảng 8 và Bảng 9.

#### 10.1 Trình độ AE1

Bảng 6. Kế hoạch giảng dạy đối với người học đạt trình độ AE1

Học kỳ	MMH	Tên môn học	Tín chỉ			
			Tổng cộng	Lý thuyết	Thực hành / Thí nghiệm	Khác (nếu có)
1 (Năm 1) 19 tín chỉ	EN007IU EN008IU	Anh văn chuyên ngành 1	4	4		
	BA115IU	Quản trị kinh doanh đại cương	3	3		

	BA117IU	Kinh tế Vi mô	3	3		
	BA120IU	Tin học quản lý	3	3		
	BA005IU	Kế toán tài chính	3	3		
	PT001IU	Giáo dục thể chất 1	3		3	
	PE015IU	Triết học Mác-Lenin	3	3		
2 (Năm 1) 16 tín chỉ	EN011IU EN012IU	Anh văn chuyên ngành 2	4	4		
	BA282IU	Thuật toán trong kinh doanh	4	4		
	BA119IU	Kinh tế vĩ mô	3	3		
	BA123IU	Nguyên lý quản trị	3	3		
	PE016IU	Kinh tế chính trị Mac-Lenin	2	2		
	PT002IU	Giáo dục thể chất 2	3		3	
Hè (Năm 1) 05 tín chỉ	PE017IU	Chủ nghĩa xã hội khoa học	2	2		
	PE008IU	Tư duy lý luận	3	3		
1 (Năm 2) 14 tín chỉ	BA003IU	Nguyên lý tiếp thị	3	3		
	BA080IU	Thống kê trong kinh doanh	3	3		
	PE021IU	Pháp luật đại cương	3	3		
	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA197IU	Xã hội học	3	3		
	BA118IU	Tâm lý học	3	3		
2 (Năm 2) 20 tín chỉ	BA256IU	Thảo luận chuyên đề 1	3	3		
	BA130IU	Hành vi tổ chức	3	3		
	BA068IU	Kinh tế quốc tế	3	3		
	BA168IU	Phương pháp định lượng trong kinh doanh	3	3		
	BA016IU	Quản trị tài chính	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	PE010IU	Lịch sử và Văn hóa VN	3	3		
	PE007IU	Địa lý kinh tế thế giới	3	3		
<b>Hệ Quản trị doanh nghiệp</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		

	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA018IU	Quản trị chất lượng	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA153IU	Thực tập	3		3	
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3	3		
	BA023IU	Quản trị dự án	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
		Tự chọn 02	3	3		
		Tự chọn 03	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 03 môn trong các môn sau đây)						
	BA032IU	Quản lý bán hàng	3	3		
	BA038IU	Quản lý dịch vụ khách hàng	3	3		
	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA158IU	Thiết kế và thay đổi tổ chức	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		

	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Kinh doanh quốc tế</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA084IU	Quản trị xuất nhập khẩu	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 04 môn trong các môn sau đây)					
	BA054IU	Quản trị tài chính doanh nghiệp	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA099IU	Quản trị chiến lược toàn cầu	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA152IU	Luật kinh doanh quốc tế	3	3		
	BA213IU	Quản trị doanh nghiệp	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		

	BA176IU	Nhượng quyền thương mại	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA155IU	Quản trị đa văn hóa	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Tiếp thị</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA035IU	Nghiên cứu tiếp thị	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA083IU	Hành vi khách hàng	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA142IU	Chiến lược tiếp thị	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 04 môn trong các môn sau đây)						
	BA032IU	Quản lý bán hàng	3	3		

	BA082IU	Quản trị thương hiệu	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA094IU	Quảng cáo và quan hệ công chúng	3	3		
	BA045IU	Tiếp thị giữa các doanh nghiệp	3	3		
	BA146IU	Quản trị bán lẻ	3	3		
	BA182IU	Quản trị quan hệ khách hàng	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA023IU	Quản trị dự án	3	3		
	BA183IU	Kênh tiếp thị	3	3		
	BA149IU	Lập kế hoạch sản phẩm mới	3	3		
	BA148IU	Tiếp thị kỹ thuật số	3	3		
	BA150IU	Chuyên đề Nghiên cứu khoa học	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Quản lí Nhà hàng- Khách sạn</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA228IU	Quản trị ẩm thực	3	3		
	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA153IU	Thực tập	3		3	
2 (Năm 3) 15 tín chỉ	BA254IU	Quản lý và điều hành bộ phận buồng	3	1	2	
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3	1	2	
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3	1	2	
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
	BA233IU	Quản lý và điều hành khách sạn	3	3		

1 (Năm 4) 17 tín chỉ	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
		Tự chọn 01	3	3		
		Tự chọn 02	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 02 môn trong các môn sau đây)						
	BA241IU	Quản lý thiết bị khách sạn	3	3		
	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	3		
	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3	3		
	BA243IU	Quản lý dịch vụ khách hàng	3	3		
	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	3		
	BA245IU	Quản lý doanh thu	3	3		
	BA211IU	Tổ chức và quản lý du lịch tàu biển	3	3		
	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	3		
	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3	3		
	BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		

NĂM 1								
NĂM 1	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC



	1	EN007IU	Anh văn chuyên ngành 1	2	1	EN011IU	Anh văn chuyên ngành 2	2
	2	EN008IU		2	2	EN012IU		2
	3	BA117IU	Kinh tế Vi mô	3	3	BA282IU	Thuật toán trong kinh doanh	4
	4	BA115IU	Quản trị kinh doanh đại cương	3	4	BA119IU	Kinh tế vĩ mô	3
	5	BA120IU	Tin học quản lý	3	5	BA123IU	Nguyên lý quản trị	3
	6	BA005IU	Kế toán tài chính	3	6	PE016IU	Kinh tế chính trị Mac-Lenin	2
	7	PT001IU	Giáo dục thể chất 1	3	7	PT002IU	Giáo dục thể chất 2	3
	8	PE015IU	Triết học Mác-Lenin	3				
	Tổng TC			19	Tổng TC			16
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	PE017IU	Chủ nghĩa xã hội khoa học	2	2	PE008IU	Tư duy lý luận	3
	Tổng TC							5
	NĂM 2							
NĂM 2	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA003IU	Nguyên lý tiếp thị	3	1	BA256IU	Thảo luận chuyên đề 1	3
	2	BA080IU	Thống kê trong kinh doanh	3	2	BA130IU	Hành vi tổ chức	3
	3	PE021IU	Pháp luật đại cương	3	3	BA068IU	Kinh tế quốc tế	3
	4	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	4	BA168IU	Phương pháp định lượng trong kinh doanh	3
	Môn tự chọn (chọn 1 trong 2 môn sau đây)				5	BA016IU	Quản trị tài chính	3
	5	BA118IU	Tâm lý học	3	6	PE019IU	Tư tưởng Hồ Chí Minh	2
	6	BA197IU	Xã hội học	3	Môn tự chọn (chọn 1 trong 2 môn sau đây)			
					7	PE007IU	Địa lý kinh tế thế giới	3
					8	PE010IU	Lịch sử và Văn hóa VN	3

	Tổng TC				14	Tổng TC				20
Tổng TC năm 1 và năm 2					74	Số tín chỉ của môn Giáo dục thể chất 1 và 2 không được tính trong tổng tín chỉ nhưng sinh viên bắt buộc phải hoàn thành 2 môn này				
CHUYÊN NGÀNH: QUẢN TRỊ DOANH NGHIỆP										
NĂM 3										
NĂM 3	HỌC KÌ 1				HỌC KÌ 2					
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC		
	1	BA020IU	Đạo đức kinh doanh	3	1	BA018IU	Quản trị chất lượng	3		
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3		
	3	BA162IU	Quản trị chiến lược	3	3	BA154IU	Sáng lập doanh nghiệp	3		
	4	BA164IU	Quản trị sản xuất	3	4	BA156IU	Quản trị nguồn nhân lực	3		
	5		Tự chọn 01	3	5	BA153IU	Thực tập	3		
	Môn tự chọn (chọn 1 trong 2 môn sau đây)									
	6	BA027IU	Thương mại điện tử	3						
	7	BA169IU	Hệ thống thông tin quản lý	3						
	Tổng TC				18	Tổng TC				15
	HỌC KÌ HÈ									
	STT	MMH	Tên môn học	TC						
	1	BA255IU	Thực tập chuyên sâu	3						
	Tổng TC									
NĂM 4										
NĂM 4	HỌC KÌ 1				HỌC KÌ 2					
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC		
	1	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3	1	BA170IU	Luận văn tốt nghiệp	12		
	2	BA023IU	Quản trị dự án	3						
	3	BA161IU	Phương pháp nghiên cứu khoa học	3						
	4	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2						
	5		Tư chọn 02	3						

	6		Tự chọn 03	3				
	Tổng TC			17	Tổng TC			12
MÔN TỰ CHỌN (chọn 03 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	13	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA038IU	Quản lý dịch vụ khách hàng	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA051IU	Quản trị tài chính quốc tế	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA151IU	Quản trị kinh doanh quốc tế	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA158IU	Thiết kế và thay đổi tổ chức	3				
	9	BA160IU	Đàm phán và quản trị quan hệ	3				
	10	BA171IU	Quản trị rủi ro	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA285IU	Hệ thống thông tin địa lý	3				
Tổng TC chuyên ngành Quản trị doanh nghiệp				65	TC			
CHUYÊN NGÀNH: KINH DOANH QUỐC TẾ								
NĂM 3								
NĂM 3	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA020IU	Đạo đức kinh doanh	3	1	BA051IU	Quản trị tài chính quốc tế	3

	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3	
	3	BA162IU	Quản trị chiến lược	3	3	BA151IU	Quản trị kinh doanh quốc tế	3	
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3	
	5		Tự chọn 01	3	5		Tự chọn 02	3	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)								
	6	BA027IU	Thương mại điện tử	3					
	7	BA169IU	Hệ thống thông tin quản lý	3					
	Tổng TC				18	Tổng TC			15
	HỌC KÌ HÈ								
	STT	MMH	Tên môn học	TC					
1	BA255IU	Thực tập chuyên sâu	3						
Tổng TC			3						

NĂM 4									
NĂM 4	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA084IU	Quản trị xuất nhập khẩu	3	1	BA170IU	Luận văn tốt nghiệp	12	
	2	BA145IU	Quản trị tiếp thị quốc tế	3					
	3	BA161IU	Phương pháp nghiên cứu khoa học	3					
	4	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2					
	5		Tự chọn 03	3					
	6		Tự chọn 04	3					
	Tổng TC				17	Tổng TC			12
	MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA054IU	Quản trị tài chính doanh nghiệp	3	16	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4	
	2	BA082IU	Quản trị thương hiệu	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	

	3	BA099IU	Quản trị chiến lược toàn cầu	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA152IU	Luật kinh doanh quốc tế	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>			
	8	BA213IU	Quản trị doanh nghiệp	3				
	9	BA160IU	Đàm phán và quản trị quan hệ	3				
	10	BA171IU	Quản trị rủi ro	3				
	11	BA154IU	Sáng lập doanh nghiệp	3				
	12	BA155IU	Quản trị đa văn hóa	3				
	13	BA156IU	Quản trị nguồn nhân lực	3				
	14	BA176IU	Nhượng quyền thương mại	3				
	15	BA285IU	Hệ thống thông tin địa lý	3				
<b>Tổng TC chuyên ngành Kinh doanh quốc tế 65 TC</b>								
<b>CHUYÊN NGÀNH: TIẾP THỊ</b>								
<b>NĂM 3</b>								
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>
	1	BA020IU	Đạo đức kinh doanh	3	1	BA035IU	Nghiên cứu tiếp thị	3
	2	BA006IU	Giao tiếp trong kinh doanh	3	2	BA081IU	Luật kinh doanh	3
	3	BA162IU	Quản trị chiến lược	3	3	BA083IU	Hành vi khách hàng	3
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3
	5		Tự chọn 01	3	5		Tự chọn 02	3
Môn tự chọn (chọn 1 trong 2 môn sau đây)								

	6	BA027IU	Thương mại điện tử	3				
	7	BA169IU	Hệ thống thông tin quản lý	3				
	Tổng TC			18	Tổng TC			15
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Total credits			3				
NĂM 4								
	HỌC KÌ 1				HỌC KÌ 2			
NĂM 4	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA142IU	Chiến lược tiếp thị	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA145IU	Quản trị tiếp thị quốc tế	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC			17	Tổng TC			12
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)			
	2	BA023IU	Quản trị dự án	3	15	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA045IU	Tiếp thị giữa các doanh nghiệp	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA082IU	Quản trị thương hiệu	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2

	6	BA150IU	Chuyên đề Nghiên cứu khoa học	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA094IU	Quảng cáo và quan hệ công chúng	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>			
	8	BA146IU	Quản trị bán lẻ	3				
	9	BA148IU	Tiếp thị kỹ thuật số	3				
	10	BA149IU	Lập kế hoạch sản phẩm mới	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA182IU	Quản trị quan hệ khách hàng	3				
	13	BA183IU	Kênh tiếp thị	3				
	14	BA285IU	Hệ thống thông tin địa lý	3				
<b>Tổng TC chuyên ngành Tiếp thị 65 TC</b>								
<b>CHUYÊN NGÀNH: QUẢN LÝ NHÀ HÀNG- KHÁCH SẠN</b>								
<b>NĂM 3</b>								
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>
	1	BA020IU	Đạo đức kinh doanh	3	1	BA254IU	Quản lý và điều hành bộ phận buồng	3
	2	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA228IU	Quản trị ẩm thực	3	3	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3
	4	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	5	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3
	6	BA153IU	Thực tập	3				
	<b>Tổng TC</b>			<b>18</b>	<b>Tổng TC</b>			<b>15</b>
	<b>HỌC KÌ HÈ</b>							
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>				
1	BA255IU	Thực tập chuyên sâu	3					

	Tổng TC				3			
NĂM 4								
NĂM 4	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA233IU	Quản lý và điều hành khách sạn	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2				
	5		Tự chọn 01	3				
	6		Tự chọn 02	3				
	Tổng TC				17	Tổng TC		
MÔN TỰ CHỌN (chọn 02 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA081IU	Luật kinh doanh	3	14	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA154IU	Sáng lập doanh nghiệp	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	3	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA211IU	Tổ chức và quản lý du lịch tàu biển	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	5	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA241IU	Quản lý thiết bị khách sạn	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			



8	BA243IU	Quản lý dịch vụ khách hàng	3	
9	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	
10	BA245IU	Quản lý doanh thu	3	
11	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	
12	BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	
13	BA285IU	Hệ thống thông tin địa lý	3	
<b>Tổng TC chuyên ngành Quản lý Nhà hàng-Khách sạn</b>				<b>65 TC</b>

### 10.1. Trình độ IE2

Bảng 7. Kế hoạch giảng dạy đối với người học đạt trình độ IE2

Học kỳ	MMH	Tên môn học	Tín chỉ			
			Tổng cộng	Lý thuyết	Thực hành / Thí nghiệm	Khác (nếu có)
1 (Năm 1) 03 tín chỉ	ENTP02	IE2	13	13		
	Sinh viên phải hoàn thành IE2 để tiếp tục đăng kí các môn dưới đây					
	PT001IU	Giáo dục thể chất 1	3		3	
	PE015IU	Triết học Mác-Lenin	3	3		
2 (Năm 1) 19 tín chỉ	EN007IU EN008IU	Anh văn chuyên ngành 1	4	4		
	BA115IU	Quản trị kinh doanh đại cương	3	3		
	BA282IU	Thuật toán trong kinh doanh	4	4		
	BA120IU	Tin học quản lý	3	3		
	PE008IU	Tư duy lý luận	3	3		
	PE016IU	Kinh tế chính trị Mac-Lenin	2	2		
Hè (Năm 1) 06 tín chỉ	EN011IU EN012IU	Anh văn chuyên ngành 2	4	4		
	PT002IU	Giáo dục thể chất 2	3		3	
	PE017IU	Chủ nghĩa xã hội khoa học	2	2		
1 (Năm 2) 23 tín chỉ	BA005IU	Kế toán tài chính	3	3		
	BA117IU	Kinh tế Vi mô	3	3		

	PE021IU	Pháp luật đại cương	3	3		
	BA123IU	Nguyên lý quản trị	3	3		
	BA003IU	Nguyên lý tiếp thị	3	3		
	BA080IU	Thống kê trong kinh doanh	3	3		
	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA197IU	Xã hội học	3	3		
	BA118IU	Tâm lý học	3	3		
2 (Năm 2) 23 tín chỉ	BA256IU	Thảo luận chuyên đề 1	3	3		
	BA130IU	Hành vi tổ chức	3	3		
	BA068IU	Kinh tế quốc tế	3	3		
	BA168IU	Phương pháp định lượng trong kinh doanh	3	3		
	BA016IU	Quản trị tài chính	3	3		
	BA119IU	Kinh tế vĩ mô	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	PE010IU	Lịch sử và Văn hóa VN	3	3		
	PE007IU	Địa lý kinh tế thế giới	3	3		
<b>Hệ Quản trị doanh nghiệp</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA018IU	Quản trị chất lượng	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA153IU	Thực tập	3		3	
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3			
	BA023IU	Quản trị dự án	3			

	BA161IU	Phương pháp nghiên cứu khoa học	3			
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2			
		Tự chọn 02	3			
		Tự chọn 03	3			
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 03 môn trong các môn sau đây)					
	BA032IU	Quản lý bán hàng	3	3		
	BA038IU	Quản lý dịch vụ khách hàng	3	3		
	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA158IU	Thiết kế và thay đổi tổ chức	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Kinh doanh quốc tế</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		



1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA035IU	Nghiên cứu tiếp thị	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA083IU	Hành vi khách hàng	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA142IU	Chiến lược tiếp thị	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 04 môn trong các môn sau đây)					
	BA032IU	Quản lý bán hàng	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA094IU	Quảng cáo và quan hệ công chúng	3	3		
	BA045IU	Tiếp thị giữa các doanh nghiệp	3	3		
	BA146IU	Quản trị bán lẻ	3	3		
	BA182IU	Quản trị quan hệ khách hàng	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA023IU	Quản trị dự án	3	3		
	BA183IU	Kênh tiếp thị	3	3		
	BA149IU	Lập kế hoạch sản phẩm mới	3	3		
	BA148IU	Tiếp thị kỹ thuật số	3	3		
	BA150IU	Chuyên đề Nghiên cứu khoa học	3	3		

	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Quản lí Nhà hàng- Khách sạn</b>						
1 (Năm 3) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA228IU	Quản trị ẩm thực	3	3		
	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA153IU	Thực tập	3		3	
2 (Năm 3) 15 tín chỉ	BA254IU	Quản lý và điều hành bộ phận buồng	3	1	2	
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3	1	2	
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3	1	2	
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA233IU	Quản lý và điều hành khách sạn	3	3		
	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
		Tự chọn 01	3	3		
		Tự chọn 02	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 02 môn trong các môn sau đây)					
	BA241IU	Quản lý thiết bị khách sạn	3	3		

BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	3		
BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3	3		
BA243IU	Quản lý dịch vụ khách hàng	3	3		
BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	3		
BA245IU	Quản lý doanh thu	3	3		
BA211IU	Tổ chức và quản lý du lịch tàu biển	3	3		
BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	3		
BA223IU	Quản lý hội nghị và tổ chức sự kiện	3	3		
BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	3		
BA154IU	Sáng lập doanh nghiệp	3	3		
BA081IU	Luật kinh doanh	3	3		
BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
BA285IU	Hệ thống thông tin địa lý	3	3		

NĂM 1								
NĂM 1	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	ENTP02	IE2	13	1	EN007IU	Anh văn chuyên ngành 1	2
	Sinh viên phải hoàn thành IE2 để tiếp tục đăng kí các môn dưới đây				2	EN008IU		2
					3	BA115IU	Quản trị kinh doanh đại cương	3
					4	BA282IU	Thuật toán trong kinh doanh	4
					5	BA120IU	Tin học quản lý	3
	2	PT001IU	Giáo dục thể chất 1	3	6	PE008IU	Tư duy lý luận	3
	3	PE015IU	Triết học Mác-Lenin	3	7	PE016IU	Kinh tế chính trị Mac-Lenin	2
	Tổng TC				3	Tổng TC		19
HỌC KÌ HÈ								

	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	EN011IU	Anh văn chuyên ngành 2	2	3	PT002IU	Giáo dục thể chất 2	3	
	2	EN012IU		2	4	PE017IU	Chủ nghĩa xã hội khoa học	2	
	Tổng TC								6
NĂM 2									
NĂM 2	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA005IU	Kế toán tài chính	3	1	BA256IU	Thảo luận chuyên đề 1	3	
	2	BA117IU	Kinh tế Vi mô	3	2	BA130IU	Hành vi tổ chức	3	
	3	PE021IU	Pháp luật đại cương	3	3	BA068IU	Kinh tế quốc tế	3	
	4	BA123IU	Nguyên lý quản trị	3	4	BA168IU	Phương pháp định lượng trong kinh doanh	3	
	5	BA003IU	Nguyên lý tiếp thị	3	5	BA016IU	Quản trị tài chính	3	
	6	BA080IU	Thống kê trong kinh doanh	3	6	BA119IU	Kinh tế vĩ mô	3	
	7	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	7	PE019IU	Tư tưởng Hồ Chí Minh	2	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)				Môn tự chọn (chọn 1 trong 2 môn sau đây)				
	8	BA118IU	Tâm lý học	3	8	PE007IU	Địa lý kinh tế thế giới	3	
	9	BA197IU	Xã hội học	3	9	PE010IU	Lịch sử và Văn hóa VN	3	
	Tổng TC				23	Tổng TC			
Tổng TC năm 1 và năm 2				74	Số tín chỉ của môn IE2, Giáo dục thể chất 1 và 2 không được tính trong tổng tín chỉ nhưng sinh viên bắt buộc phải hoàn thành 2 môn này				
CHUYÊN NGÀNH: QUẢN TRỊ DOANH NGHIỆP									
NĂM 3									
NĂM 3	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA020IU	Đạo đức kinh doanh	3	1	BA018IU	Quản trị chất lượng	3	
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3	



	3	BA162IU	Quản trị chiến lược	3	3	BA154IU	Sáng lập doanh nghiệp	3		
	4	BA164IU	Quản trị sản xuất	3	4	BA156IU	Quản trị nguồn nhân lực	3		
	5		Tự chọn 01	3	5	BA153IU	Thực tập	3		
	Môn tự chọn (chọn 1 trong 2 môn sau đây)									
	6	BA027IU	Thương mại điện tử	3						
	7	BA169IU	Hệ thống thông tin quản lý	3						
	Tổng TC				18	Tổng TC		15		
	HỌC KÌ HÈ									
	STT	MMH	Tên môn học		TC					
	1	BA255IU	Thực tập chuyên sâu		3					
Tổng TC				3						
NĂM 4										
NĂM 4	HỌC KÌ 1				HỌC KÌ 2					
	STT	MMH	Tên môn học		TC	STT	MMH	Tên môn học		TC
	1	BA022IU	Quản trị hậu cần và chuỗi cung ứng		3	1	BA170IU	Luận văn tốt nghiệp		12
	2	BA023IU	Quản trị dự án		3					
	3	BA161IU	Phương pháp nghiên cứu khoa học		3					
	4	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp		2					
	5		Tự chọn 02		3					
	6		Tự chọn 03		3					
	Tổng TC				17	Tổng TC		12		
	MÔN TỰ CHỌN (chọn 03 môn trong các môn sau đây)									
MÔN TỰ CHỌN	STT	MMH	Tên môn học		TC	STT	MMH	Tên môn học		TC
	1	BA032IU	Quản lý bán hàng		3	13	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)			4
	2	BA038IU	Quản lý dịch vụ khách hàng		3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng		2

	3	BA051IU	Quản trị tài chính quốc tế	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2	
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2	
	7	BA151IU	Quản trị kinh doanh quốc tế	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>				
	8	BA158IU	Thiết kế và thay đổi tổ chức	3					
	9	BA160IU	Đàm phán và quản trị quan hệ	3					
	10	BA171IU	Quản trị rủi ro	3					
	11	BA176IU	Nhượng quyền thương mại	3					
	12	BA285IU	Hệ thống thông tin địa lý	3					
	<b>Tổng TC chuyên ngành Quản trị doanh nghiệp</b>					<b>65 TC</b>			
	<b>CHUYÊN NGÀNH: KINH DOANH QUỐC TẾ</b>								
<b>NĂM 3</b>									
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>				
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	
	1	BA020IU	Đạo đức kinh doanh	3	1	BA051IU	Quản trị tài chính quốc tế	3	
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3	
	3	BA162IU	Quản trị chiến lược	3	3	BA151IU	Quản trị kinh doanh quốc tế	3	
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3	
	5		Tự chọn 01	3	5		Tự chọn 02	3	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)								
	6	BA027IU	Thương mại điện tử	3					
	7	BA169IU	Hệ thống thông tin quản lý	3					
<b>Tổng TC</b>				<b>18</b>	<b>Tổng TC</b>			<b>15</b>	

	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Tổng TC			3				
NĂM 4								
	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA084IU	Quản trị xuất nhập khẩu	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA145IU	Quản trị tiếp thị quốc tế	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC				17	Tổng TC		12
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA054IU	Quản trị tài chính doanh nghiệp	3	16	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA082IU	Quản trị thương hiệu	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA099IU	Quản trị chiến lược toàn cầu	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2

	7	BA152IU	Luật kinh doanh quốc tế	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)				
	8	BA213IU	Quản trị doanh nghiệp	3					
	9	BA160IU	Đàm phán và quản trị quan hệ	3					
	10	BA171IU	Quản trị rủi ro	3					
	11	BA154IU	Sáng lập doanh nghiệp	3					
	12	BA155IU	Quản trị đa văn hóa	3					
	13	BA156IU	Quản trị nguồn nhân lực	3					
	14	BA176IU	Nhượng quyền thương mại	3					
	15	BA285IU	Hệ thống thông tin địa lý	3					
Tổng TC chuyên ngành Kinh doanh quốc tế 65 TC									
CHUYÊN NGÀNH: TIẾP THỊ									
NĂM 3									
NĂM 3	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA020IU	Đạo đức kinh doanh	3	1	BA035IU	Nghiên cứu tiếp thị	3	
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3	
	3	BA162IU	Quản trị chiến lược	3	3	BA083IU	Hành vi khách hàng	3	
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3	
	5		Tự chọn 01	3	5		Tự chọn 02	3	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)								
	6	BA027IU	Thương mại điện tử	3					
	7	BA169IU	Hệ thống thông tin quản lý	3					
	Tổng TC				18	Tổng TC			15
	HỌC KÌ HÈ								
	STT	MMH	Tên môn học	TC					
	1	BA255IU	Thực tập chuyên sâu	3					
	Total credits								3
NĂM 4									
	HỌC KÌ 1				HỌC KÌ 2				

NĂM 4	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA142IU	Chiến lược tiếp thị	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA145IU	Quản trị tiếp thị quốc tế	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC				17	Tổng TC		
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)			
	2	BA023IU	Quản trị dự án	3	15	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA045IU	Tiếp thị giữa các doanh nghiệp	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA082IU	Quản trị thương hiệu	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề Nghiên cứu khoa học	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA094IU	Quảng cáo và quan hệ công chúng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA146IU	Quản trị bán lẻ	3				
	9	BA148IU	Tiếp thị kĩ thuật số	3				
	10	BA149IU	Lập kế hoạch sản phẩm mới	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA182IU	Quản trị quan hệ khách hàng	3				

	13	BA183IU	Kênh tiếp thị	3				
	14	BA285IU	Hệ thống thông tin địa lý	3				
Tổng TC chuyên ngành Tiếp thị					65 TC			
CHUYÊN NGÀNH: QUẢN LÝ NHÀ HÀNG- KHÁCH SẠN								
NĂM 3								
NĂM 3	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA020IU	Đạo đức kinh doanh	3	1	BA254IU	Quản lý và điều hành bộ phận buồng	3
	2	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA228IU	Quản trị ẩm thực	3	3	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3
	4	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	5	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3
	6	BA153IU	Thực tập	3				
	Tổng TC			18	Tổng TC			15
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Tổng TC			3				
NĂM 4								
NĂM 4	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA233IU	Quản lý và điều hành khách sạn	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3				

	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2				
	5		Tự chọn 01	3				
	6		Tự chọn 02	3				
	Tổng TC							
MÔN TỰ CHỌN (chọn 02 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA081IU	Luật kinh doanh	3	14	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA154IU	Sáng lập doanh nghiệp	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	3	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA211IU	Tổ chức và quản lý du lịch tàu biển	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	5	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA241IU	Quản lý thiết bị khách sạn	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA243IU	Quản lý dịch vụ khách hàng	3				
	9	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3				
	10	BA245IU	Quản lý doanh thu	3				
	11	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3				
	12	BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3				
	13	BA285IU	Hệ thống thông tin địa lý	3				

**10.2. Trình độ IE1**

Bảng 8. Kế hoạch giảng dạy đối với người học đạt trình độ IE1

Học kỳ	MMH	Tên môn học	Tín chỉ			
			Tổng cộng	Lý thuyết	Thực hành / Thí nghiệm	Khác (nếu có)
1 (Năm 1) 0 tín chỉ	ENTP01	IE1	17	17		
	ENTP02	IE2	13	13		
2 (Năm 1) 20 tín chỉ	EN007IU EN008IU	Anh văn chuyên ngành 1	4	4		
	PE015IU	Triết học Mác-Lenin	3	3		
	PE008IU	Tư duy lý luận	3	3		
	BA282IU	Thuật toán trong kinh doanh	4	4		
	BA115IU	Quản trị kinh doanh đại cương	3	3		
	BA120IU	Tin học quản lý	3	3		
	PT001IU	Giáo dục thể chất 1	3		3	
Hè (Năm 1) 6 tín chỉ	EN011IU EN012IU	Anh văn chuyên ngành 2	4	4		
	PE016IU	Kinh tế chính trị Mac-Lenin	2	2		
	PT002IU	Giáo dục thể chất 2	3		3	
1 (Năm 2) 23 tín chỉ	BA005IU	Kế toán tài chính	3	3		
	BA123IU	Nguyên lý quản trị	3	3		
	PE021IU	Pháp luật đại cương	3	3		
	BA117IU	Kinh tế Vi mô	3	3		
	BA003IU	Nguyên lý tiếp thị	3	3		
	BA080IU	Thống kê trong kinh doanh	3	3		
	PE017IU	Chủ nghĩa xã hội khoa học	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA197IU	Xã hội học	3	3		
	BA118IU	Tâm lý học	3	3		
2 (Năm 2) 23 tín chỉ	BA256IU	Thảo luận chuyên đề 1	3	3		
	BA130IU	Hành vi tổ chức	3	3		
	BA068IU	Kinh tế quốc tế	3	3		



	BA168IU	Phương pháp định lượng trong kinh doanh	3	3		
	BA016IU	Quản trị tài chính	3	3		
	BA119IU	Kinh tế vĩ mô	3	3		
	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	PE010IU	Lịch sử và Văn hóa VN	3	3		
	PE007IU	Địa lý kinh tế thế giới	3	3		
<b>Hệ Quản trị doanh nghiệp</b>						
1 (Năm 3) 20 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA018IU	Quản trị chất lượng	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA153IU	Thực tập	3		3	
Hè (Năm 4) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3			
	BA023IU	Quản trị dự án	3			
	BA161IU	Phương pháp nghiên cứu khoa học	3			
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2			
		Tự chọn 02	3			
		Tự chọn 03	3			
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 03 môn trong các môn sau đây)					
	BA032IU	Quản lý bán hàng	3	3		
	BA038IU	Quản lý dịch vụ khách hàng	3	3		

	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA158IU	Thiết kế và thay đổi tổ chức	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Kinh doanh quốc tế</b>						
1 (Năm 3) 20 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA084IU	Quản trị xuất nhập khẩu	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		

	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 04 môn trong các môn sau đây)						
	BA054IU	Quản trị tài chính doanh nghiệp	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA099IU	Quản trị chiến lược toàn cầu	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA152IU	Luật kinh doanh quốc tế	3	3		
	BA213IU	Quản trị doanh nghiệp	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA155IU	Quản trị đa văn hóa	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Tiếp thị</b>						
1 (Năm 3) 20 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
		Tự chọn 01	3	3		

	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 3) 15 tín chỉ	BA035IU	Nghiên cứu tiếp thị	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA083IU	Hành vi khách hàng	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA142IU	Chiến lược tiếp thị	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 04 môn trong các môn sau đây)						
	BA032IU	Quản lý bán hàng	3	3		
	BA023IU	Quản trị dự án	3	3		
	BA045IU	Tiếp thị giữa các doanh nghiệp	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề Nghiên cứu khoa học	3	3		
	BA094IU	Quảng cáo và quan hệ công chúng	3	3		
	BA146IU	Quản trị bán lẻ	3	3		
	BA148IU	Tiếp thị kỹ thuật số	3	3		
	BA149IU	Lập kế hoạch sản phẩm mới	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA182IU	Quản trị quan hệ khách hàng	3	3		
	BA183IU	Kênh tiếp thị	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		

	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Quản lí Nhà hàng- Khách sạn</b>						
1 (Năm 3) 20 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA228IU	Quản trị ẩm thực	3	3		
	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
	BA153IU	Thực tập	3		3	
2 (Năm 3) 15 tín chỉ	BA254IU	Quản lý và điều hành bộ phận buồng	3	1	2	
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3	1	2	
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3	1	2	
Hè (Năm 3) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 4) 17 tín chỉ	BA233IU	Quản lý và điều hành khách sạn	3	3		
	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
		Tự chọn 01	3	3		
		Tự chọn 02	3	3		
2 (Năm 4) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
<b>Môn tự chọn (chọn 02 môn trong các môn sau đây)</b>						
	BA081IU	Luật kinh doanh	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		

BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3	3		
BA211IU	Tổ chức và quản lý du lịch tàu biển	3	3		
BA223IU	Quản lý hội nghị và tổ chức sự kiện	3	3		
BA241IU	Quản lý thiết bị khách sạn	3	3		
BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	3		
BA243IU	Quản lý dịch vụ khách hàng	3	3		
BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	3		
BA245IU	Quản lý doanh thu	3	3		
BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	3		
BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	3		
BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
BA285IU	Hệ thống thông tin địa lý	3	3		

NĂM 1								
NĂM 1	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	ENTP01	IE1	17	1	EN007IU	Anh văn chuyên ngành 1	2
	2	ENTP02	IE2	13	2	EN008IU		2
					3	PE015IU	Triết học Mác-Lenin	3
					4	PE008IU	Tư duy lý luận	3
					5	BA282IU	Thuật toán trong kinh doanh	4
					6	BA115IU	Quản trị kinh doanh đại cương	3
					7	BA120IU	Tin học quản lý	3
					8	PT001IU	Giáo dục thể chất 1	3

Tổng TC				0	Tổng TC				20
HỌC KÌ HÈ									
STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC		
1	EN011IU	Anh văn chuyên ngành 2	2	3	PT002IU	Giáo dục thể chất 2	3		
2	EN012IU		2	4	PE016IU	Kinh tế chính trị Mac-Lenin	2		
Tổng TC								6	
NĂM 2									
NĂM 2	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA005IU	Kế toán tài chính	3	1	BA256IU	Thảo luận chuyên đề 1	3	
	2	BA123IU	Nguyên lý quản trị	3	2	BA130IU	Hành vi tổ chức	3	
	3	PE021IU	Pháp luật đại cương	3	3	BA068IU	Kinh tế quốc tế	3	
	4	BA117IU	Kinh tế Vi mô	3	4	BA168IU	Phương pháp định lượng trong kinh doanh	3	
	5	BA003IU	Nguyên lý tiếp thị	3	5	BA016IU	Quản trị tài chính	3	
	6	BA080IU	Thống kê trong kinh doanh	3	6	BA119IU	Kinh tế vĩ mô	3	
	7	PE017IU	Chủ nghĩa xã hội khoa học	2	7	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)				Môn tự chọn (chọn 1 trong 2 môn sau đây)				
	8	BA118IU	Tâm lý học	3	8	PE007IU	Địa lý kinh tế thế giới	3	
	9	BA197IU	Xã hội học	3	9	PE010IU	Lịch sử và Văn hóa VN	3	
Tổng TC				23	Tổng TC				23
Tổng TC năm 1 và năm 2				72	Số tín chỉ của môn Giáo dục thể chất 1 và 2 không được tính trong tổng tín chỉ nhưng sinh vẫn bắt buộc phải hoàn thành 2 môn này				
CHUYÊN NGÀNH: QUẢN TRỊ DOANH NGHIỆP									
NĂM 3									
NĂM 3	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	

	1	BA020IU	Đạo đức kinh doanh	3	1	BA018IU	Quản trị chất lượng	3
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA162IU	Quản trị chiến lược	3	3	BA154IU	Sáng lập doanh nghiệp	3
	4	BA164IU	Quản trị sản xuất	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5	PE019IU	Tư tưởng Hồ Chí Minh	2	5	BA153IU	Thực tập	3
	6		Tự chọn 01	3				
	Môn tự chọn (chọn 1 trong 2 môn sau đây)							
	7	BA027IU	Thương mại điện tử	3				
	8	BA169IU	Hệ thống thông tin quản lý	3				
	Tổng TC			20	Tổng TC			15
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Tổng TC			3				
NĂM 4								
NĂM 4	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA023IU	Quản trị dự án	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2				
	5		Tự chọn 02	3				
	6		Tự chọn 03	3				
	Tổng TC			17	Tổng TC			12
	MÔN TỰ CHỌN (chọn 03 môn trong các môn sau đây)							
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	13	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4



	2	BA038IU	Quản lý dịch vụ khách hàng	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA051IU	Quản trị tài chính quốc tế	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA151IU	Quản trị kinh doanh quốc tế	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>			
	8	BA158IU	Thiết kế và thay đổi tổ chức	3				
	9	BA160IU	Đàm phán và quản trị quan hệ	3				
	10	BA171IU	Quản trị rủi ro	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA285IU	Hệ thống thông tin địa lý	3				
	<b>Tổng TC chuyên ngành Quản trị doanh nghiệp</b>					<b>67 TC</b>		
<b>CHUYÊN NGÀNH: KINH DOANH QUỐC TẾ</b>								
<b>NĂM 3</b>								
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>
	1	BA020IU	Đạo đức kinh doanh	3	1	BA051IU	Quản trị tài chính quốc tế	3
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA162IU	Quản trị chiến lược	3	3	BA151IU	Quản trị kinh doanh quốc tế	3
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3
	5	PE019IU	Tư tưởng Hồ Chí Minh	2	5		Tự chọn 02	3

	6		Tự chọn 01	3				
	Môn tự chọn (chọn 1 trong 2 môn sau đây)							
	7	BA027IU	Thương mại điện tử	3				
	8	BA169IU	Hệ thống thông tin quản lý	3				
	Tổng TC			20	Tổng TC		15	
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
1	BA255IU	Thực tập chuyên sâu	3					
Tổng TC			3					
NĂM 4								
	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA084IU	Quản trị xuất nhập khẩu	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA145IU	Quản trị tiếp thị quốc tế	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC			17	Tổng TC		12	
	MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)							
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA054IU	Quản trị tài chính doanh nghiệp	3	16	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA082IU	Quản trị thương hiệu	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA099IU	Quản trị chiến lược toàn cầu	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2

	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA152IU	Luật kinh doanh quốc tế	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>			
	8	BA213IU	Quản trị doanh nghiệp	3				
	9	BA160IU	Đàm phán và quản trị quan hệ	3				
	10	BA171IU	Quản trị rủi ro	3				
	11	BA154IU	Sáng lập doanh nghiệp	3				
	12	BA155IU	Quản trị đa văn hóa	3				
	13	BA156IU	Quản trị nguồn nhân lực	3				
	14	BA176IU	Nhượng quyền thương mại	3				
	15	BA285IU	Hệ thống thông tin địa lý	3				
	<b>Tổng TC chuyên ngành Kinh doanh quốc tế</b>						<b>67</b>	<b>TC</b>
<b>CHUYÊN NGÀNH: TIẾP THỊ</b>								
<b>NĂM 3</b>								
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>
	1	BA020IU	Đạo đức kinh doanh	3	1	BA035IU	Nghiên cứu tiếp thị	3
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA162IU	Quản trị chiến lược	3	3	BA083IU	Hành vi khách hàng	3
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3
	5	PE019IU	Tư tưởng Hồ Chí Minh	2	5		Tự chọn 02	3
	6		Tự chọn 01	3				
	Môn tự chọn (chọn 1 trong 2 môn sau đây)							
	7	BA027IU	Thương mại điện tử	3				
	8	BA169IU	Hệ thống thông tin quản lý	3				
<b>Tổng TC</b>				<b>20</b>	<b>Tổng TC</b>			<b>15</b>

	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Total credits			3				
NĂM 4								
	HỌC KÌ 1				HỌC KÌ 2			
NĂM 4	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA142IU	Chiến lược tiếp thị	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA145IU	Quản trị tiếp thị quốc tế	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC				17	Tổng TC		
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)			
	2	BA023IU	Quản trị dự án	3	15	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA045IU	Tiếp thị giữa các doanh nghiệp	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA082IU	Quản trị thương hiệu	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề Nghiên cứu khoa học	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA094IU	Quảng cáo và quan hệ công chúng	3				
	8	BA146IU	Quản trị bán lẻ	3				

	9	BA148IU	Tiếp thị kỹ thuật số	3	<b>2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)</b>			
	10	BA149IU	Lập kế hoạch sản phẩm mới	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA182IU	Quản trị quan hệ khách hàng	3				
	13	BA183IU	Kênh tiếp thị	3				
	14	BA285IU	Hệ thống thông tin địa lý	3				
<b>Tổng TC chuyên ngành Tiếp thị 67 TC</b>								
<b>CHUYÊN NGÀNH: QUẢN LÝ NHÀ HÀNG- KHÁCH SẠN</b>								
<b>NĂM 3</b>								
<b>NĂM 3</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>
	1	BA020IU	Đạo đức kinh doanh	3	1	BA254IU	Quản lý và điều hành bộ phận buồng	3
	2	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA228IU	Quản trị ẩm thực	3	3	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3
	4	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	5	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3
	6	PE019IU	Tư tưởng Hồ Chí Minh	2				
	7	BA153IU	Thực tập	3				
	<b>Tổng TC</b>			<b>20</b>	<b>Tổng TC</b>			<b>15</b>
	<b>HỌC KÌ HÈ</b>							
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>				
	1	BA255IU	Thực tập chuyên sâu	3				
	<b>Tổng TC</b>			<b>3</b>				
<b>NĂM 4</b>								
<b>NĂM 4</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>			

	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA233IU	Quản lý và điều hành khách sạn	3	1	BA170IU	Luận văn tốt nghiệp	12	
	2	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3					
	3	BA161IU	Phương pháp nghiên cứu khoa học	3					
	4	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2					
	5		Tự chọn 01	3					
	6		Tự chọn 02	3					
	Tổng TC				17	Tổng TC			12
	MÔN TỰ CHỌN (chọn 02 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA081IU	Luật kinh doanh	3	14	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4	
	2	BA154IU	Sáng lập doanh nghiệp	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2	
	3	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	
	4	BA211IU	Tổ chức và quản lý du lịch tàu biển	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	
	5	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	
	6	BA241IU	Quản lý thiết bị khách sạn	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2	
	7	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)				
	8	BA243IU	Quản lý dịch vụ khách hàng	3					

	9	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	
	10	BA245IU	Quản lý doanh thu	3	
	11	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	
	12	BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	
	13	BA285IU	Hệ thống thông tin địa lý	3	
<b>Tổng TC chuyên ngành Quản lý Nhà hàng-Khách sạn</b>					<b>67 TC</b>

### 10.3. Trình độ IE0

Bảng 9. Kế hoạch giảng dạy đối với người học đạt trình độ IE0

Học kỳ	MMH	Tên môn học	Tín chỉ			
			Tổng cộng	Lý thuyết	Thực hành / Thí nghiệm	Khác (nếu có)
1 (Năm 1) 0 tín chỉ	ENTP00	IE0	17	17		
	ENTP01	IE1	17	17		
2 (Năm 1) 03 tín chỉ	ENTP02	IE2	13	13		
	Sinh viên phải hoàn thành IE0, IE1 và IE2 để tiếp tục đăng kí các môn dưới đây					
	PE015IU	Triết học Mác-Lenin	3	3		
	PT001IU	Giáo dục thể chất 1	3		3	
Hè (Năm 1) 6 tín chỉ	EN007IU EN008IU	Anh văn chuyên ngành 1	4	4		
	PE016IU	Kinh tế chính trị Mac-Lenin	2	2		
	PT002IU	Giáo dục thể chất 2	3		3	
1 (Năm 2) 18 tín chỉ	EN011IU EN012IU	Anh văn chuyên ngành 2	4	4		
	BA115IU	Quản trị kinh doanh đại cương	3	3		
	BA117IU	Kinh tế Vi mô	3	3		
	BA120IU	Tin học quản lý	3	3		
	BA005IU	Kế toán tài chính	3	3		
	PE017IU	Chủ nghĩa xã hội khoa học	2	2		
	BA282IU	Thuật toán trong kinh doanh	4	4		

2 (Năm 2) 15 tín chỉ	BA119IU	Kinh tế vĩ mô	3	3		
	BA123IU	Nguyên lý quản trị	3	3		
	PE008IU	Tư duy lý luận	3	3		
	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2	2		
1 (Năm 3) 14 tín chỉ	BA003IU	Nguyên lý tiếp thị	3	3		
	BA080IU	Thống kê trong kinh doanh	3	3		
	PE021IU	Pháp luật đại cương	3	3		
	PE019IU	Tư tưởng Hồ Chí Minh	2	2		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA197IU	Xã hội học	3	3		
	BA118IU	Tâm lý học	3	3		
2 (Năm 3) 18 tín chỉ	BA256IU	Thảo luận chuyên đề 1	3	3		
	BA130IU	Hành vi tổ chức	3	3		
	BA068IU	Kinh tế quốc tế	3	3		
	BA168IU	Phương pháp định lượng trong kinh doanh	3	3		
	BA016IU	Quản trị tài chính	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	PE010IU	Lịch sử và Văn hóa VN	3	3		
	PE007IU	Địa lý kinh tế thế giới	3	3		
<b>Hệ Quản trị doanh nghiệp</b>						
1 (Năm 4) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
2 (Năm 4) 15 tín chỉ	BA169IU	Hệ thống thông tin quản lý	3	3		
	BA018IU	Quản trị chất lượng	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
Hè (Năm 4) 03 tín chỉ	BA153IU	Thực tập	3		3	
	BA255IU	Thực tập chuyên sâu	3		3	



1 (Năm 5) 17 tín chỉ	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3			
	BA023IU	Quản trị dự án	3			
	BA161IU	Phương pháp nghiên cứu khoa học	3			
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2			
		Tự chọn 02	3			
		Tự chọn 03	3			
2 (Năm 5) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 03 môn trong các môn sau đây)						
	BA032IU	Quản lý bán hàng	3	3		
	BA038IU	Quản lý dịch vụ khách hàng	3	3		
	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA158IU	Thiết kế và thay đổi tổ chức	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Kinh doanh quốc tế</b>						
1 (Năm 4) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		

	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 4) 15 tín chỉ	BA051IU	Quản trị tài chính quốc tế	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA151IU	Quản trị kinh doanh quốc tế	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 4) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 5) 17 tín chỉ	BA084IU	Quản trị xuất nhập khẩu	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 5) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
Môn tự chọn (chọn 04 môn trong các môn sau đây)						
	BA054IU	Quản trị tài chính doanh nghiệp	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA099IU	Quản trị chiến lược toàn cầu	3	3		
	BA098IU	Kỹ năng lãnh đạo	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA150IU	Chuyên đề nghiên cứu	3	3		
	BA152IU	Luật kinh doanh quốc tế	3	3		
	BA213IU	Quản trị doanh nghiệp	3	3		
	BA160IU	Đàm phán và quản trị quan hệ	3	3		
	BA171IU	Quản trị rủi ro	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA155IU	Quản trị đa văn hóa	3	3		
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		

	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Tiếp thị</b>						
1 (Năm 4) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA162IU	Quản trị chiến lược	3	3		
	BA164IU	Quản trị sản xuất	3	3		
		Tự chọn 01	3	3		
	Môn tự chọn (chọn 1 trong 2)		3	3		
	BA027IU	Thương mại điện tử	3	3		
	BA169IU	Hệ thống thông tin quản lý	3	3		
2 (Năm 4) 15 tín chỉ	BA035IU	Nghiên cứu tiếp thị	3	3		
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA083IU	Hành vi khách hàng	3	3		
	BA153IU	Thực tập	3		3	
		Tự chọn 02	3	3		
Hè (Năm 4) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 5) 17 tín chỉ	BA142IU	Chiến lược tiếp thị	3	3		
	BA145IU	Quản trị tiếp thị quốc tế	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
		Tự chọn 03	3	3		
		Tự chọn 04	3	3		
2 (Năm 5) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 04 môn trong các môn sau đây)					
	BA032IU	Quản lý bán hàng	3	3		
	BA082IU	Quản trị thương hiệu	3	3		
	BA140IU	Mô phỏng chiến lược kinh doanh	3	3		
	BA094IU	Quảng cáo và quan hệ công chúng	3	3		
	BA045IU	Tiếp thị giữa các doanh nghiệp	3	3		
	BA146IU	Quản trị bán lẻ	3	3		
	BA182IU	Quản trị quan hệ khách hàng	3	3		
	BA176IU	Nhượng quyền thương mại	3	3		

	BA023IU	Quản trị dự án	3	3		
	BA183IU	Kênh tiếp thị	3	3		
	BA149IU	Lập kế hoạch sản phẩm mới	3	3		
	BA148IU	Tiếp thị kỹ thuật số	3	3		
	BA150IU	Chuyên đề Nghiên cứu khoa học	3	3		
	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		
<b>Hệ Quản lý Nhà hàng- Khách sạn</b>						
1 (Năm 4) 18 tín chỉ	BA020IU	Đạo đức kinh doanh	3	3		
	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA228IU	Quản trị ẩm thực	3	3		
	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	3		
	BA153IU	Thực tập	3		3	
2 (Năm 4) 15 tín chỉ	BA254IU	Quản lý và điều hành bộ phận buồng	3	1	2	
	BA006IU	Giao tiếp trong kinh doanh	3	3		
	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3	1	2	
	BA156IU	Quản trị nguồn nhân lực	3	3		
	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3	1	2	
Hè (Năm 4) 03 tín chỉ	BA255IU	Thực tập chuyên sâu	3		3	
1 (Năm 5) 17 tín chỉ	BA233IU	Quản lý và điều hành khách sạn	3	3		
	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3	3		
	BA161IU	Phương pháp nghiên cứu khoa học	3	3		

	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2	2		
		Tự chọn 01	3	3		
		Tự chọn 02	3	3		
2 (Năm 5) 12 tín chỉ	BA170IU	Luận văn tốt nghiệp	12		12	
	Môn tự chọn (chọn 02 môn trong các môn sau đây)					
	BA241IU	Quản lý thiết bị khách sạn	3	3		
	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	3		
	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3	3		
	BA243IU	Quản lý dịch vụ khách hàng	3	3		
	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3	3		
	BA245IU	Quản lý doanh thu	3	3		
	BA211IU	Tổ chức và quản lý du lịch tàu biển	3	3		
	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3	3		
	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3	3		
	BA248IU	Kiểm soát chi phí trong dịch vụ ẩm thực	3	3		
	BA154IU	Sáng lập doanh nghiệp	3	3		
	BA081IU	Luật kinh doanh	3	3		
	BA257IU	Thảo luận chuyên đề ngành tài chính	2	2		
	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2	2		
	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2	2		
	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2	2		
	BA281IU	Thảo luận chuyên đề ngành kế toán	2	2		
	BA285IU	Hệ thống thông tin địa lý	3	3		

NĂM 1								
NĂM 1	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	ENTP00	IE0	17	1	ENTP02	IE2	13

	2	ENTP01	IE1	17	Sinh viên phải hoàn thành IE0, IE1 và IE2 để tiếp tục đăng kí các môn dưới đây			
					2	PE015IU	Triết học Mác-Lenin	3
					3	PT001IU	Giáo dục thể chất 1	3
	Tổng TC			0	Tổng TC			3
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	EN007IU	Anh văn chuyên ngành 1	2	3	PT002IU	Giáo dục thể chất 2	3
	2	EN008IU		2	4	PE016IU	Kinh tế chính trị Mac-Lenin	2
	Tổng TC							6
	NĂM 2							
NĂM 2	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	EN011IU	Anh văn chuyên ngành 2	2	1	BA282IU	Thuật toán trong kinh doanh	4
	2	EN012IU		2	2	BA119IU	Kinh tế vĩ mô	3
	3	BA117IU	Kinh tế Vi mô	3	3	BA123IU	Nguyên lý quản trị	3
	4	BA115IU	Quản trị kinh doanh đại cương	3	4	PE008IU	Tư duy lý luận	3
	5	BA120IU	Tin học quản lý	3	5	PE018IU	Lịch sử Đảng Cộng sản Việt Nam	2
	6	BA005IU	Kế toán tài chính	3				
	7	PE017IU	Chủ nghĩa xã hội khoa học	2				
	Tổng TC			18	Tổng TC			15
NĂM 3								
	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA003IU	Nguyên lý tiếp thị	3	1	BA256IU	Thảo luận chuyên đề 1	3
	2	BA080IU	Thống kê trong kinh doanh	3	2	BA130IU	Hành vi tổ chức	3
	3	PE021IU	Pháp luật đại cương	3	3	BA068IU	Kinh tế quốc tế	3

4	PE019IU	Tư tưởng Hồ Chí Minh	2	4	BA168IU	Phương pháp định lượng trong kinh doanh	3	
Môn tự chọn (chọn 1 trong 2 môn sau đây)				5	BA016IU	Quản trị tài chính	3	
5	BA118IU	Tâm lý học	3	Môn tự chọn (chọn 1 trong 2 môn sau đây)				
6	BA197IU	Xã hội học	3	6	PE007IU	Địa lý kinh tế thế giới	3	
				7	PE010IU	Lịch sử và Văn hóa VN	3	
Tổng TC			14	Tổng TC			18	
Tổng TC năm 1, 2 và năm 3			74	Số tín chỉ của môn IE0, IE1, IE2, Giáo dục thể chất 1 và 2 không được tính trong tổng tín chỉ nhưng sinh viên bắt buộc phải hoàn thành 2 môn này				
CHUYÊN NGÀNH: QUẢN TRỊ DOANH NGHIỆP								
NĂM 4								
NĂM 4	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA020IU	Đạo đức kinh doanh	3	1	BA018IU	Quản trị chất lượng	3
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA162IU	Quản trị chiến lược	3	3	BA154IU	Sáng lập doanh nghiệp	3
	4	BA164IU	Quản trị sản xuất	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5		Tự chọn 01	3	5	BA153IU	Thực tập	3
	Môn tự chọn (chọn 1 trong 2 môn sau đây)							
	6	BA027IU	Thương mại điện tử	3				
	7	BA169IU	Hệ thống thông tin quản lý	3				
	Tổng TC			18	Tổng TC			15
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Tổng TC			3				
NĂM 5								

NĂM 5	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA022IU	Quản trị hậu cần và chuỗi cung ứng	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA023IU	Quản trị dự án	3				
	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2				
	5		Tự chọn 02	3				
	6		Tự chọn 03	3				
	Tổng TC				17	Tổng TC		
MÔN TỰ CHỌN (chọn 03 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	13	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA038IU	Quản lý dịch vụ khách hàng	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA051IU	Quản trị tài chính quốc tế	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề nghiên cứu cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA151IU	Quản trị kinh doanh quốc tế	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA158IU	Thiết kế và thay đổi tổ chức	3				



	9	BA160IU	Đàm phán và quản trị quan hệ	3							
	10	BA171IU	Quản trị rủi ro	3							
	11	BA176IU	Nhượng quyền thương mại	3							
	12	BA285IU	Hệ thống thông tin địa lý	3							
<b>Tổng TC chuyên ngành Quản trị doanh nghiệp</b>									<b>65</b>	<b>TC</b>	
<b>CHUYÊN NGÀNH: KINH DOANH QUỐC TẾ</b>											
<b>NĂM 4</b>											
<b>NĂM 4</b>	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>						
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>			
	1	BA020IU	Đạo đức kinh doanh	3	1	BA051IU	Quản trị tài chính quốc tế	3			
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3			
	3	BA162IU	Quản trị chiến lược	3	3	BA151IU	Quản trị kinh doanh quốc tế	3			
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3			
	5		Tự chọn 01	3	5		Tự chọn 02	3			
	Môn tự chọn (chọn 1 trong 2 môn sau đây)										
	6	BA027IU	Thương mại điện tử	3							
	7	BA169IU	Hệ thống thông tin quản lý	3							
	<b>Tổng TC</b>				<b>18</b>	<b>Tổng TC</b>				<b>15</b>	
	<b>HỌC KÌ HÈ</b>										
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>							
	1	BA255IU	Thực tập chuyên sâu	3							
	<b>Tổng TC</b>			<b>3</b>							
<b>NĂM 5</b>											
	<b>HỌC KÌ 1</b>				<b>HỌC KÌ 2</b>						
	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>	<b>STT</b>	<b>MMH</b>	<b>Tên môn học</b>	<b>TC</b>			
	1	BA084IU	Quản trị xuất nhập khẩu	3	1	BA170IU	Luận văn tốt nghiệp	12			
	2	BA145IU	Quản trị tiếp thị quốc tế	3							

	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC				17	Tổng TC		12
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA054IU	Quản trị tài chính doanh nghiệp	3	16	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA082IU	Quản trị thương hiệu	3		BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA099IU	Quản trị chiến lược toàn cầu	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA098IU	Kỹ năng lãnh đạo	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA150IU	Chuyên đề nghiên cứu	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA152IU	Luật kinh doanh quốc tế	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA213IU	Quản trị doanh nghiệp	3				
	9	BA160IU	Đàm phán và quản trị quan hệ	3				
	10	BA171IU	Quản trị rủi ro	3				
	11	BA154IU	Sáng lập doanh nghiệp	3				
	12	BA155IU	Quản trị đa văn hóa	3				

	13	BA156IU	Quản trị nguồn nhân lực	3					
	14	BA176IU	Nhượng quyền thương mại	3					
	15	BA285IU	Hệ thống thông tin địa lý	3					
Tổng TC chuyên ngành Kinh doanh quốc tế					65	TC			
CHUYÊN NGÀNH: TIẾP THỊ									
NĂM 4									
NĂM 4	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA020IU	Đạo đức kinh doanh	3	1	BA035IU	Nghiên cứu tiếp thị	3	
	2	BA081IU	Luật kinh doanh	3	2	BA006IU	Giao tiếp trong kinh doanh	3	
	3	BA162IU	Quản trị chiến lược	3	3	BA083IU	Hành vi khách hàng	3	
	4	BA164IU	Quản trị sản xuất	3	4	BA153IU	Thực tập	3	
	5		Tự chọn 01	3	5		Tự chọn 02	3	
	Môn tự chọn (chọn 1 trong 2 môn sau đây)								
	6	BA027IU	Thương mại điện tử	3					
	7	BA169IU	Hệ thống thông tin quản lý	3					
	Tổng TC				18	Tổng TC			15
	HỌC KÌ HÈ								
	STT	MMH	Tên môn học	TC					
	1	BA255IU	Thực tập chuyên sâu	3					
	Total credits			3					
NĂM 5									
NĂM 5	HỌC KÌ 1				HỌC KÌ 2				
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC	
	1	BA142IU	Chiến lược tiếp thị	3	1	BA170IU	Luận văn tốt nghiệp	12	
	2	BA145IU	Quản trị tiếp thị quốc tế	3					
3	BA161IU	Phương pháp nghiên cứu khoa học	3						

	4	BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2				
	5		Tự chọn 03	3				
	6		Tự chọn 04	3				
	Tổng TC				17	Tổng TC		
MÔN TỰ CHỌN (chọn 04 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA032IU	Quản lý bán hàng	3	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)			
	2	BA023IU	Quản trị dự án	3	15	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2
	3	BA045IU	Tiếp thị giữa các doanh nghiệp	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA082IU	Quản trị thương hiệu	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	5	BA140IU	Mô phỏng chiến lược kinh doanh	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	6	BA150IU	Chuyên đề Nghiên cứu khoa học	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA094IU	Quảng cáo và quan hệ công chúng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA146IU	Quản trị bán lẻ	3				
	9	BA148IU	Tiếp thị kỹ thuật số	3				
	10	BA149IU	Lập kế hoạch sản phẩm mới	3				
	11	BA176IU	Nhượng quyền thương mại	3				
	12	BA182IU	Quản trị quan hệ khách hàng	3				
	13	BA183IU	Kênh tiếp thị	3				
	14	BA285IU	Hệ thống thông tin địa lý	3				
Tổng TC chuyên ngành Tiếp thị				65	TC			

CHUYÊN NGÀNH: QUẢN LÝ NHÀ HÀNG- KHÁCH SẠN								
NĂM 4								
NĂM 4	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA020IU	Đạo đức kinh doanh	3	1	BA254IU	Quản lý và điều hành bộ phận buồng	3
	2	BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng	3	2	BA006IU	Giao tiếp trong kinh doanh	3
	3	BA228IU	Quản trị ẩm thực	3	3	BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	3
	4	BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	3	4	BA156IU	Quản trị nguồn nhân lực	3
	5	BA206IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	3	5	BA231IU	Quản lý và điều hành bộ phận tiền sảnh	3
	6	BA153IU	Thực tập	3				
	Tổng TC			18	Tổng TC			15
	HỌC KÌ HÈ							
	STT	MMH	Tên môn học	TC				
	1	BA255IU	Thực tập chuyên sâu	3				
	Tổng TC			3				
NĂM 5								
NĂM 5	HỌC KÌ 1				HỌC KÌ 2			
	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA233IU	Quản lý và điều hành khách sạn	3	1	BA170IU	Luận văn tốt nghiệp	12
	2	BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành quản trị Khách sạn – Nhà hàng	3				

	3	BA161IU	Phương pháp nghiên cứu khoa học	3				
	4	BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng	2				
	5		Tự chọn 01	3				
	6		Tự chọn 02	3				
	Tổng TC							
MÔN TỰ CHỌN (chọn 02 môn trong các môn sau đây)								
MÔN TỰ CHỌN	STT	MMH	Tên môn học	TC	STT	MMH	Tên môn học	TC
	1	BA081IU	Luật kinh doanh	3	14	Thảo luận chuyên đề (chọn 02 trong 05 thảo luận chuyên đề sau đây)		4
	2	BA154IU	Sáng lập doanh nghiệp	3		BA257IU	Thảo luận chuyên đề ngành tài chính	2
	3	BA207IU	Vệ sinh an toàn thực phẩm trong Khách sạn – Nhà hàng	3		BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp	2
	4	BA211IU	Tổ chức và quản lý du lịch tàu biển	3		BA273IU	Thảo luận chuyên đề kinh doanh quốc tế	2
	5	BA223IU	Quản lý hội nghị và tổ chức sự kiện	3		BA275IU	Thảo luận chuyên đề về ngành tiếp thị	2
	6	BA241IU	Quản lý thiết bị khách sạn	3		BA281IU	Thảo luận chuyên đề ngành kế toán	2
	7	BA242IU	Quản lý chất lượng trong Khách sạn – Nhà hàng	3	2 môn Thảo luận chuyên đề các chuyên ngành khác (4 tín chỉ) được tính bằng 1 môn tự chọn (3 tín chỉ)			
	8	BA243IU	Quản lý dịch vụ khách hàng	3				
	9	BA244IU	Kỹ năng giám sát trong Khách sạn – Nhà hàng	3				
	10	BA245IU	Quản lý doanh thu	3				
	11	BA246IU	Quản lý và phát triển khu nghỉ dưỡng	3				

	12	BA248IU	Kiểm soát chi phí trong dịch vụ âm thực	3	
	13	BA285IU	Hệ thống thông tin địa lý	3	
<b>Tổng TC chuyên ngành Quản lý Nhà hàng-Khách sạn</b>					<b>65 TC</b>

### 11. Ma trận các môn học và chuẩn đầu ra (kỹ năng)

Mức độ đóng góp của các môn học vào chuẩn đầu ra của CTĐT ngành Quản trị Kinh doanh được trình bày như Bảng 10.

Bảng 10. Đóng góp của các môn học vào CĐR của CTĐT

Mã môn học	Tên môn học	Chuẩn đầu ra					
		C1	C2	C3	C4	C5	C6
Các môn lý luận chính trị							
PE015IU	Triết học Mác-Lenin	✓					
PE016IU	Kinh tế chính trị Mac-Lenin	✓					
PE017IU	Chủ nghĩa xã hội khoa học	✓					
PE018IU	Lịch sử Đảng Cộng sản Việt Nam	✓					
PE019IU	Tư tưởng Hồ Chí Minh	✓					
Khoa học - Xã hội, Nhân văn – Nghệ thuật							
BA115IU	Quản trị kinh doanh đại cương	✓	✓		✓	✓	✓
BA119IU	Kinh tế vĩ mô		✓		✓	✓	
BA117IU	Kinh tế vi mô		✓		✓	✓	
BA116IU	Xã hội học		✓			✓	
BA118IU	Tâm lý học		✓			✓	
PE021IU	Pháp luật đại cương						
PE008IU	Tư duy lý luận		✓			✓	
PE010IU	Lịch sử và Văn hóa VN		✓				
PE007IU	Địa lý kinh tế thế giới		✓			✓	
Ngoại ngữ							
	Anh văn chuyên ngành 1		✓			✓	
	Anh văn chuyên ngành 2		✓			✓	

<b>Toán – Tin học – Khoa học tự nhiên – Công nghệ - Môi trường</b>							
BA282IU	Thuật toán trong kinh doanh		✓				
BA080IU	Thống kê trong kinh doanh		✓	✓	✓	✓	
BA168IU	Phương pháp định lượng trong kinh doanh		✓	✓	✓	✓	
BA120IU	Tin học Quản lý		✓	✓		✓	
<b>Giáo dục Thể chất:</b>							✓
PT001IU	Giáo dục thể chất 1						✓
PT002IU	Giáo dục thể chất 2						✓
<b>Giáo dục Quốc phòng</b>							✓
<b>Kiến thức cơ sở</b>							
BA256IU	Thảo luận chuyên đề 1		✓		✓	✓	
BA123IU	Nguyên lý quản trị		✓		✓	✓	
BA068IU	Kinh tế quốc tế		✓		✓	✓	
BA184IU	Kế toán tài chính		✓		✓	✓	
BA016IU	Quản trị Tài chính		✓		✓	✓	
BA130IU	Hành vi tổ chức		✓		✓	✓	✓
BA020IU	Đạo đức kinh doanh		✓		✓	✓	✓
BA115IU	Quản trị kinh doanh đại cương		✓		✓	✓	✓
BA006IU	Giao tiếp trong kinh doanh		✓		✓	✓	✓
BA003IU	Nguyên lý tiếp thị		✓		✓	✓	
BA161IU	Phương pháp nghiên cứu khoa học		✓				
<b>Kiến thức ngành chính</b>							
<b>Kiến thức chuyên sâu của hướng Quản trị doanh nghiệp (in nghiêng là các môn tự chọn)</b>							
BA154IU	Sáng lập doanh nghiệp		✓		✓	✓	✓
BA018IU	Quản trị chất lượng		✓	✓	✓	✓	✓
BA156IU	Quản trị nguồn nhân lực		✓		✓	✓	✓
BA022IU	Quản trị hậu cần và chuỗi cung ứng		✓		✓	✓	✓
BA164IU	Quản trị sản xuất		✓		✓	✓	
BA162IU	Quản trị chiến lược		✓		✓	✓	✓
BA023IU	Quản trị dự án		✓	✓	✓	✓	✓



BA081IU	Luật kinh doanh		✓		✓	✓	✓
BA169IU	Hệ thống thông tin quản lý		✓	✓	✓	✓	
BA027IU	Thương mại điện tử		✓	✓	✓	✓	✓
BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp		✓	✓	✓	✓	
BA032IU	<i>Quản lý bán hàng</i>		✓		✓	✓	✓
BA171IU	<i>Quản trị rủi ro</i>		✓		✓	✓	✓
BA151IU	<i>Quản trị kinh doanh quốc tế</i>		✓		✓	✓	✓
BA140IU	<i>Mô phỏng chiến lược kinh doanh</i>		✓	✓	✓	✓	✓
BA051IU	<i>Quản trị tài chính quốc tế</i>		✓		✓	✓	✓
BA158IU	<i>Thiết kế và thay đổi tổ chức</i>		✓		✓	✓	✓
BA160IU	<i>Đàm phán và quản trị quan hệ</i>		✓		✓	✓	✓
BA176IU	<i>Nhượng quyền thương mại</i>		✓		✓	✓	✓
BA038IU	<i>Quản lý dịch vụ khách hàng</i>		✓		✓	✓	✓
BA285IU	<i>Hệ thống thông tin địa lý</i>		✓		✓	✓	✓
BA098IU	<i>Kỹ năng lãnh đạo</i>		✓		✓	✓	✓
BA150IU	<i>Chuyên đề nghiên cứu</i>		✓		✓	✓	✓
BA272IU	<i>Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng</i>		✓	✓	✓	✓	✓
BA275IU	<i>Thảo luận chuyên đề về ngành tiếp thị</i>		✓	✓	✓	✓	
BA257IU	<i>Thảo luận chuyên đề ngành tài chính</i>		✓	✓	✓	✓	
BA273IU	<i>Thảo luận chuyên đề kinh doanh quốc tế</i>		✓	✓	✓	✓	
BA281IU	<i>Thảo luận chuyên đề ngành kế toán</i>		✓	✓	✓	✓	
<b>Kiến thức chuyên sâu hướng Kinh doanh Quốc tế (in nghiêng là các môn tự chọn)</b>							
BA151IU	Quản trị kinh doanh quốc tế		✓		✓	✓	✓
BA051IU	Quản trị tài chính quốc tế		✓		✓	✓	✓
BA145IU	Quản trị tiếp thị quốc tế		✓		✓	✓	✓
BA084IU	Quản trị xuất nhập khẩu		✓		✓	✓	✓
BA164IU	Quản trị sản xuất		✓		✓	✓	
BA162IU	Quản trị chiến lược		✓		✓	✓	✓
BA273IU	Thảo luận chuyên đề kinh doanh quốc tế		✓	✓	✓	✓	

BA081IU	Luật kinh doanh		✓		✓	✓	✓
BA169IU	Hệ thống thông tin quản lý		✓	✓	✓	✓	
BA027IU	Thương mại điện tử		✓	✓	✓	✓	✓
BA082IU	Quản trị thương hiệu		✓		✓	✓	✓
BA154IU	Sáng lập doanh nghiệp		✓		✓	✓	✓
BA140IU	Mô phỏng chiến lược kinh doanh		✓	✓	✓	✓	✓
BA155IU	Quản trị đa văn hóa		✓		✓	✓	✓
BA054IU	Quản trị tài chính doanh nghiệp		✓		✓	✓	✓
BA098IU	Kỹ năng lãnh đạo		✓		✓	✓	✓
BA176IU	Nhượng quyền thương mại		✓		✓	✓	✓
BA099IU	Quản trị chiến lược toàn cầu		✓		✓	✓	✓
BA160IU	Đàm phán và quản trị quan hệ		✓		✓	✓	✓
BA213IU	Quản trị doanh nghiệp		✓		✓	✓	✓
BA152IU	Luật kinh doanh quốc tế		✓		✓	✓	✓
BA285IU	Hệ thống thông tin địa lý		✓		✓	✓	✓
BA156IU	Quản trị nguồn nhân lực		✓		✓	✓	✓
BA171IU	Quản trị rủi ro		✓		✓	✓	✓
BA150IU	Chuyên đề nghiên cứu khoa học		✓		✓	✓	✓
BA272IU	Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng		✓	✓	✓	✓	✓
BA274IU	Thảo luận chuyên đề về ngành quản trị doanh nghiệp		✓	✓	✓	✓	
BA257IU	Thảo luận chuyên đề về ngành tài chính		✓	✓	✓	✓	
BA275IU	Thảo luận chuyên đề về ngành tiếp thị		✓	✓	✓	✓	
BA281IU	Thảo luận chuyên đề về ngành kế toán		✓	✓	✓	✓	
<b>Kiến thức chuyên sâu của hướng Tiếp thị (in nghiêng là các môn tự chọn)</b>							
BA083IU	Hành vi khách hàng		✓		✓	✓	✓
BA035IU	Nghiên cứu tiếp thị		✓		✓	✓	✓
BA142IU	Chiến lược tiếp thị		✓		✓	✓	✓
BA145IU	Quản trị Tiếp thị quốc tế		✓		✓	✓	✓

BA164IU	Quản trị sản xuất		✓		✓	✓	
BA162IU	Quản trị chiến lược		✓		✓	✓	✓
BA275IU	Thảo luận chuyên đề về ngành tiếp thị		✓	✓	✓	✓	
BA081IU	Luật kinh doanh		✓		✓	✓	✓
BA169IU	Hệ thống thông tin quản lý		✓	✓	✓	✓	
BA027IU	Thương mại điện tử		✓	✓	✓	✓	✓
BA032IU	<i>Quản lý bán hàng</i>		✓		✓	✓	✓
BA082IU	<i>Quản trị thương hiệu</i>		✓		✓	✓	✓
BA140IU	<i>Mô phỏng chiến lược kinh doanh</i>		✓	✓	✓	✓	✓
BA094IU	<i>Quảng cáo và quan hệ công chúng</i>		✓		✓	✓	✓
BA045IU	<i>Tiếp thị giữa các doanh nghiệp</i>		✓		✓	✓	✓
BA146IU	<i>Quản trị bán lẻ</i>		✓		✓	✓	✓
BA182IU	<i>Quản trị quan hệ khách hàng</i>		✓		✓	✓	✓
BA176IU	<i>Nhượng quyền thương mại</i>		✓		✓	✓	✓
BA023IU	<i>Quản trị dự án</i>		✓		✓	✓	✓
BA183IU	<i>Kênh tiếp thị</i>		✓		✓	✓	✓
BA285IU	<i>Hệ thống thông tin địa lý</i>		✓		✓	✓	✓
BA149IU	<i>Lập kế hoạch sản phẩm mới</i>		✓		✓	✓	✓
BA148IU	<i>Tiếp thị kỹ thuật số</i>		✓		✓	✓	✓
BA150IU	<i>Chuyên đề Nghiên cứu khoa học</i>		✓		✓	✓	✓
BA272IU	<i>Thảo luận chuyên đề về ngành Quản trị Khách sạn - Nhà hàng</i>		✓	✓	✓	✓	✓
BA274IU	<i>Thảo luận chuyên đề ngành quản trị doanh nghiệp</i>		✓	✓	✓	✓	
BA257IU	<i>Thảo luận chuyên đề ngành tài chính</i>		✓	✓	✓	✓	
BA273IU	<i>Thảo luận chuyên đề kinh doanh quốc tế</i>		✓	✓	✓	✓	
BA281IU	<i>Thảo luận chuyên đề ngành kế toán</i>		✓	✓	✓	✓	
<b>Kiến thức chuyên sâu của hướng Quản trị Khách sạn – Nhà hàng (in nghiêng là các môn tự chọn)</b>							
BA198IU	Tổng quan ngành Quản trị Khách sạn – Nhà hàng		✓		✓	✓	✓

BA156IU	Quản trị nguồn nhân lực	✓		✓	✓	✓
BA225IU	Các vấn đề pháp lý trong ngành Quản trị Khách sạn – Nhà hàng	✓		✓	✓	✓
BA226IU	Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng	✓		✓	✓	✓
BA228IU	Quản trị ẩm thực	✓		✓	✓	✓
BA229IU	Nghiệp vụ phục vụ chuyên nghiệp	✓		✓	✓	✓
BA254IU	Quản lý và điều hành bộ phận buồng	✓	✓	✓	✓	✓
BA231IU	Quản lý và điều hành bộ phận tiền sảnh	✓	✓	✓	✓	✓
BA232IU	Kinh doanh và tiếp thị dịch vụ khách hàng trong quản trị Khách sạn – Nhà hàng	✓	✓	✓	✓	✓
BA233IU	Quản lý và điều hành khách sạn	✓		✓	✓	✓
BA272IU	Thảo luận chuyên đề về ngành quản trị khách sạn – nhà hàng	✓	✓	✓	✓	✓
BA241IU	<i>Quản lý thiết bị khách sạn</i>	✓	✓	✓	✓	✓
BA242IU	<i>Quản lý chất lượng trong khách sạn và nhà hàng</i>	✓	✓	✓	✓	✓
BA207IU	<i>Vệ sinh an toàn thực phẩm trong Khách sạn và nhà hàng</i>	✓		✓	✓	✓
BA243IU	<i>Quản lý dịch vụ khách hàng</i>	✓		✓	✓	✓
BA244IU	<i>Kỹ năng giám sát trong Khách sạn – Nhà hàng</i>	✓		✓	✓	✓
BA245IU	<i>Quản lý doanh thu</i>	✓	✓	✓	✓	✓
BA211IU	<i>Tổ chức và quản lý du lịch tàu biển</i>	✓		✓	✓	✓
BA246IU	<i>Quản lý và phát triển khu nghỉ dưỡng</i>	✓		✓	✓	✓
BA223IU	<i>Quản lý hội nghị và tổ chức sự kiện</i>	✓		✓	✓	✓
BA248IU	<i>Kiểm soát chi phí trong dịch vụ ẩm thực</i>	✓	✓	✓	✓	✓
BA154IU	<i>Sáng lập doanh nghiệp</i>	✓		✓	✓	✓
BA081IU	<i>Luật kinh doanh</i>	✓		✓	✓	✓
BA285IU	<i>Hệ thống thông tin địa lý</i>	✓		✓	✓	✓

BA257IU	Thảo luận chuyên đề ngành tài chính		✓	✓	✓	✓	
BA274IU	Thảo luận chuyên đề ngành quản trị doanh nghiệp		✓	✓	✓	✓	
BA273IU	Thảo luận chuyên đề kinh doanh quốc tế		✓	✓	✓	✓	
BA275IU	Thảo luận chuyên đề về ngành tiếp thị		✓	✓	✓	✓	
BA281IU	Thảo luận chuyên đề ngành kế toán		✓	✓	✓	✓	
<b>Thực tập tốt nghiệp và làm khóa luận</b>							
BA153IU	Thực tập		✓		✓	✓	✓
BA255IU	Thực tập chuyên sâu		✓		✓	✓	✓
BA170IU	Luận văn tốt nghiệp		✓	✓	✓	✓	✓

C1. Kiến thức về Lí luận chính trị

C2. Khả năng về ngoại ngữ

C3. Khả năng về công nghệ thông tin

C4. Kiến thức Chuyên môn

C5. Kỹ năng

- Kỹ năng phân tích (Analytical) và phản biện (Critical thinking)
- Kỹ năng giao tiếp (Communication) và Làm việc Nhóm (Teamwork)
- Khả năng tự đào tạo (Continuing Self-Development) và Nhận thức triển vọng (Perspective)

C6. Thái độ và đạo đức nghề nghiệp

## 12. Mô tả vắn tắt nội dung và khối lượng các môn học

### Triết học Mác-Lenin – PE015IU (3,0)

Chuẩn đầu ra: PLO1, PLO4, PLO5, PLO6

Môn học trang bị cho sinh viên những kiến thức cơ bản về triết học Mác-Lênin, bao gồm chủ nghĩa duy vật biện chứng và chủ nghĩa duy vật lịch sử

### Anh văn chuyên ngành 1 – EN007IU, EN008IU (4,0)

Chuẩn đầu ra: PLO2, PLO5

**Nghe AE1 (2,0)**

Môn học hỗ trợ sinh viên đối mặt với những thách thức khi học tiếng Anh trong môi trường học thuật. Sinh viên sẽ học cách thực hiện tất cả những điều mà các sinh viên quốc tế thành công làm - lắng nghe tích cực các bài giảng, ghi chép hiệu quả và tự tin tham gia thảo luận về bài giảng với các bạn cùng lớp và giảng viên. Trong quá trình học những chiến lược này, sinh viên cũng sẽ học và sử dụng vốn từ vựng học thuật phổ biến cũng như các thành ngữ hữu ích.

**Viết AE1 (2,0)**

Môn học phát triển kỹ năng viết cho các sinh viên ở trình độ tiên nâng cao. Môn học tập trung vào việc viết bài luận sử dụng các kỹ thuật như Quy trình Viết, Xây dựng Khung, Mô tả, Ý kiến, Quá trình, So sánh-Tương phản, Nguyên nhân-Kết quả, Vấn đề-Giải pháp và Lập luận. Sinh viên sẽ có cơ hội thực hành viết theo các định dạng "Viết trong Thế giới Thực".

**Kinh tế chính trị Mac-Lenin – PE016IU (2,0)**

*Chuẩn đầu ra: PLO1, PLO4, PLO5, PLO6*

Môn học song hành: Triết học Mác Lênin (PE015IU)

Nội dung chương trình gồm 6 chương: Trong đó chương 1 bàn về đối tượng, phương pháp nghiên cứu và chức năng của Kinh tế chính trị Mác – Lênin. Từ chương 2 đến chương 6 trình bày nội dung cốt lõi của Kinh tế chính trị Mác – Lênin theo mục tiêu môn học. Cụ thể các vấn đề như: Hàng hóa, thị trường và vai trò của các chủ thể trong nền kinh tế thị trường; Sản xuất giá trị thặng dư trong nền kinh tế thị trường; Cạnh tranh và độc quyền trong nền kinh tế thị trường; Kinh tế thị trường định hướng xã hội chủ nghĩa và các quan hệ lợi ích kinh tế ở Việt Nam; Công nghiệp hóa, hiện đại hóa và hội nhập kinh tế quốc tế ở Việt Nam.

**Anh văn chuyên ngành 2 – EN011IU, EN012IU (4,0)**

*Chuẩn đầu ra: PLO2, PLO5*

**Nói AE2 (2,0)**

Sinh viên được trang bị các chiến lược thực tế để thuyết trình hiệu quả. Họ cũng có cơ hội thực hành thuyết trình trên lớp và nhận phản hồi.

**Viết AE2 (2,0)**

Môn học tiên quyết: Viết AE1

Môn học tổng quan về định dạng tổ chức cho một bài báo nghiên cứu và hỗ trợ sinh viên hoàn thành các dự án nghiên cứu trong bất kỳ khóa học nội dung nào bằng cách hỗ trợ viết các bài báo nghiên cứu hiệu quả sử dụng phương pháp tiếp cận từng bước. Nội dung khóa học bao gồm các thành phần của một bài báo nghiên cứu và các kỹ thuật lựa chọn và thu hẹp chủ đề; viết câu chủ đề; lập dàn ý; định vị và ghi chép nguồn; ghi chú; viết phần giới thiệu, các đoạn thân bài và kết luận; và viết bản nháp và bản cuối cùng.

### **Quản trị kinh doanh đại cương – BA115IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Trình bày các khái niệm được đề cập trong khóa học như những thay đổi trong môi trường kinh doanh ảnh hưởng như thế nào về công ty, quyền sở hữu doanh nghiệp, các chức năng quản lý khác nhau. Xác định khái niệm liên quan đến HRM và động lực của nhân viên cũng như đặc điểm của marketing hỗn hợp. Nêu rõ yêu cầu đạo đức trong hoạt động kinh doanh. Nắm vững các kỹ năng giao tiếp cơ bản như viết và nhận ra giá trị và niềm tin của người khác từ bối cảnh văn hóa khác nhau

### **Kinh tế vi mô – BA117IU (3, 0)**

*Chuẩn đầu ra: PLO4, PLO5*

Các kiến thức trong chủ đề này sẽ cho phép sinh viên hiểu biết không chỉ các khái niệm về kinh tế và nguồn lực khan hiếm, về thị trường và các thành tố của nó mà còn có thể đánh giá những dạng cấu trúc thị trường khác nhau cũng như các can thiệp của chính phủ vào thị trường. Môn học này cũng cung cấp cho sinh viên những khả năng cần thiết để đánh giá các yếu tố về hiệu quả của nền kinh tế. Tất cả các khái niệm và kiến thức này giúp cho sinh viên lập kế hoạch cho một doanh nghiệp trong ngắn hạn và dài hạn phát triển một cách hiệu quả hơn nhờ vào việc xem xét các ảnh hưởng của chính sách chính phủ.

### **Tin học Quản lý – BA120IU (3, 0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Trang bị kiến thức cơ bản về công nghệ thông tin và ứng dụng công nghệ thông tin phục vụ nhu cầu xử lý thông tin của doanh nghiệp. Môn học này còn phát triển kỹ năng xử dụng một số phần mềm cơ bản giúp nhà quản trị gia tăng năng suất, bao gồm Microsoft PowerPoint, Microsoft Excel, Microsoft Word và sử dụng thư điện tử.

### **Kế toán tài chính – BA005IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Kế toán là một hệ thống thông tin được thiết kế để nhận dạng, xử lý và trao đổi thông tin tài chính và tình hình kinh doanh mà được sử dụng để hỗ trợ cho các quyết định kinh doanh. Môn học này giới thiệu những nguyên tắc cơ bản về lý thuyết kế toán và ứng dụng của nó. Lĩnh vực học chủ yếu bao gồm thuyết về nợ và có, tài khoản, và các bản nhật ký chung, chu kỳ kế toán, các khoản vay và lãi suất, các khoản phải trả nhưng chưa trả, các khoản chi phí đã chi nhưng chưa sử dụng, tiền mặt, các khoản phải thu, hàng hóa tồn kho, tài sản nhà xưởng, và cách xây dựng báo cáo tài chính.

**Chủ nghĩa xã hội khoa học - PE017IU (2,0)**

*Chuẩn đầu ra: PLO1, PLO4, PLO5, PLO6*

Môn học tiên quyết: Triết học Mác Lênin (PE015IU) và Kinh tế chính trị Mác-Lênin (PE016IU).

Môn học trang bị cho sinh viên những kiến thức cơ bản về chủ nghĩa xã hội khoa học.

**Thuật toán trong kinh doanh –BA282IU (3, 0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học nhằm mục đích cung cấp cho sinh viên sự hiểu biết về các kỹ thuật và phương pháp toán học cơ bản trong bối cảnh kinh doanh và ra quyết định quản lý. Môn học cũng sẽ cung cấp cho sinh viên khuôn khổ toán học và cách tiếp cận khoa học về mô hình hóa hoạt động kinh doanh và hành vi kinh tế.

**Kinh tế vĩ mô – BA119IU - (3, 0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học này cung cấp cho sinh viên những kiến thức để hiểu biết về các chủ đề rộng về kinh tế của một quốc gia hay một khu vực và đánh giá những chính sách kinh tế vĩ mô cũng như những thay đổi của nền kinh tế cả trên phạm vi quốc gia và thế giới. Môn học này sẽ cung cấp cho sinh viên khả năng cần thiết để đánh giá các hợp phần kinh tế như một tổng thể. Tất cả các khái niệm và kiến thức này giúp cho sinh viên lập kế hoạch cho một doanh nghiệp trong ngắn hạn và dài hạn phát triển một cách hiệu quả hơn nhờ vào việc xem xét các ảnh hưởng của chính sách vĩ mô của chính phủ.

**Nguyên lý quản trị - BA123IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học này được thiết kế để giới thiệu về quản trị, và cung cấp một cái nhìn tổng quan về các chức năng mà các nhà quản lý phải thực hiện. Sinh viên sẽ học về khoa học quản trị thông qua việc khám phá những nghiên cứu đã được tìm ra trong các lãnh vực liên quan như ra quyết định, giao tiếp, quản trị chiến lược và quản trị nguồn nhân lực. Hơn nữa, khi xem xét những công trình nghiên cứu khoa học về quản trị, sinh viên sẽ xem xét có thể sử dụng các thông tin này trong khi thực hành nghệ thuật quản trị, và có cơ hội thực hành thông qua các câu hỏi thảo luận trên lớp và thông qua những bài tập tham dự trong các nhóm quản trị.

**Tư duy lý luận – PE008IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5*

Môn học này cung cấp sinh viên những kiến thức nền về tư duy phản biện. Môn học cung cấp kỹ năng hữu ích đối với mọi đối tượng ngành nghề.



### **Lịch sử Đảng Cộng sản Việt Nam - PE018IU (2,0)**

*Chuẩn đầu ra: PLO1, PLO4, PLO6*

Môn học tiên quyết: Triết học Mác Lênin (PE015IU), Kinh tế chính trị Mác- Lênin (PE016IU), và Chủ nghĩa xã hội khoa học (PE017IU).

Môn học trang bị cho sinh viên những kiến thức cơ bản về Lịch sử Đảng Cộng sản Việt Nam.

### **Nguyên lý tiếp thị - BA003IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học này giúp trang bị cho sinh viên những kiến thức và thông tin cơ bản về Tiếp thị. Cụ thể là hiểu được nhu cầu thị trường, hành vi khách hàng, chiến lược Tiếp thị của doanh nghiệp về sản phẩm, giá cả, phân phối, khuyến mãi... Bên cạnh đó, môn học cũng cung cấp cho sinh viên các phương pháp để nghiên cứu thị trường, phân tích các yếu tố môi trường ảnh hưởng đến các hoạt động Tiếp thị.

### **Thống kê trong kinh doanh – BA080IU (3, 0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học giới thiệu cho sinh viên các khái niệm và quy trình cơ bản về thống kê có thể được áp dụng trong kinh doanh. Môn học này bao gồm những phần cơ bản sau: thống kê mô tả, khái niệm cơ bản về xác suất, các phân bố xác suất rời rạc và liên tục, phân bố mẫu, khoảng tin cậy, kiểm định giả thuyết thống kê, kỹ thuật phân tích phương sai, và hồi quy bội.

### **Pháp luật đại cương – PE021IU (3,))**

*Chuẩn đầu ra: PLO1, PLO4, PLO5, PLO6*

Môn học được thiết kế nhằm cung cấp cho sinh viên những kiến thức chung về hệ thống Luật Việt nam và các luật mà chúng qui định những vấn đề lớn và chủ yếu về dân sự, hành chính, và những mối quan hệ giữa con người với con người cũng như giữa con người với chính quyền. Những nhánh chính của luật như hiến pháp, hành chính, dân sự, hình sự, lao động, kinh doanh sẽ được giới thiệu chi tiết hơn.

### **Tư tưởng Hồ Chí Minh - PE019IU (2,0)**

*Chuẩn đầu ra: PLO1, PLO4, PLO6*

Môn học tiên quyết: Triết học Mác Lênin (PE015IU), Kinh tế chính trị Mác- Lênin (PE016IU), và Chủ nghĩa xã hội khoa học (PE017IU)

Môn học trang bị cho sinh viên những kiến thức cơ bản về: Đối tượng, phương pháp nghiên cứu và ý nghĩa học tập môn tư tưởng Hồ Chí Minh; về cơ sở, quá trình hình thành và phát triển tư tưởng Hồ Chí Minh; về độc lập dân tộc và chủ nghĩa xã hội; về Đảng Cộng sản và Nhà nước Việt Nam; về đại đoàn kết dân tộc và đoàn kết quốc tế; về văn hóa, đạo đức, con người.

### **Xã hội học – BA197IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học này cung cấp những hiểu biết nền tảng về bản chất của Khoa học xã hội. Nội dung môn học giới thiệu về lĩnh vực xã hội học và những chủ đề liên quan đến lĩnh vực quản lý và kinh doanh cũng như xã hội hiện đại. Môn học này khuyến khích sự phát triển nhận thức về ngôn ngữ và phương pháp luận của nghiên cứu khoa học xã hội.

### **Tâm lý học – BA118IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Môn học giới thiệu các nguyên tắc và lý thuyết bao gồm cả phương pháp luận và những phân tích văn bản về những nội dung của các lĩnh vực từ phát triển, nhận thức và học tập về động cơ, cảm xúc, cá nhân và quá trình xã hội.

### **Thảo luận chuyên đề 1 – BA256IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Sinh viên sẽ có khả năng nhận biết và áp dụng các kỹ năng mềm như quản lý công việc, làm việc nhóm, lãnh đạo trong hoạt động học tập; phát triển nhận thức và trách nhiệm xã hội; nâng cao khả năng nói trước công chúng và thuyết trình chuyên nghiệp; làm quen với tư duy đa chiều về các vấn đề khác nhau.

### **Hành vi tổ chức – BA130IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học được thiết kế để cung cấp cho sinh viên những kiến thức về những hành vi của con người trong tổ chức ảnh hưởng đến việc quản lý nhân viên cũng như thành tích, ra quyết định, lập kế hoạch và thành tích công tác cũng như sự phát triển của tổ chức. Nó bao gồm hầu hết tất cả khía cạnh của đời sống một tổ chức: sự lãnh đạo, quyền lực, mệnh lệnh và điều khiển, văn hóa tổ chức và sự thay đổi.

### **Kinh tế quốc tế - BA068IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học xem xét các vấn đề cơ bản về thương mại, trao đổi hàng hóa, dịch vụ, con người, tư bản, và công nghệ giữa các quốc gia. Trong môn học này, các chủ đề sẽ tập trung vào khía cạnh thương mại như: nguyên nhân và ảnh hưởng, lý thuyết về thương mại quốc tế.

### **Phương pháp định lượng trong kinh doanh – BA168IU(3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học tiên quyết: Thống kê trong kinh doanh (BA080IU) và Thuật toán trong kinh doanh (BA282IU).

Môn học giúp sinh viên hiểu biết về phương pháp luận, về phân tích định lượng được sử dụng trong quản lý kinh doanh, tạo nhận thức về các công cụ phân tích định lượng được sử dụng trong quản lý kinh doanh, và sử dụng các công cụ phân tích định lượng trong quản lý doanh nghiệp. Môn học khuyến khích sinh viên đánh giá một cách nghiêm túc các công cụ phân tích định lượng.

### **Quản trị tài chính – BA016IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học cung cấp cho sinh viên những khái niệm cơ bản về quản lý tài chính. Môn học đáp ứng yêu cầu của chương trình đào tạo dành cho sinh viên chuyên ngành quản trị kinh doanh nói chung; và là nền tảng cho sinh viên chuyên ngành tài chính, ngân hàng và kế toán. Đối với những sinh viên chuyên ngành tài chính, ngân hàng và kế toán, sinh viên có thể tham gia các khóa học cấp độ cao hơn về tài chính sau môn học này.

### **Lịch sử và Văn hóa Việt Nam – PE010IU (3,0)**

*Chuẩn đầu ra: PLO1, PLO2, PLO4, PLO5, PLO6*

Môn học cung cấp cho sinh viên kiến thức cơ bản về lịch sử và văn hóa Việt Nam từ góc nhìn lịch sử. Sinh viên sẽ được trang bị các chiến lược và phương pháp cần thiết để nhận ra sâu sắc những chuyển biến căn bản trong lịch sử Việt Nam từ thời nguyên thủy đến nay cũng như các yếu tố đa dạng của nền văn minh và văn hóa Việt Nam. Đồng thời, môn học khuyến khích thái độ tích cực đối với Việt Nam học như một ngành nghiên cứu khu vực, xây dựng sự tự tin của sinh viên trong nghiên cứu độc lập về lịch sử và văn hóa Việt Nam, cũng như nâng cao nhận thức về lịch sử, xã hội - văn hóa.

### **Địa lý kinh tế thế giới – PE007IU (3,0)**

*Chuẩn đầu ra: PLO1, PLO3, PLO4, PLO5*

Môn học này cung cấp những khía cạnh khác nhau của địa lý kinh tế thế giới trong thời đại toàn cầu hóa. Trên thế giới, khuynh hướng thương mại toàn cầu đang gia tăng, địa lý kinh tế thế giới là rất cần thiết cho tất cả những ai muốn biết điều gì đang xảy ra với nền kinh tế toàn cầu của họ. Môn học cung cấp những khái niệm và thuật ngữ rất căn bản trong nghiên cứu về địa lý kinh tế.

### **Đạo đức kinh doanh – BA020IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Mục tiêu của môn học này nhằm truyền đạt sự hiểu biết về lý thuyết và thực tiễn trong lĩnh vực đạo đức kinh doanh và kinh doanh bền vững. Sinh viên được học về các đặc điểm của các phạm trù đạo đức trong kinh doanh. Sinh viên sẽ làm quen với những lý thuyết chung của đạo đức kinh doanh như : lý thuyết về đạo đức, thuyết về các bên liên quan, lý thuyết về trách nhiệm, khởi nghiệp bền vững, những vấn đề về quyền con người, cũng như các lý thuyết và thực tiễn trong việc thực hành đạo đức kinh doanh.

### **Luật kinh doanh – BA081IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học giới thiệu chung về môi trường pháp lý ảnh hưởng đến các cá nhân, thương nhân và các giao dịch thương mại. Sinh viên sẽ được làm quen và từ đó hiểu được các hình thức và quy định pháp lý về doanh nghiệp, các nguyên tắc cơ bản về luật hợp đồng, trong đó bao gồm giao kết, thực hiện, vi phạm và các chế tài áp dụng cho vi phạm hợp đồng. Ngoài ra, môn học sẽ xem xét các nguyên tắc cơ bản của pháp quy về trách nhiệm sản phẩm, bất động sản, giao dịch có bảo đảm và luật phá sản.

### **Quản trị chiến lược – BA162IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học phát triển các kỹ năng nhận biết các vấn đề của tổ chức, hình thành và lựa chọn các phương án chiến lược, và nhận biết các vấn đề xuất hiện trong thực thi chiến lược. Sinh viên sau khi hoàn thành môn học này có thể hiểu và áp dụng các bước cần thiết để tạo ra và đánh giá các dự án kinh doanh trên phương diện chiến lược, thực hiện phân tích công nghiệp sử dụng Mô hình Năm Lực lượng Cạnh tranh của M. Porter.

### **Quản trị sản xuất – BA164IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học này giới thiệu các khái niệm và các công cụ phân tích về lập kế hoạch sản xuất. Môn học này cũng trình bày về các quá trình thiết kế và quản lý sản xuất, các phương tiện thiết bị, các hệ thống kiểm soát quy trình. Ngoài ra, môn học cũng trình bày các vấn đề về thiết kế, dự báo nhu cầu, lập kế hoạch cho nguyên vật liệu, các kỹ thuật thu mua. Thêm vào đó, các phương pháp quản lý sản xuất như: điều độ, quản lý chất lượng toàn diện, các khái niệm và phương pháp cải tiến liên tục cũng được nhắc đến.

### **Thương mại điện tử - BA027IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5, PLO6*

Môn học trang bị về cơ sở lý thuyết cũng như các công cụ cần thiết để xây dựng và quản lý các website thương mại điện tử. Nội dung môn học bao gồm: mô hình kinh doanh thương mại điện tử, chiến lược Tiếp thị, vấn đề an ninh và bảo mật hệ thống, thanh toán qua mạng, phần cứng/phần mềm, các vấn đề về pháp luật và đạo đức kinh doanh thương mại điện tử, hoạt động thương mại điện tử trên thế giới và ở Việt nam.

### **Hệ thống thông tin quản lý – BA169IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Trang bị cho sinh viên khái niệm cơ bản về các trang thiết bị công nghệ thông tin, cơ sở dữ liệu,, hệ thống mạng viễn thông, đặc biệt là các hệ thống thông tin sử dụng phổ biến trong doanh nghiệp, chú trọng việc khai thác các hệ thống thông tin khác nhau trong hoạt động doanh nghiệp để đáp ứng nhu cầu quản lý đương đại.

### **Quản trị chất lượng – BA018IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học giới thiệu cho sinh viên các nguyên lý về quản lý chất lượng, với trọng tâm đặt vào kỹ năng giải quyết những vấn đề phức tạp. Môn học này sẽ cung cấp những hiểu biết cơ bản về triết lý, cơ cấu và những công cụ của hệ thống quản lý chất lượng toàn diện (TQM).

### **Giao tiếp trong kinh doanh – BA006IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO5, PLO6*

Môn học trang bị kiến thức cơ bản về giao tiếp trong kinh doanh bao gồm : quá trình giao tiếp và các thành phần liên quan đến giao tiếp trong kinh doanh. Sinh viên được trang bị và rèn luyện các kỹ năng cần thiết để có thể vận dụng hiệu quả một số loại phương tiện giao tiếp phổ biến trong doanh nghiệp như sử dụng văn bản, hội nghị, sự kiện, phỏng vấn tuyển dụng v/v...

### **Sáng lập doanh nghiệp – BA154IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học trang bị cho sinh viên các kỹ năng căn bản cần thiết để khởi sự và quản lý một doanh nghiệp thành công. Các chủ đề học tập bao gồm: thách thức của việc kinh doanh, xây dựng kế hoạch kinh doanh, những vấn đề về tài chính và tiếp thị khi khởi sự doanh nghiệp, và phương pháp tạo ra lợi thế cạnh tranh.

### **Quản trị nguồn nhân lực – BA156IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học giúp sinh viên hiểu được bối cảnh hiện tại và công việc thực tế của công tác quản trị nguồn nhân lực trong khu vực công. Như những công việc khác trong công tác quản lý, quản trị nguồn nhân lực đang trải qua rất nhiều thay đổi. Trọng tâm của môn học là những quy trình tốt nhất hiện hành. Sinh viên có thể xem các chủ đề của môn học ở phần chương trình học chi tiết.

### **Thực tập – BA153IU (0,3)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Sử dụng phương pháp học tập tương tác và dựa trên vấn đề, chương trình thực tập nhấn mạnh sự tương tác giữa người hướng dẫn thực tập và sinh viên. Sinh viên sẽ tìm cách thu thập các tài liệu và thông tin cần thiết, bao gồm bản mô tả công việc, hồ sơ tổ chức, báo cáo tiến độ/hiệu suất, v.v. từ tổ chức nơi đang diễn ra thực tập để hiểu đầy đủ về bối

cảnh, bản chất của công việc đang thực hiện, cơ cấu tổ chức và các mối quan hệ khác nhằm tạo điều kiện thuận lợi cho quá trình thực tập. Sinh viên sẽ cập nhật và thảo luận thường xuyên với cả người hướng dẫn thực tập và giảng viên phụ trách về tiến độ và hiệu quả của công việc đang thực hiện.

### **Quản lý hậu cần và chuỗi cung ứng – BA022IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học này khảo sát những vấn đề chính yếu liên quan đến việc thiết kế và quản lý các chuỗi cung ứng trong công nghiệp và kinh doanh. Chuỗi cung ứng liên quan đến sự tích hợp hiệu quả các nhà cung cấp, các nhà máy, nhà kho, và các cửa hàng sao cho sản phẩm được phân phối đến khách hàng đúng thời điểm và đủ số lượng. Một trong những mục tiêu chủ yếu của quản lý chuỗi cung ứng là làm cho tổng chi phí của chuỗi cung ứng là nhỏ nhất nhưng vẫn thỏa mãn được những yêu cầu khác nhau về dịch vụ.

### **Quản trị dự án – BA023IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5, PLO6*

Môn học này nghiên cứu về việc quản lý dự án từ khái niệm cho đến các hoạt động. Môn học này nhấn mạnh vào các kỹ năng như: lập kế hoạch, điều độ, kiểm soát, phân tích kinh tế, quản lý chất lượng, và thỏa mãn các yêu cầu của khách hàng. Đồng thời, các tiêu chuẩn để xác định một dự án là thành công hay không cũng sẽ được trình bày trong môn học này. Môn học này tạo điều kiện cho sinh viên có thể có tác động tức thì đến việc hoàn thành thành công các dự án mà họ tham gia.

### **Phương pháp nghiên cứu khoa học- BA161IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO3, PLO4, PLO5*

Môn học tiên quyết: Thống kê trong kinh doanh (BA080IU)

Môn học này cung cấp các chủ đề quan trọng trong lĩnh vực phương pháp nghiên cứu. Nó giới thiệu toàn bộ quá trình nghiên cứu, từ việc xây dựng các câu hỏi nghiên cứu đến thiết kế nghiên cứu và kết thúc bằng việc viết báo cáo.

### **Thảo luận chuyên đề ngành quản trị - BA274IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học trang bị cho sinh viên những kỹ năng mềm, kiến thức thực tế và thái độ phù hợp nhằm hỗ trợ sinh viên hiểu rõ về môi trường làm việc chuyên nghiệp trong tương lai. Môn học này bao gồm các buổi do các diễn giả khách mời là giám đốc/quản lý hoặc chuyên gia có ít nhất 5 năm kinh nghiệm trong lĩnh vực của họ giảng dạy. Môn học nhấn mạnh mối liên hệ giữa kiến thức lý thuyết được giảng dạy ở trường đại học và kiến thức thực tiễn trong ngành.

### **Luận văn tốt nghiệp – BA170IU (0,12)**

*Chuẩn đầu ra: PLO2, PLO3, PLO4, PLO5, PLO6*

Khi hoàn thành khóa học Khóa luận tốt nghiệp, sinh viên được kỳ vọng thể hiện sự thành thạo trong việc: xác định câu hỏi nghiên cứu; áp dụng các khái niệm và/hoặc lý thuyết quản lý kinh doanh cơ bản để phân tích câu hỏi nghiên cứu, phát triển khung nghiên cứu (mô hình nếu có) và/hoặc thiết kế giải pháp cho vấn đề kinh doanh; áp dụng một thiết kế nghiên cứu mạch lạc, sử dụng các kỹ thuật thu thập và phân tích dữ liệu phù hợp để xác thực kết quả thực nghiệm (nếu có); chứng minh đóng góp khoa học và tính thực tiễn của nghiên cứu đã thực hiện;...

### **Quản lý bán hàng- BA032IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5*

Quản lý bán hàng tập trung vào sinh viên chuyên ngành Marketing. Khóa học này cung cấp cho sinh viên những kiến thức cơ bản để hiểu rõ hơn về các khái niệm và thực hành bán hàng và quản lý.

### **Quản lý dịch vụ khách hàng- BA038IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Quản lý dịch vụ khách hàng tập trung vào các dịch vụ chuyên nghiệp, dịch vụ dành cho người tiêu dùng và khách hàng doanh nghiệp. BA038IU nhấn mạnh vào hành vi của người tiêu dùng trong bối cảnh dịch vụ và định vị dịch vụ trong các thị trường cạnh tranh..

### **Quản trị tài chính quốc tế - BA051IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học cung cấp các kiến thức và nghiệp vụ quản trị tài chính trong bối cảnh thị trường quốc tế, nhất là các quyết định liên quan đến tỉ giá hối đoái và ảnh hưởng của rủi ro biến động tỉ giá đối với hoạt động doanh nghiệp, đồng thời xem xét các yếu tố có khả năng tác động đến biến động tỉ giá và các chiến lược quản trị rủi ro này. Môn học cũng giới thiệu các hoạt động và vấn đề phát sinh liên quan đến quá trình toàn cầu hóa thị trường vốn, gồm đầu tư vốn quốc tế, chi phí vốn đa quốc gia, cấu trúc vốn và tái cấu trúc vốn.

### **Kỹ năng lãnh đạo - BA098IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Khả năng lãnh đạo được thiết kế để sinh viên cung cấp những thông tin cơ bản cần thiết nhằm phát triển các kỹ năng và phong cách lãnh đạo, đồng thời phát triển sự hiểu biết về các yếu tố tạo nên sự lãnh đạo thành công và chuẩn bị cho sinh viên vai trò lãnh đạo trong cộng đồng và trong nghề nghiệp của họ.

### **Mô phỏng chiến lược kinh doanh - BA140IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Trình bày các nguyên tắc quản lý tiếp thị hiện đại, cũng như những thách thức đặc biệt mà doanh nghiệp gặp phải khi thực hiện các hoạt động tiếp thị trong môi trường năng

động. Nhận thức được tầm quan trọng của quá trình hoạch định chiến lược đối với việc phối hợp thực hiện các hoạt động tiếp thị. Trình bày phương pháp được các doanh nghiệp sử dụng để phát triển chiến lược và kế hoạch tiếp thị sản phẩm/dịch vụ. Trình bày các lĩnh vực quản lý tiếp thị cụ thể với sự nhấn mạnh đặc biệt vào: vòng đời sản phẩm, chiến lược cạnh tranh và hoạt động kinh doanh quốc tế.

### **Quản trị kinh doanh quốc tế - BA151IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn quản trị kinh doanh quốc tế cho sinh viên có cái nhìn bao quát về các vấn đề kinh tế, chính trị, luật pháp, văn hoá và xã hội có ảnh hưởng đến công việc kinh doanh trong môi trường toàn cầu. Môn học này cũng đề cập đến những mô hình hiệu quả trong kinh doanh toàn cầu và các hệ lụy của nó.

### **Thiết kế và thay đổi tổ chức - BA158IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học sẽ giúp người học có kiến thức và kỹ năng cơ bản để phân tích từng yếu tố tạo nên bối cảnh hoạt động sẽ ảnh hưởng như thế nào đến việc thiết kế cấu trúc tổ chức của công ty. Từ đó có những quyết định thiết kế cấu trúc sao cho phù hợp với: Mục tiêu và chiến lược, môi trường, công nghệ, quy mô hay giai đoạn phát triển của tổ chức. Đồng thời môn học cũng giúp cho người học có được kỹ năng cơ bản trong việc vận hành tổ chức sau thiết kế.

### **Đàm phán và quản trị quan hệ - BA160IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Kỹ năng đàm phán là những khả năng, kỹ thuật, phương pháp giúp hai hoặc nhiều bên đạt được kết quả thỏa hiệp, tránh xảy ra xung đột và tạo ra sự đồng thuận giữa các bên liên quan. Đàm phán bao gồm các kỹ năng mềm như giao tiếp, thuyết phục, thấu hiểu, lập kế hoạch, hợp tác,... Đàm phán trong kinh doanh đã trở thành một trong những kỹ năng quan trọng để mang lại thành công cho doanh nghiệp.

### **Quản trị rủi ro- BA171IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Áp dụng các khái niệm và/hoặc lý thuyết quản lý kinh doanh cơ bản để phân tích câu hỏi nghiên cứu; phát triển khung nghiên cứu (mô hình nếu có); và/hoặc thiết kế giải pháp cho một vấn đề kinh doanh. Áp dụng một thiết kế nghiên cứu mạch lạc và sử dụng các kỹ thuật thu thập và phân tích dữ liệu thích hợp để xác nhận các kết quả thực nghiệm (nếu có). Chứng minh sự đóng góp khoa học và tính phù hợp thực tiễn của nghiên cứu được thực hiện. Cung cấp một văn bản nhất quán, có cấu trúc tốt và có lập luận cho Luận văn Cử nhân.

### **Nhượng quyền thương mại- BA176IU (3,0)**



*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Sau khi kết thúc học phần này, sinh viên sẽ có những kiến thức cơ bản về các khái niệm nhượng quyền, có những hiểu biết cơ bản về kinh doanh nhượng quyền, nắm được nguyên lý và quy trình marketing, phân tích được các yếu tố môi trường ảnh hưởng đến hoạt động kinh doanh nhượng quyền, biết lựa chọn mô hình và hình thức nhượng quyền phù hợp, biết cách hoạch định và triển khai các chiến lược của doanh nghiệp kinh doanh nhượng quyền.

### **Hệ thống thông tin địa lý- BA285IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Sinh viên sẽ được giới thiệu khái quát các khái niệm liên quan đến bản đồ và GIS như: thành phần của bản đồ, cơ sở toán học của bản đồ, các loại bản đồ dùng trong quản lý nhà nước, thành phần và chức năng của GIS, các ứng dụng của GIS trong nghiên cứu đô thị. Sinh viên sẽ được hướng dẫn sử dụng phần mềm ArcGIS để thực hiện các bài toán phân tích dữ liệu địa lý và thể hiện các kết quả phân tích dưới dạng bản đồ chuyên đề. Môn học giúp sinh viên được rèn luyện kỹ năng lập và phát triển ứng dụng GIS.

### **Quản trị tài chính quốc tế – BA051IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5, PLO6*

Môn học này sẽ cung cấp khung tổng quát về tài chính quốc tế; một khung nhấn mạnh những nền tảng cơ bản của lý thuyết tài chính quốc tế (ví dụ như các yếu tố quyết định tỷ giá hối đoái, rủi ro tỷ giá, thị trường ngoại hối, cân bằng lãi suất). Môn học được thiết kế để đặt nền móng cho sinh viên trở thành người học tích cực về tài chính quốc tế và phát triển kiến thức, khả năng và kỹ năng cần thiết để đưa ra các quyết định tài chính đúng đắn cho một công ty đa quốc gia.

### **Quản trị xuất nhập khẩu – BA084IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học tiên quyết: Kinh tế quốc tế (BA068IU)

Trang bị cho sinh viên những kiến thức, kỹ năng và nền tảng cần thiết để có được nhiều cơ hội nghề nghiệp hấp dẫn trong lĩnh vực Quản lý Xuất nhập khẩu đang phát triển nhanh chóng. Ngoài ra, khóa học này còn nhằm mục đích truyền đạt kiến thức về các quy trình thương mại và thủ tục giấy tờ, nhằm giúp người học phát triển một cách tiếp cận có hệ thống trong xử lý các giao dịch thương mại và các công việc giấy tờ liên quan

### **Quản trị tiếp thị quốc tế - BA145IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học này nhằm giúp sinh viên hiểu biết việc sử dụng các chiến lược Tiếp thị trong khuôn khổ của thị trường thế giới. Sinh viên sẽ học cách thích ứng với các vấn đề có thể xảy ra khi làm các chương trình Tiếp thị ở nước ngoài. Môn học cũng chú trọng vào sự khác biệt về văn hóa, những thay đổi trong chính sách thương mại, cũng như các tình huống thị trường gần đây trên thế giới.

### **Quản trị tài chính doanh nghiệp – BA054IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học giới thiệu các nghiệp vụ về quản trị tài chính doanh nghiệp, trong đó nhấn mạnh các vấn đề về hoạch định ngân sách vốn, cấu trúc vốn, sự đánh đổi giữa rủi ro và lợi nhuận, các mô hình định giá vốn và định giá dự án, cũng như việc sử dụng các công cụ chứng khoán phái sinh để phòng chống rủi ro biến động giá trên thị trường: Nhượng quyền thương mại, Quản trị chiến lược toàn cầu, Đàm phán và quản trị quan hệ

### **Quản trị chiến lược toàn cầu – BA099IU (3, 0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Quản trị chiến lược (BA162IU)

Môn học bao gồm quản trị chiến lược truyền thống, nhưng mở rộng nó ra quy mô toàn cầu. Nó cung cấp cái nhìn sâu sắc về tác động của toàn cầu hóa đối với tổ chức kinh doanh và cách các nhà quản lý có thể và nên phản ứng với nó. Các chủ đề nghiên cứu chính bao gồm: định nghĩa toàn cầu hóa có ý nghĩa gì đối với doanh nghiệp; phân tích các thành phần khác nhau của một chiến lược toàn cầu; mô tả lợi thế và bất lợi của các hình thức thiết kế tổ chức khác nhau; ...

### **Luật kinh doanh quốc tế – BA152IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Luật kinh doanh (BA081IU)

Môn học bao gồm một loạt các luật có tác động đến các giao dịch kinh doanh quốc tế và tương ứng là các quyết định kinh doanh quốc tế. Sinh viên sẽ học luật quốc tế công và tư và cách nó ảnh hưởng đến các giao dịch kinh doanh quốc tế. Họ cũng sẽ được làm quen với các nguyên tắc cơ bản của việc giải quyết tranh chấp quốc tế. Môn học giới thiệu cho sinh viên các nguyên tắc cơ bản của thương mại quốc tế, bán hàng quốc tế và các tổ chức quốc tế phụ trách các vấn đề kinh doanh quốc tế.

### **Nghiên cứu tiếp thị – BA035IU (3,0)**

*Chuẩn đầu ra: PLO3, PLO4, PLO5*

Môn học được thiết kế để cung cấp cho sinh viên hiểu biết thực tế về cách thức tiến hành và quản lý nghiên cứu tiếp thị để đạt được kết quả tối ưu. Họ sẽ hiểu về nghiên cứu tiếp thị và nhận thức được các quy trình và phương pháp phù hợp thường được sử dụng trong kinh doanh và công nghiệp. Bài tập lớn dựa trên một dự án từ ngành công nghiệp. Làm việc theo nhóm, bạn sẽ đưa dự án qua các giai đoạn khác nhau của quy trình nghiên cứu tiếp thị.

### **Hành vi khách hàng – BA083IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Nguyên lý tiếp thị (BA003IU)

Môn học tập trung vào việc kiểm tra và áp dụng các nguyên tắc hành vi của người tiêu dùng vào việc phát triển và thực hiện các chiến lược tiếp thị. Để nâng cao việc kiểm tra hành vi người tiêu dùng, chúng tôi tập trung vào tác động của các phương tiện truyền thông mới đối với việc tìm kiếm thông tin, lựa chọn mua hàng và ra quyết định của người tiêu dùng, nhận thức rằng người tiêu dùng có quyền truy cập nhanh chóng và thuận tiện vào thông tin về hầu hết bất kỳ sản phẩm hoặc dịch vụ nào họ muốn mua.

### **Chiến lược tiếp thị– BA142IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Nguyên lý tiếp thị (BA003IU)

Môn học giới thiệu cho người học các phương pháp tư duy chiến lược và một số công cụ thực tế, cho phép họ phát triển, đánh giá và triển khai các chiến lược một cách hiệu quả. Bên cạnh đó, khóa học cũng cung cấp các lý thuyết, khuôn khổ và ví dụ liên quan đến việc quản lý những khía cạnh then chốt trong hoạt động tiếp thị chiến lược. Thông qua việc trang bị kiến thức và kỹ năng này, người học sẽ có nền tảng vững chắc để xây dựng và thực thi các chiến lược tiếp thị mang tính chiến lược, góp phần vào sự thành công của tổ chức.

### **Quản trị đa văn hóa – BA155IU (3,0)**

*Chuẩn đầu ra: PLO2, PLO4, PLO5, PLO6*

Môn học tiên quyết: Hành vi tổ chức (BA130IU)

Môn học giúp nâng cao nhận thức của người tham gia về tầm quan trọng của việc hiểu biết về văn hóa, và cải thiện kỹ năng phân tích các nguồn gốc tiềm ẩn của xung đột để chuyển đổi chúng thành lợi thế. Cụ thể, toàn bộ khóa học được phát triển xoay quanh một khuôn khổ để phân tích văn hóa bao gồm ba lớp, và với điều đó, sinh viên sử dụng để nhận ra sự khác biệt trong việc hình thành và vận hành doanh nghiệp. Các chiến lược để trở nên hiệu quả hơn trong bối cảnh kinh doanh đa văn hóa cũng được thảo luận và áp dụng.

### **Quản trị thương hiệu – BA082IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Mục tiêu của khóa học này là thúc đẩy sự hiểu biết về các khái niệm thương hiệu và việc xây dựng các chiến lược để xây dựng, khai thác và bảo vệ thương hiệu. Các chủ đề nghiên cứu sâu hơn bao gồm thực thi và đo lường thương hiệu, tập trung vào việc quản lý các chương trình ảnh hưởng đến hành vi của người tiêu dùng và kênh phân phối. Khóa học sử dụng nhiều hình thức khác nhau để giúp sinh viên có cái nhìn toàn diện về các nền tảng kiến thức của quản trị thương hiệu hiệu quả.

### **Quảng cáo và quan hệ công chúng – BA094IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học khám phá thế giới quảng cáo: lịch sử, chức năng lập kế hoạch và nghiên cứu, các kỹ thuật và thực thi quảng cáo, bao gồm chiến lược sáng tạo và truyền thông. Đề

cập đến các vấn đề, xu hướng và đạo đức hiện tại mà ngành công nghiệp phải đối mặt. Khóa học này sẽ mang lại lợi ích cho những sinh viên quan tâm đến sự nghiệp trong lĩnh vực quảng cáo, cũng như những người chỉ đơn giản là "người tiêu dùng" quảng cáo trong suốt cuộc đời của họ. Khóa học tập trung vào các khía cạnh sáng tạo của quảng cáo và các xu hướng hiện tại trong quảng cáo.

### **Lập kế hoạch sản phẩm mới – BA149IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Nguyên lý tiếp thị (BA003IU)

Môn học có mục đích phát triển kiến thức và kỹ năng cần thiết để duy trì lợi thế cạnh tranh thông qua đổi mới. Sau khi học khóa học này, bạn sẽ hiểu rõ hơn cách nhận ra cơ hội mới cũng như khởi xướng, phát triển và giám sát chúng. Khóa học nhằm đảm bảo rằng bạn sẽ có các kỹ năng và khả năng phù hợp cần thiết trong thế giới doanh nghiệp. Để đạt được những mục tiêu này, khóa học sẽ cung cấp một cách tiếp cận quản lý chiến lược đối với sự đổi mới sản phẩm, phát triển và giám sát liên tục từ góc độ tiếp thị.

### **Tổng quan ngành Quản trị Khách sạn – Nhà hàng – BA198IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học cung cấp cho sinh viên lịch sử phát triển của ngành công nghiệp khách sạn và nhà hàng cũng như tất cả các phân khúc của nó, đồng thời nhấn mạnh tính chất năng động và luôn thay đổi của nó. Ngoài ra, khóa học cũng giới thiệu vai trò và chức năng của các bộ phận khách sạn cùng với các nguyên tắc quản lý cơ bản.

### **Quản trị ẩm thực – BA228IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học cung cấp cho sinh viên kiến thức về cách quản lý chi tiêu và thu nhập để từ đó có được kết quả kinh doanh như mong muốn, cách thức kinh doanh, kiểm soát chi phí thực phẩm - ăn uống, quản lý quy trình sản xuất thực phẩm, cách thức tổ chức kinh doanh tiệc và hội nghị

### **Kỹ năng lãnh đạo và quản lý trong ngành Quản trị Khách sạn – Nhà hàng - BA226IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học cung cấp nền tảng kiến thức của vị trí người quản lý trong nghiệp vụ khách sạn - nhà hàng kết hợp với từng kỹ năng nghiệp vụ. Sinh viên được trang bị kiến thức làm việc với cấp quản lý, khách hàng, nhân viên, và các cơ quan chính quyền. Những bài tập tình huống giúp cho sinh viên thực hành cách giải quyết rắc rối mà họ có thể đối mặt trong công việc. Ngoài ra, sinh viên được hiểu rõ hơn những điều kiện phát triển chuyên môn trong định hướng nghề nghiệp

### **Nghiệp vụ phục vụ chuyên nghiệp -- BA229IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Tổng quan ngành Quản trị Khách sạn – Nhà hàng (BA198IU)

Môn học tạo cơ hội tìm hiểu về những người bạn làm việc cùng và lý do tại sao, công việc của bạn trong các môi trường nhà hàng khác nhau, các phương pháp phục vụ khác nhau có nguồn gốc từ các quốc gia khác, v.v. Bạn cũng sẽ có một số hiểu biết về việc phục vụ đồ uống có cồn, tìm hiểu các yêu cầu của khách hàng và cách tốt nhất để phục vụ họ và mong muốn của họ. Cuối cùng, khóa học sẽ tiết lộ nhu cầu rất lớn về an toàn và vệ sinh đúng cách để tránh nhiễm bẩn thực phẩm mà bạn sẽ phục vụ cho khách hàng.

### **Quản lý và điều hành khách sạn – BA233IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Tổng quan ngành Quản trị Khách sạn – Nhà hàng (BA198IU)

Môn học phân loại khách sạn theo mức độ dịch vụ được cung cấp. Giải thích chức năng của sơ đồ tổ chức khách sạn. Xác định trách nhiệm của các bộ phận và phòng ban chính trong khách sạn. Giải thích mối quan hệ giữa bộ phận buồng phòng và lễ tân. Giải thích mối quan hệ giữa bộ phận buồng phòng và bộ phận bảo trì. So sánh và đối chiếu sơ đồ tổ chức theo chức danh công việc của một khách sạn đầy đủ dịch vụ với sơ đồ tổ chức theo cấp độ chuyên môn cho cùng một khách sạn hoặc khách sạn tương tự.

### **Kinh doanh và tiếp thị dịch vụ khách hàng trong ngành Quản trị Khách sạn – Nhà hàng - BA232IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học này cung cấp cho sinh viên hiểu được ý nghĩa và vai trò của tiếp thị trong hoạt động kinh doanh khách sạn và nhà hàng. Sinh viên sẽ nắm bắt được toàn bộ tiến trình quản trị tiếp thị trong ngành khách sạn và nhà hàng: phân tích – hoạch định – thực hiện – kiểm tra, có khả năng phân tích các cơ hội thị trường, phân khúc thị trường, chọn thị trường mục tiêu cho phù hợp với mục tiêu và nguồn lực của một doanh nghiệp khách sạn – nhà hàng, có khả năng hoạch định chiến lược tiếp thị trong lĩnh vực khách sạn – nhà hàng, triển khai marketing – mix, ...

### **Quản lý chất lượng trong Khách sạn – Nhà hàng– BA242IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học thiết kế để cung cấp cho sinh viên cái nhìn toàn diện về chất lượng dịch vụ trong ngành khách sạn, phạm vi và tầm quan trọng của nó trong kinh doanh khách sạn và nhà hàng. Các loại quan điểm dịch vụ khác nhau được đề cập. Khóa học này cũng phát triển nhận thức về tầm quan trọng của đội ngũ nhân viên yêu thích phục vụ, hệ thống giao hàng, văn hóa phục vụ, cách làm hài lòng khách hàng và phục hồi dịch vụ.

### **Vệ sinh an toàn thực phẩm trong khách sạn và nhà hàng – BA207IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học cung cấp kinh nghiệm thực tiễn cùng với các nguyên lý cơ bản về an toàn, vệ sinh môi trường và an ninh trong ngành công nghiệp dịch vụ thực phẩm. Nhấn mạnh vào thói quen vệ sinh cá nhân, quy định an toàn và bảo quản thực phẩm (H.A.C.C.P) để bảo vệ sức khỏe của người tiêu dùng. Sau khi hoàn thành khóa học, sinh viên sẽ có thể chứng minh sự an toàn và vệ sinh môi trường thực tế thích đáng với yêu cầu trong ngành công nghiệp dịch vụ thực phẩm. Bên cạnh đó, khóa học này cũng dạy cho sinh viên về các quy trình an toàn, an ninh và các thủ tục theo yêu cầu của bệnh viện.

### **Quản lý doanh thu – BA245IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học tiên quyết: Tổng quan ngành Quản trị Khách sạn – Nhà hàng (BA198IU) và Kế toán tài chính (BA184IU)

Môn học thiết kế dành cho sinh viên ngành khách sạn quan tâm đến vị trí quản lý cấp cao chịu trách nhiệm về hiệu quả tài chính của khách sạn. Các chủ đề được đề cập sẽ bao gồm tổng quan về sự phát triển lịch sử của quản lý doanh thu, hệ thống đặt phòng, dự báo nhu cầu, kiểm soát hàng tồn kho, phân tích chi phí, chiến lược định giá, quản lý kênh và các chiến thuật quản lý doanh thu (tức là quá tải, phân bổ chiết khấu và quản lý nhu cầu).

### **Tổ chức và quản lý du lịch tàu biển – BA211IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Tổng quan ngành Quản trị Khách sạn – Nhà hàng (BA198IU)

Môn học cung cấp tổng quan về dịch vụ và hoạt động trong toàn bộ ngành công nghiệp du thuyền. Chúng ta sẽ có cách tiếp cận thực tế nhưng phân tích để hiểu về hoạt động và dịch vụ trên tàu du lịch. Chúng ta sẽ xem xét nhiều bộ phận khác nhau cùng hợp tác để tạo ra những trải nghiệm đáng nhớ cho khách hàng. Khóa học này sẽ xem xét các cấu trúc quản lý và vận hành trên một con tàu. Chúng ta cũng sẽ phân tích các hệ thống dịch vụ khách hàng và hồ sơ hành khách trên các đội tàu khác nhau. sẽ hiểu các chủ đề liên quan đến sức khỏe, an toàn và an ninh cho tất cả hành khách.

### **Quản lý và phát triển khu nghỉ dưỡng – BA246IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5, PLO6*

Môn học tiên quyết: Tổng quan ngành Quản trị Khách sạn – Nhà hàng (BA198IU)

Môn học cung cấp tổng quan về quản lý và vận hành khu nghỉ dưỡng. Phạm vi của những ngành công nghiệp này sẽ được thảo luận cùng với các nguyên tắc tiếp thị, quản lý và phát triển thành công của một khu nghỉ dưỡng. Khóa học sẽ giới thiệu cho sinh viên về hoạt động của các khu nghỉ dưỡng hiện đại, bao gồm khu nghỉ dưỡng trượt tuyết, sân golf và sông bạc. Sinh viên sẽ được tiếp xúc với phạm vi rộng lớn và mức độ cao

của các dịch vụ và hoạt động mà khách nghỉ dưỡng mong đợi và các khu nghỉ dưỡng ngày nay đang cung cấp.

**Kiểm soát chi phí trong dịch vụ ẩm thực – BA248IU (3,0)**

*Chuẩn đầu ra: PLO4, PLO5*

Môn học tiên quyết: Phương pháp nghiên cứu khoa học – Nhà hàng (BA161IU) và Kế toán tài chính (BA184IU)

Môn học cung cấp sự hiểu biết các lý thuyết và nguyên tắc kiểm soát chi phí thực phẩm, đồ uống và lao động cần thiết để thiết lập và vận hành một doanh nghiệp bền vững và có lợi nhuận. Phân tích và đánh giá chi phí. Thực hiện các biện pháp kiểm soát được sử dụng cho nhân viên, khách hàng, cơ sở vật chất và quy trình. Phát triển sự hiểu biết thực tế về ngân sách hoạt động.

**TRƯỞNG KHOA**



Hà Minh Trí

**KT. HIỆU TRƯỞNG**

**PHÓ HIỆU TRƯỞNG**

**Đình Đức Anh Vũ**

**PHỤ LỤC 1: NỘI DUNG ĐIỀU CHỈNH CHƯƠNG TRÌNH ĐÀO TẠO NGÀNH  
QUẢN TRỊ KINH DOANH KHÓA 2024 SO VỚI KHÓA 2023**

*(Kèm theo Quyết định số /QĐ-ĐHQT ngày tháng năm 2024  
của Hiệu trưởng trường Đại học Quốc tế)*

- 1. Các môn học loại bỏ khỏi chương trình đào tạo**  
Không có nội dung điều chỉnh
- 2. Các môn học bổ sung vào chương trình đào tạo**  
Không có nội dung điều chỉnh
- 3. Điều chỉnh khác**  
Không có nội dung điều chỉnh
- 4. Hướng xử lý cho sinh viên khoa cũ chưa học các môn học bị loại bỏ khỏi chương trình đào tạo**  
Không có nội dung điều chỉnh



ĐẠI HỌC QUỐC GIA  
THÀNH PHỐ HỒ CHÍ MINH  
TRƯỜNG ĐẠI HỌC QUỐC TẾ

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập – Tự do – Hạnh phúc

**PHỤ LỤC 2: ĐỀ CƯƠNG CHI TIẾT CÁC MÔN HỌC**

(Kèm theo Quyết định số /QĐ-ĐHQT ngày tháng năm 2024  
của Hiệu trưởng trường Đại học Quốc tế)

International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

**COURSE SYLLABUS**

**ACADEMIC ENGLISH 1**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

## COURSE OUTLINE – ACADEMIC ENGLISH 1

1. Part name: Listening AE1 (Nghe AE1)
2. Number of credits: 2
3. Level: for first year students
4. Time Allocation: in-class practice
5. Pre-requisite: 500 TOEFL pbt or 60 TOEFL ibt
6. Course Objectives:
  - To help students learn good active listening habits.
  - To help the student improve their vocabulary.
  - To help the student Learn and to improve their note-taking skills.
  - To learn to recognize “lecture language” the discourse markers, speech features, and lexical bundles that lecturers use to guide students in taking in information.
  - To sharpen the students’ Critical Thinking Skills.
7. Course Description: Strategies for Academic Listening, Note-taking, and Discussion will help the student face the challenges of learning English in an Academic environment. The student will learn to do all the things that successful International college students do – listen actively to lectures, take effective notes, and participate confidently in discussions about the lecture with classmates and the Lecturer. While learning these strategies, you will also learn and use common academic vocabulary as well as useful idioms.
8. Students learning activities:
  - Class discussion and participation
  - In-class practice
  - Listening practice as homework
9. Course Materials:
 

Kisslinger, E. & Rost, M. (2002). Contemporary Topics 2 – High Intermediate Listening and Note-taking Skills. New Jersey: Pearson Education
10. Students Assessment:
  - Class attendance and participation: 15%
  - Project: 5%
  - Midterm exam: 25%
  - Final exam: 50%
11. Scoring scale: 0 to 100
12. Detailed Course Content:

Week	Unit	Topic	Skill and pages
1 2	1 What’s in a Name?	Cultural Anthropology	Identify main idea, vocabulary preview. Pages 1 – 5 Listening for details Take good notes pages 6 – 8.
3 4	2 English: A Global Language?	Linguistics	Topic review, Vocabulary preview, pages 9 – 12. Listen to the lecture, listen for the main idea, listen for details pages 13 – 16.
5 6	3 High Anxiety: Phobias	Psychology	Topic review – vocabulary preview, Taking better notes pp 17- 20

			Listen to the Lecture – Main ideas, listen for details. Projects. Pp 21 – 25.
	<b>Mid Term Week</b>		
7 8	4 TV: What we Watch	Media Studies	Create topic headings and indent subtopics – Topic Review, Vocabulary review, pp 26 – 30. Listen to the Lecture for main ideas, details, note taking tips. Pp 31 – 35.
9 10	5 Learning Differently	Education	Topic review, Vocabulary preview, taking better notes, pp 36 – 39. Listen to the lecture, listen for details, using your notes. Projects pp 40 – 44.
11 12	6 Immigration: Bound for the United States.	History	Topic review, Vocabulary preview pp 45 – 48. Listen to the lecture for main ideas., listen for details, using your notes. Pp 49 – 53.
13 14	7 Who's Calling the Shots?  Review of units for exam.	Business Administration	Topic review, Vocabulary preview, pp 54 – 58.
15	Final Exam		

**Part name: Writing AE1 (Viết AE1)**

2. Number of credits: 2

3. Level: for first year students

4. Time Allocation: in-class lessons, in which

- 50% for lectures
- 50% for writing practice

5. Pre-requisite: 500 TOEFL pbt or 60 TOEFL ibt

6. Course Objectives:

- To provide an academic approach to composition writing
- To acquaint students with the process of academic writing
- To offer practice in composition writing
- To enhance academic composition writing skills

7. Course Description: This course aims to develop writing skills for pre-advanced academic writers. It focuses on composition writing using Writing process, Building Framework, Description, Opinion, Process, Comparison-Contrast, Cause-Effect, Problem-Solution, and Argument. Students will have writing practice in “Real-World Writing” formats.

8. Students learning activities:

- Class discussion and participation
- In-class writing practice
- Writing practice as homework

9. Course Materials:

- Textbook: Zemach, D. E. & Rumisek, L. A. (2003). College writing – from paragraph to essay. Oxford: MacMillan Publishers
- References: Arlov, P. (2004). Wordsmith: A guide to college writing. New Jersey: Prentice Hall

10. Students Assessment Rubrics:

- Class attendance and participation: 10%
- Homework: 10%
- Midterm exam: 30%
- Final exam: 50%

11. Scoring scale: 0 to 100

12. Detailed Course Content:

Week #	Composition Units	Discussion	Writing Assignments
1	Introduction: Process Writing	Understanding process writing, the writing method	
2	Unit 1: Pre-Writing: Getting Ready to Write	- Choosing and narrowing a topic - Gathering ideas - Editing ideas	Review: Exercise 8/ p. 10
3	Unit 2: The Structure of a Paragraph	- The definition of a paragraph - The parts of a paragraph - Identifying and writing topic sentences	Exercise 6/ p.15
4	Unit 3: The Development of a Paragraph	- Paragraph support and development - Writing concluding sentences - Peer editing	Exercise 12/ p.23
5	Unit 4: Descriptive and Process Paragraphs	- Descriptive paragraphs - Organizing and writing descriptive paragraphs - Process paragraphs - Using transition words	Exercise 13/ p.31
6	Unit 5: Opinion Paragraphs	- Distinguishing between fact and opinion - Opinions and arguments - Expressing causality - Making recommendations	Exercise 16/ p.38
7	Unit 6: Comparison / Contrast Paragraphs	- Comparison / contrast paragraphs - Organizing - Connecting words - Writing	Exercise 9/ p.47
8	Mid-term Test		
9	Unit 7:	- Writing	Review

	Problem / Solution Paragraphs	<ul style="list-style-type: none"> <li>- Using real conditionals</li> <li>- A two-paragraph paper with linking phrases</li> </ul>	Exercise 15/ p.55
10	Unit 8: The Structure of an Essay	<ul style="list-style-type: none"> <li>- The definition</li> <li>- Formatting an essay</li> <li>- Writing a thesis statement</li> </ul>	Exercise 6/ p.61
11	Unit 9: Outlining an Essay	<ul style="list-style-type: none"> <li>- The purpose</li> <li>- Writing</li> </ul>	Review Exercise 8/ p.70
12	Unit 10: Introductions and Conclusions	<ul style="list-style-type: none"> <li>- The purpose of an introduction</li> <li>- Types of information</li> <li>- The purpose of a conclusion</li> <li>- Writing conclusions</li> </ul>	Review Exercise 10/ p.77
13	Unit 11: Unity and Coherence	<ul style="list-style-type: none"> <li>- The importance</li> <li>- Editing</li> <li>- Creating coherence</li> </ul>	Exercise 8/ p.86
14	Unit 12: Essays for Examinations	<ul style="list-style-type: none"> <li>- Common instructions</li> <li>- Writing timed essays and managing time</li> </ul>	Exercise 5/ p.92
15	Additional Materials	Sample essays	

Vietnam National University – HCMC  
International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

COURSE SYLLABUS

**ACADEMIC ENGLISH 2**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

## COURSE OUTLINE – ACADEMIC ENGLISH 2

1. Part name: Speaking AE2 – Effective Presentations (Nói AE2- Thuyết trình hiệu quả)
2. Number of credits: 2
3. Level: for first year students
4. Time Allocation: in-class practice
5. Pre-requisite: 500 TOEFL pbt or 60 TOEFL ibt
6. Course Objectives: To provide students with the skills to be able prepare and deliver effective formal, structured presentations that are appropriate to the specific environment and audience.
7. Course Description: students are provided with practical strategies for effective presentations. They also have chance to practice giving presentations in class and receive feedback.
8. Students learning activities: Lessons are generally conducted in the form of lectures and demonstrations followed by students practicing the skills just presented.
9. Course Materials:  
Effective Presentations, Jeremy Comfort, Oxford University Press, 1997
10. Students Assessment:
  - Class attendance and participation: 20%
  - Midterm exam: 30%
  - Final exam: 50%
11. Scoring scale: 0 to 100
12. Detailed Course Content:

<b>Week 1, Period 1 - 2</b>	<b>Introduction</b>	<b>Date</b>
<b>Material Covered:</b> Students will receive an introduction to Effective Public speaking.		
<b>Students will select topics (ethnic group) for Mid-term examination.</b>		
<b>Visual Aids:</b> EP Intro 1 Making effective Presentations.ppt, EP Intro 2 Give a talk about your.ppt		
<b>Handouts:</b> Giving Presentations Handout.doc		

<b>Week 2, Period 3 - 4</b>	<b>Practice</b>	<b>Date</b>
<b>Material Covered:</b> Student will give a short speech about themselves to help them overcome initial shyness of standing up and speaking in public		
<b>Visual Aids:</b> None		
<b>Handouts:</b> Given previous class		

<b>Week 3, Period 5 - 6</b>	<b>What is the Point?</b>	<b>Date:</b>
<b>Material Covered:</b> Unit 1: What is the Point?’ Pg 6-11		
Students will watch and discuss a poor presentation and will practice giving presentations in groups of four. Time permitting selected students will present to the class.		
<b>Visual Aids:</b> Video Unit 1, EP Unit 1 What is the pont.ppt, EP Unit 1 Sonway Solar Electronics.ppt, EP Unit 1 Air-Inter.ppt, EP Unit 1 Sintra Telecom.ppt, EP Unit 1 Tokai Fashion House.ppt		
<b>Handouts:</b> pages 32 -34 Teacher’s and page 11 of student book.		



**Week 4, Period 7 - 8**      **Making a start**      **Date:**

**Material Covered:** Unit 2: Making a start, Pg 12-17 Video Unit 2

Students will see and discuss a video of poor and good versions of an introduction, and will practice giving introductions to speeches in groups of four.

**Visual Aids:** Video Unit 2, EP Unit 2 Making a Start.ppt

**Handouts:** Teacher's book pg 35 & student book pg 17

**Week 5, Period 9 - 10      Linking the parts      Date:**

**Material Covered:** Unit 3: Linking the parts, Pg 18-23

Students will watch and discuss a video of poor and good versions of an transitions, and practice giving short speeches in groups of six. Time permitting selected students will present to the class.

**Visual Aids:** Video Unit 3. EP Unit 3 Linking the parts.ppt, EP Unit 3 Student Presentatons.ppt

**Handouts:** Teacher's book pgs 36,37 & student book pg 22

**Week 6, Period 11 – 12      Finishing off      Date:**

**Material Covered:** Unit 7: Finishing off, Pg 40-43

Students will watch and discuss a video showing good and poor closings and will practice giving endings to presentations in groups of three. Time permitting students will also practice their mid-term presentation in their groups

**Visual Aids:** Video Unit 7. EP Unit 7 Finishing.ppt

**Handouts:** Teacher's book pgs 44,45

**Week 7, Period 13 – 14      Practice Presentation      Date:**

**Material Covered:** Practice Presentations. Students will prepare and deliver a short presentation on one of the sub-groups of the Chut Ethnic group in groups of five. Time permitting selected students will present to the class.

**Visual Aids:** none

**Handouts:** Presentation Score Sheet, May.jpg, Ruc.jpg, Arem.jpg, Sach.jpg, Maleng.jpg

## Mid-Term

Students will give a five to six minute informative presentation on an ethnic group in Vietnam

**Week 8, Period 15 – 16      The right kind of language      Date:**

**Material Covered:** Unit 4: The right kind of language; Pg 24-29

Students will watch and discuss a video of an individual reading a research report and giving a presentation, will discuss advantages and disadvantages of reading a speech, and will learn how to analyze text to determine complexity level. Time permitting students will work change text to more natural form (Teacher book 38,39)

**Students will be assigned topics (provinces) for Final.**

**Visual Aids:** Video Unit 4. EP Unit 4 The Right Kind of Language.ppt

**Handouts:** Teacher's book pgs 38, 39 & student book pgs 73 & 74

**Week 9, Period 17 – 18      Visual Aids      Date:**

## Visual Aids

Date:

**Material Covered:** Unit 5: Visual Aids, Pg 30-35

Students will view and discuss a video showing use of good and poor visual aids, and practice giving presentations using visual aids in groups of four. Time permitting selected students will present to the class.

**Visual Aids:** Video Unit 5. EP Unit 5 Visual Aids.ppt

**Handouts:** Teacher's book pgs 40,41,42 & student book pg 35

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**Week 10, Period 19 – 20      Reporting Change      Date:**

**Material Covered:** Reporting Change

Students will practice using the vocabulary to describe reporting change in organizations (profit, sales, revenue, cost) and explaining why these changes occurred. Students will practice giving presentation in groups of eight. Time permitting selected students will present to the class.

**Visual Aids:** Reporting Change in Corporate Indicators.ppt

**Handouts:** reportingchangeactivitysheetex.doc, CorporateAnnualReports.doc

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**Week 11, , Period 21 – 22      Body language      Date:**

**Material Covered:** Unit 6: Body language, Pg 36-39

Students will view and discuss a video showing use of good and poor body language, and practice giving presentations in groups of four. Time permitting selected students will present to the class.

**Visual Aids:** Video Unit 6. EP Unit 6 Body Language.ppt

**Handouts:** Teacher's book pgs 43, Activity 2, Gesture Practice.doc Examples of Body Language.doc Understanding Body language(International Express Intermediate, Pg 30)

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**Week 12, Period 23 – 24      Question Time      Date:**

**Material Covered:** Unit 8: Question Time, Pg 44-49

Students will view and discuss a video showing use of appropriate and inappropriate answering of questions, and practice giving answering questions in groups of three. Time permitting selected students will present to the class.

**Visual Aids:** Video Unit 8. EP Unit 8 Question Time.ppt

**Handouts:** Teacher's book pgs 46,47,48 & student book pg 49

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**Week 13, Period 25 – 26      Putting it al together      Date:**

**Material Covered:** Unit 9: Finishing Up, Pg 50-56

Students will view and discuss a video showing use of good and bad presentations, and then practice giving their final presentations in their groups

**Visual Aids:** Video Unit 1 & 9 . EP Unit 9 Putting it all together.ppt

How to give a bad presentation.ppt, Do not give Terrible Presentation Guide.ppt

**Handouts:** None

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**Week 14, Period 27 – 28      Debating      Date:**

**Material Covered:** Public Debating Lecture & Students will practice debating in groups

**Visual Aids:** Debating.ppt

**Handouts:** None

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<b>Week 15, Period 29 – 30</b>	<b>Practice</b>	<b>Date:</b>
<b>Material Covered:</b> Student Presentations Students will practice their presentation in class and be evaluated by peers		
<b>Visual Aids:</b> Student prepared		
<b>Handouts:</b> Evaluation forms		

### **Final**

Students will deliver a seven to eight minute persuasive presentation on investment opportunities for a province in Vietnam

### **Part name: Writing AE2 – Research Paper Writing (Viết AE2 – Viết báo cáo nghiên cứu)**

2. Number of credits: 2

3. Level: for first year students

4. Time Allocation: in-class lessons, in which

- 50% for lectures
- 50% for writing practice

5. Pre-requisite: Writing AE1

6. Course Objectives: Upon completing the course, students will be able to:

- Select and narrow a research topic
- Formulate, evaluate, and revise thesis statements
- Organize and write a preliminary outline
- Locate and evaluate sources
- Correctly document sources
- Take different types of notes
- Write and revise introductions, body paragraphs, and conclusions
- Write and revise a rough draft
- Write a final draft

7. Course Description: This course provides an overview of the organizational format for a research paper and assists students in completing research projects in any content area course by providing assistance in writing effective research papers using a step-by-step process approach. Course content includes the components of a research paper, and techniques of selecting and narrowing topics; writing thesis statements; outlining; locating and documenting sources; taking notes; writing introductions, body paragraphs, and conclusions; and writing rough and final drafts. Students work with projects relating to their content area courses.

8. Students learning activities:

- Class discussion and participation
- In-class writing practice
- Writing practice as homework

9. Course Materials:

- Textbook: Nguyen, V. M. (2006) Research paper writing. International University, HCMC

- References:

- Keezer, S. (ed) (2003). Write your research report. A real-time guide. New Jersey: Pearson Learning Group.
- Weissberg, R. & S. Buker (1990). Writing up research. New Jersey: Prentice Hall Regents.

## 10. Students Assessment:

- Class attendance and participation: 5%
- Assignments: 20%
- Midterm exam: 25%
- Final exam: 50%

## 11. Scoring scale: 0 to 100

## 12. Detailed Course Content:

Week	Content	Homework
1	<ul style="list-style-type: none"> <li>• Orientation of the subject</li> <li>• An overview of research types</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a sample research paper</li> </ul>
2	<b>Forming a topic for research</b> <ul style="list-style-type: none"> <li>• Choosing and narrowing a topic</li> <li>• Analyzing the sample research paper: outlining and getting familiar with different sections of a research paper</li> </ul>	<ul style="list-style-type: none"> <li>• Forming own research question</li> <li>• Reading chapter 1 Introduction in the textbook</li> </ul>
3	<b>Writing the introduction</b> <ul style="list-style-type: none"> <li>• Stages of an introduction</li> <li>• Language conventions for each stage</li> <li>• Exercises in the textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Reading chapter 2 Writing the Literature Review in the textbook</li> </ul>
4	<b>Writing the Literature Review</b> <ul style="list-style-type: none"> <li>• What is literature review?</li> <li>• Elements of a literature review</li> <li>• In-text citation convention</li> <li>• Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Researching the topic and gathering information for own research paper</li> <li>• Exercises on paraphrasing and summarising</li> </ul>
5	<b>Writing the Literature Review (cont'd)</b> <ul style="list-style-type: none"> <li>• Paraphrasing</li> <li>• Reporting verbs</li> <li>• Formal academic language</li> </ul>	
6	<b>Writing the Literature Review (cont'd)</b> <ul style="list-style-type: none"> <li>• Writing a summary</li> <li>• Comparing literature</li> </ul>	
7	<b>Making the outline</b> <ul style="list-style-type: none"> <li>• Organizing information</li> <li>• Outlining the research paper</li> </ul>	<ul style="list-style-type: none"> <li>• Fixing own outline</li> <li>• Reading chapter 3 Methodology in the textbook</li> </ul>
8	<b>Writing the methodology</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Language conventions</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Reading chapter 4 Results and Discussion in the textbook</li> <li>• Writing the first draft of the research paper</li> </ul>
9	<b>Results and Discussion</b> <ul style="list-style-type: none"> <li>• Language conventions</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Writing the first draft of the research paper (cont'd)</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading chapter 5 Conclusion in the textbook</li> </ul>
10	<b>Writing the conclusion</b> <ul style="list-style-type: none"> <li>• Elements of a conclusion</li> <li>• Language conventions</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Writing own conclusion for the research paper</li> <li>• Reading chapter 6 Abstract in the textbook</li> </ul>
12	<b>Writing the abstract</b> <ul style="list-style-type: none"> <li>• Elements of an abstract</li> <li>• Language conventions</li> <li>• Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Writing own abstract for the research paper</li> </ul>
13	<b>Preparing the final draft</b> <ul style="list-style-type: none"> <li>• Guidelines for the list of references</li> </ul>	
14	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Proofreading</li> </ul>	



## COURSE SYLLABUS

**Course Name: Introduction to Business Administration**

Course Code: **BA115IU**

### 1. General information

<b>Course ID</b>	BA115IU
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lectures, projects, homework, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	15 classes; 1 class = 3 periods; 1 period = 50 minutes
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03
<b>Required and recommended prerequisite s for joining the course</b>	None

<b>Course Learning Outcomes</b>	Upon the successful completion of this course students will be able to:	
	Knowledge	LO1: Describe concepts that covered in the course such as how changes in the business environment influences on the firm, business ownership, different functions of management, LO2: Identify the concept which related to HRM and employees motivation as well as the characteristic of marketing mix. LO3: State the ethical requirements of business activities
	Skills	LO4. Hold basic communication skills such as written and
	Attitude	LO5. Recognize value and beliefs of others from different cultural context
<b>Student's tasks</b>	<ol style="list-style-type: none"> <li>1. Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>2. Actively participate in class activities.</li> <li>3. Fulfill tasks given by the instructor after class.</li> <li>4. Use their own laptop in class only for learning purposes.</li> <li>5. Read the textbook in advance.</li> <li>6. Access the Blackboard for up-to-date information and material of the course, for online support from teachers and other students and for practicing and assessment.</li> </ol>	
<b>Teaching &amp; Learning Materials</b>	<b>Main textbooks:</b> William G. Nickels, James M. McHugh, Susan M. McHugh – Understanding Business, 13th edition, McGraw-Hill	
	IM, Video, PPT, Test bank	
<b>Assessment scheme</b>	1. Homework/ Case Discussion/ Group Project: 30% ; 2. Midterm exam: 30%; 3. Final Exam; 40%	

## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-...) and Program Learning Outcomes (PLO) (1 -...) is shown in the following table:

CLO	PLO									
	1	2	3	4	5	6	7	8	9	10
1	X									
2	X									
3				X						
4					X	X				
5					X					

## 3. Planned learning activities and teaching methods

<b>Session</b>	<b>Content</b>	<b>CLO</b>	<b>Bloom's Taxonomy</b>	<b>Category</b>	<b>Teacher's Material</b>	<b>Assessments</b>
1	<b>Chapter 1:</b> Managing Within The Dynamic Business Environment: Taking Risks And Making Profits	1,3	KN, CR	Lecture	Instructor Manual, Teacher's Resource	Student's book
2	<b>Chapter 2:</b> How Economics Affects Business: the Creation and Distribution of Wealth	1,3	KN, CR	Lecture HBR presentation	Instructor Manual, Teacher's Resource	Student's book
3	<b>Chapter 5:</b> Choosing a Form of Business Ownership	1, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
4	<b>Chapter 7:</b> Management, Leadership, And Employee Empowerment	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
5	<b>Chapter 8</b> Adapting Organizations To Today's Markets	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book Casestudy
6	<b>Chapter 9</b> Producing World-Class Goods and Services	1	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book
7	<b>Chapter10</b> Motivating Employees And Building SelfManaged Teams	1, 3	KN, CR	Lecture, HBR presentation	Casestudy, Teacher's Resource	Case-study, Student's book
8	<b>Chapter 11 HRM:</b> Finding and Keeping the Best Employees	2, 3	KN, CR	Lecture, HBR presentation	Instructor Manual, Teacher's Resource	Student's book



9	<b>Chapter 13</b> Marketing: Building Customer Relationships	2, 3	KN, CR	Lecture, HBR presentatio n	Instructor Manual, Teacher's Resource	Student's book
10	<b>Chapter14</b> Developing and Pricing Products and Services	2, 3	KN, CR	Lecture, HBR presentatio n	Instructor Manual, Teacher's Resource	Student's book
11	<b>Chapter 15</b> Distributing Products Quickly and Efficiently	2	KN, CR	Lecture, HBR presentatio n	Instructor Manual, Teacher's Resource	Student's book
12	<b>Chapter 16</b> Using Effective Promotional Techniques	2	KN, CR	Lecture, HBR presentatio n	Instructor Manual, Teacher's Resource	Student's book
13	<b>COURSE REVIEW</b>	1, 2, 3	KN, CR		Instructor Manual, Teacher's Resource	Student's book
14	<b>GROUP PRESENTATI ON AND REPORT SUBMISSION</b>	3,4,5	AP, EV	<b>Group Presentatio n and Report Submissio n</b>		
15	<b>GROUP PRESENTATI ON AND REPORT SUBMISSION</b>	3,4,5	AP, EV	<b>Group Presentatio n and Report Submissio n</b>		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
<b>Chapter Mindmap (5%)</b>	70%Pass	70%Pass			
<b>Case Analysis (5%)</b>					
<b>Class participation and preparation (5%)</b>					
<b>Group assignment (10%)</b>				70%Pass	70%Pass

<b>Mid-term Exam (30%)</b>	70% Pass		<b>Q1</b> 70% Pass		
<b>Final exam (40%)</b>		70% Pass s	70% Pass		

Note: % Pass: Target that 70 % of students having scores greater than 70 out of 100.

<b>5. Grading rubric for presentation</b>			
	<b>Capstone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
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<b>Central Message</b>	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
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#### 6. Grading rubric for group report

	<b>Capstone</b> 4	<b>Milestones</b> 3      2		<b>Benchmark</b> 1
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are	Demonstrates an attempt to use sources to support ideas in the writing.

	genre of the writing	discipline and genre of the writing.	appropriate for the discipline and genre of the writing.	
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**GRADING RUBRIC FOR WRITTEN  
COURSEWORK**

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into
			Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	paragraphs. Source cited correctly

<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
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**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: Introduction to Microeconomics**

Course Code: **BA117IU**

### 1. General information

<b>Course designation</b>	The study of Microeconomics focuses mainly on how households and firms make decisions and the interactions of these decision makers in the resource and goods markets. It seeks to explain the prices and quantities of individual goods and services produced. It also provides insights into how the economy works, the economics of the environment, microeconomic reforms and an understanding of the effects of government intervention (regulations and taxes) on the economy and on various groups in society.
<b>Semester(s) in which the course is taught</b>	1
<b>Person responsible for the course</b>	Ms. Bui Thi Thao Hien
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, lesson, project, seminar.
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 135</p> <p>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45</p> <p>Private study including examination preparation, specified in hours: 90</p>
<b>Credit points</b>	3

<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	Students will be provided with skills of using data from a variety of sources, be introduced to contemporary computing and database environments, such as R/Python, and be exposed to case studies from outside the classroom. Through this unit, students will become acquainted with the challenges of contemporary data science and gain an appreciation of the foundational skills necessary to turn data into information.

Course learning outcomes	Upon the successful completion of this course students will be able to:			
	Competency level	Course learning outcome (CLO)		
	Knowledge	CLO1. Identifying what Microeconomics is and the skill sets needed to be a researcher.  CLO2. Explain firms and consumer behavior under uncertainty.		
	Skill	CLO3. Describe the behavior of firms in four market structures: perfect competition, monopoly, oligopoly, and monopolistic competition in the short-run and the long-run.  CLO4. Explain the components that help to organize and assign individuals in group to work together to achieve a goal or solve problems arising from day to day business activities		
	Attitude	CLO5. Explain the ethical requirements of Microeconomics.		
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> <b>Weight: lecture session (3 hours)</b> <b>Learning levels: I (Introduce); T (Teach); U (Utilize)</b>			
	Topic	Weight	Level	



	<b>Ten principles of Economics</b>	1	I, T
	<b>Thinking like an economist</b>	2	T, U
	<b>Interdependence and Gains from Trade</b>	1	T, U
	<b>Market forces of supply and demand</b>	2	T
	<b>PPFs Curve</b>	2	T, U
	<b>Elasticity and Its Application</b>	2	T
	<b>Supply, Demand , and Government Policies</b>	1	T, U
	<b>Consumers, Producers and the Efficiency of Markets</b>	1	T, U
	<b>The Costs of Production</b>	1	I, T
	<b>Firms in Competitive Markets</b>	2	T, U
	<b>Monopoly</b>	2	T
	<b>Oligopoly</b>	1	T, U
	<b>Monopolistic Competition</b>	1	T, U
	<b>Theory of Consumer Choice</b>	1	I, T
<b>Examination forms</b>	Multiple-choice questions, short-answer questions		
<b>Study and examination requirements</b>	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>		
<b>Reading list</b>	Mankiw, N.G. (2017). Principles of Economics, 8th edition, South-Western, Cengage Learning		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

	SLO					
CLO	1	2	3	4	5	6
1	x					
2	x					
3						x
4				x		

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Microeconomics	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1].0. [2].1.
2	Thinking like an Economist	3	HW1	Lecture, Inclass-Quiz, HW	[1].9.
3	Interdependence and Gains from Trade	3	Quiz4	Lecture, Group work	[2].2.
4	Market Forces of Supply and Demand	2	HW2, Quiz6	Lecture, Group work, HW	[1]. 2, 4 [2]. 2
5	Elasticity and Its Application		HW2 presentation	Presentation	
6	Supply, Demand and Government Policies	3		Lecture, Group work	[2]. 3

7	Consumers, Producers and the Efficiency of Markets			Lecture, Discussion, HW	
8	Midterm				
9	The Cost of Production	3	HW3	Lecture, Group work, HW	[2]. 4. [1]. 18.
10	Firms in Competitive Markets	3		Lecture, Group work	[3]. 10
11	Monopoly	3	HW4	Lecture, Discussion, HW	[2]. 8
12	Oligopoly	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. 12, 13 [2]. 9, 16
13	Monopolistic Competition		HW5	Review-Test	[1]. 12, 13 [2]. 9, 16
14	Theory of Consumer Choice		Presentation	Lecture, Discussion, HW	[1]. 12, 13 [2]. 9, 16
15 +16	Revision				
17	Final exam				

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
In-class exercises/quizzes (10%)	Qz1 70%Pass	Qz6 70%Pass		Qz15 70%Pass
Homework exercises (20%)	HW2 70%Pass		HW1, HW3, HW4 70%Pass	
Midterm exam (30%)		Q3 70%Pass	Q1, Q2 70%Pass	
Final exam (40%)	Part I 70%Pass		Part II.1,2 70%Pass	Part II.3 70%Pass

*Note: %Pass: Target that % of students having scores greater than 70 out of 100.*

## 4. Rubrics (optional)

## GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organized logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought

					regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims

		Arguments are addressed incompletely.	well but no links with evidence	acceptable solution is offered and explained	with evidence. Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly

<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant, logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: Business Computing Skills

Course Code: BA120IU

#### 1. General information

<b>Course designation</b>	This course is designed to combine knowledge of business and information technologies. It explores the breadth of Information and Communications Technology (ICT), including business hardware and software, professional computing ethics and behaviors as well as design information systems. Also, students will be knowledgeable about computing terminology, the fundamentals of database management, presentation graphics and an introduction to data analysis. The course will prepare students to work in a variety of industries, involving business administration, economics, finance, and accounting.
<b>Semester(s) in which the course is taught</b>	2, 3
<b>Person responsible for the course</b>	Dr. Nguyen, Ngoc Truong Minh Dr. Vuong Quoc Bao
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Lesson, Practical Problems
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours: 45 (15 hours of lecture and 30 hours of exercise) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03
<b>Required and</b>	None

<b>recommended prerequisites for joining the course</b>							
<b>Course objectives</b>	<p>This course accentuates the abilities of computer systems and their applications in business. The course will provide a solid foundation of knowledge about skills that students must develop to effectively use computerized decision tools for typical business problems. Specific objectives include:</p> <ul style="list-style-type: none"> <li>• explore basic relationships of computer products and concepts • create MS Access objects, enter criteria into data, form expressions and create functions, and customize the appearance of forms and reports</li> <li>• create document templates in MS Word that will help businesses streamline their correspondence, use mail merge, print mailing labels, templates, newsletters, and flyers</li> <li>• analyze data with practical analysis of real business problems and streamline office tasks to present it in a way the managers can use • acquire strong ability in using MS Excel software as tools in decision-making. This course will provide a complete learning in MS Excel.</li> </ul>						
<b>Course Learning Outcomes</b>	<p><b>Upon the successful completion of this course, students will be able to:</b></p> <table> <tr> <th><b>Competency Level</b></th><th><b>Course Learning Outcomes (CLOs)</b></th></tr> <tr> <td><b>Knowledge</b></td><td> <p>CLO1. Summarize different technical knowledge to support management and supervisors.</p> <p>CLO2. Describe written directions and specific documents for business general purposes.</p> </td></tr> <tr> <td><b>Skills</b></td><td> <p>CLO3. Identify critically the use of information and communications technologies (ICT).</p> <p>CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange.</p> <p>CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite</p> </td></tr> </table>	<b>Competency Level</b>	<b>Course Learning Outcomes (CLOs)</b>	<b>Knowledge</b>	<p>CLO1. Summarize different technical knowledge to support management and supervisors.</p> <p>CLO2. Describe written directions and specific documents for business general purposes.</p>	<b>Skills</b>	<p>CLO3. Identify critically the use of information and communications technologies (ICT).</p> <p>CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange.</p> <p>CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite</p>
<b>Competency Level</b>	<b>Course Learning Outcomes (CLOs)</b>						
<b>Knowledge</b>	<p>CLO1. Summarize different technical knowledge to support management and supervisors.</p> <p>CLO2. Describe written directions and specific documents for business general purposes.</p>						
<b>Skills</b>	<p>CLO3. Identify critically the use of information and communications technologies (ICT).</p> <p>CLO4. Classify Internet and office skills including e-mail management, web research, and document exchange.</p> <p>CLO5. Generalize technical computer-based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite</p>						



		Software (including Access, Word, and Excel).	
	Attitude	CLO6. Recognize the advantages and disadvantages of ICT and the Internet in general and in business activities particularly.	
Content	The description of the contents should clearly indicate the weighting of the content and the level.		
	Weight: Lecture Session (01 class)		
	Learning levels: I (Introduce); R (Re-enforce); M (Master)		
	Topic	Weight	Level
	Introduction to Information Systems	1	I
	Computer Hardware and Software	1	I
	The Internet, Personal Email Account	1	I, R
	MS Access – Creating Relational Tables	1	I, R
	MS Access – Basic and Advanced Queries	1	I, R
	MS Access – Forms and Reports Customization	1	I
	MS Word – Creating Templates	1	I, R
	MS Word – Mail Merge and Protecting Documents	1	I
	MS Excel – Formulas and Functions	1	I
	MS Excel – Charting	1	I
	MS Excel – Pivoting Data (Table and Chart)	2	I, R
	MS Excel – Sorting and Filtering	1	I
	MS Excel – Data Validation, What-If Analysis	2	I, R
	MS Excel – Introduction to VBA	1	I
Examination forms	Multiple-Choice Questions, Problem-Solving Questions		

<b>Study and examination requirements</b>	<p><b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p><b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.</p>
<b>Reading list</b>	<p>[1] James A. O'Brien, George Marakas (2017), Introduction to Information Systems, 12th edition, Mc-Graw Hill.</p> <p>[2] Ron McFadyen (2021), Relational Databases and Microsoft Access 365.</p> <p>[3] Joan Lambert, Microsoft Word 2019</p> <p>[4] Michael Alexander, Dick Kusleika (2019), Excel 2019 Bible, Wiley.</p> <p>[5] Hector Guerrero (2016), Excel Data Analysis Modeling and Simulation, Springer.</p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLOs) (1-6) and Program/Student Learning Outcomes (PLOs) (1-9) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1			x							
2			x							
3					x					
4						x				
5						x				
6				x		x				

## 3. Planned learning activities and teaching methods

Week	Topics	CLOs	Assessments	Learning Activities	Resources
1	Introduction to Information Systems	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
2	Computer Hardware and Software	3,6	In-class Ex.	Lecture, Discussion, Group Work	[1]
3	The Internet, Personal Email Account	3,4,6	In-class Ex. Quiz 1	Lecture, Discussion	[1]
4	MS Access – Creating Relational Tables	1,2,5	In-class Ex.	Lecture, Discussion	[2]

5	MS Access – Basic and Advanced Queries	1,2,5	In-class Ex.	Lecture, Discussion	[2]
6	MS Access – Forms and Reports Customization	1,2,5	In-class Ex. Quiz 2	Lecture, Discussion	[2]
7	MS Word – Creating Templates	1,2,5	In-class Ex.	Lecture, Discussion	[3]
8	MS Word – Mail Merge and Protecting Documents	1,2,4, 5	In-class Ex. Quiz 3	Lecture, Discussion	[3]
9-10	Midterm	1,2,3, 4,5,6			
11	MS Excel – Formulas and Functions	1,4,5	In-class Ex.	Lecture, Discussion	[4]
12	MS Excel – Charting	1,4,5	In-class Ex.	Lecture, Discussion	[4]
13	MS Excel – Pivoting Data (Table and Chart)	1,4,5	In-class Ex. Quiz 4	Lecture, Discussion	[4]
14	MS Excel – Sorting and Filtering	1,4,5	In-class Ex.	Lecture, Discussion	[4]
15	MS Excel – Data Validation, What-If Analysis	1,4,5	In-class Ex. Quiz 5	Lecture, Discussion	[4]
16	MS Excel – Introduction to VBA	1,4,5	In-class Ex.	Lecture, Discussion	[5]
17	Revision	1,4,5		Review-Test	
18	Final exam	1,4,5			

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
In-class Exercises/Quizzes (30%)	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass
Midterm Exam (30%)	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass	X 70% Pass
Final Exam (40%)	X 70% Pass			X 70% Pass	X 70% Pass	

Note: % Pass – Target that % of students having scores greater than 70 out of 100.

#### 5. Rubrics (optional)

### 1. Grading checklist

Grading checklist for Written Reports			
Student: ..... HW/Assignment: .....			
Date: ..... Evaluator: .....			
	Max.	Score	Comments
<b>Technical Content (60%)</b>	60		
<b>Abstract clearly identifies purpose and summarizes principal content</b>	10		
<b>Introduction demonstrates thorough knowledge of relevant background and prior work</b>	15		
<b>Analysis and discussion demonstrate good subject mastery</b>	30		
<b>Summary and conclusions appropriate and complete</b>	5		
<b>Organization (10%)</b>	10		
<b>Distinct introduction, body, conclusions</b>	5		
<b>Content clearly and logically organized, good transitions</b>	5		
<b>Presentation (20%)</b>	20		
<b>Correct spelling, grammar, and syntax</b>	10		
<b>Clear and easy to read</b>	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	<b>100</b>		

#### 1. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Note: This rubric is also used to evaluate questions in an exam.

#### 2. Analytic rubric

### GRADING RUBRIC FOR WRITTEN COURSEWORK

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported

<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.	Shows little attempt to offer support for key claims or to relate evidence to analysis.	Shows argument of poor quality. Weak, undeveloped reasons	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are

	Fails to support analysis	Reasons offered are irrelevant.	are offered to support key claims		offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>Department of Accounting/School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: Financial Accounting**

Course Code: **BA005IU**

### 1. General information

<b>Course designation</b>	BA005IU– Financial Accounting is the entry-level course which explores the basis of accounting that would be beneficial to students seeking a degree in the business area. Students will be introduced to the importance of accounting within the business environment and how accounting information can be utilized to facilitate business decisions. Students who decide to choose the Accounting and Finance major may go on to take the course Managerial Accounting or Auditing in the following semesters, which will focus on evaluating and auditing firms, and report information to stakeholders.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Mr. Vu, Tuan Anh
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, lesson, 2 big quizzes, project
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 135</p> <p>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45</p> <p>Private study including examination preparation, specified in hours: 90</p>



<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	<p>This course develops a basic understanding on the theories, principles, and applications of accounting and financial reporting, essentials in the IFRS standard, including topics such as the theory of debit and credit, accounts, special journals, the accounting cycle, notes and interest, accruals and deferrals, cash, receivables, inventory, fixed assets, and the analysis of financial statements. In general, its primary aim is to provide the basic knowledge in preparing and processing accounting transactions to present financial details in a</p> <p>relevant and effective manner, as well as interpreting this accounting information for different types of external and internal investors, management and other accounting information users.</p>

<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<p>CLO1. Identify the importance of accounting information in decision making and the role it plays within the business environment</p> <p>CLO2. Compare the relevant procedures of the accounting information life cycle and transformation of accounting information during this process.</p> <p>CLO3. Differentiate the development of accounting principles and policies through accounting theories and undertakings of the accounting professions</p>

	<b>Skill</b>	<p>CLO4. Organize individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities.</p> <p>CLO5: Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p> <p>CLO6: Explain the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities</p>
	<b>Attitude</b>	<p>CLO7: Hold skills and knowledge of global citizens</p> <p>CLO8: Practice skills and knowledge of global</p>

<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p><b>Weight: lecture session (3 hours)</b></p> <p><b>Teaching levels: I (Introduce); T (Teach); U (Utilize)</b></p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Introduction to Accounting and Business</b>	1	I, T
	<b>Analyzing Transactions</b>	2	T, U
	<b>The Adjusting process</b>	1	T, U
	<b>Completing the Accounting cycle</b>	2	T
	<b>Accounting for merchandising business</b>	2	T, U
	<b>Accounting for Inventories</b>	2	T
	<b>Accounting for Receivables</b>	1	T, U
	<b>Accounting for Fixed Assets</b>	1	T, U
	<b>Accounting for current liabilities</b>	0.5	I, T
	<b>Financial Analysis</b>	0.5	I, T
<b>Examination forms</b>	Multiple-choice questions, short-answer questions		

<b>Study and examination requirements</b>	<p><b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p><b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.</p>
<b>Reading list</b>	<p>[1] Jerry J Weygandt, Paul D Kimmel, Donald E Kieso, Accounting Principles IFRS Version, Global Edition</p> <p>[2] Carl Warren, Accounting With IFRS Essentials: An Asia Edition, 1st Edition</p>

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Introduction to Accounting and Business</b> <ul style="list-style-type: none"> <li>The Nature of Accounting and Business</li> <li>Accounting Equation</li> <li>Financial Statements</li> </ul>	1, 4	Quiz1	Lecture, Discussion, Inclass-Quiz	[1]. [2].
2-3	<b>Analyzing Transactions</b> <ul style="list-style-type: none"> <li>Double-entry Accounting System</li> <li>Journalizing Entries and Posting</li> <li>Them to Accounts</li> <li>Trial Balance</li> </ul>	3	HW1	Lecture, Inclass-Quiz, HW	[1].
4	<b>The Adjusting Process</b> <ul style="list-style-type: none"> <li>Adjusting entries</li> <li>Adjusted Trial Balance</li> </ul>	3	Quiz4	Lecture, Group work	[2].
5-6	<b>Completing the Accounting Cycle</b> <ul style="list-style-type: none"> <li>Flow of Accounting Information</li> <li>Closing Entries</li> <li>Accounting Cycle</li> </ul>	2	HW2, Quiz6	Lecture, Group work, HW	[1]. [2].

7	<b>Accounting for Merchandising Businesses</b> <ul style="list-style-type: none"> <li>• Financial Statements for a Merchandising Business</li> <li>• Merchandising Transactions</li> </ul>				
8,10	<b>Inventories</b> <ul style="list-style-type: none"> <li>• Inventory Costing Methods</li> <li>• Reporting Merchandising Inventory in the Financial Statements</li> <li>• Estimating Inventory Cost</li> </ul>	3		Lecture, Group work	[2].
9	<b>Midterm</b>				
11-12	<b>Receivables</b> <ul style="list-style-type: none"> <li>• Direct write-off method for Uncollectible Accounts</li> <li>• Allowance Method for Uncollectible Accounts</li> </ul>	3	HW3	Lecture, Group work, HW	[2]. [1].
13	<b>Fixed Assets</b> <ul style="list-style-type: none"> <li>• Plant Asset Expenditures</li> <li>• Depreciation Methods</li> </ul>	3		Lecture, Group work	[3].
14	<b>Fixed Assets</b> <ul style="list-style-type: none"> <li>• Plant Asset Disposals</li> <li>• Statement preparation and Analysis</li> </ul>	3	HW4	Lecture, Discussion, HW	[2].
15	<b>Current liabilities</b> <ul style="list-style-type: none"> <li>• Accounting for liabilities</li> <li>• Reporting and Analyzing</li> </ul>	3,4	Quiz15	Lecture, Inclass-Quiz	[1]. [2].
16	<b>Current liabilities</b> <ul style="list-style-type: none"> <li>• Accounting for liabilities</li> <li>• Reporting and Analyzing</li> </ul>			Review-Test	

17	Final exam				
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### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>2 big quizzes (10%)</b>	Qz1 60% Passes	Qz6 60% Passes		Qz15 60% Pass
<b>In-class exercises (20%)</b>	HW2 50% Passes		HW1, HW3, HW4 50% Pass	
<b>Midterm exam (30%)</b>		Q3 50% Passes	Q1, Q2 50% Pass	
<b>Final exam (40%)</b>	Part I 50% Passes		Part II.1,2 50% Pass	Part II.3 50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

### 4. Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organized logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs

					thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly

			<p>paragraphs</p> <p>.</p> <p>Some possible problems with source citations</p>		
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	<p>Shows effort to link problems with the theoretical frameworks.</p> <p>There are still some mistakes</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly.</p> <p>Minor mistakes in resolving problems</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly.</p> <p>The problems are well resolved</p>
<b>Quality of arguments</b>	<p>Shows no effort to construct logical arguments.</p> <p>Fails to support analysis</p>	<p>Shows little attempt to offer support for key claims or to relate evidence to analysis.</p> <p>Reasons offered are irrelevant.</p>	<p>Shows argument of poor quality.</p> <p>Weak, undeveloped reasons are offered to support key claims</p>	Shows clear, relevant and logical arguments.	<p>Shows identifiable, reasonable and sound arguments.</p> <p>Clear reasons are offered to support key claims.</p>

Date revised: April 10th, 2023



Hà Minh Trí





**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**  
**Course Name: MATH FOR BUSINESS**  
**Course Code: BA282IU**

**1. General information**

<b>Course designation</b>	Face to Face
<b>Semester(s) in which the course is taught</b>	1,2
<b>Person responsible for the course</b>	Mr. Vu, Tuan Anh
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, lesson, 2 big quizzes, project
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	4 Credits

<b>Required and recommended prerequisites for joining the course</b>	None
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<b>Course objectives</b>	The course aims to provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. The course will also provide students with the mathematical framework and a scientific approach of modeling business and economic behavior.	
<b>Course learning outcomes</b>	<b>On the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcomes (CLOs)</b>
		<b>L01.</b> Recognise linear equations, nonlinear equations <b>L02.</b> Recognise mathematics in finance <b>L03.</b> Describe the techniques of differentiation, integration and their relationship <b>L04.</b> Describe matrices and linear programming.
	<b>Skill</b>	<b>L05.</b> Describe different research methodologies in business.
	<b>Attitude</b>	<b>L06.</b> Identify the components that help to organize and assign individuals or groups to work together to achieve a goal or solve problems arising from day to day business activities
<b>Content</b>	The course will provide students with an understanding of fundamental mathematical techniques and methods to business context and management decision making. More specifically, the course will introduce the basic theory and concepts of Calculus, Linear Algebra and Optimization, with applications to management, economics, finance. Included topics are Mathematical Functions, Vectors and Matrices, Differentiation and Integration, Linear Programming.	
<b>Examination forms</b>	Multiple-choice questions, short-answer questions	
<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>- Actively participate in class activities</li> <li>- Fulfill tasks given by instructor after class</li> <li>- Use their own laptop in class only for learning purpose</li> <li>- Read the textbook in advance</li> <li>- Access the course Blackboard for up-to-date information and material of the course, for online supports from</li> </ul>	

<b>Reading list</b>	Textbooks: [1] Ian Jacques, Mathematics for Economics and Business, 8th edition, Prentice Hall, 2015. Reference materials: [2] Haeussler, Paul, Wood, Introductory Mathematical Analysis for Business, Economics, and the Life and Social Sciences, 13th Edition, Pearson, 2011.
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### 3. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (SLO) (1 -10) is shown in the following table:

	SLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	I									
2	I									
3	I									
4	I									
5		I								
6					I	I				

I = introduce

### 4. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Linear Equation Individual task: MQC for Linear Equation Group task: WQ for Linear	LO1	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial Tutorial	

	Equation				
2	Chapter 2: Nonlinear Equation Individual task: MQC for Nonlinear Equation Group task: WQ for Nonlinear Equation	LO1	Tests Peer evaluations Class-performance evaluations	Lecture Tutorial Tutorial	
3	Chapter 3:	LO2, LO6,		Lecture Tutorial	

4	Mathematics of Finance Individual task: MQC for Mathematics of	LO7	Tests Peer evaluations Class-performance evaluations		
5	Finance Group task:: WQ for Mathematics of Finance				
6	Chapter 4: Differentiation				
7	Individual task: MQC for Differentiation	LO3, LO6, LO7	Tests Peer evaluations Class-performance evaluations	Lecture	
8	Individual task: WQ for Differentiation			Tutorial	
9	Midterm				
10	Chapter 5: Partial differentiation Individual task: MQC for Partial differentiation Group task: WQ for Partial differentiation	LO3, LO6, LO7	Tests Peer evaluations Class-performance evaluations	Lecture	
11	Chapter 6: Integration Individual task: MQC for Integration Group task: WQ for Integration	LO3, LO6, LO7	Tests Peer evaluations Class-performance evaluations	Lecture	
12	Chapter 7: Matrices Individual task: MQC for Matrices	LO4, LO6, LO7	Tests Peer evaluations Class-performance evaluations	Lecture	
13	Group task: WQ for Matrices			Tutorial	
14	Chapter 8: Linear Programming Individual task: MQC for Linear Programming	LO5, LO6, LO7	Tests Peer evaluations Class-performance evaluations	Lecture	
	Group task: WQ for Linear Programming				
15		LO1,2, 3,4,5,6, 7	Tests Peer evaluations Class-performance evaluations		
16	Review			Lecture	
17	<b>Final exam</b>				

## 5. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
2 big quizzes (10%)	Qz1 60% Pass	Qz6 60% Pass		Qz15 60% Pass
In-class exercises (20%)	HW2 50% Pass		HW1, HW3, HW4 50% Pass	
Midterm exam (30%)		Q3 50% Pass	Q1, Q2 50% Pass	

Final exam (40%)	Part I 50% Pass		Part II.1,2 50% Pass	Part II.3 50% Pass
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Note: %Pass: Target that % of students having scores greater than 50 out of 100.

### 6. Rubrics (optional)

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organized logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought Bổ sung dấu gạch ngang dưới dòng "Kèm theo..."

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.	Shows ability to identify issues, gather the facts and develop claims.  Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an	Shows strong ability to identify issues, gather the facts and develop claims as well as link
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		Arguments are addressed incompletely.		acceptable solution is offered and explained	claims with evidence. Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  The reasons offered are irrelevant.	Shows arguments of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant, logical and arguable.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**Department/School of Business**

**COURSE SYLLABUS**

**Course Name: INTRODUCTION TO MACROECONOMICS**

**Course Code: BA119IU**

**1. General information**

<b>Course designation</b>	<i>This subject will provide the fundamental macroeconomic theories and concepts of economics as they apply within the contemporary work environment.</i>
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	
<b>Language</b>	English
<b>Relation to curriculum</b>	<i>Compulsory</i>
<b>Teaching methods</b>	Lecture, lesson, project, seminar.
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 90 (reading, research, working on group assignments)
<b>Credit points</b>	3 Credits



<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	<p>This course is designed to introduce students to the concepts, models, policies, and analysis in macroeconomics. After taking this course, the students should be able to:</p> <ul style="list-style-type: none"><li>- Analyze the economic situation in their country and develop plans for effective response.</li><li>- Measure a country's economic performance and macroeconomic indicators such as unemployment, inflation, the balance of payment, etc.</li><li>- Understand the effect of various kinds of government policies on the economy and develop activities to deal with the negative effects.</li></ul>

<b>Course learning outcomes</b>	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge (I, R)	<p>CLO1. Identifying how to measure a nation's income, cost of living, unemployment rate, and other important macroeconomic indicators in the economy through group assignments/class discussions.</p> <p>CLO2. Explain macroeconomic policies such as monetary policy and fiscal policy, and environmental factors that can affect a country's performance and enhance economic growth.</p> <p>CLO3. Describe the challenges and opportunities that countries are facing today such as inflation, net capital outflow, trade deficit/ surplus, budget deficit/surplus, investment, and national saving, economic fluctuations...</p>
	Skill	<p><b>CLO4. Explain the macroeconomic practices of an organization through assignments and presentations.</b></p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p>
	Attitude	CLO7. Apply professional ethics, moral, and proper understanding of integrity, responsibility, accountability.

<b>Content</b>	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i>		
	Weight: lecture session (3 hours)		
	Learning levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Measuring a Nation’s Income</b>	<b>1</b>	<b>I, T</b>
	<b>Measuring Cost of Living</b>	<b>1</b>	<b>I, T</b>
	<b>Production and Growth</b>	<b>1</b>	<b>I,T, U</b>
	<b>Saving, Investment and Financial Investments</b>	<b>1</b>	<b>T, U</b>
	<b>Unemployment Rate</b>	<b>1</b>	<b>I, T</b>
	<b>The Monetary System</b>	<b>2</b>	<b>I, T</b>
	<b>Money Growth &amp; Inflation</b>	<b>1</b>	<b>I, T</b>
	<b>Open- Economy Macroeconomics: Basic Concepts</b>	<b>1</b>	<b>I, T</b>
	<b>A Macroeconomic Theory of the Open Economy.</b>	<b>1</b>	<b>T, U</b>
	<b>Aggregate Demand and Aggregate Supply</b>	<b>2</b>	<b>I, T</b>
<b>The Influence of Monetary and Fiscal Policies on Aggregate Demand</b>	<b>2</b>	<b>T, U</b>	
<b>Short-run tradeoffs between inflation and the unemployment rate</b>	<b>1</b>	<b>T, U</b>	
<b>Examination forms</b>	Multiple-choice questions, short-answer questions / essays		
<b>Study and examination requirements</b>	<ul style="list-style-type: none"><li>- Attend more than 80% of contact hours in order to be accepted to the final examination</li><li>- Actively participate in class activities</li><li>- Fulfill tasks given by the instructor after class</li><li>- Use their own laptop in class only for learning purposes</li><li>- Read the textbook in advance</li><li>- Access the course Blackboard for up-to-date information and material of the course.</li></ul>		

<b>Reading list</b>	<p>Main textbooks:</p> <p><i>Mankiw, N.G., 2017, Principles of Macroeconomics or Principles of Economics, 8th Edition, South-Western, Cengage Learning. (Version 1)</i></p> <p><i>or Mankiw, N.G., 2017, Principles of Economics, 8th Edition, South-Western, Cengage Learning (Version 2)</i></p> <p><i>(These two versions of the textbooks are similar in main contents and chapters. If you have obtained a copy of version 2 for Introduction to Microeconomics then you can reuse the textbook for this class.)</i></p> <p><b>Other data sources:</b></p> <p>[1] Wall Street Journal: <a href="http://www.ws.com">www.ws.com</a></p> <p>[2] Yahoo Finance: <a href="http://finance.yahoo.com">http://finance.yahoo.com</a></p> <p>[3]. Bloomberg Net: <a href="http://www.bloomberg.com">www.bloomberg.com</a></p> <p>[4] Financial Times: <a href="http://www.ft.com">www.ft.com</a></p> <p>[5] IMF: <a href="http://www.imf.org">www.imf.org</a></p> <p>[6] World Bank: <a href="http://www.worldbank.com">www.worldbank.com</a></p> <p>[7] ADB: <a href="https://www.adb.org">https://www.adb.org</a></p>
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### 1. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-7) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

CLOs	PLOs					
	1	2	3	4	5	6
1	x	X	x	x	x	x
2	x	X	x	x	x	x
3	x	X	x	x	x	x
4		X	x	x	x	x
5			x	x	x	x
6			x	x	x	x
7			x	x	x	x

### 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Measuring a nation's income <ul style="list-style-type: none"> <li>• Measurement of GDP</li> <li>• Components of GDP</li> <li>• Characteristics of GDP</li> <li>• Real versus Nominal GDP</li> </ul>	1,2,5	Tests Peer evaluations Class-performance evaluations	Lecture, Group discussion, Group's assignment guidelines	Textbook, Chapter 23

	<ul style="list-style-type: none"> <li>• GDP and Economic Well-Being</li> </ul>				
2	<p>Measuring the Cost of Living</p> <ul style="list-style-type: none"> <li>• The Consumer Price Index</li> <li>• Correcting Economic Variables for the</li> <li>• Effects of Inflation</li> <li>• GDP Deflator versus Consumer Price Index</li> <li>• Real and Nominal Interest Rate</li> </ul>	1,2,5	<p>Tests Peer evaluations</p> <p>Class-performance evaluations</p>	Lecture, group discussion	Textbook, Chapter 24
3	<p>Production and Growth</p> <ul style="list-style-type: none"> <li>• Economic Growth around the World</li> <li>• Productivity: Its Role and Determinants</li> <li>• Economic Growth and Public Policies.</li> <li>• The Importance of the Long-term growth.</li> </ul>	1-3	<p>Tests Peer evaluations</p> <p>Class-performance evaluations</p>	Lecture, group discussion	Textbook, Chapter 25
4	<p>Saving, Investment and the country's financial system</p> <ul style="list-style-type: none"> <li>• Financial institutions in the US. Economy</li> <li>• Saving, Investment in the national income</li> <li>• Accounts</li> <li>• Market for</li> </ul>	1,4	<p>Tests Peer evaluations</p> <p>Class-performance evaluations</p>	Lecture, group discussion	Textbook, Chapter 26

	loanable fund				
5	Unemployment and Its Natural Rate <ul style="list-style-type: none"> <li>Identifying Unemployment</li> <li>Job Search</li> <li>Minimum-Wage Laws</li> <li>Unions and Collective Bargaining</li> <li>Theories of Efficiency Wages</li> </ul>	1,2, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 28
6 + 7	The Monetary System <ul style="list-style-type: none"> <li>The Meaning of Money</li> <li>The Federal Reserve System</li> <li>Banks and the Money Supply</li> </ul>	1,4,5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 29
8	Money Growth and Inflation <ul style="list-style-type: none"> <li>The Classical Theories of Inflation</li> <li>The Costs of Inflation</li> </ul>	1, 3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 30
9	Midterm				
10	Open-Economy Macroeconomics: Basic Concepts <ul style="list-style-type: none"> <li>The International Flows of Goods and Capital</li> <li>The Price of International Transactions: Real and Nominal Exchange Rate</li> <li>The First Theory of Exchange rate</li> </ul>	1,2,3	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 31 Case study: The Nominal Exchange rate during a hyperinflation.

	determination: <ul style="list-style-type: none"> <li>Purchasing Power Parity</li> </ul>				
11	A Macroeconomic Theory of the Open Economy. <ul style="list-style-type: none"> <li>Supply and Demand for Loanable Funds and For Foreign Currency Exchange</li> <li>Equilibrium in the Open Economy</li> <li>How policies and Events affect an Open Economy</li> </ul>	2-4	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 32
12 + 13	Aggregate Demand and Aggregate Supply <ul style="list-style-type: none"> <li>Three key facts about the economic fluctuation.</li> <li>Explaining short-run economic fluctuation</li> <li>The aggregate Demand Curve (AD)</li> <li>The Aggregate Supply Curve (AS)</li> <li>Two causes of economic fluctuations</li> </ul>	1-5	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion Submission of group assignments.	Textbook, Chapter 33
14+15	The Influence of Monetary and Fiscal Policies on Aggregate Demand <ul style="list-style-type: none"> <li>How Monetary policy influences Aggregate Demand?</li> </ul>	4, 6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook, Chapter 34

	<ul style="list-style-type: none"> <li>How fiscal policy influences Aggregate demand</li> <li>Using policies to stabilize the economy.</li> </ul>				
16	<p>The Short-run trade-off between inflation and unemployment.</p> <ul style="list-style-type: none"> <li>The Phillips Curve</li> <li>Shifts in the Phillips curve: The role of Expectation</li> <li>Shifts in the Phillip curves: the Role of supply shocks</li> <li>Cost of reducing inflation</li> </ul>	LO3-6	Tests Peer evaluations Class-performance evaluations	Lecture, group discussion	Textbook: Chapter 35
17	Final exam				

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO 5	CLO6	CLO7
In-class exercises/quizzes (10%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Homework exercises (20%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Mid-term exam (30%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass
Final exam (40%)	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass	70 %Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

### 4. Rubrics (optional)

### 5. Date revised:



	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## **COURSE SYLLABUS**

**Course Name: Principles of Management**

**Course Code: BA123IU**

### **1. General information**

<b>Course designation</b>	This subject will provide the fundamental theories and concepts of management as they apply within the contemporary work environment.
<b>Semester(s) in which the course is taught</b>	1, 2, 3
<b>Person responsible for the course</b>	
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture; Case study; Group discussion
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 120 Contact hours: 34 (15 sessions, 1 session = 3 periods, 1 period = 45 minutes) Expected self-study hours: 86 (reading, research, working on group assignments)
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None

<b>Course Description</b>	Students will be provided with the fundamental theories and concepts of management as they apply within the contemporary work environment. The course is an introduction to the basic concepts on management roles such as planning and controlling, organization, leadership and motivation. Through this course, students will become acquainted with different management approaches and the challenges for management in the twenty-first century.	
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge (I, R)</b>	<p>CLO1. Identifying how managers use leadership theories, motivation theories, and other basic concepts of teamwork and communication in highperformance organizations through group assignments.</p> <p>CLO2. Explain four management functions: planning, organizing, leading, and controlling</p> <p>CLO3. Describe the challenges and opportunities that organizations are facing today such as globalization, diversity, technology, and social responsibility.</p>
	<b>Skill (R)</b>	<p>CLO4. Explain the managerial practices of an organization through assignments and presentations.</p> <p>CLO5. Develop communication skills via in-class presentations (70% of students get 2/4 in the skill assessment rubrics).</p> <p>CLO6. Develop teamwork skills via group assignments (70% of students get 2/4 in the skill assessment rubrics).</p>

	<b>Attitude</b>	CLO7. Follow ethical issues in managerial situations.	
<b>Content</b>	<b>The description of the contents should clearly indicate the weighting of the content and the level.</b>		
	<b>Weight: lecture session (3 hours)</b>		
	<b>Learning levels: I (Introduce); T (Teach); U (Utilize)</b>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Introducing Management</b>	1	I, T
	<b>Management Learning Past to Present</b>	1	I, T
	<b>Environment, Innovation, and Sustainability</b>	1	I, T
	<b>Global Management and Cultural Diversity</b>	1	T, U
	<b>Planning Processes and Techniques</b>	1	I, T
	<b>Control Processes and Systems</b>	1	I, T
	<b>Organization Structures and Designs</b>	1	I, T
	<b>Leading and Leadership Development</b>	2	I, T
	<b>Individual Behavior</b>	1	T, U
	<b>Motivation Theory and Practice</b>	2	I, T
	<b>Teams and Teamwork</b>	1	T, U
<b>Communication and Collaboration</b>	1	T, U	
<b>Examination forms</b>	Short-answer questions		
<b>Study and examination requirements</b>	Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes, they may not be considered for final assessment.  Discussions are strongly encouraged.  Students must gain more than 50/100 points overall to pass this course.		

<b>Reading list</b>	<p>[1] Schermerhorn, John R. 2013. Management. 12th ed. John Wiley &amp; Sons, Inc.</p> <p>[2] Schermerhorn, J., Davidson, P., Woods, P., Factor, A., Simon, A. and McBarron, E., 2017. Management, 6th Asia-Pacific Edition. 6th ed. Sydney: John Wiley.</p> <p>[3] Griffin, Risky W. 2022. Fundamentals of Management. 10th ed. Cengage</p>
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## 2. Planned learning activities and teaching methods

<b>Week</b>	<b>Topic</b>	<b>CL O</b>	<b>Assessment</b>	<b>Learning activities</b>	<b>Resources</b>
<b>1</b>	<b>Chapter 1: Introduction to Management</b>	1;2;	MCQs; Case analysis	Lecture, Group discussion, Group's assignment guidelines	[1] Chapter 1.
<b>2</b>	<b>Chapter 2: Management Learning Past to Present</b>	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 2.
<b>3</b>	<b>Chapter 4: Environment, Innovation, and Sustainability</b>	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 4.
<b>4</b>	<b>Chapter 5: Global Management and Cultural Diversity</b>	1;2;3	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 5.
<b>5</b>	<b>Chapter 8: Planning Processes and Techniques</b>	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 8.
<b>6</b>	<b>Chapter 9: Control Processes and Systems</b>	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 9.

<b>7</b>	<b>Chapter 11: Organization Structures and Designs</b>	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 11.
<b>8</b>	<b>Group assignments</b>	4; 5; 6; 7	Oral presentation (70%*)	Oral Presentations;  Q&A (for CLO 7); Feedback	
<b>9</b>	<b>MIDTERM EXAM</b>	1;2;3 ;4;5; 6;7	Short- answe r questions; MCQs; Case analysis 70%*		
<b>10</b>	<b>Chapter 14: Leading and Leadership Development</b>	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 14.
<b>11</b>	<b>Chapter 15: Individual Behaviour</b>	2; 4	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 15.
<b>12</b>	<b>Chapter 16: Motivation Theory and Practice</b>	2; 4	MCQs; Case analysis	Lecture, Discussion,	[1] Chapter 16.
<b>14</b>	<b>Chapter 17: Teams and Teamwork</b>	1; 6; 7	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 17.
	<b>Chapter 18: Communication and Collaboration</b>	1; 5; 7	MCQs; Case analysis	Lecture, Group discussion	[1] Chapter 18.
<b>15</b>	<b>Group assignment</b>	4; 5; 6; 7	MCQs; Case analysis	Oral Presentations; Q&A (for CLO 7); Feedback	

16	Final examination	1;2;3 4;5; 6;7	Short- answe r questions; MCQs; Case analysis 70%*		
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Note:\* Target that 70% of students having scores greater than 70 out of 100.

### 3.Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable	Shows strong ability to identify issues, gather the facts and develop claims as well as link

			well but no links with evidence	solution is offered and explained	claims with evidence. Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved

<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí



Vietnam National University – HCMC  
International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

COURSE SYLLABUS

PE008IU

**CRITICAL THINKING**

Note: The outline with specific venue and time, and updated learning materials for the current semester will be provided to the enrolled students by the lecturer

## **1. COURSE STAFF**

## **2. COURSE INFORMATION**

### **2.1 Teaching times and Locations**

Lecture: TBA

Venue: TBA

### **2.2 Units of Credit**

This course is worth 3 credits.

### **2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

### **2.4 Relationship of this course to others**

PE008IU – Critical Thinking studies a process which is indispensable to all educated persons--the process by which we develop and support our beliefs and evaluate the strength of arguments made by others in real-life situations. It includes practice in inductive and deductive reasoning, presentation of arguments in oral and written form, and analysis of the use of language to influence thought. The course also applies the reasoning process to other fields such as business, science, law, social science, ethics, and the arts.

### **2.5 Approach to learning and teaching**

Employing the interactive learning and problem-based teaching approach, this course emphasises the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real international business context. Students will present the case to the class and discuss with the peers.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

The aim of this course is to help you:

- develop the habits of assessing and defending the reasonableness of your beliefs and values and those of others;

- appreciate the importance of looking at an issue from a variety of points of view and of recognizing the complexity that surrounds most controversial issues; and
- appreciate the value of critical thinking in both public and private decision-making.

After you have finished this course, you should be more:

- *Self-aware*, recognizing your own biases and influences; *Inquisitive and curious*, wanting to learn more about issues before passing judgment;
- *Objective*, basing your judgments on evidence and avoiding twisting evidence to fit your opinion;
- *Open-minded*, having the ability to say, "I don't know" or "I was wrong";
- *Sensitive to language*, avoiding slanted language, recognizing ambiguous, vague, emotionally laden language, defining key terms;
- *Imaginative*, approaching topics and problems from various angles;
- *Fair and intellectually honest*, avoiding misrepresenting the ideas of others or misinterpreting data and research to fit your own purposes.

### 3.2 Student Learning Outcomes

Successful completion of this course will enable you to

- identify, evaluate, and construct inductive and deductive arguments in spoken and written forms;
- recognize common fallacies in everyday reasoning;
- distinguish the kinds and purposes of definitions;
- distinguish the functions of language and its capacity to express and influence meaning; and
- recognize and assess arguments in various forums of reasoning.

### 3.3 Teaching Strategies

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

#### **4. STUDENT RESPONSIBILITIES AND CONDUCT**

##### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

##### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

##### **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

##### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to

their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

## **5. LEARNING ASSESSMENT**

### **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### **5.2 Assessment Details**

Mid-Term Exam	30%
Written Assignment	20%
<u>Final Exam</u>	<u>50%</u>
Total	100%

### **5.3 Project Report (Written Assignment)**

The students are required to submit a project report in groups of three (3) on one topic. Length and Style: Maximum 4,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

**Due Date:** The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

### **5.4 Marking criteria (project report)**

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc	20	Clarity of vision

### 5.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

- a) Presentation of case 10%
- b) Class attendance and participation 5%

### 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment

items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## **7.STUDENT RESOURCES**

### **7.1 Course Resources**

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

[1] *Critical Thinking: A Student's Introduction*, 2<sup>nd</sup> ed. (Bassham, Irwin, Nardone, and Wallace).

#### Reference Books:

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

#### Recommended Internet sites

[http://highered.mcgraw-hill.com/sites/0072879599/student\\_view0/](http://highered.mcgraw-hill.com/sites/0072879599/student_view0/)

#### Recommended Journals

### **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

### **5.2 Assessment Details**

Mid-Term Exam (approximately 60 mins)	30%
Assignment, Participation Presentation	20%
<u>Final Exam (up to 120mins)</u>	<u>50%</u>
Total	100%

### **5.3 Project Report (Written Assignment)**

The students are required to submit a project report in groups of three (3) on one topic. Length and Style: Maximum 2,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet. Assignment will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized, up to course dismissal.

**Due Date:** The project report is due at time and date and with method as announced by Lecturer.

Late work will be penalised at the rate of 15 percentage points per week day.

Students must keep copies of all work submitted.

#### **5.4 Marking criteria (project report and case presentation)**

<b>Marking Criteria</b>	<b>Marks</b>	<b>Learning outcomes/attributes</b>
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision



## 5.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

- a) Presentation of case 15%
- b) Class attendance and participation 5%

## 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Legal Texts:

1. Constitution of Vietnam - 1992  
<http://www.na.gov.vn/htx/English/C1479/?cateid=1479>
2. Civil Code of Vietnam - 2005  
<http://www.freshfields.com/publications/pdfs/2006/14247.pdf>
3. Criminal Code of Vietnam  
<http://www.worldlii.org/vn/legis/pc66/>
4. Commercial Law - 2005  
[http://www.moit.gov.vn/vsi\\_portlets/UserFiles/LegalText/Upload/Commercial%20Law\\_English%20version.doc](http://www.moit.gov.vn/vsi_portlets/UserFiles/LegalText/Upload/Commercial%20Law_English%20version.doc)

5. Law on Investment – 2005  
[http://www.moit.gov.vn/vsi\\_portlets/UserFiles/LegalText/Upload/Law%20on%20investment.doc](http://www.moit.gov.vn/vsi_portlets/UserFiles/LegalText/Upload/Law%20on%20investment.doc)
6. Law on Enterprises – 2005  
[http://www.moit.gov.vn/vsi\\_portlets/UserFiles/LegalText/Upload/Law%20on%20Enterprises.doc](http://www.moit.gov.vn/vsi_portlets/UserFiles/LegalText/Upload/Law%20on%20Enterprises.doc)
7. Law on Intellectual Property – 2005  
[http://www.noip.gov.vn/noip/cms\\_en.nsf/\(agntDisplayContent\)?OpenAgent&UNID=18572C84165D0FC1472570DF00314856](http://www.noip.gov.vn/noip/cms_en.nsf/(agntDisplayContent)?OpenAgent&UNID=18572C84165D0FC1472570DF00314856)
8. Labour Code  
[http://www.antoanlaodong.gov.vn/Download.aspx/0DE2BCC7C75A4877AA82D33F5122D2E0/1/Labour\\_Code.pdf](http://www.antoanlaodong.gov.vn/Download.aspx/0DE2BCC7C75A4877AA82D33F5122D2E0/1/Labour_Code.pdf)

#### Reference Books:

LS Vũ Đình Quyền, *Giáo trình Pháp Luật Đại cương*, Tái bản có bổ sung, NXB GT-VT 2007.

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

#### Recommended Internet sites

[UNCTAD](#) (United Nations Conference on Trade and Development)

[WTO](#) (World Trade Organization)

[MOIT - Vietnam](#) (Official website of Ministry of Industry and Trade)

### **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## **8. COURSE SCHEDULE**

Week	Topic	Learning materials and activities
1	<b>State &amp; Law</b> <ul style="list-style-type: none"> <li>Overview of the course and explanation of syllabus and other academic matters</li> <li>What is State?</li> <li>Nature, forms and functions of Socialist Republic of Vietnam</li> </ul>	Allocation of Discussion Questions  How to prepare for case study presentation on Civil Law vs. Common Law
2	<b>What is Law?</b> Categorization of legal system and its branches in Vietnamese law Nature, forms, enforcement and categorization of legal writings in Vietnamese law	
3	<b>Constitutional Law</b> General introduction <ul style="list-style-type: none"> <li>Introduction and history of Constitution. Severe foreign Constitutions (USA, France)</li> <li>History of Vietnam Constitution (since 1946). Vietnam Constitution 1992 and its nature and basic principles</li> </ul> Rights and Obligations of citizens <ul style="list-style-type: none"> <li>Political, economic and other regimes of Vietnam</li> <li>Basic rights and responsibilities of citizens. Relationship between citizens and the State.</li> </ul> State administrative systems of Vietnam <ul style="list-style-type: none"> <li>Executive branch: Government (Ministries and Equivalents)</li> <li>Judicial branch: The Courts (at all levels). People's Prosecutor</li> <li>Legislative branch: National Assembly</li> </ul>	Legal Text: Constitution of Vietnam

4	<p><b>Administrative Law</b>  Definition, subject matter, methods and sources of Vietnamese administrative law. Comparative study</p> <p>System of administrative laws (state management):</p> <ul style="list-style-type: none"> <li>• General</li> <li>• Specific</li> </ul> <p>Administrative acts.  Administrative Offences and DAOs</p> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Measures: administrative and other administrative measures</li> <li>• Principal and additional measures of dealings with administrative violations (principal and additional).</li> <li>• Measures to recover damages caused by AOs</li> </ul>	<p>Legal Text: <i>Ordinance on dealing with administrative Offences</i>)</p> <p>Discussion on severe administrative offences and cases under issue</p>
5	<p><b>Criminal Law</b>  Definition, subject matter, methods and sources of Vietnamese criminal law. Comparative study (UK, France and Germany)</p> <p>Analysis of Crime under Criminal Code</p> <ul style="list-style-type: none"> <li>• Definition and <i>features</i> of crimes</li> <li>• Elements and categorization of crimes</li> </ul> <p>Analysis of Punishment under Criminal Code</p> <ul style="list-style-type: none"> <li>• Definition and objective of punishments</li> <li>• System of punishments: main and additional</li> <li>• Effectiveness of punishments</li> </ul> <p>Criminal procedure</p>	<p>Legal Text: <i>Criminal Procedure Code</i></p> <p>Discussion on cases of substance.</p>

6	<p><b>Civil Law (Part I)</b> General Introduction:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Subject matter</li> <li>• Sources and Nature Civil law relationship</li> </ul> <p>Civil relations (legal and physical persons)</p> <ul style="list-style-type: none"> <li>• Natural Person</li> <li>• Legal Person</li> </ul>	<p>Legal Text: Civil Code 2005</p> <p>! Reading of Civil Code for W 5 and 6 is a must!</p>
7	<p><b>Civil Law (Part II)</b> Main institutions of civil law:</p> <ul style="list-style-type: none"> <li>• Ownership and property – nature and forms</li> <li>• Civil obligations and Civil contracts and</li> <li>• Inheritance</li> </ul> <p>Civil procedure</p> <ul style="list-style-type: none"> <li>• Filing a civil claim</li> <li>• Case procedure</li> <li>• Conciliation and preparation to the Trial</li> <li>• Appellation and judgment enforcement</li> </ul>	<p>Discussion on cases of substance.</p>
8	<p><b>Labour Law</b> General introduction</p> <ul style="list-style-type: none"> <li>• Definition, subject matter, methods and sources of Vietnamese labour law.</li> <li>• Comparative study (UK, US, Germany).</li> <li>• Vietnam Labour Code: main provisions</li> </ul> <p>Labour law relations</p> <ul style="list-style-type: none"> <li>• Definitions and nature of labour law relations</li> <li>• Labour contract: nature and its forms</li> </ul>	<p>Legal Text: Labour Code</p> <p>* Note: Social insurances and Trade Unions (self-study)</p>

	Rights and obligations of employers and employees <ul style="list-style-type: none"> <li>• Employers</li> <li>• Employees</li> </ul>	
<b>9</b>	<b>Business Law (part I)</b> General introduction: <ul style="list-style-type: none"> <li>• Subject-matter, method of regulation</li> <li>• Legal writings on business law</li> </ul> Forms Business. <ul style="list-style-type: none"> <li>• SOEs</li> <li>• LLCs</li> <li>• Cooperatives</li> </ul> Commercial contracts	Read: <ul style="list-style-type: none"> <li>- Vietnam Commercial Law,</li> <li>- Law on Enterprises</li> <li>- Law on Cooperatives</li> <li>- Law on State-owned Enterprises;</li> <li>- by-laws</li> </ul>
<b>10</b>	<b>Business Law (part II)</b>  Breaches and Trade dispute resolution (Arbitration and Courts)  Reorganizations and Insolvency of enterprises	
<b>11</b>	<b>International Law</b> Introduction <ul style="list-style-type: none"> <li>• Sources of International law: Treaties, customs</li> <li>• Main institutions</li> </ul> Public international law <ul style="list-style-type: none"> <li>• Definition</li> <li>• International organizations in charge: United Nations, EU...</li> </ul> Private international law <ul style="list-style-type: none"> <li>• Definition in 2 systems of laws</li> <li>• Choice of laws – collisions of laws</li> <li>• Vietnamese regulations</li> </ul>	<i>International Trade Law</i> , MsGrawhill, 2007
<b>12</b>	<b>International trade regulations</b> <ul style="list-style-type: none"> <li>• WTO and trade regulations</li> <li>• WTO and its main principles</li> </ul>	2 presentations of students on : 1. WTO: history of establishment and its main organization structure

	<ul style="list-style-type: none"> <li>• Main regional organizations: ASEAN, APEC, ASEM, Mercosur...</li> </ul>	2. WTO and its main institutions and principles
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	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: Principles of Marketing

Course Code: BA003IU

#### 1. General information

<b>Course designation</b>	The course named “Principles of Marketing” provides the students with necessary information on the basic concepts of marketing and its principles. It focuses on the understanding of Market Demand and Customers Behaviors as well as Marketing strategies developed by firms in terms of Pricing, Product, Place, Promotion, etc. The course also mentions various methods to market research and environmental factors that affect the marketing activities.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lectures, projects, quizzes, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03



<b>Required and recommended prerequisites for joining the course</b>	None	
<b>Course objectives</b>	<p>This course is an introduction to the field of marketing. In this course, the students will start to examine the most basic concepts in marketing – customer needs, wants, and demand to understand the marketplace. Next, main steps in designing a customer-driven marketing strategy are also explored. This course specially focuses on constructing an integrated marketing program that delivers superior value by using the marketing mix (the four Ps) – product/service design, pricing, distribution, and promotion. At last, other new contents of modern marketing, such as customer relationship management and partner relationship management are also briefly mentioned.</p>	
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<p>CLO1. Describe marketing terminology and concepts and the principles used in developing marketing programs in a firm.</p> <p>CLO2. Identify wants, environmental factors and personal factors that shape marketing activities for certain target markets.</p> <p>CLO3. Explain the different types of goods, services, pricing, distribution and promotion in marketing strategies.</p>
	<b>Skill</b>	<p>CLO4. Describe different research methodologies in developing marketing plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of marketing activities</p>

	<b>Attitude</b>	CLO6. State the ethical requirements of marketing activities
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<b>Content</b>	<p><b>The description of the contents should clearly indicate the weighting of the content and the level.</b></p> <p><b>Weight: lecture session (3 hours)</b></p> <p><b>Learning level: I (Introduced); R (Reinforced); M (Mastered)</b></p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Chapter 1: Creating and Capturing Customer Value</b>	1	I, R
	<b>Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships</b>	1	I, R
	<b>Chapter 3: Analyzing the marketing environment</b>	1	I, R
	<b>Chapter 5: Understanding consumer buyer behavior</b>	2	I, R
	<b>Chapter 6: Business Markets and Business Buying Behavior</b>	1	I, R
	<b>Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers</b>	2	I, R
	<b>Chapter 8: Product, Services, and Brands: Building Customer Value</b>	2	I, R
	<b>Chapter 10: Pricing: Understanding and Capturing Customer Value</b>	1	I, R
	<b>Chapter 12: Marketing Channels: Delivering Customer Value</b>	1	I, R
	<b>Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy</b>	1	I, R

	<b>Chapter 15: Advertising and Public Relations</b>	1	I, R	
<b>Examination forms</b>	Multiple-choice questions, Short-answer questions, Case analysis			
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.			
<b>Reading list</b>	[1] Textbook: Philip Kotler and Gary Armstrong (2015), Principles of Marketing, 16th Edition, Prentice Hall, Upper Saddle River, New Jersey [2] Slides and other materials are provided in the Blackboard			

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Chapter 1: Creating and Capturing Customer Value</b>	1	Case  MCQs; analysis	Lecture, Discussion  Group's project guidelines	[1], [2]
2	<b>Chapter 2: Company and Marketing Strategy- Partnering to Build Customer Engagement, Value, and Relationships</b>	1,2	Case  MCQs; analysis	Lecture, Discussion	[1], [2]
3	<b>Chapter 3: Analyzing the marketing environment</b>	1,2	MCQs; analysis Case	Lecture, Discussion	[1], [2]

4, 5	<b>Chapter 5: Understanding consumer buyer behavior</b>	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
6	<b>Chapter 6: Business Markets and Business Buying Behavior</b>	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
7, 8	<b>Chapter 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers</b>	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
9	<b>Midterm</b>	1,2,3, 6	<b>Short-answer questions; MCQs; Case analysis</b>		
			<b>70%*</b>		
10, 11	<b>Chapter 8: Product, Services, and Brands: Building Customer Value</b>	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
12	<b>Chapter 10: Pricing: Understanding and Capturing Customer Value</b>	1,2,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
13	<b>Chapter 12: Marketing Channels: Delivering Customer Value</b>	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]
14	<b>Chapter 14: Communicating Customer Value: Integrated Marketing Communications Strategy</b>	1,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]
15	<b>Chapter 15: Advertising and Public Relations</b>	1,3	MCQs; analysis Case	Lecture, Discussion	[1], [2]

<b>16</b>	<b>Oral group project presentation</b>	4,5	Oral Presentation 70%*	Q&A	
<b>17</b>	<b>Final exam</b>	1,2,3,4,6	<b>Short- answer questions; MCQs; Case analysis</b> 70%*		

Note:\* Target that 70% of students having scores greater than 70 out of 100.

### 3. Date revised: April 10th, 2023

#### GRADING RUBRIC FOR WRITTEN COURSEWORK PRINCIPLES OF MARKETING (BA003IU)

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the

					topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported

<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs. Some possible problems with	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
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			source citations		
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

Date revised: April 10th, 2023



Hà Minh Trí

**COURSE SYLLABUS****Course Name: STATISTICS FOR BUSINESS****Course Code: BA080IU****1. General information**

<b>Course designation</b>	Face to Face
<b>Semester(s) in which the course is taught</b>	1,2
<b>Person responsible for the course</b>	PhD. Nguyen Ba Trung
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centered approach
<b>Workload (incl. contact hours, selfstudy hours)</b>	TBA
<b>Credit points</b>	3 Credits
<b>Course objectives</b>	The aim of this course is to examine various concepts in probability and statistics. This course also discusses various statistical techniques and the use of them in practical situations. Key topics of this course include descriptive statistics, discrete and continuous random variables, sampling and sampling distributions, confidence intervals, hypothesis testing, analysis of variance, simple linear and multiple regressions



<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• CLO1: Describe the key statistical concepts, tools, and techniques used in business.</li> <li>• CLO2: Describe different research methodologies in business</li> </ul>
	<b>Skill</b>	<ul style="list-style-type: none"> <li>• CLO3: Know how to work within a team</li> </ul>
	<b>Attitude</b>	<ul style="list-style-type: none"> <li>• CLO4. State the ethical requirements of business statistics</li> </ul>
<b>Content</b>	<p>This course is an introduction to basic statistical concepts and methods that are widely used in economics, finance, accountancy, marketing, and business more generally. Emphasis is placed on applying statistical methods to draw inferences from sample data in order to inform decision-making. The course covers two main branches of statistics: descriptive statistics and inferential statistics. Descriptive statistics includes collecting data, summarising and interpreting them through numerical and graphical techniques. Inferential statistics includes selecting and applying the correct statistical technique in order to make estimates or test claims about a population based on a sample. Topics covered also include time series analysis. In this course, students will learn to solve statistical problems in an Excel spreadsheet environment. Students are also required to work in small groups; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment.</p>	
<b>Examination forms</b>	Essay exams	

<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>• Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>• Actively participate in class activities</li> <li>• Fulfill tasks given by instructor after class</li> <li>• Use their own laptop in class only for learning purpose</li> <li>• Read the textbook in advance</li> <li>• Access the course Blackboard for up-to-date information and material of the course, for online supports from</li> </ul>
<b>Reading list</b>	<p><b>Textbook:</b></p> <p>Doane and Seward (2016), Applied Statistics in Business and Economics, 5th, New York: McGraw Hill.</p> <p><b>Reference Books:</b></p> <p>Amir D. Aczel, Jayavel Sounderpandian, (2009), Complete Business Statistics, 7th Edition, McGraw – Hill/Irwin. Anderson, Sweeney, William (2001), Statistics for Business and Economics, 8th edition, Thompson.</p> <p><b>Additional materials provided in Blackboard:</b> The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration..</p>

## 2. Planned learning activities and teaching methods

<b>Week</b>	<b>Topic</b>	<b>CLO</b>	<b>Assessments</b>	<b>Learning activities</b>	<b>Resources</b>
<b>1</b>	<b>Overview of Statistics</b>	1	Class-performance evaluations	Lecture	
<b>2</b>	<b>Data collection</b>	1,2,4	Group assignment, Examinations	Lecture Discussion Assignments	

3	<b>Describing Data Visually</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
4	<b>Descriptive statistics</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
5	<b>Probability</b>	1,3	Group assignment, Examinations	Lecture Discussion	
6	<b>Discrete Probability Distributions</b>	1,3	Group assignment, Examinations	Lecture Discussion	
7	<b>Continuous Probability Distributions</b>	1,3	Group assignment, Examinations	Lecture Discussion	
8	<b>Midterm</b>				
9	<b>Sampling Distributions and Estimation</b>	1,3	Group assignment, Examinations	Lecture Discussion	
10	<b>One-Sample Hypothesis Tests</b>	1,2,3	Group assignment, Examinations	Lecture, Tutorials Discussion	
11	<b>Two-Sample Hypothesis Tests</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
12	<b>Analysis of Variance</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
13	<b>Simple Regression</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	
14	<b>Multiple Regression</b>	1,2,3	Group assignment, Examinations	Lecture Discussion, Tutorials	

<b>15</b>	<b>Group presentation</b>	1,2,3,4	Group presentation	Discussion	
<b>16</b>	<b>Final exam</b>				

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Group assignment</b> <b>Attendance,</b> <b>Group report</b> <b>(30%)</b>	x	x	x	x
<b>Midterm exam (30%)</b>	x	x		
<b>Final exam (40%)</b>	x	x		

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

### 4. Rubrics (optional)

#### GRADING RUBRIC FOR SOLVING PROBLEMS

Criteria	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Interpretation</b> <b>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</b>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides a somewhat accurate explanation of the information in mathematical forms, but occasionally make minor mistakes in the computation.	Attempts to explain information in mathematical forms but draw incorrect conclusions about what information means.

<b>Representation</b> <b>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</b>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but the resulting mathematical portrayal is partially appropriate or accurate.	Completes conversion of information but the resulting mathematical portrayal is inappropriate or inaccurate.
<b>Calculation</b>	Calculations attempted are essentially all successful and sufficiently	Calculations attempted are essentially successful and sufficiently	Calculations attempted are either unsuccessful or represent only a	Calculations are attempted but both are unsuccessful and both are not comprehensive

	comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	comprehensively solve the problem.	portion of the calculations required to comprehensively solve the problem.	
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<b>Application/Analysis</b> <b>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</b>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, care-qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Assumptions</b> <b>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</b>	Explicitly describes assumptions and provides a compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions and provides a compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions
<b>Communication</b> <b>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is</b>	Uses quantitative information in connection with the argument or purpose of the work, present it in an effective format and explicates	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less	Uses quantitative information but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent but does not provide adequate explicit numerical support. (May use quasiquantitative words such as

	it with consistently high			
<b>formatted, presented, and contextualized)</b>	quality	than completely effective format or some parts of the explication may be uneven.		"many," "few," " "increasing," "small," and the like in place of actual quantities.).

**Date revised: April 10th, 2023**



Hà Minh Trí

Vietnam National University – HCMC  
International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

COURSE SYLLABUS

BA197IU

**INTRODUCTION TO THE  
SOCIOLOGY**

Note: The outline with specific class hours and location, and updated readings for the current semester will be provided to the enrolled students by the lecturer



## **I. COURSE STAFF**

**Instructor:** Dr. Truong Thi Kim Chuyen

Room: TBA

Telephone: (08) 38298686

E-mail: [chuyenttk@hcmussh.edu.vn](mailto:chuyenttk@hcmussh.edu.vn), [kchuyen@yahoo.com](mailto:kchuyen@yahoo.com)

Consultation Hours: TBA

Should the students wish to meet the instructor outside the consultation hours, they are advised to make appointment in advance.

## **2. COURSE INFORMATION**

### **2.1 Teaching times and Locations**

Class Hours:

Class Location: TBA

### **2.2 Units of Credit**

This course is worth 3 credits.

### **2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

### **2.4 Relationship of this course to others**

BA116IU–Introduction to the Social Sciences is designed to introduce the student to the broad and exciting field of the social sciences which embraces a diverse mixture of disciplines of anthropology, sociology, psychology, economics, history, geography, and political science, ect. The course will focus on the field of sociology and its key themes as they relate to the study of management and business as well as modern society. This facilitates the development of awareness of the language and methodology associated with the study of the social sciences. This course will utilize an interdisciplinary approach to study and understand human behavior and various contemporary social issues.

## **3. COURSE OBJECTIVES AND OUTCOMES**

### **3.1 Course Objectives**

This course aims at providing a basic understanding of the nature of social sciences. It introduces an overview of the fields of studies within social sciences. You should be able to do the following upon completion of this class:

- Explaining several reasons for studying the social sciences.

1 Describing the methods used by social scientists to conduct research.

- Identifying and discuss key issues involved in debates about social change in areas such as: group and organization, gender, social interaction and network (structure), culture, etc.
- Developing critical thinking skills as course topics are discussed and debated.
- Improving writing skills through essays and in-class writing assignments.

### 3.2 Student Learning Outcomes

After finishing this course, students will be able to

- know and understand the underlying concepts and principles of social science as they relate to the study of business management.
- organize ideas gained from theoretical understanding of social science principles and apply them to business and management situations.

## 4. LEARNING ASSESSMENT

### Assessment Details

Assignment and seminar	30%
Mid-Term Exam (90 minutes)	30%
<u>Final Exam (90 minutes)</u>	<u>40%</u>
<i>Total</i>	100%

Students are encouraged to give their presentations throughout the semester (if any).

Your grade will be based on a possible 100 points by doing the following things.

### Participation

Participation is valued at 15 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions, asking relevant questions, and good faith efforts to grapple with course material. Gaining a high participation grade, of course, will require you to attend class regularly.

### Written Assignment (Project Report)

The Written Assignments will be worth 15 points. You may do the assignments either as as a group of three (3) or an individual.

More information, including a list of possible topics, will be provided in a separate handout.

Project Report will relate to the assigned readings. Please make sure to provide in-depth answers which are in your own words. A one-sentence-answer straight from the book is not appreciated. The more in-depth and analytical you are, the better your grade will be. You earn grade on your response and reaction, not on your ability to find a passage in the textbook. All assignments will be submitted using the assignment feature on Blackboard. Should you have any difficulties, please contact the instructor and TA in advance for help. These assignments are required to be submitted by the due date indicated on the assignment dropbox. No late assignments will be accepted.

**Marking criteria (project report and case presentation)**

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

**Mid-term and Final Exams**

Mid-term and final exams will be worth 30 points and 40 points in turn. You will do with two sections of multiple choice and a short essay to express your own point of view on some selected topics critically and originally.

**5. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

**6. STUDENT RESOURCES**

**6.1 Course Resources**

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

Textbook:

- Schaefer, R. T. (2006), *Sociology: A Brief Introduction*, 6th ed., McGraw Hill.

Reference Books:

- Perry, J. and Perry, E. (2005), *Contemporary Society: An Introduction to Social Science*, 11th edition, London, Allyn and Bacon.

- McAdams, T., Neslund, N. and Kristopher, N. (2004), *Business and Society*, 7th Edition, Irwin Press.

You will also be asked to read several articles which will be provided in class  
Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

Recommended Internet sites

<http://www.pscw.uva.nl/sociosite/TOPICS/Interaction.html> (Networks, Groups, and Social Interaction)

<http://www.who.int/> (World Health Organization (WHO))

<http://www.undp.org/> (United Nations Development Program (UNDP))

<http://www.unep.ch/earthw.html> (Earthwatch)

<http://www.epa.gov/> (U.S. Environmental Protection Agency (EPA))

<http://www.eea.eu.int/> (The European Environment Agency (EEA))

<http://www.cmsny.org/index.htm> (Center for Migration Studies)

<http://www.ulb.ac.be/ceese/meta/sustvl.html> (World Business Council for Sustainable Development)

## 6.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## 7. COURSE SCHEDULE

Week	Topic	Learning materials and activities
1	<b>Overview of the Social Sciences and Sociology</b> Anthropology History Geography Psychology Political science and International Relations Economics and Business Administration Sociology Society, social organisation and social change	Hand-out and Textbook, Ch. 1, Perry, Ch. 1  Forming Study groups  Allocation of Discussion Questions  How to prepare for case study presentation
2	<b>Understanding Sociology</b> What is Sociology? The Sociological Imagination Sociology and the Social Sciences Sociology and Common Sense What is Sociological Theory?	Textbook, Ch.1  Discussion Case: <i>Looking at Sports from Three</i>

	The Development of Sociology Major Theoretical Perspectives Functionalist                      Perspective Conflict                              Perspective Feminist Perspective Interactionist                      Perspective The Sociological Approach Developing a Sociological Imagination	<i>Theoretical Perspectives,</i> p.19, q. 1-2
<b>3</b>	<b>Sociological Research</b> What is the scientific method? Defining the Problem Reviewing the Literature Formulating the Hypothesis Collecting and Analyzing the Data Developing the Conclusion In Summary: The Scientific Method Major Research Designs Surveys Observation Experiments Use of Existing Sources Ethics of Research Confidentiality Research                              Funding Value Neutrality Technology and Sociological Research	Textbook, Ch. 2  Discussion Case: <i>Sociology in Campus - Does Hard Work Lead to Better Grades?</i> , p. 42, q. 1-2
<b>4</b>	<b>Culture</b> Development of Culture Around the World Cultural Universals Innovation Globalization, Diffusion, and Technology Sociobiology Elements of Culture Language Norms Sanctions Values Culture and the Dominant Ideology Cultural Variation Aspects of Cultural Variation Attitudes toward Cultural Variation	Schaefer, Ch.3, pp. 53-77 Perry, Ch.11,
<b>5</b>	<b>Social Interaction and Social Structure</b> Social Interaction And Reality Defining and Reconstructing Reality Negotiated Order	Textbook, Ch. 5  Discussion Case:


	<p>Elements of Social Structure</p> <ul style="list-style-type: none"> <li>Statuses</li> <li>Social Roles</li> <li>Groups</li> <li>Social Networks and Technology</li> <li>Social Institutions</li> </ul> <p>Social Structure in Global Perspective</p> <ul style="list-style-type: none"> <li>Durkheim's Mechanical and Organic Solidarity</li> <li>Tönnies's Gemeinschaft and Gesellschaft</li> <li>Lenski's Sociocultural Evolution Approach</li> </ul>	<p><i>Social Networks among Low-Income Women</i></p> <p>p. 42, q. 1-2</p>
<b>6</b>	<p><b>Groups and Organizations</b></p> <p>Understanding Groups</p> <ul style="list-style-type: none"> <li>Types of Groups</li> <li>Studying Small Groups</li> </ul> <p>Understanding Organizations</p> <ul style="list-style-type: none"> <li>Formal Organizations and Bureaucracies</li> <li>Characteristics of a Bureaucracy</li> <li>Bureaucracy and Organizational Culture</li> <li>Voluntary Associations</li> </ul> <p>The Changing Workplace</p> <ul style="list-style-type: none"> <li>Organizational Restructuring</li> <li>Telecommuting</li> <li>Electronic Communication</li> </ul>	<p>Textbook, Ch. 6</p> <p>Discussion Case: <i>Pizza Delivery Employees as a Secondary Group</i></p> <p>p. 131, q. 1-2</p>
<b>7</b>	<p><b>The family and Intimate Relationships</b></p> <p>Global View of the Family</p> <ul style="list-style-type: none"> <li>Composition: What Is the Family?</li> <li>Kinship Patterns: To Whom Are We Related?</li> <li>Authority Patterns: Who Rules?</li> </ul> <p>Studying the Family</p> <ul style="list-style-type: none"> <li>Functionalist View</li> <li>Conflict View</li> <li>Interactionist View</li> <li>Feminist View</li> </ul> <p>Marriage and Family</p> <ul style="list-style-type: none"> <li>Courtship and Mate Selection</li> <li>Variations in Family Life and Intimate Relationships</li> <li>Child-Rearing Patterns in Family Life</li> </ul> <p>Divorce</p> <ul style="list-style-type: none"> <li>Statistical Trends in Divorce</li> </ul>	<p>Schaefer, Ch.14, pp. 299-324</p>

	<p>Factors Associated with Divorce</p> <p>Impact of Divorce on Children</p> <p>Diverse Lifestyles</p> <p>Cohabitation</p> <p>Remaining Single</p> <p>Marriage without Children</p> <p>Lesbian and Gay Relationships</p>	
8	<p><b>Stratification by Gender and Age</b></p> <p>Social Construction of Gender</p> <p>Gender Roles in the United States</p> <p>Cross-Cultural Perspective</p> <p>Explaining Stratification By Gender</p> <p>The Functionalist View</p> <p>The Conflict Response</p> <p>The Feminist Perspective</p> <p>The Interactionist Approach</p> <p>Women: The Oppressed Majority</p> <p>Sexism and Sex Discrimination</p> <p>Sexual Harassment</p> <p>The Status of Women Worldwide</p> <p>Women in the Workforce of the United States</p> <p>Women: Emergence of a Collective Consciousness</p> <p>Aging and Society</p> <p>Explaining the Aging Process</p> <p>Functionalist Approach:</p> <p>Disengagement Theory</p> <p>Interactionist Approach: Activity Theory</p> <p>The Conflict Approach</p> <p>Age Stratification in The United States</p> <p>The "Graying of America"</p> <p>Wealth and Income</p> <p>Ageism</p> <p>Competition in the Labor Force</p> <p>The Elderly: Emergence of a Collective Consciousness</p>	<p>Textbook, Ch. 11</p> <p>Discussion Case:</p> <p><i>Sociology in the Global Community - Aging Worldwide: Issues and Consequences</i></p> <p>p. 287, q. 1-2</p>

**Date revised: April 10th, 2023**



Hà Minh Trí

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## COURSE SYLLABUS

### Course Name: Workshop 1

Course Code: BA256IU

#### 1. General information

<b>Course designation</b>	The course is designed to provide students with soft skills and right attitude to succeed in university and future professional working environment. This course includes nine presentations made by guest speakers who are either directors/managers or experts. The presentations are scheduled in a systematic and scientific way to allow students to practice what they learn in class and to do teamwork assignments given by guest speakers.
<b>Semester(s) in which the course is taught</b>	
<b>Language</b>	English
<b>Relation to curriculum</b>	
<b>Teaching methods</b>	Student-centered method
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 135</p> <p>Contact hours (please specify whether class discussion, working on exercises and problems, group assignments and attending class): 45</p> <p>Private study including assignment preparation, specified in hours: 90</p>
<b>Credit points</b>	03



<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	At the completion of this course, students will be able to recognize and apply soft skills such as task management, teamwork, leadership in their study activities; develop their social awareness and responsibilities; improve their ability to do public speaking and professional presentation; get familiar with multi-perspective mindsets on different issues.		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1. Understand the basic knowledge of soft skills such as interpersonal skills, teamwork skill, self-confidence and assertive skills, interview skills and CV writing, problem-solving and decision making, emotional and stress management, self discipline, career orientation, time management skills.	
	<b>Skill</b>	CLO2. Apply soft skills such as interpersonal skills, teamwork skill, self-confidence and assertive skills, interview skills and CV writing, problem-solving and decision making, emotional and stress management, self discipline, career orientation, time management skills.	
	<b>Attitude</b>	CLO3. Develop their social awareness and responsibilities.	

<b>Content</b>	<b>The description of the contents should clearly indicate the weighting of the content and the level.</b>		
	<b>Weight: lecture session (3 hours)</b>		
	<b>Learning level: I (Introduce); T (Teach); U (Utilize)</b>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Interpersonal skills	1	I, T , U

	<b>Teamwork skills</b>	1	I, T, U
	<b>Self -confidence and assertive skills</b>	1	I, T, U
	<b>Interview skills and CV writing</b>	1	I, T, U
	<b>Problem solving and decision making</b>	1	I, T, U
	<b>Emotion and stress management</b>	1	I, T, U
	<b>Self-decipline</b>	1	I, T, U
	<b>Career orientation</b>	1	I, T, U
	<b>Time management</b>	1	I, T, U
<b>Examination forms</b>	Multiple-choice questions, Short-answer questions, Case analysis		
<b>Study and examination requirements</b>	<p>Attendance: Your regular and punctual attendance at presentations is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>		
<b>Reading list</b>	<p>Presentation slides distributed by guest speakers.</p> <p>Reading materials relevant posted on Blackboard.</p> <p>Extra reference materials from books, newspapers, videos, etc.</p>		

### Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program/Student Learning Outcomes (SLO) (1-10) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10

1		x								
2			x							
3		x	x							

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	1	Attendance check	Lecture, Discussion	
2	Interpersonal skills	1,2,3	Attendance check, assignment	Lecture, Discussion	
3	Teamwork skills	1,2,3	Attendance check, assignment	Lecture, Discussion	
4	Self confidence and assertive skills	1,2,3	Attendance check, assignment	Lecture, Discussion	
5	Interview skills and CV writing	1,2,3	Attendance check, assignment	Lecture, Discussion	
6	Problem solving and decision making	1, 2,3	Attendance check, assignment	Lecture, Discussion	
7	Emotion and stress management	1,2,3	Attendance check, assignment	Lecture, Discussion	
8	Self-decipline	1, 2,3	Attendance check, assignment	Lecture, Discussion	
9	Career orientation	1, 2,3	Attendance check, assignment	Lecture, Discussion	

<b>10</b>	<b>Time management</b>	1, 2,3	Attendance check, assignment	Lecture, Discussion	
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### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Attendance check, assignment (50%)	50%	50%	50%
Final report (50%)	50%	50%	50%

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

**3. Date revised: October 10th, 2023**

### GRADING RUBRIC FOR WRITTEN COURSEWORK WORKSHOP 1 (BA256IU)

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
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<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly
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<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

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**COURSE SYLLABUS**  
**Course Name: Organizational Behavior**  
**BA130IU**

**1. General information**

<b>Course designation</b>	The course is organized around three determinants of behavior in organizations: 1) individuals, 2) groups/teams, and 3) organizational structure. Particular emphasis will be placed on individual difference, attitude, motivation, job satisfaction, communication, leadership, stress, change, and organizational culture. Vigorous class discussions, presentations, cases, activities, along with group projects and self quizzes will provide the basis for the learning environment in the classroom.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	<p>Mai Ngọc Khương Room: O1.306</p> <p>Telephone: N/A</p> <p>E-mail: <a href="mailto:mnkhuong@hcmuii.edu.vn">mnkhuong@hcmuii.edu.vn</a></p> <p>Consultation Hours: Fri, 1:00pm – 4:00 pm</p>
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory

<b>Teaching methods</b>	Lecture, lesson, group project
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 135</p> <p>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45</p> <p>Private study including examination preparation, specified in hours: 90</p>
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	<p>After taking this class, the students should all be able:</p> <ul style="list-style-type: none"> <li>• To demonstrate an understanding of the effects that individuals and groups have on organizations, and apply that understanding to the solving organizational problems.</li> <li>• To demonstrate an understanding of the theories and concepts of individual, group and organizational behavior as they apply to organizational decision-making.</li> <li>• To apply concepts and theories about individual style and perception to solving organizational problems.</li> <li>• To apply theories of motivation to the management of organizations.</li> <li>• To use systematic problem-solving approaches in developing solutions to organizational problems.</li> <li>• To exhibit clear and concise written reports and oral presentations skills to communicate understanding and application of theories, topics and concepts.</li> <li>• To effectively participate individually, and as a member of small and large teams, in the completion of all course assignments.</li> </ul>



<b>Course learning outcomes</b>	Upon the successful completion After completing the course, students should have developed skills in:	
	Competency level	Course learning outcome (CLO)
	Knowledge	<p>LO1. Compare the effects of various psychological factors on individual behavior</p> <p>LO2. Examine major inter-personal forces that alter human behaviors in team/group context in oral form. (Discuss)</p> <p>LO3. Classify the potential effects of organizational-level factors (such as structure, culture and change) on organizational behavior</p>
	Skill	LO4. Apply a motivational theory to a realistic motivational problem in an organizational context; provide management recommendations consistent with theory
	Attitude	LO5. Solve typical organizational-level issues to achieve overall organizational success in the context of cultural diversity and global sustainability.
<b>Content</b>	This course is designed to give students the basic knowledge of human behavior in organizations and how to apply this knowledge to increase the organization effectiveness.	
<b>Examination forms</b>	Multiple-choice questions	

<b>Study and examination requirements</b>	<p>In order to pass this course, the students must:</p> <ul style="list-style-type: none"> <li>– achieve a composite mark of at least 50;</li> <li>– attend at least 80 percent of the total sessions of the course;</li> <li>– make a satisfactory attempt at all assessment tasks (see below).</li> </ul>
<b>Reading list</b>	<p><u>Text book</u></p> <p>[1]· Robbins, S. P. and Judge, T. A. (2021), Essentials of Organizational Behavior, 18th edition, Pearson Education.</p> <p><u>Reference book:</u></p> <p>[2]· John W. Newstrom, (2014), Organizational Behavior-Human Behavior at Work, 14th Edition, International Edition, McGraw Hill.</p> <p>[3]· Hellrigel, D., Slocum, J., &amp; Woodman (2010), Organizational Behavior, 13th edition, Thomson-South Western.</p>

## 2.Planned learning activities and teaching methods

Week	Topic	CLO	Assessment	Learning activities	Resource
1	Chapter 1: What is Organizational Behavior	1		Lecture	[1]
2	Chapter 2: Diversity in Organizations Chapter 3: Attitudes and Job Satisfaction	1	Group project1	Lecture	[1]

<b>3</b>	Chapter 4: Personality and Values	1	Group project2	Lecture	[1]
<b>4</b>	Chapter 5: Perception and Individual Decision Making	1	Group project3	Lecture	[1]
<b>5</b>	Chapter 6: Emotions and Moods	1	Group project4	Lecture	[1]
<b>6</b>	Chapter 7: Motivation Concepts	1,4	Group project5	Lecture	[1]
<b>7</b>	Chapter 8: Motivation: From Concepts to Applications	1,4	Group project6	Lecture	[1]
<b>8</b>	Chapter 9: Foundations of Group Behavior	1	Group project7, Quiz1	Lecture	[1]
<b>9</b>	Mid-term exam	1,4	MCQ exam		
<b>10</b>	Chapter 10: Understand Work Teams	2	Group project8	Lecture	[1]
<b>11</b>	Chapter 11: Power and Politics	2,5	Group project9	Lecture	[1]
<b>12</b>	Chapter 13: Leadership	2,5	Group project10	Lecture	[1]
<b>13</b>	Chapter 14: Foundations of Organization Structure	3	Group project11	Lecture	[1]

<b>14</b>	Chapter 15: Organizational Culture	3,5	Group project12	Lecture	[1]
<b>15</b>	Chapter 17: Organizational Change and Stress Management	3,5	Group project13	Lecture	[1]
<b>16</b>	Chapter 18: Conflict and Negotiation	3,5	Group project14, Quiz2	Lecture	[1]
<b>17</b>	Final exam	2,3,5	MCQ exam		

### 3.Assessment plan

<b>Assessment Type</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>	<b>CLO4</b>	<b>CLO5</b>
<b>Quizzes (20%)</b>	Qz1 70% Pass	Qz2 70% Pass	Qz2 70% Pass		
<b>Group Project (10%)</b>				GP1,2,3,4 ,5,6 70% Pass	GP7,8,9,10,11,12,13,14 70% Pass
<b>Midterm exam (30%)</b>	50% Pass			50% Pass	
<b>Final exam (40%)</b>		50% Pass	50% Pass		50% Pass

### 4.Rubrics

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
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<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organise d logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely	Shows ability to identify issues, gather the facts and develop claims.  Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported


<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into
			Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Quotations integrated well into paragraphs. Sources cited correctly	paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems

					are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments .  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



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### COURSE SYLLABUS

**Course Name: International Economics**

**Course Code: BA068IU**

#### 1. General information

<b>Course ID</b>	BA068IU
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	One midterm exam: 20% - 40% One comprehensive final exam: 35% - 60% In-class quizzes, class participation and learning attitude: 10% - 30%
<b>Workload (incl. contact hours, self-study hours)</b>	<ul style="list-style-type: none"> <li>• Lecture: 3 hrs/ week o     Lab: none</li> <li>• Homework, Assignment: 3 hrs/ week</li> </ul>
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	Introduction to Micro Economics – BA117IU and Introduction to Macro Economics – BA119IU 2 <sup>nd</sup> year student



<b>Course Learning Outcomes</b>	Upon the successful completion of this course students will be able to:	
	<b>Knowledge</b>	<b>LO1:</b> Understand and analyze the real-world key phenomena and policies concerning economic globalization, an increasingly important feature of the modern world; <b>LO2:</b> Explain the ethical requirements of business activities in the international context.
	<b>Skills</b>	<b>LO3:</b> Associate concepts and tools to analyze the current global issues/events and their impacts on the business environment and the world economy
	<b>Attitude</b>	<b>LO4:</b> Recognize value and beliefs of others from different cultural context
<b>Examination forms</b>	Multiple-choice questions, short-answer questions	
<b>Study and examination requirements</b>	Student is expected that you will spend at least <b>6 hours</b> per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted.	
<b>Reading list</b>	Essentials of International Economics, Third Edition, New York: Worth Publishers, 2014 - Feenstra, Robert C. and Alan M. Taylor	

## 2.Planned learning activities and teaching methods

<b>Sessi o n</b>	<b>Content</b>	<b>CLO</b>	<b>Bloom' s Taxono m y</b>	<b>Catego ry</b>	<b>Teacher 's Material</b>	<b>Assessments</b>

1	<b>Ricardian and Heckscher-Ohlin models</b>  <b>The Standard trade model</b>	1,3	KN, CR	Lecture	Instructor Manual, Teacher's Resource	Student's book
2	<b>Other International trade theories: Economies of Scale, Imperfect Competition</b>	1,2,3, 4	KN, CR	Lecture	Instructor Manual, Teacher's Resource	Student's book
3	<b>International Factor Movements</b>	1, 3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
4	<b>Instruments of Trade Policy</b>	1,2	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
5	<b>Political Economy of Trade Policy</b>  <b>Trade policy in Developing Countries</b>  <b>Controversies in Trade Policy</b>	1,2,3, 4	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book

6	<b>National Income Accounting and Balance of Payments</b>	1,3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
7	<b>Exchange Rates and Foreign Exchange Market</b>	1, 3	KN, CR	Lecture,	Case study, Teacher's Resource	Case-study, Student's book

	<b>Money- Interest Rate and Exchange Rates</b>					
8	<b>Price Levels, Output and Exchange Rates in long-run</b>	1, 3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
9	<b>Fixed Exchange Rates and Foreign Exchange Intervention</b>	1, 2, 3,4	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book Case study
10	<b>International Monetary System</b>	1,2,3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
11	<b>Macroeconomic Policy under Floating Exchange Rate</b>	1,2,3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
12	<b>Global Capital Market</b>	2	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book

13	<b>The Euro Currency</b>	1, 2, 3	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
14	<b>Developing Countries: Growth- Crisis- and Reform</b>	1, 2, 3,4	KN, CR	Lecture,	Instructor Manual, Teacher's Resource	Student's book
15	<b>Course Review</b>	1, 2, 3,4	<b>KN,CR</b>			

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Class participation (5%)</b>			70% Pass	70% Pass
<b>Quiz(10%)</b>				70% Pass
<b>Mid-term Exam (30%)</b>	70% Pass	70% Pass	70% Pass	70% Pass
<b>Final exam (40%)</b>	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that 70 % of students having scores greater than 70 out of 100.

### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPL ETELY FAIL</b>  <b>Below 30%</b>	<b>INADEQ UATE</b>  <b>30% – 49%</b>	<b>ADEQUA TE</b>  <b>50% - 69%</b>	<b>ABOVE AVERAG E</b>  <b>70% - 89%</b>	<b>EXEMPLA RY</b>  <b>≥ 90%</b>
<b>Organis ation and clarifica tion</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.


		Ideas lack consistency	ideas may be tangential	underdeveloped.	Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Arguments are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited correctly

			paragraphs. Some possible problems with source citations	paragraphs. Sources cited correctly	
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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**COURSE SYLLABUS**  
**QUANTITATIVE METHODS FOR BUSINESS**  
**BA168IU**

**1. General information**

<b>Course designation</b>	This subject will familiarize quantitative approaches and mathematical optimization techniques used to address managerial and business issues.
<b>Person responsible for the course</b>	Ms. Dang Thi Uyen Thao
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Quizzes, Assignments, Computer Assignments, Lectures, Tutorials, Examinations
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	Statistics for Business and Math for Business
<b>Course objectives</b>	<p>This course aims to help students to</p> <ul style="list-style-type: none"> <li>• Provide students with the methodological understanding of quantitative analysis used in business management.</li> <li>• Create an awareness of quantitative analytical tools used in business management.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use quantitative analytical tools in business management.</li> <li>• Engage students in critically evaluating the tools of quantitative analysis.</li> </ul>
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Course learning outcomes	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge & Skill	<p>CLO1. Understand and relate quantitative approaches to problems solving and decision making in business management</p> <p>CLO2. Explain various notions/concepts/principles in time series analysis; and then build and interpret appropriate forecasting models critically</p> <p>CLO3. Work as a collaborative team member</p> <p>CLO4. Recognize appropriate techniques to initiate, plan, execute and control projects and meet challenges and deadlines</p> <p>CLO5. Use computer software for quantitative analysis</p>
	Attitude	CLO6. Recognize the benefits as well as the limits of quantitative analysis in business management
<b>Content</b>	Quantitative Business Methods provides students with many quantitative techniques needed to analyze business situations and make decisions. The course covers decision analysis, forecasting, linear programming, project management, queuing theory, EFA, CFA and SEM.	
<b>Examination forms</b>	Open-ended questions	



<p><b>Study and examination requirements</b></p>	<p>In order to pass this course, the students must:</p> <ul style="list-style-type: none"> <li>• achieve a composite mark of at least 50; and</li> <li>• Make a satisfactory attempt at all assessment tasks (see below).</li> </ul> <p><b>GRADING POLICY</b></p> <p>Grades can be based on the following:</p> <table border="1" data-bbox="528 488 1139 775"> <tr> <td>Quizzes, Computer assignments</td><td>30%</td></tr> <tr> <td>Midterm examination</td><td>30%</td></tr> <tr> <td>Final examination</td><td>40%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table> <p><b>COURSE POLICIES</b></p> <p><b>Attendance</b></p> <p>Regular and punctual attendance at lectures in this course. Exemptions may only be made on a health basis.</p> <p><b>Workload</b></p> <p>It is expected that the students will spend at least six hours per week studying this course.</p> <p>This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.</p>	Quizzes, Computer assignments	30%	Midterm examination	30%	Final examination	40%	Total	100%
Quizzes, Computer assignments	30%								
Midterm examination	30%								
Final examination	40%								
Total	100%								
	<p><b>General Conduct and Behavior</b></p> <p>The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at <a href="http://www.hcmiu.edu.vn">www.hcmiu.edu.vn</a></p> <p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a</p>								

	<p>paper copy. The students will be deemed to have received this information.</p> <p>Academic honesty and plagiarism</p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own (definition proposed by the University of Newcastle). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.</p> <p>Special consideration</p> <p>Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.</p> <p>Meeting up with the lecturers after classes</p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p> <p><b>Reading list</b></p> <p><u>[1]Textbook:</u>  Render, Barry, Stair, Ralph M., Hanna, Michael E., 2011, "Quantitative Analysis for Management", Pearson College Div, 11th edition  David R. Anderson, Dennis J. Sweeney, Thomas A. Williams, Jeffrey D. Camm, James J. Cochran, 2012, "Quantitative Methods for Business", South-Western College Pub; 12 edition.</p>
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## 2.Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Introduction to Quantitative Analysis	1, 5		Lectures	[1], [2], [3]

2	Chapter 2: Review probability concepts and applications	1	Quizzes, Examinations	Lectures, Assignments	[1], [2], [3]
3, 4	Chapter 3: Decision Analysis	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]

5, 6	Chapter 5: Forecasting	1, 2, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
7, 8	Chapter 7: Linear programming	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
9, 10	Chapter 12: Project management	1, 3, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
11, 12	Chapter 13: Waiting Lines and Queuing Theory Models.	1, 4	Quizzes, Examinations	Lectures, Assignments, Tutorials	[1], [2], [3]
13	EFA, CFA, SEM	4, 6	Computer Assignments	Lectures, Computer Assignments	[1], [2], [3]

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
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<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported

<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources.	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into
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			Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Sources cited correctly	paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some	Shows ability to structure problems in correspondence to theoretical frameworks correctly.	Shows ability to structure problems in correspondence to theoretical frameworks correctly.

			mistakes	Minor mistakes in resolving problems	The problems are well resolved
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**Date revised: April 10th, 2023**



Hà Minh Trí



# VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY

**School of Business**

## COURSE SYLLABUS

**Course Name: Fundamentals of Financial Management**

Course Code: **BA016IU**

### 1. General information

<b>Course designation</b>	<i><b>BA016IU– Fundamentals of Financial Management</b></i> provides students with basic concepts of financial management. The course is provided based on foundation knowledge of financial accounting and economics. This course may fulfill requirements of the curriculum for students majoring in business administration in general; however, it is the foundation for students majoring in finance , banking and accounting. For those students that major in finance, banking and accounting, they can take higher level courses in finance after this course, to count for some, Corporate Finance, Financial Institutions and Market, Portfolio Theory and Investment Analysis, International Finance, Business Analysis and Valuation, etc.
<b>Semester(s) in which the course is taught</b>	<b>1, 2</b>
<b>Person responsible for the course</b>	Dr. Nguyen Canh Tien MSc. Le Hong Nhung MSc. Phan Ngoc Anh MSc. Le Dang Thuy Trang MSc. Tran Nhat Minh MSc. Vu Khanh Thien
<b>Language</b>	<b>English</b>
<b>Relation to curriculum</b>	<b>Compulsory</b>

<b>Teaching methods</b>	<b>Lecture, lesson, 2 class tests</b>	
<b>Workload (incl. contact hours, selfstudy hours)</b>	Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90	
<b>Credit points</b>	<b>3</b>	
<b>Required and recommended prerequisites for joining the course</b>	Financial Accounting – BA184IU	
<b>Course objectives</b>	The aim of this course is to expose students to and familiarize them with the theoretical frameworks and practical matters of financial management.. The learning experience will include: an introduction to financial management; time value of money; techniques of pricing of financial instruments such as bonds and stocks; evaluation of major projects; the relationship between risk and return; an introduction to Capital Asset Pricing Model (CAPM) and Portfolio theory; and cost of capital and capital structuring	
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<b>CLO1: Recognize concepts, theories and fundamental knowledge in finance.</b>
	<b>Skill</b>	<b>CLO2: Identify value, culture and beliefs of others.</b>
	<b>Attitude</b>	<b>CLO3: Explain the ethical requirements of business activities</b> <b>CLO4: Hold skills and knowledge of global citizens</b>
<b>Content</b>	Weight: lecture session (3 hours) Learning level: I (Introduced); R (Reinforced); M (Mastered)	



	Topic	Weight	Level
	Introduction to financial management	1	I,R
	Time Value of Money	3	I,R
	Bond and their valuation	1	I,R
	Stock and their valuation	1	I,R
	Project investment criteria and Capital budgeting decision	1	I,R
	Capital Budgeting and Cash Flow Projection	2	I,R
	Risk, Return and Capital Budgeting	2	I,R
	Capital Structure and Cost of Capital	1	I,R
<b>Examination forms</b>	Multiple-choice questions, short-answer questions, application problems		
<b>Study and examination requirements</b>	<p><b>Attendance:</b> Class Attendance is Mandatory. Roll will be taken by two quizzes' submissions at times of classes. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds</p> <p><b>Assignments/Examination: Students must</b> achieve a composite mark of at least 50; and make a satisfactory attempt at all assessment tasks.</p>		
<b>Reading list</b>	<p>[1] Richard A. Brealey_ Stewart C. Myers_ Alan J. Marcus - Fundamentals of Corporate Finance-McGraw-Hill Education (2017)</p> <p>[2] Brigham, E. F. and Houston, J. F. (2007), Fundamentals of Financial Management, 11th edn, South- Western</p> <p>[3] Ross, S. A., Westerfield, R. W., and Jordan, B. D. (2010) Fundamentals of Corporate Finance - 7th ed, McGraw Hill</p>		

## 2. Planned learning activities and teaching methods

<b>Week</b>	<b>Topic</b>	<b>CLO</b>	<b>Assessments</b>	<b>Learning activities</b>	<b>Resources</b>
1	Introduction to corporate finance Introduction Corporation Goals of the corporation Financial Decision Agency problems Working Capital Management Roles of Financial Manager Why corporations need financial markets? Functions of financial markets and intermediates	1,2,3,4	MCQs	Lecture, Discussion	[1],[2],[3]
2	Time Value of Money Basic concepts Timeline/ Future values (FV)/ Present values (PV) Simple interest rate (SR)/ Compound interest rate (CR) Multiple cash flows Future value of Multiple Cash Flows Present value of Multiple Cash Flows Perpetuity cash flows Present Value of a Perpetuity Ordinary annuity cash flow/ Annuity Due cash flow Future Value of an Annuity Present Value of an Annuity	1,2	MCQs	Lecture, Discussion	[1],[2],[3]

3	Time Value of Money (Cont.) Growing ordinary annuity cash flow/ Growing annuity due cash flow Future Value of an growing annuity	1,2	MCQs	Lecture, Discussion	[1],[2],[3] ]
	Present Value of an growing annuity Mortgage loans Inflation and time value of money Real versus nominal cash flows Effective annual interest rates (EAR)				
4	Bonds and their evaluation Bond characteristics Bond evaluation Coupon bonds, semi-annual coupon bonds Zero-coupon bonds Bond yield Current yield Yield to maturity (YTM) Rate of return Relationship between market interest rate and bond price Bond premiums and bond discounts	1,2	MCQs	Lecture, Discussion	[1],[2],[3] ]

5	Stock and their evaluation Equity versus debt Common stocks Preferred stocks Book values, Liquidation values, and Market values Stock valuation: Dividend Discount Model (DDM) Zero growth common stocks Constant growth common stocks Differential growth common stocks Preferred stocks Growth stocks and Income stocks	1,2	MCQs	Lecture, Discussion	[1],[2],[3]
	Midterm	1,2,3	MCQs		[1],[2],[3]

6	Project Investment Criteria and Capital Budgeting Decision Capital budgeting decision Capital budgeting process Project classifications Net Present Value (NPV) method Internal Rate of Return (IRR) method Payback Period (PP)/ Discount Payback period (DPP) method Profitability Index (PI)	1,2,3,4	MCQs	Lecture, Discussion	[1],[2],[3]
7	Project Investment Criteria and Capital Budgeting (Cont.) Principles of identifying cash flows Calculating Cash Flows Capital investment Operating cash flows Investment in working capital Terminal-year incremental cash flow Minicase	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]

8	<p>Introduction to Risk, Return and Opportunity Cost of Capital</p> <p>Introduction relationship between Risk and Return</p> <p>Historical overview of risk and return</p> <p>Rates of return</p> <p>Measuring risk</p> <p>Variance and standard deviation</p> <p>Risk and diversification</p> <p>Diversification</p> <p>Asset versus portfolio risk</p> <p>Variance and standard deviation of returns for a two- asset portfolio</p> <p>Unique risk versus market risk</p>	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]
9	<p>Risk, Return and capital budgeting</p> <p>Measuring market risk</p> <p>Concept of beta</p> <p>Portfolio betas</p> <p>Risk and return</p> <p>Capital Asset Pricing Model (CAPM)</p> <p>Security Market Line (SML)</p> <p>Capital budgeting and Project Risk</p>	1,2,3	MCQs	Lecture, Discussion	[1],[2],[3]
10	<p>Capital Structure and Cost of Capital</p> <p>Measuring capital structure</p> <p>Market versus book weight</p> <p>Cost of capital</p> <p>Cost of debt</p> <p>Cost of preferred stocks</p> <p>Cost of equity</p> <p>Cost of retained earning</p> <p>Weighted Average</p> <p>Cost of Capital (WACC) WACC and business evaluation</p>	1,2	MCQs	Lecture, Discussion	[1],[2],[3]

11	Final Exam	1,2,3,4	MCQs, short answers, essay		[1],[2],[3]
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### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Two Class tests (30%)</b>	60% Pass	60% Pass		
<b>Midterm exam (30%)</b>	50% Pass	50% Pass	50% Pass	50% Pass
<b>Final exam (40%)</b>	50% Pass	50% Pass	50% Pass	50% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

### 4. Rubrics (optional)

#### 5.1. Grading checklist

Grading checklist for Written Reports			
<b>Student: .....</b> <b>HW/Assignment: .....</b> <b>Date: .....</b> <b>Evaluator: .....</b>			
	Max.	Score	Comments
<b>Technical content (60%)</b>			
<b>Abstract clearly identifies purpose and summarizes principal content</b>	<b>10</b>		
<b>Introduction demonstrates thorough knowledge of relevant background and prior work</b>	<b>15</b>		
<b>Analysis and discussion demonstrate good subject mastery</b>	<b>30</b>		
<b>Summary and conclusions appropriate and complete</b>	<b>5</b>		
<b>Organization (10%)</b>			
<b>Distinct introduction, body, conclusions</b>	<b>5</b>		

<b>Content clearly and logically organized, good transitions</b>	<b>5</b>		
<b>Presentation (20%)</b>			
<b>Correct spelling, grammar, and syntax</b>	<b>10</b>		
<b>Clear and easy to read</b>	<b>10</b>		
<b>Quality of Layout and Graphics (10%)</b>	<b>10</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

### 5.2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
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<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported



<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí

Vietnam National University – HCMC  
International University  
**SCHOOL OF BUSINESS ADMINISTRATION**

COURSE SYLLABUS

PE010IU

**VIETNAM HISTORY AND CULTURE**

Note: The outline with specific class hours and location, and updated readings for the current semester will be provided to the enrolled students by the lecture

1. **Name of course:** LỊCH SỬ VĂN HOÁ VIỆT NAM – VIETNAM HISTORY AND CULTURE (PE010IU)
2. **Lecturer:** Prof. Vo Van Sen
3. **Number of Credits:** 3
4. **Level:** 1<sup>st</sup> year student
5. **Time allocation:**
  - Lecture: 3 hrs/ week
  - Lab: none
  - Homework, Assignment: 3 hrs/ week
6. **Prerequisites:** (None)
7. **Course Objectives:**
  - To provide the students with basic understanding of the Vietnamese history and culture from historical perspectives
  - To equip students with the strategies and methods required to recognize deeply the fundamental transformations in Vietnamese history from the primitive era till now and the various elements of Vietnamese civilization and culture
  - To encourage a positive attitude towards Vietnamese Studies as a regional studies, to build up the students' confidence in independent research on Vietnamese history and culture and culture as well as to raise their historical, socio – cultural awareness.

#### 8. **Student responsibility**

Student is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on exercises and problem, group assignment and attending class lectures and tutorials. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted.

#### 9. **Course Assessment Policy:**

The continuous assessment, including class attendance, the mid – year test, papers or reports and final examination, will be as follows:

- Class attendance 10%
- Midterm test (written test) 30%
- Papers or reports 20%
- Final Examination (written test) 40%
- The midterm and final examinations will be conducted during University examination periods

#### METHODS AND ASVICE ON STUDYING

1. Class preparation:

The teaching method will include lecturers, group discussions and individual presentations. Students must actively participate in class. Enthusiasm to read academic materials in both Vietnamese and Japanese. The emphasis will be on basic knowledge and method for the further independent researches on Vietnamese studies. Class discussions in Vietnamese provide the opportunities to rehearse his or her oral academic language in variety of ways

2. The audio – visual instruments will also to help students get overview of some current news, forms of music or arts and related historic events. Student may use computer to search some necessary information on NET. The instructor will introduce to some good URL for students' research.
3. Self study and short Reports:  
Students should prepare a class file of his own. A group work or individual short reports will be proposed. Student will practice the writing of academic papers and reports in order to build up students' independent research skills. This will be considered as one of very important skills required by this course.

#### **10. Textbooks and Other Required Materials:**

- ... Le Mau Han, Tran Ba De, Nguyen Van Thu, .... Over view of Vietnamese history (Dai cuong lich su Viet Nam), volume 1, 2, 3 publisher of Education, Hanoi, 1998.
- Uy ban Khoa hoc Xa hoi Viet Nam, History of Vietnam, Vol I, II, Social Science Publisher, Hanoi, 1976
- Tran Ngoc Them, Fundamentals of Vietnamese Culture, Social sciences Publisher, Hanoi, 1996
- Nguyen Khac Vien, Vietnam - Along history, The gioi publishers, Ha noi, 1993

#### **RECOMMENDED READING**

- Oscar Chapuis, A History of Vietnam from Hong Bang to Tu Duc, Green wood Press, Connecticut, 1995.
- Stanley Karnow, Vietnam: A history. The Viking press, New York, 1983
- Jaynes S. Werner and Luu Doan Huynh (ed. ), the Vietnam War – Vietnamese and American Perspectives. New York: M. E. Sharpe, 1993
- B Woodside, Vietnam and the Chinese Model: A comparative study of Vietnamese and Chinese government in the first half of the nineteenth century. Cambridge, MA: Harvard University Press, 1988

#### **11. Grade scale: 100**

#### **12. Course Outline:**

The course deals with many various topics on Vietnamese history and culture. Within 15 weeks with plan of content as follows:

- Week 1: Introduction to some main characteristics of Vietnamese history and culture. Van Lang – Au Lac State and the first civilization of Vietnam
- Week 2: Long March to independence (1<sup>st</sup> B.C century to 10<sup>th</sup> century A. D). Sinicization and Desinicization during the domination by Chinese feudalism.
- Week 3: The centralized independent States (10<sup>th</sup> to 14<sup>th</sup> centuries). Dai Viet Civilization (Ly – Tran cultural era)
- Week 4: A new stage in the feudal monarchy: the Le dynasty (15<sup>th</sup> to 17<sup>th</sup> centuries). The peasant war and the Tay Son era (17<sup>th</sup> to 18<sup>th</sup> centuries).
- Week 5: Vietnam under Nguyen Dynasty: losing its independence, Socio – economic transformation in French Indochina
- Week 6: The people's struggles against the French domination in the late 19<sup>th</sup> and the early 20<sup>th</sup> centuries and Founding of the Vietnamese communist Party
- Week 7: Mid term exam
- Week 8: The National Democratic Movement 1930 – 1945, the 1945 August Revolution and the formation of Democratic Republic of Vietnam
- Week 9: “The resistant War against French colonialists” (1945 -1954)
- Week 10: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (1)
- Week 11: The 1954 – 1975 Resistant War against American for National Salvation (The Vietnam War) (2)
- Week 12: Renovation in Vietnam (“doimoi”)
- Week 13: Westernization and de- westernization in Vietnamese culture
- Week 14: Seminar (“some key characteristics of Vietnamese History and Culture”)
- Week 15: Final Exam



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

## COURSE SYLLABUS

### Course Name: **GEOGRAPHY OF WORLD ECONOMY**

Course Code: **PE007IU**

1. **Code:**
2. **Number of Credits:** 3 Credits
3. **Prerequisites:** You should read the materials assigned before the class, as it will facilitate your understanding.
4. **Course Description:**
  - Course provides various dimensions of the world economy geography (WEG) in the age of globalization.
  - In a world, the trend of global trade is increasingly vital, WEG is an imperative for all who wish to know what is happening to their global economy.
  - Course gives the very basic concepts and terms in studying economic geography.
  - In economic aspects, it concerns:
    - the varied ways of people earning,
    - the patterns of human activities to produce,
    - the distributed and consumed good and services, and
    - the geographic framework of world trade and business.
  - The lectures will have an emphasis on geographic changes in the world economy.
  - We will examine the geographic organization of economic activity around the world at different geographical scales (global, regional and local) as well as the relationship between geographic conditions and economic development in different states
  - Course requires critical thinking on current economic and social problems from a geographic perspective.
5. **Overall Education Objectives/ Learning Outcomes:**  
After the course, students are able to:
  - understand the basic concepts.

- be aware of the relationship between geographic conditions and economic development.
- understand the distribution and migration of human in the process of the economic growth.
- classify and analyze principles of location.
- differentiate relationships of economic interdependence of the states,
- understand of the characteristics of transnational corporations (TNCs) and regional economic blocs.

## 6. **Course Outline:**

### Chapter 1: Introduction to Geography and Economic Geography

Concepts of world geography and world economic geography

The geography and world economy

The world economy and world environment

### Chapter 2: Population - Population and World Economy

World population and world economy

### Chapter 3: World Patterns and Regional Trends

Economic growth and Economic development

Resource patterns and population

Developed group and Developing groups

### Chapter 4: Geographic Conditions and Economic Development

History of world economic

Economic structure

Economic patterns

Natural resources and world economy

### Chapter 5: Globalization in Economic Development – The Role of Multinational Corporations (MNCs)/ Transnational Corporations (TNCs)

Economic globalization

Economic groups and their relationship

The MNCs/TNSc and the world income stream

### Chapter 6: Adjusting to a New Global Economy

Economic change

Spatial outcomes of economic integration

## 7. **Course Assessment Policy:**

- |                                |      |
|--------------------------------|------|
| • Attendance:                  | 10 % |
| • Assignment Group discussion: | 10 % |
| • Presentation:                | 10 % |
| • Mid-term Exam:               | 30 % |
| • Final Paper:                 | 40 % |

## 8. **Textbooks and Other Required Materials:**

Paul Knox, John Agnew and Linda McCarthy (2003). *The Economic of the World Economy*. Arnold. London.

## **References:**



- Anthony R.S., Frederick P.S. (1994). *World Economy – Resources, Location, Trade, and Development*. Macmilian College Publishing Company. New York
- Jerome Fellmann, Arthur and Judith Getis (1997). *Human Geography: Landscapes of Human Activities*. Brown & Benchmark.
- William Norton. (1998). *Human Geography*. Oxford University Press. New York.

Lecture

Nguyen Thi Phuong Chau, Msc & MA.

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## COURSE SYLLABUS

### Course Name: **Business Ethics**

Course Code: **BA020IU**

<b>Course description</b>	This course introduces students to the relevance and importance of ethics and social responsibility in business. It aims to increase student's awareness and understanding of ethical issues in business and to provide them with useful conceptual tools to guide analysis and decisions. After the completion of the course, students are expected to identify, think critically, and suggest solutions to ethical issues encountered at the individual, organizational, and societal levels.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Language</b>	English
<b>Relation to curriculum</b>	R (Reinforced), M (Mastered) □ focus on Comprehension, Application, and Analysis in the Bloom taxonomy (levels 2, 3, 4).
<b>Teaching methods</b>	Lecture, presentation, discussion
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>Total workload: 135 hours (estimated)</p> <p>Teaching hours (including lectures, in-class discussions, assignments, quizzes, and presentations): 45</p> <p>Self-study (including take-home assignments, individual or teamwork after class hours, and preparation for examinations): 90</p>
<b>Credit points</b>	3

### 1. General information

<b>Required and recommended prerequisites for joining the course</b>	None										
<b>Course objectives</b>	The aim of the course is to communicate theoretical and practical insights and developments in the fields of business ethics and sustainable business. Students learn the characteristics of ethical issues in business. They become acquainted with the theoretical basis of business ethics: stakeholder-theory, theories of responsibility and normative ethical theory, intercultural ethics; as well as with theories and practices on the implementation of business ethics.										
<b>Course learning outcomes</b>	<p><i>Upon the successful completion of this course students will be able to:</i></p> <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td> <b>Knowledge: Bloom 4 - Analyze</b>  <b>Skill: Oral communication</b> </td><td>CLO1. Analyze ethical issues and corporate social responsibility in oral form (M)</td></tr> <tr> <td> <b>Knowledge: Bloom 2 Understand</b>  <b>Skill: Written communication</b> </td><td>CLO2. Recognize ethical issues that arise in business and social situations in written form (R)</td></tr> <tr> <td> <b>Knowledge: Bloom 3 – Apply</b>  <b>Skill: Oral and written communication</b> </td><td>CLO3. Employ various ethical theories and ethical concepts to interpret actions taken in business ethics (R)</td></tr> <tr> <td> <b>Attitude (Affective: Bloom 3)</b>  <b>Skill: Oral and written communication</b> </td><td>CLO4. Propose appropriate ethical behaviors in business and society context. (M)</td></tr> </table>	Competency level	Course learning outcome (CLO)	<b>Knowledge: Bloom 4 - Analyze</b> <b>Skill: Oral communication</b>	CLO1. Analyze ethical issues and corporate social responsibility in oral form (M)	<b>Knowledge: Bloom 2 Understand</b> <b>Skill: Written communication</b>	CLO2. Recognize ethical issues that arise in business and social situations in written form (R)	<b>Knowledge: Bloom 3 – Apply</b> <b>Skill: Oral and written communication</b>	CLO3. Employ various ethical theories and ethical concepts to interpret actions taken in business ethics (R)	<b>Attitude (Affective: Bloom 3)</b> <b>Skill: Oral and written communication</b>	CLO4. Propose appropriate ethical behaviors in business and society context. (M)
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<b><i>Content</i></b>	<p>The description of the contents should clearly indicate the weighting of the content and the level.</p> <p>Weight: lecture session (3 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>
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<b><i>Examination forms</i></b>	Short questions; essay																																				
<b><i>Study and examination requirements</i></b>	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p> <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Understanding Ethics</td><td>1</td><td>I, T, U</td></tr><tr><td>Defining Business Ethics</td><td>1</td><td>I, T</td></tr><tr><td>Organizational Ethics</td><td>1</td><td>I, T</td></tr><tr><td>Corporate Social Responsibility</td><td>1</td><td>I, T, U</td></tr><tr><td>Corporate Governance</td><td>1</td><td>I, T</td></tr><tr><td>The Role of Government</td><td>1</td><td>I, T</td></tr><tr><td>Blowing the Whistle</td><td>1</td><td>I, T</td></tr><tr><td>Ethics and Technology</td><td>1</td><td>I, T</td></tr><tr><td>Ethics and Globalization</td><td>1</td><td>I, T, U</td></tr><tr><td>Making It Stick: Doing What’s Right in a Competitive Market</td><td>1</td><td>I, T</td></tr><tr><td>Workshop “Ethical considerations in reality”</td><td>1</td><td>T, U</td></tr></table>	Topic	Weight	Level	Understanding Ethics	1	I, T, U	Defining Business Ethics	1	I, T	Organizational Ethics	1	I, T	Corporate Social Responsibility	1	I, T, U	Corporate Governance	1	I, T	The Role of Government	1	I, T	Blowing the Whistle	1	I, T	Ethics and Technology	1	I, T	Ethics and Globalization	1	I, T, U	Making It Stick: Doing What’s Right in a Competitive Market	1	I, T	Workshop “Ethical considerations in reality”	1	T, U
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<b>Reading list</b>	<p><b>Main textbook:</b></p> <p>G Ghillyer, A. W. (2018) Business Ethics Now. 5th ed. New York: McGraw-Hill Education.</p> <p><b>Reference book:</b></p> <p>Ferrell, O. C., Fraedrich, J. and Ferrell, L. (2022) Business Ethics: Ethical Decision Making and Cases. 13th edn. Cengage..</p>
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## 2. Planned learning activities and teaching methods

Week	Topic	Reading	CLO	Learning activities	Sources
1	Class introduction and Group registration		1, 2, 3, 4		(Ghillyer, 2021)
2	Understanding Ethics	Textbook – Chapter 1		Lecture, Discussion	(Ferrell, Fraedrich and Ferrell, 2022)
3	Defining Business Ethics	Textbook – Chapter 2		Lecture, Presentation, Discussion	
4	Organizational Ethics	Textbook – Chapter 3		Lecture, Presentation, Discussion	
5	Corporate Social Responsibility	Textbook – Chapter 4		Lecture, Discussion	
6	Corporate Governance	Textbook – Chapter 5		Lecture, Presentation, Discussion	
7	Workshop “Ethical considerations in reality”			Discussion	
8	Review for Midterm Exam				
9 - 10	Midterm exam	No class			

11	The Role of Government	Textbook – Chapter 6		Lecture, Presentation, Discussion	
12	Blowing the Whistle	Textbook – Chapter 7		Lecture, Presentation, Discussion	
13	Ethics and Technology	Textbook – Chapter 8		Lecture, Presentation, Discussion	
14	Ethics and Globalization	Textbook – Chapter 9		Lecture, Discussion	
15	Making It Stick: Doing What's Right in a Competitive Market	Textbook – Chapter 10		Lecture, Presentation, Discussion	
16	Workshop “Ethical considerations in reality”			Discussion	
17	Review for Final Exam				
18	Reserved week				
19-20	Final exam	No Class			

### 3. Assessment plan

Assessment Type	Weight	CLO1	CLO2	CLO3	CLO4
Attendance, class participation, group presentation, group assignments, individual assignments	30%	70% Pass	70% Pass	70% Pass	70% Pass
Midterm exam	30%	70% Pass	70% Pass	70% Pass	70% Pass
Final exam	40%	70% Pass	70% Pass	70% Pass	70% Pass

*Note: %Pass: Target that % of students having scores achieving the CLO.*

### 4. Rubrics

	Levels of quality
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<b>Criteria</b>	<b>Inadequate (0 – 39)</b>	<b>Adequate (40 – 69)</b>	<b>Good (70 – 84)</b>	<b>Excellent (85 – 100)</b>
<b>Ability to identify and explain ethical issues and/or affected stakeholders (30%)</b>	Central ethical issues/involved stakeholders are not defined appropriately. Misunderstanding of issues related to the question.	Central ethical issues/some involved stakeholders are identified but not clearly explained.	Central ethical issues/various involved stakeholders are identified and explained clearly.	Central ethical issues/all potential involved stakeholders are identified and explained completely.
<b>Application of ethical principles (30%)</b>	Missing or inappropriate use of ethical principles or ethical concepts.	Some relevant ethical principles are employed, which link to the question. But the discussion does not demonstrate multiple perspectives of a particular ethical principle when applied in a case.	Some relevant ethical principles are employed, which link to the question. The discussion demonstrates multiple perspectives of a particular ethical principle when applied in a case.	All relevant ethical principles are employed. All aspects of ethical principles are explicitly completely articulated.

<b>Proposals for ethical issues and sustainability (30%)</b>	An incomplete analysis; possible solutions are not explored fully. Analysis was not carried out sufficiently and is fundamentally flawed. Solutions are illogical.	Acceptable actions are stated but may not be clear or complete. Solutions and ethical analysis are logical but still be superficial at some level.	Possible solutions are explored and articulated clearly. Solutions and ethical analysis are logical and clearly presented.	Possible and creative actions that stay within acceptable ethical boundaries have been presented in detail. Solutions and ethical analysis are articulated at a level that demonstrate extensive reflection and insight.
<b>Presentation of ideas (coherent organization/structure in oral and/or written form, grammar, punctuation, word-use effectiveness) (10%)</b>	Carelessly focus on presenting information, organization is not logical, many spelling and grammar mistakes.	Organization is sometimes not logical or not coherent. May contain a few spelling and grammar mistakes.	Presentation of ideas is clear, coherent, and logical. Rarely found spelling or grammar mistakes.	Presentation of ideas is extremely clear, coherent, and logical. There is almost no spelling or grammar mistakes while the word use is fluent and effective.

Date revised: April 10th, 2023



Hà Minh Trí



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**COURSE SYLLABUS**

**STRATEGY FORMULATION AND IMPLEMENTATION**

**BA162IU**

**1. General information**

<b>Course designation</b>	This course focuses on some of the important current issues in strategic management. It will concentrate on modern analytical approaches and on enduring successful strategic practices.
<b>Semester(s) in which the course is taught</b>	Third year
<b>Person responsible for the course</b>	Nguyen Ngoc Duy Phuong, PhD
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centered method
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 115 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours:
<b>Credit points</b>	03

<b>Required and recommended prerequisites for joining the course</b>	Principles of Management, Marketing, Human Resource Management, Financial Management, Operation Production and Management.
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<b>Course objectives</b>	<p>This course focuses on some of the important current issues in strategic management. After taking this class, the students should all be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate modern analytical approaches and on enduring successful strategic practices.</li> <li>• Demonstrate an innovation and strategy alignment outlook since this orientation in many ways highlights the significant emerging trends in strategic management.</li> <li>• Provide the students with a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies.</li> <li>• Exhibit analytical, research, and presentation skills in strategy formulation and implementation.</li> </ul>						
<b>Course learning outcomes</b>	<p><b>Upon the successful completion of this course students will be able to:</b></p> <table border="1"> <thead> <tr> <th data-bbox="553 786 783 891"><b>Competency level</b></th><th data-bbox="783 786 1453 891"><b>Course learning outcome (CLO)</b></th></tr> </thead> <tbody> <tr> <td data-bbox="553 891 783 1429"><b>Knowledge &amp; Skill</b></td><td data-bbox="783 891 1453 1429"> <p>CLO1. To explain the fundamental principles of and relationships among business primary and supporting activities to analyze internal strengths and weaknesses.</p> <p>CLO2. To predict the relationships of business to individuals, other organizations, government and society</p> <p>CLO3. To analyze the fundamentals of strategic management using the case method</p> <p>CLO4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools</p> </td></tr> <tr> <td data-bbox="553 1429 783 1644"><b>Attitude</b></td><td data-bbox="783 1429 1453 1644"> <p>CLO5. To comprehend and critically evaluate information presented in written and numeric form</p> <p>CLO6. To express ideas clearly, logically and persuasively in written communication</p> </td></tr> </tbody> </table>	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	<b>Knowledge &amp; Skill</b>	<p>CLO1. To explain the fundamental principles of and relationships among business primary and supporting activities to analyze internal strengths and weaknesses.</p> <p>CLO2. To predict the relationships of business to individuals, other organizations, government and society</p> <p>CLO3. To analyze the fundamentals of strategic management using the case method</p> <p>CLO4. To analyze complex, unstructured qualitative and quantitative problems, using appropriate tools</p>	<b>Attitude</b>	<p>CLO5. To comprehend and critically evaluate information presented in written and numeric form</p> <p>CLO6. To express ideas clearly, logically and persuasively in written communication</p>
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<b>Attitude</b>	<p>CLO5. To comprehend and critically evaluate information presented in written and numeric form</p> <p>CLO6. To express ideas clearly, logically and persuasively in written communication</p>						

<b>Content</b>	The course is designed to provide students with a strong foundation in strategy formulation and implementation based on four key activities: (1) Introduction and overview of strategy and company direction, (2) core concepts and analytical tools including internal and external environment, (3) formulating the strategy with following topics of the five generic competitive, strengthening a company's competitive position, competing in international market, corporate strategy, ethics and CSR, (4) implementing the strategy by building organizational capable of good strategy execution, managing internal operations and corporate culture, leadership. <i>The description of the contents should clearly indicate the weighting of the content and the level.</i> <b>Weight: lecture session (3 hours)</b> <b>Learning levels: I (Introduced); R (Reinforced); M (Mastered)</b>																																																															
	<table><tr><th>No.</th><th>Contents</th><th></th><th></th></tr><tr><td>1</td><td>Introduction, General overview of the course, assigned work</td><td>1</td><td>I, R</td></tr><tr><td>2</td><td>What is strategy and Why is it important</td><td>1</td><td>I, R, M</td></tr><tr><td>3</td><td>Charting a company's direction</td><td>1</td><td>I, R, M</td></tr><tr><td>4</td><td>Evaluating a company's external environment</td><td>1</td><td>I, R, M</td></tr><tr><td>5</td><td>Evaluating a company's resource, capabilities, and competitiveness</td><td>1</td><td>I, R, M</td></tr><tr><td>6</td><td>The five generic competitive strategies</td><td>1</td><td>I, R, M</td></tr><tr><td>7</td><td>Strengthening a company's competitive position</td><td>1</td><td>I, R, M</td></tr><tr><td>8</td><td>Strategies for competitive in international market</td><td>1</td><td>I, R, M</td></tr><tr><td>9</td><td>Corporate strategy</td><td>1</td><td>I, R, M</td></tr><tr><td>10</td><td>Ethics, CSR, Environmental sustainability, &amp; strategy Case analysis</td><td>1</td><td>I, R, M</td></tr><tr><td>11</td><td>Building an Organizational Capable of Good Strategy Execution: People, Capabilities, and Structure</td><td>1</td><td>I, R, M</td></tr><tr><td>12</td><td>Managing internal operations</td><td>1</td><td>I, R, M</td></tr><tr><td>13</td><td>Corporate culture and leadership Case analysis</td><td>1</td><td>I, R, M</td></tr><tr><td>14</td><td>Apply Business Model Canvas (BMC)</td><td>1</td><td>I, R, M</td></tr></table>	No.	Contents			1	Introduction, General overview of the course, assigned work	1	I, R	2	What is strategy and Why is it important	1	I, R, M	3	Charting a company's direction	1	I, R, M	4	Evaluating a company's external environment	1	I, R, M	5	Evaluating a company's resource, capabilities, and competitiveness	1	I, R, M	6	The five generic competitive strategies	1	I, R, M	7	Strengthening a company's competitive position	1	I, R, M	8	Strategies for competitive in international market	1	I, R, M	9	Corporate strategy	1	I, R, M	10	Ethics, CSR, Environmental sustainability, & strategy Case analysis	1	I, R, M	11	Building an Organizational Capable of Good Strategy Execution: People, Capabilities, and Structure	1	I, R, M	12	Managing internal operations	1	I, R, M	13	Corporate culture and leadership Case analysis	1	I, R, M	14	Apply Business Model Canvas (BMC)	1	I, R, M			
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		15	Final course review	1	R, M	
Examination forms	Mid-term exams with essay questions/case analysis. Final exams with essay questions/case analysis.					
Study and examination requirements	To pass this course, the students must:					
	<ul style="list-style-type: none"><li>• Attend more than 80% of contact hours</li><li>• Actively participate in class activities</li><li>• Fulfill tasks given by instructor after class</li><li>• Access the IU Blackboard frequently</li><li>• Achieve a composite mark of at least 50; and</li><li>• Make a satisfactory attempt at all assessment tasks (see below).</li></ul>					
	GRADING POLICY					
	Grades can be based on the following:					
	Class Participation and Group Presentation		30%			
	Midterm examination		30%			
	Final examination		40%			
	Total		100%			
	COURSE POLICIES					
	Attendance					
Regular and punctual attendance at lectures and seminars is expected in this course. Because this course relies heavily on class discussion, if you miss three classes, your class participation point would be zero. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. In this Strategy class, if you miss four (4) sessions, you will not be allowed to take the final exam. Exemptions may only be made on medical grounds.						
Workload						
It is expected that the students will spend at least eight (8) hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.						

	<p>Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.</p> <p><b>General Conduct and Behavior</b></p> <p>The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct</p>
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	<p>which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.</p> <p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism</b></p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.</p> <p><b>Special consideration</b></p> <p>Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.</p> <p><b>Meeting up with the lecturers after classes.</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
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<b>Reading list</b>	<p>Please note that it is very important to gain familiarity with the subject matter in the readings and cases prior to attendance in classes.</p> <p><b>Textbook:</b>            Required: Thompson, A., Peteraf., Gamble, J., &amp; Strickland, A. (2021). <i>Crafting &amp; Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases</i>, 20th edition. McGrawHill Education</p> <p><b>Supplement:</b>            Hitt, M.A., Ireland, R.D., &amp; Hoskisson, R.E. (2020). <i>Strategic Management: Concepts and Cases, 13th ed.</i> Cengage.            Blue Ocean Strategy, W Chan Kim &amp; Renee Mauborgn</p>
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## 2.Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-6) is shown in the following table:

PLOs										
CLOs	1	2	3	4	5	6	7	8	9	10
1	R, M						R, M		R, M	R, M
2				R, M	R, M					
3				R, M	R, M					
4				R, M	R, M					
5						R, M				
6						R, M				

## 3.Planned learning activities and teaching methods

Week	Topic	CLO	Resources
1	Introduction, General overview of the course, assigned work	LO1	Instructor Manual, Teacher's Resource
2	Chapter 1: What is strategy and Why is it important. Case analysis: C1: Apple Inc.: Exemplifying a successful strategy; C2: Pandora, SiriusXM, and Over-the-Air Broadcast Radio: Three contrasting business model	LO1	Case-study, Teacher's Resource
3	Chapter 2: Charting a company's direction Case analysis: C1: TOMS shoes: A mission with a company; C2: Volkswagen corporate governance failures	LO2	Instructor Manual, Teacher's Resource

<b>4</b>	Chapter 3: Evaluating a company's external environment Case analysis: C1: Casual dining industry; C2: Business ethics and competitive intelligence	LO3	
<b>5</b>	Chapter 4: Evaluating a company's resource, capabilities, and competitiveness Case analysis: C1: Boll & Branch in value chain; C2: Benchmarking in the solar industry	LO4	Instructor Manual, Teacher's Resource and Quiz Handouts
<b>6</b>	Chapter 5: The five generic competitive strategies Case analysis: C1: Low-cost leader in investment management; C2: Goose's focused differentiation	LO5	Instructor Manual, Teacher's Resource
<b>7</b>	Chapter 6: Strengthening a company's competitive position Case analysis: C1: Bonobo's blue-ocean strategy; C2: Walmart's expansion into e-commerce; C3: Tesla's vertical integration strategy	LO6	Instructor Manual, Teacher's Resource
<b>Week</b>	<b>Topic</b>	<b>CLO</b>	<b>Resources</b>
<b>8</b>	Chapter 7: Strategies for competitive in international market Case analysis, C1: Four seasons hotels: local character, global service; C2: WeChat's strategy for defending against international social media giants in China	LO6	Instructor Manual, Teacher's Resource and Quiz Handouts
<b>Midterm</b>			
<b>9</b>	Chapter 8: Corporate strategy Case analysis: C1: The Kraft-Heinz Merger: pursuing the benefits of cross-business strategic fit; C2: Restructuring for better performance at HP	LO1,2,4,6	Instructor Manual, Teacher's Resource
<b>10</b>	Chapter 9: Ethics, CSR, Environmental sustainability, & strategy Case analysis; C1: How PepsiCo put its ethical principles into practice; C2: Unilever's focus on sustainability	LO5	Instructor Manual, Teacher's Resource

<b>11</b>	Chapter 10: Building an Organizational Capable of Good Strategy Execution: People, Capabilities, and Structure Case analysis; C1: Zara's strategy execution capabilities; C2: Apple outsource values chain activities	LO6	Instructor Manual, Teacher's Resource
<b>12</b>	Chapter 11: Managing internal operations Case analysis; C1: How Wegmans rewards and motivates its employees; C2: Nucor corporation: tying incentives directly to strategy execution.	LO3,5	Instructor Manual, Teacher's Resource
<b>13</b>	Chapter 12: Corporate culture and leadership Case analysis: C1: EPIC strong guiding principles drive the high performance culture; C2: Driving cultural change at Goldman Sachs	LO3,6	Instructor Manual, Teacher's Resource
<b>14</b>	Apply Business Model Canvas (BMC) Use start-up model	LO1,2,3,4,5,6	Instructor Manual, Teacher's Resource
<b>15</b>	COURSE REVIEW and guest speaker, Review essay	LO1-6	
<b>16</b>	<b>Final exam</b>		

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### **4. Rubrics (optional)**

##### **GRADING RUBRIC FOR WRITTEN COURSEWORK**

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.




			lack of focus or ideas may be tangential	underdeveloped.	Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into

			Quotations may be poorly integrated into paragraphs.  Some possible problems with source citations	Sources cited correctly	paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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**COURSE SYLLABUS**

**PRODUCTION AND OPERATIONS MANAGEMENT**

**BA164IU**

**1. General information**

<b>Course designation</b>	This subject will provide students with sound theoretical and pragmatic approaches that will guide them in the formulation and implementation of corporate, business, and functional strategies.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Tutorial, Presentation, Field Trip
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: Contact hours (please specify whether lecture, exercise, laboratory session, etc.): Private study including examination preparation, specified in hours:
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None

<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To gain understanding of the role of operations manager in organization</li> <li>• To identify and explain how operations manager make decisions which are related to operation management, such as: Product design, location planning, scheduling, inventory management...</li> <li>• To understand how operations management related to other functional areas in an organization such as: marketing, finance /accounting and personnel</li> <li>• To gain the knowledge and skills to maintain the competitive advantage for an organization by improving better productivity, reducing cost, responding more quickly to the demand and providing better quality</li> </ul>	
<b>Course learning outcomes</b>	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	<p>CLO1.</p> <p>Apply the quantitative techniques to support the Operations Manager in making his or her decisions in realistic situations (problem solving skills)</p>
	Skill	<p>CLO2. Explain real problems/ factors which affect on the organizations and develop their recommendations (Bloom 2) CLO3.</p> <p>Analyze an operation process in both written and spoken forms. (Bloom 4)</p>
	Attitude	CLO4. Having overall perspectives of global Operations management to obtain sustainable business
<b>Content</b>	<p>BA164IU– Production and Operations Management which is to present a broad introduction to the field of operations in a realistic, practical manner includes a blend of topics from accounting, industrial engineering, management, management science, and statistics. Therefore, the students will have a better understanding of the role of operations in different functional departments of a firm. In that connection, other foundation courses such as Management, Accounting, Marketing, Human Resource Management and some specialized course (Project</p>	

	Management, Quality Management) are also very useful in term of supporting to this course.
<b>Examination forms</b>	Open or closed questions Open-ended questions

<b>Study and examination requirements</b>	<p>To pass this course, the students must:</p> <ul style="list-style-type: none"> <li>• Achieve a composite mark of at least 50; and</li> <li>• Make a satisfactory attempt at all assessment tasks (see below).</li> </ul> <p><b>GRADING POLICY</b></p> <p><b>Grades can be based on the following:</b></p> <table border="1"> <tr> <td>Group Presentation</td><td>15%</td></tr> <tr> <td>Individual Assignment</td><td>15%</td></tr> <tr> <td>Midterm examination</td><td>30%</td></tr> <tr> <td>Final examination</td><td>40%</td></tr> <tr> <td><b>Total</b></td><td><b>100%</b></td></tr> </table> <p><b>COURSE POLICIES</b></p> <p><b>Attendance</b></p> <p>Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes, they may be refused final assessment. Exemptions may only be made on medical grounds.</p> <p>Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class and arrange for a classmate to collect any handouts.</p> <p><b>Workload</b></p> <p>It is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on exercises and problems, group assignment and attending class lectures and tutorials. In periods where you need to complete assignment or prepare for examinations, the workload may be greater.</p> <p><b>General Conduct and Behaviour</b></p> <p>You are expected to conduct yourself with considerable and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing, or</p>	Group Presentation	15%	Individual Assignment	15%	Midterm examination	30%	Final examination	40%	<b>Total</b>	<b>100%</b>
Group Presentation	15%										
Individual Assignment	15%										
Midterm examination	30%										
Final examination	40%										
<b>Total</b>	<b>100%</b>										

talking on mobile phones, or chatting on internet, is not acceptable and students may be asked to leave the class.

### **Keeping informed**

You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to you through website, course website and/ or Announcement Board (of School of Business and/ or Academic Affairs) without providing you with a paper copy. You will be deemed to have received this information.

### **Academic honesty and plagiarism**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material. Ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/ or progression of ideas of the original; - piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment items.

### **Special consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

Meeting up with the lecturers after classes

	<p><b>Reading list</b> The following text and references are essential for the course.</p> <p><b><u>Textbook:</u></b> Jay Heizer and Barry Render (2009), Operations Management. Ninth Edition, Prentice Hall. (H&amp;R)</p> <p><b><u>References:</u></b> Russell and Taylor (2009), Operations Management- Creating Value Along The Supply Chain, Six Edition, John Wiley &amp; Sons. (R&amp;T)</p>
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## 2.Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1 -10) is shown in the following table:

	SLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	R,M								R,M	
2					R,M					
3					R,M					
4						R,M				

## 3.Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Introduction and Operations & Productivity What is Operations Management Organizing to produce goods and services Why study OM What operations managers do Operations in the service sector	1; 2; 3; 4;		Lecturing Discussion	Instructor Manual, Teacher's Resource

	Exciting new trends in Operations Managements Issues in Operations strategy Global Operations Strategy Options Productivity				
<b>2</b>	Chapter 2: Operations strategy in global environment A global view of Operations Developing missions and strategies Achieving competitive advantage thru Operations <ul style="list-style-type: none"> <li>▪ Review productivity (15 mins): Rapid Review; Homework solving</li> <li>▪ Lecture (combined with Q&amp;A, brainstorming, and activity after every 15 min): 60 min</li> <li>▪ Q&amp;A and queries: 15 min</li> </ul>	3; 4;		Presentations Lecturing Discussion	Case-study, Teacher's Resource
<b>3</b>	Chapter 4: Design of	1; 2;		Presentations Lecturing	Instructor Manual,



	Goods and services Goods and services selection Generating new product Product development	3; 4;		Discussion	Teacher's Resource (Handouts)
	Issues for product design Defining product Documents for production Service design				
<b>4</b>	Chapter 6: Managing Quality Quality and Strategy Defining Quality International Quality Standards Total Quality Management Tools of TQM The Role of Inspection TQM in services ▪ Lecture (combined with Q&A, brainstorming, and activity after every 15 min): 60 min Presentation	2; 3; 4;	Quiz: Drawing tools for TQM	Presentations Lecturing Discussion	Instructor Manual, Teacher's Resources

	Presentation				
<b>5</b>	Chapter 7: Process Strategy Four process strategies Process Analysis and design Service process design Production Technology  Process Decision ▪ Review Managing Quality: 15 min Lecture (combined with Q&A, brainstorming, and activity after every 15 min): 60 min ▪ Q&A and queries: 15 min	1 2; 3; 4;	Quiz: Breakeven point analysis	Presentations Lecturing Discussion	Instructor Manual, Teacher's Resource (Handouts)
<b>6</b>	Chapter 7s: Capacity Planning Capacity Capacity planning Break-even analysis Applying decision trees to capacity decisions Strategy –driven investments	3; 4;		Presentations Lecturing Discussion	Case-study, Teacher's Resource

	▪ Review Process Strategy: 15 min				
7	Chapter 8: Location Strategies  The strategic importance of location  Factors that effect location decisions  Methods of evaluating location alternatives  Service location strategy	3; 4;		Presentations  Lecturing  Discussion	
8	<b>Midterm</b>				
9	Chapter 9: Layout Strategy  The strategic importance of layout decisions  Types of layout Fixed-position layout Process-oriented layout Office layout Retail layout Warehousing and storage layouts Repetitive and product –	1 2; 3; 4;	Exercises	Presentations Lecturing Discussion	

	<p>oriented layout</p> <ul style="list-style-type: none"> <li>▪ Review: 15 min</li> <li>▪ Lecture (combined with Q&amp;A, brainstorming, and activity after every 15 min): 60 min</li> <li>▪ Q&amp;A and queries: 15 min</li> </ul>				
<b>10</b>	<p>Chapter 11: Supply Chain Management</p> <p>The strategic importance of the supply chain</p> <p>Supply-chain economics</p> <p>Supply-chain strategies</p> <p>Logistic management</p> <ul style="list-style-type: none"> <li>▪ Review: 15 min</li> </ul>	1 2;		<p>Presentations</p> <p>Lecturing</p> <p>Discussion</p>	<p>Instructor Teacher's Resource</p>
<b>11</b>	<p>Chapter 12: Inventory Management</p> <p>Function of inventory</p> <p>Inventory management</p> <p>Inventory models</p> <p>Inventory models for</p>	1 2; 3; 4;		<p>Presentations</p> <p>Lecturing</p> <p>Discussion</p>	<p>Instructor Manual, Teacher's Resource</p> <p>Explain and use models for managing inventory with independent demand including EOQ, POQ and</p>

	independent demand				quantity discount
<b>12</b>	Chapter 14: Material Requirement Planning & Enterprise Resource Planning -MRP and ERP Dependent Inventory model requirements MRP structure MRP management Lot-sizing techniques ▪ Lecture (combined with Q&A, brainstorming, and activity after every 15 min): 60 min ▪ Q&A and queries: 15 min	1 2; 3; 4;	Quiz	Presentations Lecturing Discussion	Instructor Manual, Teacher's Resource ▪ Build material requirement plan (MRP) using lot-sizing technique ▪ Understand expansion of MRP and ERP  Explain how MRP works (handouts in bb)
<b>13</b>	Field trip	3;4	Writing report of field trip		
<b>14</b>	Chapter 15: Short term Scheduling The strategic importance of scheduling Scheduling issues Scheduling process-focused facilities Loading jobs	1 2; 3; 4;		Presentations Lecturing Discussion	▪ Explain the relationship between short-term scheduling, capacity planning and master plan ▪ Apply assignment methods ▪ Use priority rules ▪ Apply Johnson's rule

	Sequencing jobs Finite capacity scheduling (FCS) Scheduling repetitive facilities Scheduling service				
<b>15</b>	Chapter 10: Job Design and Work Measurement	1 2;		Presentations Lecturing	<ul style="list-style-type: none"> <li>▪ Identify major issues in designing jobs and</li> </ul>
	Human resource strategy for competitive advantage Labor planning Job design The visual workplace Labor standards and work measurement Time studies Predetermined time standards Work sampling <ul style="list-style-type: none"> <li>▪ Review: 15 min</li> <li>▪ Lecture (combined with Q&amp;A, brainstorming, and activity after every 15 min): 60 min</li> </ul>	3; 4;		Discussion	managing labor <ul style="list-style-type: none"> <li>▪ Identify ergonomic and work environment issues</li> <li>▪ Use the tools of methods analysis</li> </ul>

	▪ Q&A and queries: 15 min				
<b>16</b>	<b>Final exam</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Group Presentation (15%)</b>	100% Pass	100% Pass	100% Pass	100% Pass
<b>Individual Assignment (15%)</b>	90% Pass	90% Pass	90% Pass	90% Pass
<b>Midterm examination (25%)</b>	90% Pass	90% Pass	90% Pass	90% Pass
<b>Final examination (45%)</b>	90% Pass	90% Pass	90% Pass	90% Pass

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the

					reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of
			poorly integrated into paragraphs.	Quotations integrated well into paragraphs.	quoted material into paragraphs.



			Some possible problems with source citations	Sources cited correctly	Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>Department/School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: E-COMMERCE**

Course Code: **BA027IU**

### 1. General information

<b>Course designation</b>	This subject will provide the general framework of online business; a framework that highlights the importance of online presence and how to make it in real world. The subject is designed to lay the groundwork for students to be active learners of E-commerce and to develop knowledge, capability and skills necessary for developing a sound online business.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Dr. Nguyen Hong Anh
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Teaching methods</b>	Lecture, Q&A, Individual and Group research project
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 180 Contact hours (please specify whether lecture, discussion, presentation session, etc.): 45 Private study including examination preparation, specified in hours: 135
<b>Credit points</b>	3

<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	Students will be provided with knowledge and skills needed to develop an online presence from various channels such as strategies, models, concepts and tactics. Through this unit, students will become acquainted with applications, software and skills to get a business to go online successfully.

<b>Course learning outcomes</b>	<b>Upon the successful completion of this course, students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	1. Identify the key components of e-commerce business models. Understand key business concepts and strategies applicable to e-commerce. (PL01, PL09) 2. Identify and describe the basic digital commerce marketing and advertising strategies and tools (PLO1, PLO9) 3. Understand the scope of e-commerce crime and security problems, the key dimensions of ecommerce security, and the tension between security and other values. The key security threats in the ecommerce environment. (PL01, PL09)	
	<b>Skill</b>	4. Understand the questions you must ask and answer, and the steps you should take, in developing an ecommerce presence. (PL03, PL06) 5. Apply applications, software, skill and English to develop a sound simulated online business. (PL03, PL06)	
	<b>Attitude</b>	6) Understand why e-commerce raises ethical, social, and political issues. (PL04)	

Content	The description of the contents should clearly indicate the weighting of the content and the level.		
	Weight: lecture session (3 hours)		
	Learning levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to E-commerce	1	I, T
	E-commerce business strategies	2	T, U
	Building an E-commerce presence	2	T, U
	E-commerce Security and Payment systems	1	T, U
	E-commerce Marketing and Advertising	3	T, U
	Social, mobile and local marketing	1	T
Ethics, Law and E-commerce	2	T, U	
Case discussion.	3	T, U	
Examination forms	Short-answer questions and case analysis.		
Study and examination requirements	<b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. <b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.		

<b>Reading list</b>	<b>Textbooks:</b> [1] E-Commerce 2023: Business, Technology, Society 17th edition – Kenneth C. Laudon. Other data sources: [2] Webbuilders: Wix, Cannva Webly [3] Applications: Camtasia, CapCut. [4] Email marketing platform: Getrespond, Mailchimp
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## 2. Learning Outcomes Matrix (optional)

*The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-10) is shown in the following table:*

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	x								x	
2	x								x	
3	x								x	
4			x			x				
5			x			x				
6				x						

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to E-Commerce	1		Course Introduction, Forming study group, Introducing projects	[1]
2 & 3	E-commerce Business strategies. Case presentation assigned. Apply Capcut or Camtasia to design video presentation	1,5		Lecture, Q&A. Individual project assigned.	[1] [3].

4,5,6	Building an E-Commerce presence Designing Landing page, poster and logo Case: Akamai technology	1,4	HW 1 & 2	Lecture, Q&A. Designing landing page, poster and logo.	[1].[2].[3].
7	EC security and payment system	3		Lecture, HW1 & 2 feed back Video presentation feed back.	[1]
8	E-commerce marketing and Advertising <ul style="list-style-type: none"> <li>Case: programmatic advertising</li> <li>Email marketing project</li> </ul>	2,	HW3	Lecture, E-mail marketing project assigned.	[1].[4]
9&10	Midterm				
11, 12	E-commerce marketing and Advertising - Case: programmatic advertising Email marketing project	2,		Lecture, E-mail marketing project assigned.	[1].[4]
13	Social, mobile and Local marketing Group project assigned. Create content advertisement to deliver a message on social network.	2		Lecture, HW3 feedback Group project assigned.	[1].[2]
14 & 15	Ethics, Law and E-Commerce Case: The right to be forgotten. Review for Final exam	6		Lecture, Group project feed back.	[1]

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
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<b>Homework (15%)</b> <b>Designing project</b>		60%		60%		
<b>Home work (15%)</b> <b>Case analysis presentation (video presentation)</b>	60%	60%			60%	
<b>Group Project (15%)</b>  <b>Designing short content video for social network advertising</b>		60%		60%		
<b>Midterm exam (20%)</b>	60%		60%			
<b>Final exam (35%)</b>		60%				60%

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### GRADING RUBRIC FOR WRITTEN COURSEWORK

<b>Criteria</b>	<b>COMPLETELY FAIL</b> <b>Below 30%</b>	<b>INADEQUATE</b> <b>30% – 49%</b>	<b>ADEQUATE</b> <b>50% - 69%</b>	<b>ABOVE AVERAGE</b> <b>70% - 89%</b>	<b>EXEMPLARY</b> <b>≥ 90%</b>
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the

			be tangential		reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument is addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into paragraphs.	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs. Source cited



			Some possible problems with source citations		correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes.	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  The reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**6. Date revised:**

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: Management Information Systems**

Course Code: **BA169IU**

### 1. General information

<b>Course designation</b>	The course introduces the concepts of data and information processing and systems viewed from a contemporary management perspective. The course emphasizes on uses and applications as well as emerging managerial issues with the potential to reshape the form and function of information systems
<b>Semester(s) in which the course is taught</b>	1 & 2
<b>Language</b>	English
<b>Relation to curriculum</b>	Selective course
<b>Teaching methods</b>	Lectures, Group Presentation, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03

<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• The aim of this course is to provide an overview on how the psychological, socio-cultural and environmental factors affect consumer behavior and their implications on marketing strategies.</li> <li>• Further topics of study emphasizes how consumer decisions are made according to internal/external influences.</li> <li>• The course uses multiple formats to expose students to a comprehensive interaction between consumer behavior and marketing mix.</li> </ul>		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	<p>CLO1. Identify business needs and the information needed to meet those needs.</p> <p>CLO2. Understand the basic types of information systems applications and how they meet business needs.</p> <p>CLO3. Understand the components of an IT infrastructure and how they support the activities of the enterprise</p>	
	<b>Skill</b>	<p>CLO4. Understand the process of capturing information, making it available to the business where and when it is needed and how the information should be structured and analyzed to support business decision making..</p> <p>CLO5. Understand how information systems and business processes interact and how to shape internal business process that in turn achieve business goals.</p> <p>CLO6. Understand the technical and business issues with using the Internet to support a business.</p>	

	<b>Attitude</b>	CLO7. Understand the ethical and legal issues surrounding information systems	
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<b>Content</b>	<p>The description of the contents should clearly indicate the weighting of the content and the level.</p> <p>Weight: lecture session (3 hours)</p> <p>Learning level: I (Introduced); R (Reinforced); M (Mastered)</p>		
		<b>Topic</b>	<b>Weight</b> <b>Level</b>
		Chapter 1: Information Systems in Global Business Today	1      I, R
		Chapter 2: Global E-Business and Collaboration	1      I, R
		Chapter 3: Information Systems, Organizations, and Strategy	1      I, R
		Chapter 4: Ethical and Social Issues in Information Systems	1      I, R
		Chapter 5: IT Infrastructure and Emerging Technologies	1      I, R
		Chapter 6: Foundations of Business Intelligence: Databases and Information management	1      I, R
		Chapter 7: Telecommunications, the Internet, and Wireless Technology	1      I, R
		Chapter 8: Securing Information Systems	1      I, R
		Chapter 9: Achieving Operational Excellence and Customer Intimacy: Enterprise Applications	1      I, R
		Chapter 10: E-Commerce: Digital Markets, Digital Goods	1      I, R

	Chapter 11: Managing Knowledge	1	I, R								
	Chapter 12: Enhancing Decision Making	1	I, R								
	Chapter 13: Building Information Systems	1	I, R								
Examination forms	Multiple-choice questions, Short-answer questions, Case analysis										
Study and examination requirements	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Other assessment:</p> <table><tr><td>Mid-Term Exam (90 minutes)</td><td>30%</td></tr><tr><td>Group Presentation</td><td>30%</td></tr><tr><td>Final Exam (90 minutes)</td><td>40%</td></tr><tr><td>Total</td><td>100%</td></tr></table> <p>The class will be divided into groups of 5-6 students of each. Each group is assigned a case and some questions, the group members will read, discuss, answer the questions, write the paper and make a presentation.</p>			Mid-Term Exam (90 minutes)	30%	Group Presentation	30%	Final Exam (90 minutes)	40%	Total	100%
Mid-Term Exam (90 minutes)	30%										
Group Presentation	30%										
Final Exam (90 minutes)	40%										
Total	100%										
Reading list	<p>[1] Textbook: Laudon, K. C., &amp; Laudon, J. P. (2016). Management information systems: managing the digital firm. Pearson (16ed)</p> <p>[2] Slides and other materials are provided in the Blackboard</p>										

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Chapter 1: Information Systems in Global Business Today</b>	1	Case Analysis	Lecture, Discussion Forming groups for assignment	[1], [2]
2	<b>Chapter 2: Global E-Business and Collaboration</b>	1,2	Case Analysis	Lecture, Group presentation & discussion	[1], [2]

3	<b>Chapter 3: Information Systems, Organizations, and Strategy</b>	1,2	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
4	<b>Chapter 4: Ethical and Social Issues in Information Systems</b>	1,7	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
5	<b>Chapter 5: IT Infrastructure and Emerging Technologies</b>	1,3	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
6	<b>Chapter 6: Foundations of Business Intelligence: Databases and Information management</b>	1,5,6	Case analysis	Lecture, Group presentation & discussion	[1], [2]
7,8	<b>Chapter 7: Telecommunications, the Internet, and Wireless Technology</b>	1,4,5	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
9	<b>Midterm</b>				
10	<b>Chapter 8: Securing Information Systems</b>	1,4,5,6	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
11	<b>Chapter 9: Achieving Operational Excellence and Customer Intimacy: Enterprise Applications</b>	1,2,5	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
12	<b>Chapter 10: E-Commerce: Digital Markets, Digital Goods</b>	1,5,6	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
14	<b>Chapter 11: Managing Knowledge</b>	1,2,5	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
15	<b>Chapter 12: Enhancing Decision Making</b>	1,2,5	Case Analysis	Lecture, Group presentation & discussion	[1], [2]
16	<b>Chapter 13: Building Information Systems</b>	1,2,4,5,6	Case Analysis	Lecture, Review	[1], [2]

<b>17</b>	<b>Final exam</b>	<b>1,2,3, 4,5,6,7</b>	<b>Short- answer questions; Case Analysis</b>		
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*Note: \* Target that 70% of students having scores greater than 70 out of 100.*

Learning Outcomes Matrix (Optional)

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1	I,R									
2	I,R									
3	I,R					I,R				
4						I,R				
5						I,R				
6				I,R						
7	I									

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY  
School of Business**

**COURSE SYLLABUS  
QUALITY MANAGEMENT  
BA018IU**

**1. General information**

<b>Course designation</b>	This course introduces the principles of quality management, with emphasis on cross functional problem solving; providing a basic understanding of the philosophy, conceptual frameworks and the tools of the Total Quality Management.
<b>Semester(s) in which the course is taught</b>	Semester 1 of the fourth year
<b>Person responsible for the course</b>	TBA
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Tutorial, Assignment, Case Analysis, Quizzes, Group Project
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	3



<b>Required and recommended prerequisites for joining the course</b>	Production and Operations Management		
<b>Course objectives</b>	Understanding of quality terminology and concepts Explaining the relationships of quality management and firm performance Identifying and analyzing organizational and environmental factors that drive quality improvement. Understanding Total Quality Management concepts and apply quality control tools. Implementation of Plan, Do, Study and Act Cycles Analyzing and evaluating a Define-Measure-Analyze-Improve-Control Project and applying it in practice		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1. Explain the philosophy of quality management, its principles, and its applications CLO2. Analyze the role and the importance of quality management in an organization	
	<b>Skill</b>	CLO3. Improve the technical proficiency to meet the increasing demand for quality CLO4. Analyze data to make decisions on quality for continuous improvement.	
	<b>Attitude</b>	CLO5. Explain the ethical requirements in quality management. CLO6. Evaluate behavioral and technical dimensions of total quality management and apply various approaches to quality improvement and innovation.	
<b>Content</b>	Introduction to the principles of quality management, with an emphasis on cross-functional problem solving. This course will provide a basic understanding of the philosophy, conceptual frameworks and the tools of the Total Quality Management.		

<p><b>Study and examination requirements</b></p>	<p><b>Keeping informed</b></p> <p>The students should take note of all announcements made in lectures or on the course's Blackboard, and another announced mean of communications. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information. <b>Academic honesty and plagiarism</b></p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Students are also reminded that careful time management is an important part of the study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism.</p> <p><b>Special consideration</b></p> <p>Requests for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs. Absence on the Mid-term is not allowed, or in special cases approved by Lecturer can be replaced with relevant Assignment.</p> <p><b>Meeting up with the lecturers after classes</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p> <p><b><u>Reading list:</u></b></p> <p><b>Textbooks:</b></p> <ul style="list-style-type: none"> <li>- Howard S. Gitlow et. al., Quality Management - 3rd edition, McGraw Hill, 2005.</li> </ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"> <li>- Evans, Managing for quality and performance excellence -10th edition, Cengage Learning.</li> <li>- D.L. Goetsch and Stanley B. Davis, Quality Management- 5th edition, Prentice Hall, 2006.</li> </ul>
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**2.Planned learning activities and teaching methods**

Week	Topic	CLO
1	Introduction to Quality Management Fundamentals of quality: process basics, types of quality, relationship between quality and cost and productivity.	1, 2
2	Why Total Quality Management (TQM) Definitions and basic principles How to realize TQM: three components of TQM, quality and global competitiveness, environment of today. Why Total Quality Management in a Knowledge-Based Economy? Students to form work groups Weekly Quiz	1, 2
3	Introducing the Three Pillars of TQM Quality Planning: Quality parameters- needs of customers and employees. Quality Control: Measuring and process analysis Quality Improvement & Problem Solving Method Weekly Quiz	1, 3, 4
4	Behavioral Component of TQM Establishing a quality culture, conditions for a successful TQM policy, increasing the quality of cooperation processes, TQM & the strategy of change, behavioral component Plan-Do-Study-Act Cycle Discussing Quality Improvement (QI) Story Weekly Quiz	3, 4, 5
5	Management components of TQM: Role of Top Management/ Task-oriented meetings. Roadmap to Business Excellence Barriers to Quality Management Role play Discussing Quality Improvement (QI) Story Weekly Quiz	3, 4, 5
6	Technical components of TQM	4, 5

	Quality tools (pareto chart, check sheet, cause-and-effect diagram, histogram, scatter diagram, flow chart) Discussing Quality Improvement (QI) Story	
7	Practice quality tools (pareto chart, check sheet, cause-and-effect diagram, histogram, scatter diagram, flow chart) Weekly Quiz	4, 5
8	Midterm	
9	Process Diagnosis Process diagnosis: process variation Diagnostic tools: root-cause analysis, stratification Change concepts	4, 5
10	Control charts Stabilizing and improving a process with control charts. Attribute control charts. Variables control charts How to read a control chart: 7 rules. Weekly Quiz	4, 5
11	Practice control charts (various attribute and variables control charts) Weekly Quiz	4, 5
12	Taguchi Loss Function Process Capability (process capability ratio and process capability index) Team Presentations Weekly Quiz	4, 5
13	Six Sigma Quality Define-Measure-Analyze-Improve-Control (DMAIC) Approach Tools used in Define and Measure Phases Discussing DMAIC Case Team Presentations Weekly Quiz	4, 6
14	Six Sigma Quality Define-Measure-Analyze-Improve-Control (DMAIC) Approach Tools used in Analyze, Improve and Control Phases Discussing DMAIC Case	4, 6

	<b>Team Presentations</b>	
	<b>Weekly Quiz</b>	
	<b>Inspection Policy</b>	
	<b>ISO Standards</b>	
	<b>Course Review</b>	
<b>15</b>	<b>Team Presentations</b>	<b>6</b>
<b>16</b>	<b>Final exam</b>	

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
Homework, Assignment (15%)	50% Pass	50% Pass	50%	50%	50%	50%
Group Project (15%)	60% Pass	60%	70%	70%	60%	60%
In-class quizzes, class participation (10%)	70% Pass	50%	70%	70%	60%	60%
Midterm examination (30%)	70% Pass	70%	70%	70%	60%	70%
Final examination (30%)	70% Pass	70%	70%	70%	70%	70%

*Note: %Pass: Target that % of students having scores greater than 70 of 100.*

### 4. Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

	<b>COMPLETELY FAIL</b>	<b>INADEQUATE</b>	<b>ADEQUATE</b>	<b>ABOVE AVERAGE</b>	<b>EXEMPLARY</b>
Criteria	<b>Below 30%</b>	<b>30% – 49%</b>	<b>50% - 69%</b>	<b>70% - 89%</b>	<b>≥ 90%</b>

<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence.	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from	Shows little information from sources.  Poor handling of sources	Shows moderate amount of source information	Draws upon sources to support most points.  Some evidence may	Draws upon primary and secondary source information

	primary and secondary sources		incorporated . Some key points supported by sources.	not support arguments or may appear were	in useful and illuminating ways to support key points. Excellent integration of
			Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.


		The reasons offered are irrelevant.	support key claims		
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**Date revised: April 10th, 2023**



Hà Minh Trí



	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: Business Communication

Course Code: BA006IU

#### 1. General information

<b>Course designation</b>	This course is designed to provide students with a strong foundation in communicating at the workplace, focusing on: (1) communicating in the digital-age workplace, (2) developing business writing skills, (3) embracing professionalism at work, (2) developing business presentation skills, (4) preparing for successful job search, resumes, cover letters, and job interviews.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Nguyen Vu Anh Tram
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, lesson, project, presentation.
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 135</p> <p>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45</p> <p>Self-study includes examination preparation, specified in hours: 90</p>

<b>Credit points</b>	<b>3</b>		
<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication.		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>R</b>	LO1. Identify the role and process of communication, as well as different communication methods (listening, speaking, writing)	
	<b>R</b>	LO2. Discuss contemporary trends, opportunities and challenges of communication in the digital-age workplace	
	<b>M</b>	LO3. Effectively perform different types of business communication, including business writings, oral presentation and employment correspondence	

<b>Content</b>	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I = Introduced, R = Reinforced and opportunity to practice, M = Mastery		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Communicating in the Digital-Age Workplace</b>	1	I

	<b>Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings</b>	1	R
	<b>Business Presentations</b>	1	R, M
	<b>Planning Business Messages</b>	0.5	I, R
	<b>Organizing and Drafting Business Messages</b>	0.5	I, R
	<b>Revising Business Messages</b>	0.5	I, R
	<b>Short Workplace Messages and Digital Media</b>	0.5	I, R
	<b>Positive Messages</b>	1	R, M
	<b>Negative Messages</b>	1	R, M
	<b>Persuasive and Sales Messages</b>	1	R, M
	<b>Informal Reports</b>	1	R, M
	<b>Proposals and Formal Reports</b>	1	I, R
	<b>The Job Search and Resumes in the Digital Age</b>	1	R, M
	<b>Interviewing and Following Up</b>	1	R, M
<b>Examination forms</b>	Short-answer questions, Messages writing questions		
<b>Study and examination requirements</b>	<p>Attend more than 80% of class meetings in order to take the final exam (Your name will be called randomly to answer questions during class discussion. If you do not show up to answer the question, you will be marked as absent for that class.)</p> <ul style="list-style-type: none"> <li>. Show respect to the instructor and classmates.</li> <li>. Actively participate in class activities</li> <li>. Fulfil tasks given by instructor after class</li> <li>. Access Blackboard for announcements, assignments, and materials of the course</li> </ul>		
<b>Reading list</b>	<p><b>Main textbooks:</b>  Mary Ellen Guffey &amp; Dana Loewy, Essentials of Business Communication,  11th edition, Thompson South Western.</p>		

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-3) and Program Learning Outcomes (PLO) (1-6) is shown in the following table:

	PLO					
CLO	1	2	3	4	5	6
1			X		X	X
2			X		X	X
3			X		X	X

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: Communicating in the Digital-Age Workplace	2		Lecture	Textbook, Blackboard
2	Chapter 11: Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings	1, 2	Assignment 1	Lecture	Textbook, Blackboard
3	Chapter 12: Business Presentations	1 - 3		Lecture	Textbook, Blackboard
4	Chapter 2: Planning Business Messages Chapter 3: Organizing and Drafting Business Messages	1 - 3		Lecture	Textbook, Blackboard
5	Chapter 4: Revising Business Messages Chapter 5: Short Workplace Messages and Digital Media	1 - 3		Lecture	Textbook, Blackboard
6	Chapter 6: Positive Messages	1- 3	Assignment 2	Lecture	Textbook, Blackboard
7	Chapter 7: Negative Messages	1 - 3		Lecture	Textbook, Blackboard
8	Midterm Review	1 - 3	Presentation	Tutorial	

9	Midterm		Examination		
10	Chapter 8: Persuasive and Sales Messages	3	Assignment 3 Presentation	Lecture	Textbook, Blackboard
11	Chapter 9: Informal Reports	3	Presentation	Lecture	Textbook, Blackboard
12	Chapter 10: Proposals and Formal Reports	3	Presentation	Lecture	Textbook, Blackboard
13	Chapter 13: The Job Search and Resumes in the Digital Age	1 - 3	Presentation	Lecture	Textbook, Blackboard
14	Chapter 14: Interviewing and Following Up	3	Presentation	Lecture	Textbook, Blackboard
15	Group Presentation	1 - 3	Presentation		
16	Group Presentation	1 - 3	Presentation		
17	Final exam		Examination		

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
<b>Presentation (50%)</b>	A1 65% Pass	A1 65% Pass	A2 65% Pass
<b>Midterm exam (20%)</b>		Q1 65% Pass	Q2 65% Pass
<b>Final exam (30%)</b>		65% Pass	65% Pass

*Note: %Pass: Target that % of students having scores greater than 70 out of 100 in the rubric.*

#### 5. Rubrics (marking criteria)

##### 6. Critical thinking value rubric for evaluating questions in exams:

Capstone	Milestone		Benchmark
4	3	2	1

<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively , delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined , and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
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7. *Source: Association of American Colleges and Universities*

**8. Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

	observable and is skillful and makes the content of the presentation cohesive.	observable within the presentation.	within the presentation.	
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<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the

	significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	supports the presentation or establishes the presenter's credibility/ authority on the topic.	supports the presentation or establishes the presenter's credibility/ authority on the topic.	presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

9. Source: Association of American Colleges and Universities

10. Date revised: May 01, 2023

## GRADING RUBRIC FOR WRITTEN COURSEWORK

### BA006IU – Business Communication

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or	Clear organization and progression. Responds appropriately and relevantly, although some ideas are	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the

			ideas may be tangential	underdeveloped	reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into

			integrated into	Quotations integrated well into paragraphs.	paragraphs. Source cited
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1

			paragraphs.  Some possible problems with source citations	Sources cited correctly	correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

		d are irrelevant.	key claims		
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**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

### **Course Name: Entrepreneurship and Small Business Management**

Course Code: BA154IU

#### **1. General information**

<b>Course designation</b>	This course aims to provide a hands-on introduction to the scalable venture creation process for students with a strong interest in entrepreneurship. The course is designed for a variety of student interests. It directly addresses the concerns of students wanting to become entrepreneurs in the near or more distant future. It is also useful to anyone who expects to be interacting with entrepreneurs in their business careers. Finally, this course is useful for anybody with a curious mind and a willingness to combine serious analysis with creative thinking.
<b>Semester(s) in which the course is taught</b>	1, 2,3
<b>Person responsible for the course</b>	Nguyen Vo Hien Chau, MBA.
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Teaching methods</b>	Lecture, project, discussion, presentation.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, class discussion, project preparation.): 45 Private study including examination preparation, specified in hours: 90

<b>Credit points</b>	3		
<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	After studying this course, the students would be able to build on personal as well as external resources with a view to successfully launching and subsequently managing their enterprises. They would have not only a definite idea as to which support/developmental agency to look up to and for what purpose, but also the necessary know-how and wherewithal for accessing their help. They would have basic skills in operations, finance, marketing, and human resource management.		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1. Describe overall startup business knowledge.	
	<b>Skill</b>	CLO2: Analyze various new business options in order to choose appropriate startup idea.  CLO3: Prepare a plan to call for funding with a complete written business plan and pitching presentation	
	<b>Attitude</b>	CLO4. Display entrepreneurship spirit from a curious mind and a willingness to combine serious analysis with creative thinking.	

<b>Content</b>	The description of the contents should clearly indicate the weighting of the content and the level.		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Foundation of Entrepreneurship</b>	2.5	I, T
	<b>Creative and Innovation: Key to Entrepreneurial success</b>	2.5	I, T, U
	<b>Conducting a Feasibility Analysis and Designing a business model</b>	5	T, U
	<b>Crafting a business plan and building a solid strategic plan</b>	2.5	T, U
	<b>Building a powerful bootstrap marketing plan</b>	2.5	T, U
	<b>Pricing Strategy</b>	2.5	T, U
	<b>Ecommerce and the entrepreneur</b>	2.5	T, U
	<b>Creating a successful financial plan and managing cash flow</b>	2.5	T, U
	<b>Source of financing: finance vs debt</b>	2.5	I, T, U
	<b>Choosing the right location and layout</b>	2.5	T, U
<b>Buying an existing business</b>	1	T	
<b>Franchising and entrepreneur</b>	1	T	
<b>Examination forms</b>	Multiple-choice questions, Essay Questions, Business Plan.		
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed on the basis of their class participation. Questions and comments are strongly encouraged.  Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		



<b>Reading list</b>	<p><u>Textbook:</u> [1] Norman M. Scarborough. 2019. Essentials of Entrepreneurship and Small Business Management, 9th edition, Pearson.</p> <p><u>Reference Books:</u> [2] Alexander Osterwalder &amp; Yves Pigneur. 2010. Business Model Generation, Wiley. [3] Alexander Osterwalder &amp; Yves Pigneur. 2010. Value Proposition Design, Wiley. [4] Robert A. Baron, Scott A. Shane, and A. Rebecca Reuber. 2008. Entrepreneurship, 1st edition, Thomson. [5] Richard Dorf, Thomas Byers. 2006. Technology Ventures, From Idea to Enterprise, 2nd edition, McGraw Hill.</p>
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## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b><u>The Foundations of Entrepreneurship</u></b>	1	<p><b><u>Discussion 1:</u></b> 1. Search through recent business publications (especially those focusing on small companies) and find an example of an entrepreneur, past or present, who exhibits the entrepreneurial spirit of striving for success in the face of failure. 2. Do you want to become an entrepreneur? Why? Prepare a brief report for your class (300 words).</p>	Lecture, Discussion ,	[1]
2	<b><u>Creative and Innovation: Keys to Entrepreneurial success</u></b>	1,4	<p><b><u>Discussion 2:</u></b> Find an easily available product (for example, a pen). Think of all the creative ways the product can be used. You need to prepare at least 10 alternative uses including unconventional methods</p>	Lecture, Discussion ,	[1]

			for that particular product.		
3-45	<b>Conducting a Feasibility analysis and designing a business model</b>	1,2	<b><u>Discussion 3:</u></b> <ol style="list-style-type: none"> <li>1. Five Forces Model of Highlands Coffee.</li> <li>2. Value Proposition Canvas of Grab Car/bike</li> <li>3. Business Model Canvas of Grab Car/bike</li> </ol> <b><u>Feasibility Analysis Presentation:</u></b>	<b>Lecture, Discussion , Group presentation</b>	[1] [2]

			<p>Each group will choose 01 new start up business (already started up by someone else) and conduct a feasibility analysis. Please note that the business you choose should be established less than 5 years.</p> <p>It's up to you to choose which industry and which company to analyze, but to save time, you can choose the business in the same industry with your business idea. The presentation should have three main parts:</p> <p>1.Introduction of the business (Its name, Founder, Product/Service, Established year, Business size, current situation) 2. A feasibility analysis includes:</p> <ul style="list-style-type: none"> <li>-Industry and Market feasibility</li> <li>-Product or Services feasibility</li> <li>-Financial Feasibility</li> </ul> <p>3.Discussion: your group opinion about the success/failure, challenge, and opportunity of the business.</p>		
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6	<b>Crafting a Business Plan and Building a solid strategic plan</b>	1,3	<p><b><u>Class Discussion:</u></b></p> <ol style="list-style-type: none"> <li>1. Advantages and Disadvantages of SWOT analysis</li> <li>2. Prepare a competitive profile matrix for Shopee.</li> </ol> <p>Choose 1 of your favorite company. Find at least 4 of its competitors. Put all of them in a Positioning map</p>	<b>Lecture, Discussion</b> ,	[1][2][3]
7	<b><u>Building a powerful bootstrap marketing plan</u></b>	1,3	<p><b><u>Discussion 5:</u></b> Select 2 businesses (1 large and 1 small) and play the role of “Mystery shopper”</p> <ol style="list-style-type: none"> <li>1. How would you rate their service, quality, and convenience of each of the businesses based on your mystery shopper experience?</li> <li>2. Compare and contrast the staff at the two stores based on how helpful, friendly, professional, and courteous they were to you during your mystery shopper visits?</li> <li>3. How would you describe each company’s competitive advantage based on your mystery</li> </ol>	<b>Lecture, Discussion</b> ,	[1][2][3]

			shoppe r visits?		
8	<b>Pricing strategy</b>	1,3	<p><b><u>Discussion 6:</u></b> Apple Inc. dominates the market for tablets with its line of iPads, which currently includes the classic iPad, the iPad Mini, and the iPad Air. Because the company constantly introduces new models and features, it also adjusts prices on these popular devices. Use the Web to research the history of the iPad and write a brief summary of Apple’s pricing strategy on its tablet. Which products compete with the iPad?</p>	<b>Lecture, Discussion</b> ,	[1]
9,10	<b>Midterm</b>				

11	E-commerce and the entrepreneur	1,2,3	<p><b>Discussion 7:</b></p> <p>Select one online company with which you are familiar and visit their Web sites. What percentage of them have privacy policies posted on their sites?</p> <p>View the Web site and provide comments based on what you have studied in this chapter.</p> <p>Does the Web site follow the techniques of designing a killer Web site? You may provide some suggestions to the business owner for improvement.</p>	Lecture, Discussion, HW	[1]
12	Creating a successful financial plan	1,3	<p><b>Discussion 8:</b></p> <p>1. Find a publicly held company of interest to you that provides its financial statements on the Web.</p> <p>You can conduct a Web search using the company's name, or you can find lists of companies at the Securities and Exchange Commission's EDGAR database or visit AnnualReports.com to download the annual report of a company that interests you.</p> <p>2. Analyze the company's financial statements by calculating the first 3 ratios covered in this chapter and compare these ratios to industry averages found in RMA's Annual Statement Studies, Bizminer, or one of the other financial analysis resources found in your library.</p> <p>3. Do you spot any problem areas in the company's financials?</p>	Lecture, Discussion, HW	[1]
			4. What are the financial strengths of the company?		

12,1 3	<b><u>Managing cash flow</u></b>	1,2,3	<b>Make a cash flow management for your monthly expense.</b>	<b>Lecture, Exercise</b>	[1]
13	<b>Sources of Financing: Equity vs Debt</b>	1,3,4	<b><u>Discussion 9:</u></b> Interview or find an article on the internet several local business owners about how they financed their businesses. (you can easily find it in Shark Tank TV Show or other sources) 1. Where did the initial capital come from for the small business owners you interviewed/or found? 2. Ask the small business owners or find in the article how much money they needed to launch their businesses. 3. Ask the small business owners how they raised the additional capital they needed to start their businesses. 4. Ask the small business owners about any advice they might offer others seeking capital? (if applicable)	<b>Lecture, Discussion, HW</b>	[1]
14	<b><u>Choosing the right location and layout</u></b>	1,3	<b><u>Discussion 10:</u></b> What factors should a seafood processing plant, a beauty shop, and an exclusive jewelry store consider in choosing a location? List factors for each type of business	<b>Lecture, Discussion</b>	[1]
15	<b>Buying an existing business</b>	1,2,4		<b>Lecture, Discussion</b>	[1]
15	<b><u>Franchising and the Entrepreneur</u></b>	1,2,4		<b>Lecture, Discussion</b>	[1]
15	<b>Business Plan Review</b>	1,2,3,4	<b><u>Written Plan:</u></b> Length and Style: 6,000 words (+-10%), excluding footnotes, figures and references. The format for assignments is to be 1.5 spaced with 2.5 cm margins and font size of 12 cpi. Please show the	<b>Review, Q&amp;A</b>	

			word count, along with all other details on the cover sheet.		
			<p>The business plan will be assessed for analytical content and presentation. The business plan must be submitted before presented. Peer reviews to evaluate each member's contribution to the group work and define your final grade. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarizing works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.</p> <p><b><u>Final Presentation:</u></b></p> <p>Duration: 10 minutes presentation + 5 minutes Q&amp;A</p> <p>Please present as if you were in a business idea competition or finding funds for your business.</p> <p><b>BE PROFESSIONAL!</b></p>		
<b>16,1 7</b>	<b>Business Plan Presentation</b>	<b>3,4</b>			

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>In-Class presentation (10%)</b>	Feasibility Analysis 70% Pass	Feasibility Analysis 70% Pass		
<b>Homework (15%)</b>	HW 70% Pass	HW 70% Pass		
<b>Midterm exam (20%)</b>	Q: 1-40 70% Pass			

<b>Business Plan (55%)</b>	Written Plan 70% Pass	Written Plan 70% Pass	Written Plan & presentation 70% Pass	Written Plan 70% Pass
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Note: %Pass: Target that % of students having scores greater than 70 out of 100.

#### 4. Rubrics (optional)

##### 5.1. Grading checklist

Grading checklist for Written Plan			
<b>Student: .....</b> <b>HW/Assignment: .....</b> <b>Date: .....</b> <b>Evaluator: .....</b>			
	Max.	Score	Comments
<b>Technical content (90%)</b>			
<b>Executive Summary</b>	<b>5</b>		
<b>Product/Service Feasibility</b>	<b>15</b>		
<b>Business Strategy and Competitor Analysis</b>	<b>30</b>		
<b>Marketing Strategy</b>	<b>15</b>		
<b>Financial Plan</b>	<b>15</b>		
<b>Implementation Plan</b>	<b>10</b>		
<b>Presentation (10%)</b>			
<b>Clear, attractive, and persuasive presentation</b>	<b>5</b>		
<b>Professional attitude</b>	<b>5</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

##### 5.2. Holistic rubric

Note: this rubric is also used to evaluate questions in an exam.

### 5.3. Analytic rubric

#### Critical thinking value rubric for evaluating questions in exams:

Source: Association of American Colleges and Universities

	<b>Understanding steps, framework to make a business plan. (20%)</b>	<b>Applying realistic research to develop a complete business plan (40%)</b>	<b>Entrepreneurial Mindset (40%)</b>
<b>Excellent A (85+)</b>	Excellent depth of understanding of key steps and theoretical framework to make a complete business plan.	Excellent applying key steps and theoretical framework demonstrated by in depth and realistic research to complete the business plan. Excellent use of citations to range of significant data sources.	Excellent describe and communicate the unique features and benefits of the product or service brought to the market and well define the product/service USP. Effectively describe the market in which the business intends to compete, Identifies the resources necessary from producing to delivering the product/service with realistic and competitive strategy, as well as highlighting the expertise of the individual(s) within the business and identifying any 'gaps' and appropriate measures to resolve these issues.
<b>Good B (75-85)</b>	Good understanding of key steps and theoretical framework to make a complete business plan.	Good applying key steps and theoretical framework demonstrated by in depth and realistic research to complete the business plan. Good use of citations to a wide range of significant data sources.	Good describe and communicate the unique features and benefits of the product or service brought to the market and well define the product/service USP. Good describe the market in which the business intends to compete, Identifies the resources necessary from producing to delivering the product/service with realistic and competitive strategy, good attempt to highlight the expertise of the individual(s) within the business and



			identifying any ‘gaps’ and appropriate measures to resolve these issues.
<b>Above Average C (60-74)</b>	Appropriate understanding of key steps and theoretical framework to make a complete business plan.	Appropriate applying key steps and theoretical framework demonstrated by in depth and realistic research to complete the business plan. High-level use of citations to significant data sources.	High-level of describe and communicate the features and benefits of the product or service brought to the market and define the product/service USP. Appropriate describe the market in which the business intends to compete, good measurement to identify the ‘gaps’ and appropriate measures to implement the plan.
<b>Average D (50-59)</b>	Some understanding of key steps and theoretical framework to make a complete business plan.	Reasonable applying key steps and theoretical framework with some Realistic research complete the business plan. Some use of citations to significant data sources.	Some effort to describe and communicate the features and benefits of the product or service brought to the market and define the product/service USP. Some understanding and measurement to identify the ‘gaps’ and appropriate measures to implement the plan.

### Oral communication value rubric for evaluating presentation tasks:

Source: Association of American Colleges and Universities

	Capstone	Milestone		Benchmark
	4	3	2	1

<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
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<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
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<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
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<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
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<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.
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**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: HUMAN RESOURCE MANAGEMENT**

Course Code: **BA156IU**

**1. General information**

<b>Course designation</b>	Face-to-Face/Online/Hybrid
<b>Semester(s) in which the course is taught</b>	All semesters in the academic years
<b>Person responsible for the course</b>	Pham Tan Nhat, PhD Alan Tho, PhD Nguyen Tan Minh, PhD
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Student-centered method
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 115 Contact hours (lecture, discussion, etc.): 45 Private study including examination preparation, specified in hours: 70
<b>Credit points</b>	03
<b>Required and recommended prerequisites for joining the course</b>	Principles of Management

<b>Course objectives</b>	The course will equip students with a fundamental understanding of human resource management theories and practices in an organization. It will give students opportunities to discover the basic principles of people management; to understand how an organization can gain competitive advantages through managing its human resources effectively and efficiently. The course also provides students the platforms to practice and sharpen their skills in terms of planning, recruiting and selecting employees, evaluating performance, designing training program, and developing the compensation and benefits systems.
<b>Course learning outcomes</b>	<p>CLO1 (<i>Knowledge, PLO1</i>): Apply knowledge on the global trends in HRM and responsibilities of HRM in today's increasingly globalized world.</p> <p>CLO2 (<i>Knowledge, PLO1</i>): Apply the basic HRM activities, models, and processes based on the type of business and other factors.</p> <p>CLO3 (<i>Skills, PLO3</i>): Organize individuals or groups to work together to analyze HRM activities.</p> <p>CLO4 (<i>Skills, PLO6</i>): Use skills (e.g., problem-solving, communication) to identify and solve problems of HRM policies.</p> <p>CLO5 (<i>Attitudes, PLO4</i>): Explain professional ethics and proper understanding of integrity, as well as the working environment with an emphasis on professional and appropriate attitudes and decisions.</p>

<b>Content</b>	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (3 hours)</p> <p>Learning levels: I (Introduced); R (Reinforced); M (Mastered)</p>			
	No.	Contents		
	1	Managing Human Resources	1	I, R
	2	Trends in Human Resource Management	1	I, R, M
	3	Analyzing Work and Designing Jobs	1	I, R, M
	4	Planning for and Recruiting Human Resources	1	I, R, M
	5	Selecting Employees and Placing them in Jobs	1	I, R, M
	6	Training Employees	1	I, R, M

	7	Developing Employees for Future Success	1	I, R, M
	8	Managing Employees' Performance	1	I, R, M
	9	Separating and Retaining Employees	1	I, R, M
	10	Establishing a Pay Structure	1	I, R, M
	11	Recognizing Employee Contributions with Pay	1	I, R, M
	12	Providing Employee Benefits	1	I, R, M
	13	Collective bargaining and Labor Relation	1	I, R, M
	14	Managing Human Resources Globally	1	I, R, M
	15	Final course review	1	R, M
<b>Examination forms</b>	<b>Two assignments (midterm and final)</b>			

<p><b>Study and examination requirements</b></p>	<p>Study requirements:</p> <ul style="list-style-type: none"> <li>• Attend more than 80% of contact hours</li> <li>• Actively participate in class activities</li> <li>• Fulfill tasks given by instructor after class</li> <li>• Use their own laptop in class only for learning purposes - Access the IU Blackboard frequently</li> </ul> <p>Assignments/Examination requirements (tentative)</p> <p><i>Midterm assignment:</i> The assignment includes the following sections</p> <ol style="list-style-type: none"> <li>1. First Page (Cover page) (IU logo, Subject, Student name and surname, ID student, Date...)</li> <li>2. Introduction</li> <li>3. Literature review</li> <li>4. Analysis</li> <li>5. Recommendations</li> <li>6. Conclusion</li> <li>7. References</li> <li>8. Appendices and supplementary materials</li> </ol> <p>Note: Students are asked to follow the citing and referencing guidelines of the International University.</p> <p><i>Final assignment:</i> The assignment includes the following sections:</p> <ol style="list-style-type: none"> <li>1. First Page (Cover page) (IU logo, Subject, Student name and surname, ID student, Date...)</li> <li>2. Introduction</li> <li>3. Literature review</li> <li>4. Analysis</li> <li>5. Recommendations</li> <li>6. Conclusion</li> <li>7. References</li> <li>8. Appendices and supplementary materials</li> </ol> <p>Note: Students are asked to follow the citing and referencing guidelines of the International University.</p>
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<b>Reading list</b>	<p>Main textbook:</p> <p>Raymond A. Noe, John R. Hollenbeck, Barry Gerhart and Patrick M. Wright (2018). Fundamentals of Human Resource Management, 7th Edition. McGraw-Hill</p> <p>Reference</p> <p>Susan L. Verhulst and David A. DeCenzo (2018). Fundamentals of Human Resource Management, 13th Edition. Wiley</p>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-9) is shown in the following table:

	<b>PLOs</b>									
<b>CLOs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1</b>	R, M									
<b>2</b>	R, M									
<b>3</b>			R, M							
<b>4</b>						R, M				
<b>5</b>				R, M						

## 3. Planned learning activities and teaching methods.

<b>Week</b>	<b>Topic</b>	<b>CLO</b>	<b>Assessments</b>	<b>Learning activities</b>	<b>Resources</b>
<b>1</b>	<b>Managing Human Resources</b>	1,3,4,5	Group work	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard

<b>2</b>	<b>Trends in Human Resource Management</b>	1,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>3</b>	<b>Analyzing Work and Designing Jobs</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>4</b>	<b>Planning for and Recruiting Human Resources</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>5</b>	<b>Selecting Employees and Placing them in Jobs</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>6</b>	<b>Training Employees</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>7</b>	<b>Developing Employees for Future Success</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>8</b>	<b>Midterm exam</b>				
<b>9</b>	<b>Managing Employees' Performance</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
				In-class	Journals Blackboard

<b>10</b>	<b>Separating and Retaining Employees</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>11</b>	<b>Establishing a Pay Structure</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>12</b>	<b>Recognizing Employee Contributions with Pay</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>13</b>	<b>Providing Employee Benefits</b>	2,3,4,5	Group work, Written report	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>14</b>	<b>Collective bargaining and Labor Relation</b>	2,3,4,5	Group work	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>15</b>	<b>Managing Human Resources Globally</b>	2,3,4,5	Group work	Lecture, Discussion, In-class	Books Internet sites Journals Blackboard
<b>16</b>	<b>Final course review</b>	2,3,4,5	Written report	Lecture, Discussion	Books Internet sites Journals Blackboard
<b>17</b>	<b>Final exam</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Group work (30%)			Assignment 50% pass	Assignment 50% pass	
Written report (midterm assignment) (30%)	Assignment 50% pass				Assignment 50% pass
Written report (final assignment) (40%)		Assignment 50% pass			Assignment 50% pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### GRADING RUBRIC (ASSIGNMENTS AND GROUP WORK)

Criteria	INADEQUATE 0% – 49%	ADEQUATE 50% - 59%	GOOD 60% - 79%	EXCELLENT ≥ 80%
<b>Organization and clarification</b>	For the type of assignment, the presentational style &/or layout is lacking. Figures, tables, plates (FTP) ignored in text or not used where clearly needed.	The presentational style & layout is largely correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Good presentational style & layout, appropriate to the type of assignment. Effective inclusion of FTP	Exceptional presentational style & layout, appropriate to the type of assignment. Effective inclusion of FTP.
<b>Originality and usefulness of the analysis</b>	Demonstrates weaknesses in knowledge of theory and practice for this level. Limited understanding	Demonstrates an adequate knowledge of theory and practice for this level. Some minor omissions.	Demonstrates a sound knowledge of theory and practice for this level.	Demonstrates an exceptional knowledge of theory and practice for this level. Insightfully interprets appropriate

	and application of concepts.	Satisfactorily interprets some appropriate concepts and theoretical models. Demonstrates some originality in conceptual understanding	Comprehensively interprets appropriate concepts and theoretical models. Demonstrates originality in conceptual understanding	concepts and theoretical models. Demonstrates originality in conceptual understanding
<b>Use of data/information</b>	Inappropriate sources and poor referencing technique.	Key contemporary and relevant academic sources are drawn upon. Most sources are accurately cited in the text and reference	Sources accurately cited in the text. A range of contemporary and relevant references cited in the reference list in the correct style.	Sources accurately cited in the text. An extensive range of contemporary and relevant references cited in the reference


		list/bibliography. Minor weaknesses evident		list in the correct style.
<b>Use of frameworks</b>	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows good ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows excellent ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

<b>Quality of arguments</b>	<p>Severely limited arguments. Descriptive or narrative in style with no evidence of critique and originality or creativity. Conclusions are sparse.</p>	<p>Presents some critique of key research material resulting in original conclusions. Loss of focus in places. Demonstrates some creativity in solving complex problems. Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area</p>	<p>Presents a cohesive critique of key research material resulting in clear and original conclusions. Demonstrates creative solutions to complex problems. Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area</p>	<p>Presents an exceptional critique of key research material resulting in clear, original and illuminating conclusions. Demonstrates distinctive, insightful and creative solutions to complex problems. Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area.</p>
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Date revised: April 10th, 2023



Hà Minh Trí

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**COURSE SYLLABUS**  
**Course Name: Internship**  
**Course Code: BA153IU**

**1. General information**

<b>Course designation</b>	This course aims to gain practical working experiences, School of Business requires students to attend an internship program. This internship allows students to apply knowledge and skills acquired from learning at the university to practise and solve real industry problems. This is an opportunity for students to apply what they have learned into the real-world context. This will help students to consolidate their learning and experience professionalism in actual context as a good preparation for future career.
<b>Language</b>	English
<b>Workload (incl. contact hours, self-study hours)</b>	It is expected that the students will spend at least 32 full working days during the entire internship period. This time should be made up of reading, research, working on tasks in agreement and allocated by the student's mentor.
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None

Course objectives	The internship will aim at the following objectives: <ul style="list-style-type: none"><li>Assist students' development of employer-valued skills such as teamwork, communications and attention to details.</li><li>Expose students to a real life environment and expectations of performance in a professional career.</li><li>Enhance and/or expand students' knowledge and skills by practising them in real life context.</li><li>Expose the students to professional role models or mentors who will provide the student with support in the early stages of career path and provide an example of the behaviors expected in the intern's workplace.</li></ul>		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge	CLO1. Consolidating theoretical knowledge that have been taught into practice	
	Skill	CLO2: Employ new professional skills CLO3: Observe and participate in business operations and decision-making	
	Attitude	CLO4. Meet professional role models and potential mentors who can provide guidance, feedback, and support CLO5. Expand network of professional relationships and contacts CLO6. Develop a solid work ethic as well as a commitment to ethical conduct and social responsibility	
Content	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)		

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-10) is shown in the following table:

1	x						x	x	x	x
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2			x							
3	x	x	x				x	x	x	x
4	x						x	x	x	x
5			x		x					
6				x		x				

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Individual written report</b>	70% Pass	70% Pass	70% Pass	70% Pass

Note: %Pass: Target that % of students having scores greater than 70 out of 100.

### 4. Rubrics (optional)

### 5. Grading checklist

Grading checklist for Written Plan			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
<b>Technical content (90%)</b>			
<b>Executive Summary</b>	<b>5</b>		
<b>Product/Service Feasibility</b>	<b>15</b>		
<b>Business Strategy and Competitor Analysis</b>	<b>30</b>		
<b>Marketing Strategy</b>	<b>15</b>		
<b>Financial Plan</b>	<b>15</b>		
<b>Implementation Plan</b>	<b>10</b>		
<b>Presentation (10%)</b>			
<b>Clear, attractive, and persuasive presentation</b>	<b>5</b>		

<b>Professional attitude</b>	<b>5</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

## 6. Rubrics

<b>Criteria</b>	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence.	Shows ability to identify issues, gather the facts and develop claims. Argument are	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.	Shows strong ability to identify issues, gather the facts and develop claims as well as link

		Arguments are addressed incompletely .	addressed well but no links with evidence	Overall, an acceptable solution is offered and explained	claims with evidence. Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs . Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in	Shows ability to structure problems in correspondence to theoretical frameworks correctly.

			There are still some mistakes	resolving problems	The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí

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**COURSE SYLLABUS**

**LOGISTIC AND SUPPLY CHAIN MANAGEMENT**

**BA022IU**

**1.General information**

<b>Course designation</b>	This course aims to help students to understand the definitions of Logistics and Supply Chain and develop an understanding the concept and key points of Supply Chain Management.
<b>Semester(s) in which the course is taught</b>	Semester 1 of the 4 <sup>th</sup> year
<b>Person responsible for the course</b>	TBA
<b>Language</b>	English
<b>Relation curriculum to</b>	Compulsory
<b>Teaching methods</b>	Lecture, presentation, assignment, discussion, report, field trip
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	3

<b>Required and recommended prerequisites for joining the course</b>	Production and Operations Management
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<b>Course objectives</b>	The objective of this course is to enable students to understand the importance and dynamics of a firm's physical distribution functions and management of its supply chain.		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1. Explain the components that help to organize and assign individuals or groups to work together to effectively manage the supply chain or solve logistical problems arising from day-to-day business activities	
	<b>Skill</b>	CLO2. Explain basic skills and the holistic picture of logistics and supply chain management  CLO3. Practice skills and knowledge of global citizens in the context of logistics and supply chain management	
	<b>Attitude</b>	CLO4. Apply the ethical requirements of business activities in logistic management	
<b>Content</b>	This course discusses the characteristic elements of integrated business logistics and the role and application of logistic principles to supply/demand/value chain management; and presents the basic activities associated with logistics and supply chain management.		
<b>Examination forms</b>	Open book		

**Study and examination requirements**

Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

**GRADING POLICY**

<b>Individual Assignment</b>	30%
<b>Midterm examination</b>	30%
<b>Final examination</b>	40%
<b>Total</b>	100%

**-Workload:** It is expected that the students will spend at least 8 hours per week studying this course. This time should be made up of reading textbook, working on case, and attending classes. Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

- **Attendance:** Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.
- **General Conduct and Behavior:** The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at the university webpage.
- **Keeping informed:** The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

<b>Reading list</b>	<p>[1] Logistics: An Introduction to Supply Chain Management, Donald Waters, Palgrave Macmillan, 2003.</p> <p>[2] Supply Chain Logistics Management. Fifth Edition. International Edition. New York: McGraw-Hill. Donald, B. J., David, C. J., Bixby, C. M. &amp; John, B. C, 2020.</p> <p>[3] Principles of supply chain management: A balanced approach. Wisner, J. D., Tan, K.-C. &amp; Leong, G. K, 2019.</p>
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## 2.Planned learning activities and teaching methods

Week	Topic	CLO	Resources
1	<p>Lecture 1: Fundamentals of Logistics and Supply Chain Management</p> <p>Introduction</p> <p>Basics Definitions</p> <p>The Supply Chain</p> <p>Aims of Logistics</p> <p>Activities Of Logistics</p> <p>Important of logistics</p> <p>Growth of Logistics</p> <p>Organizing Logistics</p> <p>Progress in Logistics</p> <p>Pressures to improve Logistics</p> <p>Current trends</p> <p>Current themes</p>	1	Read Chapter 1 and 2



2	Lecture 2 and 3: Locating Facilities Importance of Location Choosing The Geographic Region Overall approach Considerations in choosing regions Approaches to Location Decisions Infinite set approach Feasible set Network Models Single median problem Covering problem Location Planning	1, 3	Read Chapter 5
3	Lecture 2 and 3: Locating Facilities Importance of Location Choosing The Geographic Region Overall approach Considerations in choosing regions Approaches to Location Decisions	1,3	Read Chapter 5

	<b>Flow</b> <b>Material Requirements Planning (MRP)</b> <b>Introduction</b> <b>Dependent and independent demand</b> <b>The MRP approach</b> <b>Benefits of MRP</b> <b>Disadvantages of MRP</b> <b>Just-In-Time (JIT)</b> <b>Definition</b> <b>Principles</b> <b>Wider effects of JIT</b> <b>Key Elements in JIT</b> <b>Achieving Just-In-Time Operations</b> <b>Push and pull systems</b> <b>Kanbans</b> <b>Benefits and disadvantages of JIT</b> <b>Extending Jit Along The Supply Chain</b> <b>Efficient Consumer Response – Erc</b>		7
7	<b>Lecture 6 and 7: Controlling Material</b> <b>Flow</b> <b>Material Requirements Planning (MRP)</b> <b>Introduction</b> <b>Dependent and independent demand</b> <b>The MRP approach</b> <b>Benefits of MRP</b> <b>Disadvantages of MRP</b> <b>Just-In-Time (JIT)</b> <b>Definition</b> <b>Principles</b> <b>Wider effects of JIT</b> <b>Key Elements in JIT</b> <b>Achieving Just-In-Time Operations</b> <b>Push and pull systems</b> <b>Kanbans</b> <b>Benefits and disadvantages of JIT</b>	1,2,3	Read Chapter 7

	<b>Extending Jit Along The Supply Chain</b> <b>Efficient Consumer Response – Erc</b>		
<b>8</b>	<b>Midterm</b>	1,3,4	
<b>9</b>	<b>Lecture 8: Procurement</b> <b>Definitions</b> <b>Aims of procurement</b> <b>Organization of procurement</b> <b>Choosing Suppliers</b> <b>Qualified suppliers</b> <b>Relative power of a customer and a supplier</b> <b>Number of suppliers</b> <b>Monitoring supplier performance</b> <b>Procurement Cycle</b> <b>Problems with paper-based procurement e-procurement</b> <b>Types Of Purchase</b> <b>Terms and conditions</b> <b>Setting a price for materials</b> <b>Some arrangements for delivery</b> <b>Lecture 9: Project</b> <b>Assignment and Explanations</b>		Read Chapter 9

10	<b>Lecture 10: Inventory Management</b> <b>Reasons For Holding Stock</b> <b>Aggregate stockholdings</b> <b>Buffering supply and demand Purpose Of</b> <b>Stocks</b> <b>Types of stock Independent demand</b> <b>system</b> <b>Costs of carrying stock.</b> <b>Economic Order Quantity (EOQ).</b> <b>8</b> <b>Repeated pattern of stock cycles</b> <b>Finding the order size.</b> <b>Variation of cost with order size</b>	1,2,4	Read Chapter 10
	<b>Finding the time to place orders</b> <b>Using a reorder level to time orders</b> <b>Sensitivity analysis Advantages of</b> <b>this approach Weaknesses</b> <b>Uncertain Demand And Safety</b> <b>Stock Periodic Review Systems</b> <b>ABC analysis Vendor managed</b> <b>inventory</b>		

11	<b>Lecture 11: Warehouse &amp; Material Handling</b> <b>Purpose Of Warehouses</b> <b>Fitting into the logistics strategy</b> <b>Analyze strategies, design warehouses</b> <b>Activities Within A Warehouse</b> <b>Other activities in warehouses</b> <b>Aims of warehousing</b> <b>Ownership</b> <b>Benefit of public warehouses</b> <b>Meeting demand with a mixture of private and public warehouses</b> <b>Break-even analysis for public/private warehouses</b> <b>Layout</b> <b>General layout</b> <b>Essential elements in a warehouse</b> <b>Basic layout of a warehouse</b> <b>Schematic of a common warehouse layout</b> <b>Layout of rackin</b> <b>Some suggestions for good layouts</b> <b>Locating materials on shelves</b> <b>Turnaround time</b> <b>Materials Handling</b> <b>Some objectives of materials handling</b> <b>Manual warehouses</b> <b>Mechanised warehouses</b> <b>Automated warehouses</b>	1,2,3	Read Chapter 11
	<b>Choice of equipment</b> <b>Choice of automation and warehouse size</b> <b>Packaging</b> <b>Five main materials for packaging</b> <b>Packaging waste</b> <b>Beer Game</b>		
12	<b>Field trip</b>	2,3,4	

<b>13</b>	<b>Lecture 12: Project Presentation And Final Review</b>	2,3,4	
<b>14</b>	<b>Final exam</b>	1,2,3,4	<b>Review Lectures 6-11</b>

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Individual Assignment (30%)</b>	70% Pass	80% Pass	80% Pass	90% Pass
<b>Midterm examination (30%)</b>	90% Pass	90% Pass	80% Pass	90% Pass
<b>Final examination (40%)</b>	100% Pass	100% Pass	90% Pass	100% Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

### 4. Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPLETELY FAIL Below 30%</b>	<b>INADEQUATE 30% – 49%</b>	<b>ADEQUATE 50% - 69%</b>	<b>ABOVE AVERAGE 70% - 89%</b>	<b>EXEMPLARY ≥ 90%</b>
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification . Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points.

			ideas may be tangential		
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported
<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated.  Some key points supported by sources.  Quotations may be poorly integrated into	Draws upon sources to support most points.  Some evidence may not support arguments or may appear where inappropriate.  Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points.  Excellent integration of quoted material into paragraphs


			paragraphs.		. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

Date revised: April 10th, 2023



Hà Minh Trí



	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: Project Management

Course Code: BA023IU

#### 1. General information

<b>Course designation</b>	<i>BA023IU–Project Management</i>
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Nguyen Nhu Tung, PhD.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Cases, Team Project
<b>Workload (incl. contact hours, self-study hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): 45 Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None

<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To understand concepts of project planning and organization, project control and project communications.</li> <li>• To apply quantitative decision-making techniques including financial models in project selection.</li> <li>• To apply problem-solving skills for successful project management, including Network Analysis (CPM, PERT), Crashing, Earned Value Analysis.</li> <li>• To apply the project plan elements in a project proposal from the real world.</li> <li>• To use scheduling software to draw a Gantt Chart.</li> </ul>
<b>Course learning outcomes</b>	<p>Upon the successful completion of this course students will be able to:</p> <p><i>CLO1: Apply the quantitative techniques to support the a project manager in making his or her decisions in managing projects (problem-solving skills) (Bloom Level 3; PLO1)</i></p> <p><i>CLO2: Explain real problems/factors which affect project performance (Bloom Level 2; PLO1, PLO3)</i></p> <p><i>CLO3: Analyze project management practices in both written and spoken forms through case studies (Bloom Level 4; PLO3, PLO7)</i></p> <p><i>CLO4: Construct team project plans from real-world demand (Bloom Level 3; PLO3, PLO7)</i></p>
<b>Content</b>	<p>This course concentrates on how to manage a project besides discussing issues of project management. The course provides hands-on experience in various stages of the process of project management. The course is independent requiring no prerequisite course. However, the students may find techniques and knowledge from the course of BA164IU–Production and Operations Management useful. Students majoring in International Business, Marketing and Business Management may later take BA171IU–Risk Management and BA149IU–New Product Planning in the following semester, which will complement and foster the skills learned from this course and employ the project management knowledge the students have accumulated here.</p>
<b>Examination forms</b>	<p>Midterm Exam: Open-ended questions, problem-solving questions</p> <p>Final Exam: Open-ended questions, problem-solving questions</p>
<b>Study and examination requirements</b>	<p>Assignments/Examination: Students must achieve a composite mark of at least 50; and make a satisfactory attempt at all assessment tasks.</p> <p><b>Attendance:</b></p> <p>Your regular and punctual attendance at lectures and related seminar (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may</p>

	<p>be refused final assessment. Exemptions may only be made on medical grounds.</p> <p>Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.</p> <p><b>General conduct and behaviour:</b></p> <p>You are expected to conduct yourself with considerable and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing, or talking on mobile phones, or chatting on internet, is not acceptable and students may be asked to leave the class.</p> <p><b>Keeping informed:</b></p> <p>You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to you through website, course website and/ or Announcement Board (of School of Business and/ or Academic Affairs) without providing you with a paper copy. You will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism:</b></p> <p>The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.</p> <p>Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:</p> <ul style="list-style-type: none"> <li>• direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material. Ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;</li> <li>• paraphrasing another person's work with very minor changes keeping the meaning, form and/ or progression of ideas of the original;</li> <li>• piecing together sections of the work of others into a new whole;</li> <li>• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;</li> </ul> <p>The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.</p> <p>Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment items.</p>
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	<p>Special consideration:</p> <p>Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.</p> <p>Meeting up with the lecturers after classes:</p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
<b>Readings</b>	<p>Please note that it is very important to gain familiarity with the subject matter in the readings and cases <i>prior to</i> attendance in classes.</p> <p><u>Textbook:</u></p> <p>Meredith, J. and Mantel Jr, S. (2012), Project Management: A Managerial Approach, 8<sup>th</sup> edition, Wiley.</p> <p><u>Reference Books:</u></p> <p>Mantel, S. J., Meredith, J. R., &amp; Shafer, S. M. (2013). <i>Project management in practice</i>, 5<sup>th</sup> edition. Wiley Global Education.</p> <p>A Guide to the Project Management Body of Knowledge, 3<sup>rd</sup> Edition (PMBOK Guide), Project Management Institute, November 2004.</p> <p><u>Additional materials provided in Blackboard</u></p> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p> <p><u>Recommended Internet sites</u></p> <p><u>PMI</u> (Project Management Institute)  <u>IPMA</u> (International Project Management Association)  <u>APM</u> (Association for Project Management)  <u>The Project Management Podcast</u>  <u>Startwright</u></p> <p><u>Recommended Journals</u></p> <p><u>The Achiever Newsletter</u> <u>Project Management Books</u>  <u>ePMTutor</u>  <u>International Journal of Project Management</u>  <u>PROJECT Magazine</u>  <u>Project Manager Today</u>  <u>Project Management Publications</u></p>

	<u>Project Times</u> <u>Project Management World Today</u> <u>PROJECTMagazine</u>
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## 2. Learning Outcomes Matrix (optional)

See the relationships between CLOs and PLOs in Page 2.

## 3. Planned learning activities and teaching methods

Session	Topic	CLOs	Assessments	Learning Activities	Resources
1	<b>Introduction – Basics of Project Management</b>  <b>Context Definition of ‘project’ and other terminologies</b> <b>Rationale of project management approach</b> <b>Project life cycle</b> <b>Project objectives</b> <b>Risk associated with projects</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check (Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture</b>  <b>How to prepare for case study presentation</b>	<b>Textbook, Chapter 1</b>  <b>Discussion: Bloomfield Transport, Inc. (p.27)</b>  <b>Case: Turning London’s Waste Dump into 2012 Olympic Stadium (p.21)</b>  <b>Further Reading: Why good projects fail anyway (Harvard Business Review)</b>

2	<b>Chapter 3:</b> <b>The Project Manager</b> <b>Introduction to Project Manager</b> <b>The roles of project managers</b> <b>The responsibilities of project managers</b> <b>Requirements of project managers</b> <b>Project manager's qualifications</b> <b>Environmental and cultural issues</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check</b> <b>(Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture</b>  <b>Case Presentation</b>  <b>Forming Study groups</b>  <b>Requirements for Team Project Plan</b>	<b>Textbook, Chapter 3</b>  <b>Case: National Hall of Fame</b>  <b>Reading: What it takes to be a good project manager? (p.140)</b>
3	<b>Chapter 4:</b> <b>Conflict and Negotiation</b> <b>Categories of conflicts</b> <b>Conflicts and project life cycle</b> <b>Uncertainty and conflicts</b> <b>Negotiation defined</b> <b>Methods of negotiation</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check</b> <b>(Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture/ Presentation</b>	<b>Textbook, Chapter 4</b>  <b>Case: Habitat for Humanity</b>  <b>Reading: Methods of resolving interpersonal conflict (p.168)</b>

4	<p><b>Chapter 5:</b> <b>Project in the Organization al Structure</b></p> <p><b>Project and other superior organizations Project in its purest form Matrix Mixed Selecting the right project organization Project teams and other functions</b></p>	<p><b>CLO 1</b> <b>CLO 2</b></p> <p><b>CLO 3</b></p>	<p><b>Comprehension Check (Blackboard/in-class)</b></p> <p><b>Team presentation evaluation</b></p> <p><b>Quiz</b></p>	<p><b>Lecture/ Presentation</b></p>	<p><b>Textbook, Chapter 5</b></p> <p><b>Case: Oilwell Cable Company</b></p>
5	<p><b>Chapter 2:</b> <b>Project Selection</b> <b>Project selection models</b> <b>Qualitative and quantitative approaches</b> <b>Risk considered</b></p>	<p><b>CLO 1</b> <b>CLO 2</b></p> <p><b>CLO 3</b></p>	<p><b>Comprehension Check (Blackboard/in-class)</b></p> <p><b>Team presentation evaluation</b></p>	<p><b>Lecture</b></p> <p><b>Case Presentation</b></p>	<p><b>Textbook, Chapter 2</b></p> <p><b>Case: Pan-Europa Foods S.A.</b></p> <p><b>Reading: From Experience: Linking Projects to Strategy (p.90)</b></p>
6	<p><b>Chapter 6:</b> <b>Project Planning</b> <b>Project coordination plan</b> <b>Project action plan</b> <b>Work breakdown structure</b> <b>Integration management</b></p>	<p><b>CLO 1</b> <b>CLO 2</b></p> <p><b>CLO 3</b></p>	<p><b>Comprehension Check (Blackboard/in-class)</b></p> <p><b>Team presentation evaluation</b></p>	<p><b>Lecture</b></p> <p><b>Discussion</b></p>	<p><b>Textbook, Chapter 6</b></p> <p><b>Reading: Planning for crises in project management (p.275)</b></p>

7	<b>Chapter 7:</b> <b>Budgeting</b> <b>Project budget estimation</b> <b>Methods of project estimation</b> <b>Issues in estimation</b> <b>Techniques for improving estimation</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check</b> <b>(Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture</b>  <b>Case Presentation</b>	<b>Textbook, Chapter 7</b>  <b>Reading: Automotive Builders, Inc.</b>
	<b>Midterm Exam</b>	<b>CLO 1</b>	<b>Open-ended questions/problem-solving questions</b>		<b>Chapters 1, 2, 3, 4, and 5</b>
8	<b>Introducing project management software</b>  <b>Learning MS Project Software</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check</b> <b>(Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Hand-on training on scheduling software</b>	<b>Installed MS Project Software/scheduling software</b>  <b>Instructor Manual, Teacher's ResourceS</b>
9	<b>Chapter 8:</b> <b>Project Scheduling</b> <b>PERT and CPM</b> <b>Gantt charts</b> <b>Network scheduling techniques</b> <b>Calculating critical path and slacks</b> <b>Review of using Microsoft Project</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3</b>	<b>Comprehension Check</b> <b>(Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture</b>  <b>Case Presentation</b>	<b>Textbook, Chapter 8</b>  <b>Case: The Sharon Construction Corporation</b>



10	Chapter 9: Allocation of Resources and CPM and crash Problems with resource allocation Loading and leveling Allocation under constraints Multi-project scheduling and allocation Practice of allocation of resources	CLO 1 CLO 2  CLO 3	Comprehension Check (Blackboard/in- class)  Team presentation evaluation	Lecture  Case Presentation	Textbook, Chapter 9  Case: D.U. Singer Hospital Product Corp. (p.426)
11	Chapter 10: Monitoring and Information Systems Cycle of planning- monitoring- control Information Needs and Reporting Earned Value Analysis	CLO 1 CLO 2  CLO 3	Comprehension Check (Blackboard/in- class)  Team presentation evaluation	Lecture  Case Presentation	Textbook, Chapter 10  Case: Earned value at CERN  Reading: The Project Manager/Customer Interface (p.470)
12	Chapter 10: Monitoring and Information System Earned Value Analysis Project MIS	CLO 1 CLO 2  CLO 3	Comprehension Check (Blackboard/in- class)  Team presentation evaluation	Lecture  Case Presentation	Textbook, Chapters 10  Case: Peerless Laser Processors (p.506)

13	<b>Chapter 11:</b> <b>Project Control</b> <b>Designing control systems</b> <b>Control as a management function</b> <b>Balance in control</b> <b>Control of creative projects</b> <b>Control of change and scope creep</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3,</b> <b>CLO 4</b>	<b>Comprehension Check (Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture</b>  <b>Team Presentation s of Team Project Plan</b>	<b>Textbook, Chapter 11</b>  <b>Reading: Controlling projects according to plan</b>
14	<b>Chapter 12:</b> <b>Project Audit and Termination</b> <b>Purposes of evaluation</b> <b>Project audit and project life cycle</b> <b>Design and use of audit report</b> <b>Issues of Measurement Termination basics</b> <b>Types of termination</b> <b>Process of termination</b> <b>Report of termination</b>	<b>CLO 1</b> <b>CLO 2</b>  <b>CLO 3,</b> <b>CLO 4</b>	<b>Comprehension Check (Blackboard/in-class)</b>  <b>Team presentation evaluation</b>	<b>Lecture/ Presentation</b>  <b>Team Presentation s of Team Project Plan</b>  <b>Team Project Plan Submission</b>	<b>Textbook, Chapters 12&amp;13</b>  <b>Case: Theatre High Altitude Area Defense (THAAD): Five Failures and Counting</b>
15	<b>Review</b>	<b>CLO 1</b>	<b>Review</b>  <b>Feedback</b>	<b>Practice</b>	<b>Chapters 8, 9, 10, 11 and 12</b>
	<b>FINAL EXAM</b>	<b>CLO 1</b>	<b>Open-ended questions/proble</b>		<b>Chapters 8, 9, 10, 11 and 12</b>

			m-solving questions		
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#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Comprehension Check (10%)	X			
Quiz (5%)	X			
Team Assignments (Case Analysis and Team Project Plan) (15%)		X	X	X
Midterm exam (30%)	X			
Final exam (40%)	X			

*Note: Target that 65 % of students having scores greater than 70 out of 100.*

**4.1 Comprehension Check (10%):** After each chapter has been taught, a short comprehension check of related concepts for individuals is conducted in class or in the Blackboard.

**4.2 Quiz (5%):** The quiz will be half an hour in the form of open questions/problems. This is an open-booked test.

**4.3 Team Case Analysis (5%) and Team Project Plan (10%):** Groups of maximum 7 students will be formed to discuss special cases or topics given in class. Rubrics for assessing group presentations can be found in the Blackboard. The requirements for the Team Project Plan are available in the Blackboard in Session 1.

Topics for Team Project Plans include:

- Employment creation project for local young people (e.g., job referral and training for a certain group of people)
- New product development project (e.g., innovative products or service)
- Project for market expansion for local products (e.g., new market for an existing product):
- Infrastructure project (e.g., school, road, bridge, road pavement, power supply, water supply system):
- Environmental project (e.g., small-scale projects for responding to climate change risks):
- Philanthropic project (e.g., shelters for the homeless, honoring poor retired artists such as the case “National Hall of Fame”):
- Others (ensuring that the proposed project is necessary)

Your team project plan must include the following elements:

- Introduction
- Project purpose and specific objectives/deliverables
- Work breakdown structure (WBS) to the level at which control will be exercised.
- Project cost and cost estimates to the level of the WBS at which control will be exercised.
- Network diagram
- Project schedule (Gantt Chart)
- Resource allocation
- Risk management plan
- Project monitoring and control plan
- Project stakeholder management plan

**4.4 Mid-term Exam (30%):** The midterm exam will be one and half hours in length and will be in the form of open questions/problems. This is an open-booked test.

**4.5 Final Exam (40%):** The final exam will be 2 hours in length during the Final Exam Period and will be in the form of open questions/problems. This is an open-booked test.

## 5. Rubrics

*Rubrics for assessing group presentations and Team Project Plans are available from Session 1 in the Blackboard.*

### 5.1 Rubrics for Grading Case Study/Project Plan Presentation

Each item is rated on the following rubric. 1= Very poor; 2 = Poor; 3 = Adequate; 4 = Good; 5 = Excellent

Item	Score				
1.Evidence of preparation (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from the group, evidence you did your homework)	1	2	3	4	5
2.Content (group presented accurate & relevant information, appeared knowledgeable about the case studies/projects assigned and the topic discussed, offered strategies for dealing with the problems identified in the case studies/projects)	1	2	3	4	5

3. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact)	1	2	3	4	5
4. Discussion (group initiates and maintains class discussion concerning assigned case studies/projects, use of visual aides, good use of time, involves classmates)	1	2	3	4	5

Total Score: \_\_\_\_\_ (sum of Items 1-5)

Total Score X 5: \_\_\_\_\_ (to make the assignment of 100 points)

## 5.2 Rubrics for Open Questions of Midterm and Final Exams

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.


		addressed incompletely.	links with evidence	Overall, an acceptable solution is offered and explained	Satisfactory solutions are offered and supported
Use of data/information	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
Use of frameworks	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
Quality of arguments	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.	Shows argument of poor quality. Weak, undeveloped reasons are offered	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to

		Reasons offered are irrelevant.	to support key claims		support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí

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**COURSE SYLLABUS**  
**BUSINESS RESEARCH METHODS**  
**BA161IU**

**1. General information**

<b>Course designation</b>	<i>This course provides important topics in the area of research method. It introduces the whole research process, from formulation of research questions to research design and end up with report writing.</i>
<b>Semester(s) in which the course is taught</b>	
<b>Person responsible for the course</b>	
<b>Language</b>	<b>English</b>
<b>Relation to curriculum</b>	<i>Compulsory</i>
<b>Teaching methods</b>	<i>Lecture, Tutorial, In-class exercises, Assignment, Research report</i>
<b>Workload (incl. contact hours, self-study hours)</b>	<i>(Estimated) Total workload:</i> <i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.):</i> <i>Private study including examination preparation, specified in hours:</i>
<b>Credit points</b>	<b>3</b>
<b>Required and recommended prerequisites for joining the course</b>	<b>Statistics for Business</b>
<b>Course objectives</b>	<b>This course seeks to:</b> <ul style="list-style-type: none"> <li>- provide student with a good understanding of business research</li> <li>- equip student with practical tools and skills to conduct business research</li> <li>- help students differentiate different methods of research: qualitative vs quantitative</li> </ul>



	-provide opportunities to do scientific research and presentation skills		
Course learning outcomes	Upon the successful completion of this course students will be able to:		
	Competency level	Course learning outcome (CLO)	
	Knowledge (R)	CLO1 to describe basic concepts in business research method	
	Skill (M)	CLO2 to identify research problems/gaps and produce research questions or proposals	
	Skill (M)	CLO3 to conduct scientific research and write scientific research reports	
	Attitude	CLO4 to learn within teams, identify ethical issues in research and recognize the need to adhere to ethical guidelines when conducting research	
Content	The course is designed to provide students with a strong foundation in business research based on seven key activities: (1) identifying research problems, (2) propose research objectives (3) review literature, (4) design method (5) implement data collection (6) analyze data (7) conclude and recommend		
	Weight: lecture session (3 hours)		
	Teaching levels: I (Introduce); T (Teach); U (Utilize)		
	Topic	Weight	Level
	Introduction to Business Research The Research Process: An Overview	1	I
	Research Question Formulation (Cont.) Research Process & Proposal	1	T
	Research Design (1):	1	T
	Research design (2)	1	U
	Research design (3)	1	U
	Sampling methods for quantitative studies	1	T
	Measurement Issues (1)	1	T
	Measurement Issues (2)	1	U
	Data Screening and Preparation	1	T

	Hypothesis testing	1	T
	Measures of association	1	T
	Biases and Threats to reliability and validity	1	T
	Student presentation and course review	3	U
Examination forms	Written Report Exam		
Study and examination requirements	To pass this course, student must: - submit/ complete all reports on time - attain an overall pass mark of 50% in the course		
	GRADING POLICY		
	Grades can be based on the following:		
	Attendance and Class discussion		10%
	Class exercises		10%
	Individual or Group project (full version: from Title to Conclusion and references or a research proposal version: from Title to Methodology		45%
	Final examination		35%
	Total		100%
	COURSE POLICIES		
	Attendance		
Your regular and punctual attendance at lectures and related seminars (if any) is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. Regular attendance is essential for successful performance and learning in this course, particular in view of the interactive teaching and learning approach adopted. Please inform your lecture if you are unable to attend the class, and arrange for a classmate to collect any handouts.			
Workload			
It is expected that you will spend at least 6 hours per week studying this course. This time should be made up of reading, working on individual assignments, group assignments and attending class lectures. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.			

	<p><b>General Conduct and Behaviour</b></p> <p>You are expected to conduct yourself with considerable and respect for the needs of your fellow students and teaching staff. Conduct that unduly disrupts or interferes with a class, such as ringing, or talking on mobile phones, or chatting on the internet, is not acceptable and students may be asked to leave the class.</p> <p><b>Keeping informed</b></p> <p>You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to you through website, course website and/ or Announcement Board (of School of Business and/ or Academic Affairs) without providing you with a paper copy. You will be deemed to have received this information.</p> <p><b>Academic honesty and plagiarism</b></p> <p>The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:</p> <ul style="list-style-type: none"> <li>- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material. Ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;</li> <li>- paraphrasing another person's work with very minor changes keeping the meaning, form and/ or progression of ideas of the original;</li> <li>- piecing together sections of the work of others into a new whole;</li> <li>- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor;</li> </ul> <p>The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and the proper referencing of sources in preparing all assessment items.</p> <p><b>Meeting up with the lecturers after classes</b></p> <p>Students must make an appointment via emails if they want to meet up with the lecturer after classes and be on time. If there are any changes to the scheduled time, students must inform the lecturer immediately.</p>
<b>Reading list</b>	<p>The following text and references are essential for the course.</p> <p><u>Textbook:</u></p>

	<p>1. Cooper, R.D. &amp; Schindler, S.P. (2011). Business Research Methods. 12nd Ed. McGraw- Hill Irwin. NY.</p> <p>2. Bhattacharjee (2012), Social Science Research: Principles, Methods, and Practices</p> <p>3. Woodside (2010), Case Study Research: Theory, Methods, Practice</p> <p>* Used with kind permission from the University of New South Wales</p> <p><b>References:</b></p> <p>1. Hancock and Algozzine (2006), Doing case study research: a practical guide for beginning researchers.</p> <p>2. Dul and Hak (2008), Case study Methodology in Business Research.</p> <p>3. Yin (2009), Case study research: design and methods.</p>
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### Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) (1-10) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1		x			x					
2		x			x	x				
3		x			x	x				
4		x			x	x				

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction to Business Research The Research Process: An Overview	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 4
2	Research Question Formulation (Cont.) Research Process & Proposal	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 5
3	Research Design (1): Overview Using secondary data Qualitative Methods	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. Chapter 6, 7

4	Research design (2): Quantitative approach	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 9&10.
5	Research design (3): Quantitative approach	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 10
6	Sampling methods for quantitative studies	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 14
7	Measurement Issues (1)	123	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 11
8	Midterm		No midterm		
9	Measurement Issues (2) Questionnaires & Instruments	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 11
10	Data Screening and Preparation Descriptive statistics	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 15
11	Hypothesis testing Measures of association	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 18
12	Measures of association (2) An overview of bi/multivariate Analysis	1234	In-class exercise	Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 18, 19
13	Biases and Threats to reliability and validity Ethical consideration in business research	1234		Lecture, Discussion	Cooper, R.D. & Schindler, S.P. . Chapter 2
14	Student's presentation of group project output (All groups)			Lecture, Discussion	
15	Student's presentation of group project output (All groups)	1234		Group report submission	
16	Final exam				

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
Attendance and in class exercises (20%)	70% pass			70% pass

<b>Written report (45%)</b>	70% pass	70% pass	70% pass	70% pass
<b>Final exam (35%)</b>	70% pass	70% pass	70% pass	

*Note: %Pass: Target that % of students having scores greater than 70 out of 100.*

#### 4. Rubrics

##### 4.1 Marking written exam

##### GRADING RUBRIC FOR WRITTEN COURSEWORK

##### FINAL TERM EXAMINATION – Subject (ID subject)

Academic year: 2022 – 2023 (term ...)

Criteria	<b>INADEQUATE</b> 10% – 49%	<b>ADEQUATE</b> 50% - 59%	<b>ABOVE AVERAGE</b> 60% - 74%	<b>EXEMPLARY</b> ≥ 75%
<b>Organisation and clarification</b>	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped .	Response is focused, detailed and non-tangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues , gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

<b>Use of data/information</b>	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated . Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows little attempt to offer support for key claims or to relate evidence to analysis. The reasons offered are irrelevant.	Shows argument of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

#### 4.2 Marking Research Report (optional)

##### GRADING RUBRIC FOR RESEARCH REPORT

Report – Subject (ID subject)

Academic year: 2022 – 2023 (term ...)


<b>Criteria</b>	<b>ADEQUATE</b> 50% - 59%	<b>ABOVE AVERAGE</b> 60% - 70%	<b>EXEMPLARY</b> ≥ 70%
<b>Research questions and evaluation of literature 40%</b>	Some attempt to evaluate relevant literature. Generally a solid review of key themes. Leads to reasonable research questions.	Fair review of up-to-date relevant literature. Well organised into relevant themes, with clear links between related areas. Leads to research questions.	Excellent review of up-to-date relevant literature, linked to academic debate of the contemporary business issue. Well organised into relevant themes, with clear links between related areas. Leads to strong research questions.
<b>Data collection and analysis of research data 40%</b>	Adequate assembly. Adequate analysis. Findings are clear but presentation needs improvement. Adequate discussion of finding but little attempt to relate them to the literature.	Good assembly of data. Good analysis. Presentation of findings is well crafted and findings are discussed effectively in the context of the literature.	Excellent assembly and analysis. Presentation of findings is clear and findings are discussed appropriately in the context of the literature and academic debate.
<b>Conclusion 20%</b>	Some attempt to relate conclusions to the research questions but weaknesses. Some discussion of the implications of the findings	Conclusions linked to the research questions. Good discussion of the implications of the findings	Conclusions linked to research questions. Excellent discussion of the implications of the findings.



**Date revised: April 10th, 2023**

A handwritten signature in blue ink, appearing to be 'HMT' or similar, written in a cursive style.

Hà Minh Trí

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### COURSE SYLLABUS

## Course Name: Workshop 2 on Business Management

Course Code: BA274IU

### 1. General information

Course designation	<p>The course is designed to provide students with soft skills, practical knowledge, and appropriate attitudes aimed at supporting students to understand the professional working environment in the future. This course consists of seven sessions delivered by guest speakers who are either directors/managers or experts with at least five years of experience in their fields. Guest speakers present the relevant topics in a scientific and systematic method to encourage students to learn skills and knowledge from the industry.</p> <p>The course emphasizes the connection between theoretical knowledge taught in the university and practical knowledge from the industry, including but not limited to business management, working relationships between clients and agencies, briefing and de-briefing, working procedures, setting personal goals, and so on.</p>
Semester(s) in which the course is taught	1
Person responsible for the course	
Language	English
Relation to curriculum	<i>Compulsory / specialization</i>
Teaching methods	<i>Seminars, assignments.</i>

Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 60 Contact hours: 30 (7 classes, 1 class = 4 periods, 1 period = 50 minutes) Private study, including examination preparation, specified in hours: 30	
Credit points	2	
Required and recommended prerequisites for joining the course	Workshop 1	
Course objectives	<p>This course aims to provide a series of seminars that students can be able to update the latest practical knowledge in the business as well as have opportunities to discuss interesting issues with experts in the field.</p> <p>Through these seminars, students can be provided with a general understanding related to business management, such as important skills and qualifications for the future job, and so on...</p>	
Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	<p><b>CLO1: Understand what is expected of them from the professional working environment with an emphasis on professional skills, practical knowledge, and appropriate attitudes;</b></p> <p><b>CLO2: Identify the role of business management in companies' business operations and identify the gaps between what they have learned in the university and practical experience from the business.</b></p>
	Skill	<p><b>CLO3: Distinguish how to effectively apply appropriate business management methods to solve issues related to business management in Vietnamese and English;</b></p> <p><b>CLO4: Apply the holistic understanding of project management as well as business management to</b></p>

		<b>address the issues related to business management;</b> <b>CLO5: Apply important personal skills such as teamwork, self-studying, and setting personal goals.</b>																								
	<b>Attitude</b>																									
Content	<i>The description of the contents should clearly indicate the weighting of the content and the level.</i> Weight: seminar session (4 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize) <table><tr><th>Topic</th><th>Weight</th><th>Level</th></tr><tr><td>Session 1: Overview of business management</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 2: Prerequisite skills in the first workplace</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 3: Start-up</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 4: Intelligence business</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 5: Multiculturalism</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 6: Marketing</td><td>1</td><td>I, T, U</td></tr><tr><td>Session 7: Human Resource Management</td><td>1</td><td>I, T, U</td></tr></table>		Topic	Weight	Level	Session 1: Overview of business management	1	I, T, U	Session 2: Prerequisite skills in the first workplace	1	I, T, U	Session 3: Start-up	1	I, T, U	Session 4: Intelligence business	1	I, T, U	Session 5: Multiculturalism	1	I, T, U	Session 6: Marketing	1	I, T, U	Session 7: Human Resource Management	1	I, T, U
Topic	Weight	Level																								
Session 1: Overview of business management	1	I, T, U																								
Session 2: Prerequisite skills in the first workplace	1	I, T, U																								
Session 3: Start-up	1	I, T, U																								
Session 4: Intelligence business	1	I, T, U																								
Session 5: Multiculturalism	1	I, T, U																								
Session 6: Marketing	1	I, T, U																								
Session 7: Human Resource Management	1	I, T, U																								
Examination forms	<i>Assignments, Reports</i>																									
Study and examination requirements	<i>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</i> <i>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</i>																									
Reading list	<i>[1] Presentation slides/relevant learning materials distributed by guest speakers.</i>																									

	<i>[2] Materials posted on IU Blackboard (Materials from books, academic journals, newspapers, business and economics sites, etc)</i>
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## 2. Learning Outcomes Matrix

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (PLO) (1-6) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1	x					x	x			
2	x					x	x			
3	x		x		x		x			
4			x		x		x			
5			x			x	x			

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Session 1: Overview of business management	1, 2	Personal Journal	Lecture, Discussion	[1], [2]
2	Session 2: Prerequisite skills in the first workplace	2, 4	Personal Journal	Lecture, Discussion	[1], [2]
3	Session 3: Start-up	1, 3	Personal Journal	Lecture, Discussion	[1], [2]
4	Session 4: Intelligence business	2, 5	Personal Journal	Lecture, Discussion	[1], [2]
5	Session 5: Multiculturalism	3, 4	Personal Journal	Lecture, Discussion	[1], [2]
6	Session 6: Marketing	3, 4	Assignments	Lecture, Discussion	[1], [2]
7	Session 7: Human Resource Management	1, 2	Assignments	Lecture, Discussion	[1], [2]

## 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Personal Journal (20%)	70% Pass			70% Pass	70% Pass
Assignment, Report (80%)		Q1 60% Pass	Q2 60% Pass	Q3 60% Pass	

*Note: %Pass: Target that % of students have scores greater than 50 out of 100.*

## 5. Rubrics (optional)

### 1. Grading checklist

Grading checklist for Written Reports			
Student: .....	HW/Assignment: .....		
Date: .....	Evaluator: .....		
	Max.	Score	Comments
<b>Technical content (60%)</b>			
Abstract clearly identifies purpose and summarizes principal content	10		
Introduction demonstrates thorough knowledge of relevant background and prior work	15		
Analysis and discussion demonstrate good subject mastery	30		
Summary and conclusions appropriate and complete	5		
<b>Organization (10%)</b>			
Distinct introduction, body, conclusions	5		
Content clearly and logically organized, good transitions	5		
<b>Presentation (20%)</b>			
Correct spelling, grammar, and syntax	10		
Clear and easy to read	10		
<b>Quality of Layout and Graphics (10%)</b>	10		
<b>TOTAL SCORE</b>	100		

### 2. Holistic rubric

Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW	
Score	Description
5	Demonstrates a complete understanding of the problem. All requirements of task are included in response

4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted

Note: this rubric is also used to evaluate questions in an exam.

### 3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

	questioned thoroughly.	subject to questioning.	synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions . Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions ). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective , thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.



	thesis/ hypothesis).			
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

*Source: Association of American Colleges and Universities*

**Date revised: April 10th, 2023**



Hà Minh Trí



## COURSE SYLLABUS

**Course Name: Thesis**

Course Code: **BA170IU**

### 1. General information

Course name	- THESIS - Luận văn Tốt nghiệp
Course designation	In the Bachelor Thesis course you show your acquisition of competences as mentioned in the intended learning outcomes of the BA-programme in Business Administration.  If you have obtained 114 credits in the scheduled study pace you can start in April (4th quartile,); otherwise you start in September (if you could not do so in April).  The Bachelor Thesis course enables you to explore a topic of interest in detail and to demonstrate gaining in-depth knowledge and competencies as mentioned in the intended learning outcomes of the BA programme.
Course type	<input type="checkbox"/> General knowledge <input type="checkbox"/> Fundamental <input type="checkbox"/> Specialized knowledge <input checked="" type="checkbox"/> Internship/Project/Thesis <input type="checkbox"/> Others: .....
Semester(s) in which the course is taught	<ul style="list-style-type: none"> <li>Semester 1 (August)</li> <li>Semester 2 (December)</li> </ul>
Person responsible for the course	BA's lecturers
Language	English
Relation to curriculum	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Elective

Teaching methods	Research project, presentation, mid-term report, final thesis
Workload (incl. contact hours, self-study hours)	<p><b><i>Note: The specific time will be changed basing on academic calendar</i></b></p> <p><b><u>Semester 1:</u></b></p> <ul style="list-style-type: none"> <li>• August 21 – August 27: register the thesis's topic. List of thesis students and supervisor: School of Business confirms on September 5<sup>th</sup>, 2023.</li> <li>• September 5: start doing the thesis.</li> <li>• October 16 – October 21: oral defense of the thesis's proposal.</li> <li>• November 20: report midway progress schedule for thesis accomplishment and get the supervisor approves.</li> <li>• January 3: submit thesis and get the supervisor approved.</li> <li>• January 29 – February 02: oral defense of the thesis.</li> <li>• March 18: submit final version.</li> </ul> <p><b><u>Semester 2:</u></b></p> <ul style="list-style-type: none"> <li>• December 18 – December 23: register the thesis's topic. List of thesis students and supervisor: School of Business confirms on January 08.</li> <li>• January 08: start doing the thesis.</li> <li>• March 4 – March 09: oral defense of the thesis's proposal.</li> <li>• April 08: report midway progress schedule for thesis accomplishment and get the supervisor approves.</li> <li>• June 03: submit thesis and get the supervisor approved.</li> <li>• July 08 – July 13: oral defense of the thesis.</li> <li>• July 22: submit final version.</li> </ul> <p>(Estimated) Total workload: 12 credits  Contact hours (please specify whether lecture, exercise, laboratory session, etc.): at least 4 meetings with at least 6 hours total.  Private study including examination preparation, specified in hours1: at least 50 hours</p>

Credit points	12 credits (Theory 6 + Practice 6)
Number of periods	Theory: 6 credits Practice: 6 credits
Required and recommended prerequisites for joining the course	- Prerequisites: <ul style="list-style-type: none"> <li>• BA161IU – Business Research Methods</li> <li>• BA153IU – Internship</li> <li>• Complete 114 credits</li> <li>• Already have specialization.</li> </ul>
Course objectives	Upon finalizing the Bachelor Thesis course you are expected to show proficiency in: <ul style="list-style-type: none"> <li>• Formulating a research question;</li> <li>• Applying fundamental business management concepts and/or theories to analyze the research question; develop a research framework (model if applicable); and/or design a solution for a business problem;</li> <li>• Adopting a coherent research design, and using appropriate data collection and analysis techniques for the validation of the empirical findings (if applicable);</li> <li>• Demonstrating the scientific contribution and practical relevance of the research carried out;</li> <li>• Providing a consistent, well- structured and -argued text of a Bachelor Thesis article;</li> <li>• Planning and managing your own learning process; and</li> <li>• Presenting and defending results of your Bachelor Thesis course during the Students' Bachelor Thesis Presentation.</li> </ul>

Content	<p>The Bachelor Thesis course is a research-oriented assignment, with justified choices towards theoretical, empirical, or design contribution to existing knowledge within the Business Administration field of inquiry.</p> <p>NB! As oriented towards knowledge development, the Thesis cannot be treated as a confidential document. In case of sensitive empirical data, it is your responsibility to ensure the anonymity of the data, analysis, and results. It is also your responsibility to reach a consensus with the hosting organization on a public version of the thesis. This particularly applies to external assignments.</p> <p>Students will work with their supervisors to agree on the topic of research.</p>
Examination forms	<p><b>Thesis formalities</b></p> <p>Registering for the Bachelor Thesis course</p> <p>To qualify for thesis completion, students must achieve the followings:</p>

- + Complete course:
  - + BA161IU – Business Research Methods
  - + BA153IU – Internship
- + Complete 114 credits
- + Already have specialization.

Once the students are qualified for doing thesis, they must formally register by completing the ‘Thesis Registration Form’ as follows:

### **Thesis Registration Form**

#### **INSTRUCTIONS:**

***Student:*** Please fill your name and ID on the form and discuss with your Thesis Advisor to fill the other contents. Afterward, sign the form to verify your agreement and return the form to the Undergraduate Academic Assistant of the Department.

***Thesis Supervisor:*** Please authorize the Thesis Registration Form for this student by signing below.

**Student’s name:**                      **ID:**  
**Email:**                                      **Phone:**  
**Thesis title:**

**Major:**  
**Thesis goals and objectives:**  
*(brief description of the project output)*

**Requirements:**  
*(list all major requirements for the thesis work)*

**Name of Supervisor 1   Name of Student 1**

Date of Signed                      Date of Signed

**Assessment:**

The proposal will be assessed with three options: Accept, Revise and Resubmit

The final Thesis paper will be assessed using a Thesis Defense Assessment Form by a committee (including a supervisor) comprising of three members (including a Chair, a Member and a Secretary). The accepted marks will be at least 50 and the mark gap among committee members cannot be over 20.

*Appendix 1: Thesis Defense Assessment Form* shows the thesis evaluation form that thesis committee members will use to evaluate the final version of the thesis.

Each member fills in the evaluation form (Appendix 1) separately; and after the presentation of the thesis, all members discuss the final mark.

*Appendix 1: Thesis Defense Assessment Form*

**INTERNATIONAL UNIVERSITY  
REPUBLIC OF VIETNAM  
SCHOOL OF BUSINESS  
Freedom - Happiness**

**SOCIALIST**

**Independence -**

### **BA Thesis Defense Assessment Form**

Student's Name:	Student ID:
Specialization:	Date of defense:
Title of Thesis:	
Supervisor's name:	Committee members' name:

No.	Criteria for Assessment	Max score	Rating	Comments
	Introduction/ Research Question	10		
	Literature Review	20		
	Methodology	15		
	Analysis/ Presentation of Results	20		
	Discussion and Implications	20		

	<b>Originality – Scientific Thinking</b> ( <i>Personal engagement, originality, depth of understanding, flair, etc.</i> )	5		
	<b>Presentation and Q&amp;A</b>	10		
	<b>onus scores</b>	10		
	<b>TOTAL SCORES*</b>	110		
<p><b>- <i>Fraud and plagiarism:</i> Both practices are prohibited. All quotes should contain a reference to their original source. A mandatory "0" mark must be given for the thesis, which contains improper copying (plagiarism) from any source, including the internet. <b>Maximum scores are 100.</b> check the criteria for your evaluation in the following page.</b></p> <p><b>Questions/ Additional Comments</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Signature of Committee Member:</p>				
Study and examination requirements	<p><b><u>Deliverables</u></b></p> <p>As a result of finalizing the Bachelor Thesis course you are expected to deliver:</p> <ul style="list-style-type: none"> <li>• A research proposal for your individual research project. This has to be presented in front of a committee for review and comments before further steps can be taken.</li> <li>• A mid-term report has to be ready delivered to the School of Business (see time- table)</li> <li>• A final thesis should be ready and delivered in due time.</li> <li>• Presentation of your results of the course at the Students Presentation.</li> </ul> <p><b><u>Thesis research project &amp; supervision</u></b></p> <p><b>1. <i>Finding a research project</i></b></p> <p>Students are free to work with their supervisors to identify the relevant topics for their research.</p> <p><b>2. <i>Supervision</i></b></p>			

	<p>You will receive guidance from the School of Business members whose responsibility is to give you a plan for completing your Thesis paper.</p> <p><b>3. <i>Your role in this course</i></b></p> <p>Be pro-active and think in advance about your research interests in business studies; prepare all formalities and read necessary documents on time.</p> <p>Study activities in this course include individual work:</p> <p>Individual work – reading articles, writing your research proposal, conducting peer review of other research proposals, writing the Thesis (article), and presenting it at the Students Presentation.</p> <p><b><u>Academic conduct</u></b></p> <p>Along with the Thesis paper, students will submit a plagiarism report showing that the total sources must be smaller or equal 20% AND the single source must be smaller or equal 2%.</p>
Reading list	Evans, D., Gruba, P., & Zobel, J. (2014). How to write a better thesis. Springer.

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## rubrics

Criteria	Grade	Descriptive Anchors
Introduction/ Research Question	10	Includes clear description of the issue, identifies gaps in scientific knowledge and/or provides strong justification for the current research study. Clarifies study questions and, when relevant, provides clear defendable hypotheses.
	5	Research questions clearly articulated and sufficient background information included.
	1	Lacks a focused research question and importance is not justified. Topic outside of skill set or knowledge.
Literature Review	20	Identifies most key relevant, recent research and literature and accurately summarizes and integrates the information. Shows substantial critical views and insights about the concepts and discusses the relationships of things to the research problems.
	15	Shows recent articles related to the context and summarizes the development of the concepts.
	10	Cites major works and places them in the research context.
	5	Cites few works, outdated and not relevant to the research context.
	1	Fails to cite or assimilate previous works.
Methodology	15	Demonstrates deep understanding and proper use of methodology, identifies relevant strengths and



		weaknesses of methods used. Illustrates how to choose an appropriate data collection.
	12	Demonstrates clear understanding and proper use of methodology, gives good explanations for methods and sampling size and techniques.
	8	Demonstrates proficient knowledge of methodology and gives justification for selection of methods.
	4	The methodology is appropriate but fail to demonstrate the understanding and cannot give justification.
	1	The methodology is not appropriate for study and understanding is not demonstrated.
Analysis/ Presentation of Results	20	Results clearly summarized & interpreted in light of proposed research questions and existing literature. Includes alternative explanations and instructional tables and graphs, all well explained and discussed.
	16	Results clearly summarized, discussion of results focused and tied to research questions. Instructional tables and graphs included with good explanations and discussions
	10	Result is summarized, with discussion related to research question. Instructional tables and graphs included with explanations and discussions.
	4	Result and discussion included but not well explained and is not closely tied to research questions. Tables and graphs included with poor explanation and discussion.
	1	Presentation lacks focus, tables are unorganized, and results produce no insight into proposed questions.
Discussion and Implications	20	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Sophisticated discussion of implications of findings for outreach, theory, and research.
	15	Clearly summarizes the key information gained from the study and describes advancement of knowledge or new insights on an issue. Good discussions of implications of findings for outreach, theory, and research.
	10	Discussions of results have focused and connected to research questions. Implications for future research discussed.
	5	Discussions of result have not fully focused and connected to research questions. Suggestion for future research is mentioned but not well stated.
	1	The new knowledge gained from the study and implications of the study are poorly discussed or irrelevant

Originality – Scientific Thinking	5	Show great efforts, innovative and imaginative in its dealings with the literature review, methodology, and/ or interpretation of the data. The Structure and flows of thesis are convincing and fascinating to pursue.
	3	Shows substantial personal engagement in the research, high level of understanding of the issues at stake
	1	Fails to show substantial efforts to obtain literature, use data and other necessary material and solve research related problems.
Presentation and Q&A	10	Slide clearly - well quotes - presentation professional - all questions are answered satisfactorily
	7	Slide clearly - well quotes - good presentation - most of questions are answered satisfactorily
	4	Slide clearly - good quotes - moderate presentation - students can answer question but explanation is not clearly and take long time to response.
	1	Poor slides - not well quotes - poor presentation - all questions cannot be answered
Honors scores	10	“Acceptance letter” from an academic journal belong to the ISI/Scopus list or “Acceptance letter” for printing a Book Chapter from a Publisher
	8	“Acceptance letter” from an academic journal belong to the announcement list recognized by the State Council for Professor Title of Vietnam (non-ISI or non-Scopus journal).
	5	“Acceptance letter” from the academic conference

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: Sales Management

Course Code: **BA032IU**

#### 1. General information

<b>Course designation</b>	Sales Management focuses on Students majoring in <b>Marketing</b> . This course provides student fundamentals for better understanding of sales and management concepts and practices.
<b>Semester(s) in which the course is taught</b>	1 & 2
<b>Language</b>	English
<b>Relation to curriculum</b>	Selective course
<b>Teaching methods</b>	Lectures, projects, assignments, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03

<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• The aim of this course is to promote understanding of focuses on professional selling skills, strategic planning and leadership management at sales function</li> <li>• Further topics of study emphasizes how firms manage their selling functions: increasing global competition, knowledge management, greater cultural diversity and the importance of ethical responsibility</li> <li>• The course uses multiple formats to expose students to a comprehensive overview of practical matters related to business portfolio performance assessment and strategic planning</li> </ul>		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	<p>CLO1. Describe the role of the sales management process in today's business environment</p> <p>CLO2. Describe the personal selling function, and different sales roles</p>	
	<b>Skill</b>	<p>CLO3. Understand the importance of good communication and negotiation.</p> <p>CLO4. Understand the importance of the recruitment and selection process to the wellbeing of the organization.</p> <p>CLO5. Understand motivation and compensation as it applies to the sales force.</p>	
	<b>Attitude</b>	CLO6. State the ethical issues involved in personal selling.	

Content	The description of the contents should clearly indicate the weighting of the content and the level.		
	Weight: lecture session (3 hours)		
	Learning level: I (Introduced); R (Reinforced); M (Mastered)		
	Topic	Weight	Level
	Chapter 1: Sales perspective - The Role of Selling in Marketing	1	I, R
	Chapter 2: Sales perspective - The Marketing Concept	1	I, R
	Chapter 3: Sales perspective - Sales and Marketing Planning	1	I, R
	Chapter 4: Sales environment - Consumer and organizational buyer behavior	1	I, R
	Chapter 7: Sales Practice - Sales Responsibilities and Preparation	1	I, R
	Chapter 8: Sales Practice - Personal Selling Skills	2	I, R
	Chapter 9: Sales Practice – Key Account Management	1	I, R
	Chapter 10: Sales Practice – Relationship Selling	1	I, R
	Chapter 13: Sales Management - Recruitment and Selection	1	I, R
Chapter 14: Sales Management - Motivation and Training	1	I, R	

		<b>Chapter 15: Sales Management - Organization and Compensation</b>	2	I, R	
		<b>Chapter 16: Sales Control - Forecasting and Budgeting</b>	1	I, R	
		<b>Chapter 17: Sales Control: Sales Force Evaluation</b>	1	I, R	
<b>Examination forms</b>	Multiple-choice questions, Short-answer questions, Case analysis				
<b>Study and examination requirements</b>	<p>Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p>Assignments/Examination: Students must have more than 50/100 points overall to pass this course.</p>				
<b>Reading list</b>	<p>[1] Textbook: Jobber, D., Lancaster, G., &amp; Le Meunier-FitzHugh, K. (2019). Selling and sales management, 11<sup>th</sup> edition, Pearson UK.</p> <p>[2] Slides and other materials are provided in the Blackboard</p>				

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	<b>Chapter 1: Sales perspective - The Role of Selling in Marketing</b>	1	Case analysis	Lecture, Discussion  Group's project guidelines	[1], [2]

2	<b>Chapter 2: Sales perspective - The Marketing Concept</b>	1,2	MCQs;	Lecture, Discussion	[1], [2]
3	<b>Chapter 3: Sales perspective - Sales and Marketing Planning</b>	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4	<b>Chapter 4: Sales environment - Consumer and organizational buyer behavior</b>	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
5	<b>Chapter 7: Sales Practice - Sales Responsibilities and Preparation</b>	2,3	Case analysis	Lecture, Discussion	[1], [2]
6,7	<b>Chapter 8: Sales Practice - Personal Selling Skills</b>	1,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
8	<b>Chapter 9: Sales Practice – Key Account Management</b>	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	<b>Midterm</b>				
10	<b>Chapter 10: Sales Practice – Relationship Selling</b>	1,2,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
11	<b>Chapter 13: Sales Management - Recruitment and Selection</b>	1,2,4	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	<b>Chapter 14: Sales Management - Motivation and Training</b>	1,2,5	Quiz 70%*	Lecture, Discussion	[1], [2]
13,14	<b>Chapter 15: Sales Management - Organization and Compensation</b>	2,5,6	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	<b>Chapter 16: Sales Control -</b>	1,3,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]

	<b>Forecasting and Budgeting</b>				
<b>16</b>	<b>Chapter 17: Sales Control: Sales Force Evaluation</b>	1,2,6	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>17</b>	<b>Final exam</b>	<b>1,2,3, 4,5,6</b>	<b>Short- answer questions; MCQs; Case analysis 70%</b>		

Note:\* Target that 70% of students having scores greater than 70 out of 100.

#### Learning Outcomes Matrix (Optional)

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1	I,R									
2	I,R									
3						I,R				
4						I,R				
5						I,R				
6				I,R						

### 3. Date revised: June 4th, 2023

#### GRADING RUBRIC FOR WRITTEN COURSEWORK SALES MANAGEMENT (BA082IU)

	<b>COMPLETELY FAIL</b>	<b>INADEQUATE</b>	<b>ADEQUATE</b>	<b>ABOVE AVERAGE</b>	<b>EXEMPLARY</b>
<b>Criteria</b>	<b>Below 30%</b>	<b>30% – 49%</b>	<b>50% - 69%</b>	<b>70% - 89%</b>	<b>≥ 90%</b>



<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

<p><b>Use of data/information</b></p>	<p>Shows no effort to incorporate information from primary and secondary sources</p>	<p>Shows little information from sources. Poor handling of sources</p>	<p>Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations</p>	<p>Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly</p>	<p>Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly</p>
<p><b>Use of frameworks</b></p>	<p>Shows no effort to structure problems in correspondence to theoretical frameworks</p>	<p>Shows limited ability to structure problems in correspondence to theoretical frameworks</p>	<p>Shows effort to link problems with the theoretical frameworks. There are still some mistakes</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well</p>

					resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis.	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims.	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**

Hà Minh Trí



## COURSE SYLLABUS

**Course Name: CUSTOMER SERVICE MANAGEMENT**

Course Code: **BA038IU**

### 1. COURSE STAFF

### 2. COURSE INFORMATION

#### 2.1 Teaching times and Locations

Lecture: TBA

Venue: TBA

#### 2.2 Units of Credit

This course is worth 3 credits.

#### 2.3 Parallel teaching in the course

There is no parallel teaching involved in this course.

#### 2.4 Relationship of this course to others

BA038IU–Customer Service Management focuses on professional services, services to consumers and business customers. BA038IU emphasizes on consumer behavior in a services context and on positioning services in competitive markets. Students majoring in **Business Management** and/or **Marketing** may go on to take BA045IU–B2B Marketing – in the following semester.

#### 2.5 Approach to learning and teaching

Employing the interactive learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real international business context. Students will present the case to the class and discuss with the peers.

### 3. COURSE AIMS AND OUTCOMES

### 3.1 Course Aims

Customer service is an integral part of today's service-driven business environment. It recognizes that many graduates will work in the service marketing sector and that an understanding of customer service management issues in this area is of essential. The objective of this course is to provide participants with a deep appreciation of services marketing and customer service management decision making issues. Key topics of study include: consumer behavior in a service context, applying the 4Ps to services, managing the customer interface, and implementing profitable service strategies.

### 3.2 Student Learning Outcomes

After completing the course, students should have developed skills in

- Describe the unique characteristics of services and their implications on marketing strategies.
- Describe the major differences between marketing products and services in relation to the expanded marketing mix of product, price, promotion, place & time (e.g. service logistics), people, processes and physical evidence and the different nature of consumer behavior.
- Describe the links between Marketing, Operations and Human Resource Management in service organizations.
- Expound the concepts involved in implementing service quality such as setting service standards, customer focus, organizational change, leadership, quality tools, quality awards and processes.
- Articulate key concepts in services marketing including: service encounters, service blueprinting, relationship marketing, service scripts, service guarantees and service logistics.
- Conceptualize and articulate service quality and describe how it can be defined, measured and improved.

In generic terms, students completing this course are likely to achieve the following attributes:

- *Applied research.* Conduct, write and present applied research relevant to this course.
- *Situational exploration.* Critically appreciate situations, in terms of their factual, political, temporal, and cultural dimensions.
- *Problem resolution.* Structure and propose solutions to organizational problems that enable management to guide multinational organizations through complex and ambiguous environments.
- *Argument and reasoning.* Analyze, evaluate and construct arguments employing different modes of reasoning and different types of evidence.

- *Disciplinary and multidisciplinary perspective.* Bring disciplinary and multi-disciplinary perspectives in straightening out situations and projecting possible outcomes.

### 3.3 Teaching Strategies

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. In the lectures, students will have the opportunity to hear up-to-date services marketing theories and examples of common practices as well as unique initiatives of real-life (often well-known) services organizations.

The classes provide students with the opportunity to give formal presentations and lead an interactive discussion, which develops and improves their skills in these important areas. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases/assignment each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analyzing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## 4. STUDENT RESPONSIBILITIES AND CONDUCT

### 4.1 Workload

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

#### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

#### **4.3 General Conduct and Behavior**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

#### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### **5. LEARNING ASSESSMENT**

#### **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

#### **5.2 Assessment Details**

Mid-term Exam	20%
Field study (Group written report)	15%
Field study (Group presentation)	15%
<u>Final Exam (Two Hours)</u>	<u>50%</u>
<b>Total</b>	<b>100%</b>

#### **5.3 Mid-term and Final Exam**

The exam dates will be centrally scheduled by the university. Details will be given during the semester

#### **5.4 Assessment 1: Field study - Written report**

##### **Service Quality Audit**

Students are required to work in group to conduct a field work project. This assessment requires students to adopt the position of customer service consultants for a local service provider, and conduct a customer service audit. Student are required to conduct in-depth interview with a Supervisor or Manager from the

service provider (internal) and customers whose have used the services are required (external). Students are to apply customer service management theories and concepts learnt in class in the analysis of the service provider, and make recommendations for areas that require improvement.

Students are to work within groups of no more than five students.

Students must choose to base their service audit on a service organization of their choice, with no more than one group studying the same organization. Student can choose service providers those are operating in, but not limited to: banking, retail sales and/or hospitality industry. Some of the following firms/services are recommended but not limited to: (1) Supermarket, department stores or convenient stores such as Coopmart, Citmart, Parkson, Shop & Go, The Gioi Di Dong; (2) Hospitality industry: Caravell, New World, Viet Travel, Saigon Tourist; (3) Food & Drink such as: Pho 24, Wrap & Roll, Cafe Highland, Tour Les Jour and so on.

Your aim is to conduct an **in-depth investigation and analysis** of the service provider's customer service strategy, highlighting areas that it excels in (i.e. compared to its key competitors) and customer services areas that may need improvement. Where applicable, you are to provide appropriate recommendations.

The report should include an Executive Summary (That highlights the key findings of the report), followed by a brief Introduction that describes the context/ industry in which the service provider is placed, the core service it offers, and its target market and product positioning.

The body of the report should be an analysis of each of the customer service aspects. Based on your research and analysis, your discussion should highlight the key aspects that contribute most significantly to **customer service quality** for the service provider. Remember, you are also assessed based on the appropriate application of relevant service marketing concepts within your analysis. Tools/ models/concepts that may be useful include: Service Quality dimensions, Service Positioning, Communications in Customer Services, Leadership in Customer Services, Customer Retention and Customer Satisfaction.

Your report will be assessed based on the depth of analysis, application of relevant service marketing theory/ concepts, appropriateness of recommendations (i.e. logical link between analysis and recommendations), professional presentation and structure, and clarity of language used (e.g. correct spelling and grammar)



Word count: 2500 words (15 pages)

**Due Date:** The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalized at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

### **5.5 Assessment 2: Presentation report**

Base on the written customer audit report, the team is required to make a 20 minutes presentation to your classmate and lecturer. It requires that the team is acting in the role of the service consultant to present the report analysis and recommendation to the service providers.

### **5.6 Marking criteria (project report and presentation)**

<b>Marking Criteria</b>	<b>Marks</b>	<b>Learning outcomes/attributes</b>
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc	20	Clarity of vision

### **5.7 Special Consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.<sup>1</sup>

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

Christopher Lovelock, Jochen Wirtz and Patricia Chew, (2009), Essentials of Service Marketing, 10<sup>th</sup> Edition, Pearson.

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

#### Recommended Internet sites

[The Economist](#)

[Vietnam Investment Review](#)

[Saigon Times](#)

#### Recommended Journals

Journal of Consumer Research

Journal of Sales Management

Journal of Services Marketing

Journal of Retailing

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<sup>1</sup> This is adapted with kind permission from the University of New South Wales.

## 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## 8. COURSE SCHEDULE

Week	Topic	Learning materials and activities
1	<b>Introduction to Service Marketing</b> What are services? Service Offer Benefits Without Ownership Four Board Categories of Services Service Pose Distinctive Marketing Challenges Expanded Marketing Mix for Services A Framework for Developing Effective Service Marketing Strategies Understanding Service Products, Consumers and Market Applying the 4Ps to Services Managing the Customer Interface Implementing Profitable Service Strategies	Textbook, Chapter 1  Forming Study groups Allocation of Discussion Questions
2	<b>Consumer Behavior in a Service Context</b> Consumer Decision-Making: The Three-Stage Model of Service Consumption Pre-purchase Stage Need Awareness Information Search Evaluation of Alternatives Purchase Decision Service Encounter Stage Service Encounters are "Moment of Truth" Service Encounters from High-Contact to Low-Contact	Textbook, Chapter 2  Discussion Questions: Q.1, 3 and 9

	Post Purchase Stage	
<b>3</b>	<b>Positioning Services in Competitive Market</b> Achieve Competitive Advantage Through Focus Market Segmentation Forms the Basis for Focused Strategies Service Attributes and Levels Important versus Determinant Attributes Establishing Service Levels Positioning Distinguishes a Brand from Its Competitors Developing an Effective Positioning Strategy Use Positioning Maps to Analyze Competitive Positioning	Textbook, Chapter 3  Discussion Questions: Q.2, 5 and 6
<b>4</b>	<b>Developing Service Products: Core and Supplementary Elements</b> Service Product Facilitating Supplementary Services Enhancing Supplementary Services Branding Service Products and Experiences Product Lines and Brands Offering a Branded Experience New Service Development A Hierarchy of New Service Development Categories Achieving Success in Developing New Services	Textbook, Chapter 4  Discussion Questions: Q.2, 4 and 6  Group Presentation Group 1 and 2
<b>5</b>	<b>Setting Prices and Implementing Revenue Management</b> Effective Pricing is Central to Financial Success Pricing Strategy Stands on Three Foundations Cost-Based Pricing Value-Based Pricing Reduced Related Monetary and Non-monetary Costs Competition-Based Pricing Revenue Management: What It Is and How It Works	Textbook, Chapters 6  Discussion Questions: Q.1, 5 and 7  Group Presentation Group 3 and 4

	Reserving Capacity for High-Yield Customers Price Elasticity Designing Rate Fences Ethical Concerns In Service Pricing Service Pricing is Complex Piling on the Fees Designing Rate Fences Putting Service Pricing Into Practice Service Pricing is Complex Piling on the Fees Designing Rate Fences	
<b>6</b>	<b>Promoting Services and Educating Customers</b> The Role of Marketing Communications Challenges of Service Communications Problem in Intangibility Overcoming the Problem of Intangibility Marketing Communications Planning Target Audience Communication Objectives The Marketing Communication Mix	Textbook, Chapters 7  Discussion Questions: Q.1, 2 and 7.  Group Presentation Group 5 and 6
	<b>MID-TERM</b>	
<b>7</b>	<b>Developing and Managing Service Processes</b> Flower charting Service Delivery Insight from Flowcharting Blueprinting Services to Create Valued Experiences and Product Operations Developing a Blueprint Advantages of Blueprinting Service Process Redesign The Customer as Co-Producer Level of Customer Participation Customers as Partial Employees Self Service Technologies Psychological Factors Related to Use of SST What Aspects of SSTs Please or Annoy Customers?	Textbook, Chapter 8  Discussion Questions: Q. 2, 4 and 7.  Group Presentation Group 7 and 8

8	<p><b>Balancing Demand Against Productive Capacity</b></p> <p>Fluctuations in Demand Threaten Service Productivity</p> <p>    Defining Productive Capacity</p> <p>    From Excess Demand to Excess Capacity</p> <p>Managing Capacity</p> <p>    Capacity Levels Can Sometimes Be Stretched or Shrunk</p> <p>    Adjust Capacity to Match Demand</p> <p>Analyze Patterns of Demand</p> <p>    Demand Varies by Market Segment</p> <p>    Understanding Patterns of Demand</p> <p>Managing Demand</p> <p>    Marketing Strategies Can Reshape Some Demand Patterns</p> <p>Inventory Demand Through Waiting Lines and Queuing Systems</p> <p>Perception of Waiting Time</p> <p>Inventory Demand Through A Reservation S system</p>	<p>Textbook, Chapter 9</p> <p>Discussion Questions: Q.2, 3 and 5.</p> <p>Group Presentation Group 9 and 10</p>
9	<p><b>Creating Service Environment</b></p> <p><b>Managing g People for Service Advantage</b></p> <p>What is the Purpose of Service Environments?</p> <p>    Shaping Customers' Experiences and Behaviors</p> <p>    For Image, Positioning and Differentiation</p> <p>    Part of the Value Proposition</p> <p>    Facilitate the Service Encounter and Enhance Productivity</p> <p>Understanding Consumer Responses to Service Environments</p> <p>    The Services cap Model - An Integrative Framework of Consumer Responses to Service Environments</p> <p>Dimensions of the Service Environment</p> <p>Service Employees are Extremely Important</p> <p>Frontline Work is Difficult and Stressful</p>	<p>Textbook, Chapter 10 and 11</p> <p>Discussion Questions: Chapter 10 Q.2 and 3; Chapter 11 Q.1, 2 and 3</p>

	<p>Cycle of Failure, Mediocrity and Success</p> <p>Human Resource Management - How To Get It Right</p> <ul style="list-style-type: none"> <li>Hiring the Right People</li> <li>Tools to Identify the Best Candidates</li> <li>Train Service Employee Actively</li> <li>Empower the Frontline</li> <li>Build High-Performance Service-Delivery Teams</li> <li>Motivate and Energize People</li> </ul> <p>Service Leadership and Culture</p>	
<b>10</b>	<p><b>Managing Relationships and Building Loyalty</b></p> <p>The Search for Customer Loyalty</p> <p>The Wheel of Loyalty</p> <p>Building Foundation for Loyalty</p> <ul style="list-style-type: none"> <li>Customer Satisfaction and Service Quality Are Prerequisites for Loyalty</li> </ul> <p>Strategies for Developing Loyalty Bonds with Customers</p> <ul style="list-style-type: none"> <li>Deepening the Relationship Through Cross-Selling and Bundling</li> <li>Encouraging Loyalty Through Reward-Based Bonds</li> <li>Building Higher-Level Bonds</li> </ul> <p>Strategies for Reducing Customer Defections</p> <ul style="list-style-type: none"> <li>Analyze Customer Defections and Monitor Declining Accounts</li> <li>Address Key Churn Drivers</li> <li>Implement Effective Complaint Handling and Service Recovery Procedures</li> <li>Increase Switching Costs</li> </ul> <p>CRM: Customer Relationship Management</p> <ul style="list-style-type: none"> <li>Common Objectives of CRM Systems</li> <li>What Does A Comprehensive CRM Strategy Include?</li> <li>Common Failures in CRM Implementation</li> </ul>	<p>Textbook, Chapter 12</p> <p>Discussion Questions: Q.1, ,3 and 7.</p>


	How To Get CRM Implementation Right	
<b>11</b>	<b>Complaint Handling and Service Recovery</b> Customer Complaining Behavior Customer Responses to Effective Service Recovery Impact of Effective Service Recovery on Customer Loyalty The Service Recovery Paradox Principles of Effective Service Recovery Systems Service Guarantees Jaycustomers	Textbook, Chapter 13  Discussion Questions: Q.2, 3 and 5
<b>12</b>	<b>Improving Handling and Service Recovery</b> Integrating Service Quality and Productivity Strategies What is Service Quality The GAP Model Measuring and Improving Service Quality Learning from Customer Feedback Tools to Analyze and Address Service Quality Problems Return on Quality Defining and Measuring Quality Defining and Measuring Productivity	Chapters 14 Discussion Questions: Q.6, 7 and 8

**Date revised: April 10th, 2023**



Hà Minh Trí



	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

### Course Name: **LEADERSHIP**

Course Code: BA098IU

#### 1. General information

<b>Course designation</b>	Leadership is designed for students to provide with the necessary basic information for developing leadership skills and styles and develop an understanding of the components that make leadership successful and prepares students for leadership roles in the community and in their professions.
<b>Semester(s) in which the course is taught</b>	1 & 2 & 3
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective course
<b>Teaching methods</b>	Lectures, group assignments & presentation, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03

<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• This introductory course presents leadership using a personal leadership perspective and framework. It provides students with the necessary basic information for developing leadership skills and styles.</li> <li>• Further, this course assumes that everyone has leadership potential, students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders and learn about the importance of personal development. It will put students in positions of leadership at some capacity, upon graduation.</li> <li>• Thus, this course is crucial to help students understand issues from both the leader and follower perspectives. Students will have the opportunity to engage in activities which will help students to develop students' leadership styles.</li> <li>• This course will combine the theoretical concepts from class with applications, so students can understand why and how things work in the leadership context.</li> </ul>		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	<p>CLO1. To understand what leadership is and what leaders do.</p> <p>CLO2. To become aware of the importance of power and influence in shaping effective leadership, discover some leadership styles and to be able to apply reflection in developing effective leadership knowledge, skills and abilities.</p>	
	<b>Skill</b>	CLO3. To recognize and understand different approaches to and models of leadership.	

		CLO4. The ability to identify and debate critical issues / problems, as well as to evaluate financial information, make decisions and reflect critically on the justification for decisions
	<b>Attitude</b>	CLO5. To identify hazards to effective leadership including but not limited to ethical, personal, and organizational issues.

<b>Content</b>	<p><b>The description of the contents should clearly indicate the weighting of the content and the level.</b></p> <p><b>Weight: lecture session (3 hours)</b></p> <p><b>Learning level: I (Introduced); R (Reinforced); M (Mastered)</b></p>		
		<b>Topic</b>	<b>Weight</b>
		<b>Chapter 1: Who Is a Leader and What Skills Do Leaders Need?</b>	<b>I, R</b>
		<b>Chapter 2: Leadership Traits and Ethics</b>	<b>I, R</b>
		<b>Chapter 3: Leadership Behavior and Motivation</b>	<b>I, R</b>
		<b>Chapter 4: Contingency Leadership Theories</b>	<b>I, R</b>
		<b>Chapter 5: Influencing: Power, Politics, Networking, and Negotiation</b>	<b>I, R</b>
		<b>Chapter 6: Communication, Coaching, and Conflict Skills</b>	<b>I, R</b>
		<b>Chapter 7: Leader–Member Exchange and Followership</b>	<b>I, R</b>

	<b>Chapter 8: Team Leadership and Self-Managed Teams</b>	1	I, R
	<b>Chapter 9: Charismatic and Transformational Leadership</b>	1	I, R
	<b>Chapter 10: Leadership of Culture, Ethics, and Diversity</b>	2	I, R
	<b>Chapter 11: Strategic Leadership and Change Management</b>	1	I, R
	<b>Chapter 12: Crisis Leadership and the Learning Organization</b>	1	I, R
<b>Examination forms</b>	Group Assignment & Presentation + attendance : 30% Mid-term examination: 30% Final examination: 40% Total 100%		
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
<b>Reading list</b>	[1] Textbook: Lussier, R. N., & Achua, C. F. (2016). Leadership: Theory, Application, & Skill Development (6th edition). <i>Cengage Learning</i> . [2] Slides and other materials are provided in the Blackboard		

## 2. Planned learning activities and teaching methods

Week	Topic	CL O	Assessments	Learning activities	Resources
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1	<b>Course Introduction</b>	1		Lecture, Discussion Group's project guidelines	[1], [2]
2	<b>Chapter 1: Who Is a Leader (cc) and What Skills Do Leaders Need?</b>	1,3		Lecture, Discussion	[1], [2]
3	<b>Chapter 2: Leadership Traits and Ethics</b>	1,2	Group 1 Group Assignment & Presentation	Lecture, Discussion	[1], [2]
4	<b>Chapter 3: Leadership Behavior and Motivation</b>	1,3	Group 2 Group Assignment & Presentation	Lecture, Discussion	[1], [2]
5	<b>Chapter 4: Contingency Leadership Theories</b>	1,3	Group 3 Group Assignment & Presentation	Lecture, Discussion	[1], [2]
6	<b>Chapter 5: Influencing: Power, Politics, Networking, and Negotiation</b>	1,3,4	Group 4 Group Assignment & Presentation	Lecture, Discussion	[1], [2]
7	<b>Chapter 6: Communication, Coaching, and Conflict Skills</b>	1,2,3	Group 5 Group Assignment & Presentation	Lecture, Discussion	[1], [2]
8	<b>Chapter 7: Leader–Member Exchange and Followership</b>		Group 6 Group Assignment & Presentation		



4									I,R	
5									R	

**3. Date revised: June 4th, 2023**

**GRADING RUBRIC FOR WRITTEN COURSEWORK  
LEADERSHIP**

<b>Criteria</b>	<b>COMPLETELY FAIL</b> <b>Below 30%</b>	<b>INADEQUATE</b> <b>30% – 49%</b>	<b>ADEQUATE</b> <b>50% - 69%</b>	<b>ABOVE AVERAGE</b> <b>70% - 89%</b>	<b>EXEMPLARY</b> <b>≥ 90%</b>
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
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<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs
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					hs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments. Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.

		irrelevant.			
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**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>Department/School of Business</b></p>
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**COURSE SYLLABUS**  
**Course Name: Business game**  
Course Code: BA140IU

**1. General information**

Course designation	<i>Undegrad</i>
Semester(s) in which the course is taught	2
Person responsible for the course	<i>Bui Quang Thong</i>
Language	English
Relation to curriculum	<i>elective</i>
Teaching methods	<i>lecture, lesson, lab works, simulation</i>
Workload (incl. contact hours, self-study hours)	<i>(Estimated) Total workload: 45 hours</i>
Credit points	3
Required and recommended prerequisites for joining the course	NA
Course objectives	Present the principles of modern marketing management, as well as the unique challenges that businesses face while conducting the marketing activities in dynamic environment

	<p>Perceive the importance of strategic planning process for coordinated marketing activities conduction.</p> <p>Present the methodology used by businesses for product/services marketing strategies and plans development.</p> <p>Present specific marketing management areas with a special emphasis on: product life cycle, competition strategies and international business operations.</p> <p>Analyze the influence of competition on the marketing management process.</p>								
Course learning outcomes	<p>Upon the successful completion of this course students will be able to:</p> <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td>Knowledge</td><td><b>CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales</b></td></tr> <tr> <td>Skill</td><td><b>CLO 2 To prioritize actions with limited resources and partially incomplete information</b></td></tr> <tr> <td>Attitude</td><td><b>CLO 3 Practice collaborative, social and disciplines</b></td></tr> </table>	Competency level	Course learning outcome (CLO)	Knowledge	<b>CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales</b>	Skill	<b>CLO 2 To prioritize actions with limited resources and partially incomplete information</b>	Attitude	<b>CLO 3 Practice collaborative, social and disciplines</b>
Competency level	Course learning outcome (CLO)								
Knowledge	<b>CLO 1 Analyse customer segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales</b>								
Skill	<b>CLO 2 To prioritize actions with limited resources and partially incomplete information</b>								
Attitude	<b>CLO 3 Practice collaborative, social and disciplines</b>								
Content	<p>Hubro Marketing Simulation (HMS; <a href="https://hubro.education">https://hubro.education</a>) helps students obtain an overall practical understanding of the marketing curriculum's basic concepts and how marketing interplays with the rest of the business. The game addresses three skills, first, information literacy, as the students must manage various sources of information and interpret it according to set criteria. Second, the students are organized in groups, fostering collaborative, social and leadership skills. Yet, the game could be played alone and does not strictly qualify as a collaboration-demanding game. Third, the decision-making process requires problem-solving with no obvious correct answers or trial-and-error. A core task is to prioritize actions with limited resources and partially incomplete information. Students analyse customer</p>								

	<p>segments, identify preferences and habits, invest in technology and product development, organize promotions and distribution channels, set prices and define a marketing mix to maximize sales. The game gives indirect feedback through company performance.</p> <p>HMS integrates a range of functional business areas such as marketing, finance, research and development and production. Students manage a virtual company within a dynamic competitive environment, and it thus resembles other business and marketing simulation games. HMS provides a synthetic experiential learning environment that facilitates decision-making within a complex and dynamic setting. The game adds to the case-based instruction by letting students live out the cases.</p> <p>Students work together in groups and compete with other student groups in the classroom. Within-group discussion and collaboration on decisions requires the students to apply theory, make decisions and review consequences. Their decisions have important consequences as the students seek to gain profits, considered as overall scores, within each financial quarter and compete against other businesses run by fellow students or simulated by the game. Making decisions within a multifirm industry, students are responsible not only for their own firm's strategic decisions, but additionally for anticipating and reacting to the competitive decisions of their peers</p> <p>During classroom gameplay, the teacher explains gameplay rules, connect game content to curriculum objectives, encourage reflection and decide when to move from one financial quarter to the next.</p>
Examination forms	Grading: Against robot simulation: 35%, against team simulation 35%, attendance and group participation 30% (No midterm and final exam)
Study and examination requirements	<i>Students are required to earn a minimum of a 50% of the grade in order pass the course</i>
Reading list	<i>Hubro Marketing Simulation Guidelines (online)</i>

### **Learning Outcomes Matrix (optional)**

The relationship between Course Learning Outcomes (CLO) (1-4) and Program/Student Learning Outcomes (SLO) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1	x		x	x			x			x
2	x		x	x			x			x
3			x	x			x			x

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Introduction	1	NA	Simulation	Hubro online
2	Familiarize with the game - part 1	1	NA	Simulation	Hubro online
3	Familiarize with the game - part 2	1	NA	Simulation	Hubro online
4	Familiarize with the game - part 3	1	Computerized	Simulation	Hubro online
5	Pareto principles	2345	Computerized	Lecture/discussion	Pareto online
6	Target segments	23456	Computerized	Simulation	Hubro online
7	Product attributes for the chosen segments	23456	Computerized	Simulation	Hubro online
8	Pricing	23456	Computerized	Simulation	Hubro online
9	Midterm break				
10	Marketing media and channels	23456	Computerized	Simulation	Hubro online
11	Learn from the results	245	Computerized	Simulation	Hubro online
12	Learn from the results	245	Computerized	Simulation	Hubro online

13	Importance Performance analysis	246	Questions	Lectures	Online
14	Product LifeCycle Marketing Strategies	246	Question	Lectures	Online
15	Sum up	12345	NA	Presentation	
16					

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3
Against robot simulation (35%)	70 %Pass	70 %Pass	70 %Pass
Against team simulation (35%)	70 %Pass	70%Pass	70 %Pass
Group participation (30%)	100 %Pass	100 %Pass	100 %Pass

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

### 4. Rubrics (optional)

*This course uses the Hubro simulation. When students play the simulation, all activities are assessed by the simulation and converted to grade.*

#### 1. Grading checklist

Grading checklist for Written Reports			
Student: .....		HW/Assignment: .....	
Date: .....		Evaluator: .....	
	Max.	Score	Comments
Part 1..... (....%)			
Criterion 1:			
Criterion 2:			
Criterion 3:			
Criterion ...:			

<b>Part 2..... (....%)</b>			
<b>Criterion 1 ...:</b>			
<b>Criterion ...:</b>			
<b>Part 3..... (....%)</b>			
<b>Criterion 1...:</b>			
<b>Criterion ...:</b>			
<b>Part ..... (....%)</b>			
<b>TOTAL SCORE</b>	<b>100</b>		

## 2. Holistic rubric

<b>Holistic rubric for evaluating the entire document, e.g., exercises/quizzes/HW</b>	
<b>Score</b>	<b>Description</b>

Note: this rubric is also used to evaluate questions in an exam.

## 3. Analytic rubric

*Critical thinking value rubric for evaluating questions in exams:*

	<b>Capstone</b>	<b>Milestone</b>		<b>Benchmark</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.



<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions . Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions ). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points	Specific position (perspective , thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	of view are acknowledged within position (perspective, thesis/hypothesis).		
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities

**Oral communication value rubric for evaluating presentation tasks:**

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced	Organizational pattern (specific introduction and conclusion, sequenced	Organizational pattern (specific introduction and conclusion, sequenced	Organizational pattern (specific introduction and conclusion, sequenced material within

	material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	material within the body, and transitions) is clearly and consistently observable within the presentation.	material within the body, and transitions) is intermittently observable within the presentation.	the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

*Source: Association of American Colleges and Universities*

**Date revised: April 10th, 2023**

A handwritten signature in blue ink, appearing to be 'HMT' or similar, written in a cursive style.

Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY HCMC  
INTERNATIONAL UNIVERSITY**

**School of Business**

**COURSE SYLLABUS**

**Course Name: International Business Management**

**Course Code: BA151IU**

**1. General information**

<b>Course designation</b>	This course aims to examine the theory and practice of international business and multinational enterprise (MNE). The course analyses the factors that shape the globalization process and the internationalization of the firm and presents conceptual frameworks for the analysis of multinational enterprises. Key topics of study include: the impact of international environment (cultural, political, economic) on firm behaviors and operations; the evolution and development of multinational enterprises and their geographic sweep of international business activities; specific entry strategies, including foreign direct investment, exporting, licensing, franchising, manufacturing, acquisitions, joint ventures and strategic alliances; the movement of goods, services, capital, knowledge and technology across national borders; and the descriptions of the basic functions of a typical MNE.
<b>Semester(s) in which the course is taught</b>	
<b>Person responsible for the course</b>	
<b>Language</b>	English
<b>Relation to curriculum</b>	
<b>Teaching methods</b>	Lecture, presentation.

<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, class discussion, project preparation.): 45 Private study including examination preparation, specified in hours: 90		
<b>Credit points</b>	3		
<b>Required and recommended prerequisites for joining the course</b>	None		
<b>Course objectives</b>	After studying this course, the students would be able to the multiple complicated environments that multinational enterprises have to face how multinational enterprises gain competitive advantage by internationalizing their operations. BA151IU–International Business Management focuses on the operations of multinational enterprises on the international arena.		
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>		
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>	
	<b>Knowledge</b>	CLO1. Critically appreciate situations, in terms of their factual, political, temporal, and cultural dimensions to analyze the various international environment that MNEs are operating in	
	<b>Skill</b>	CLO2: Analysing how multinational enterprises (MNEs) attain global competitiveness  CLO3: Explain critically how MNEs conduct their functions and enhance their value chain in home and host environments	
	<b>Attitude</b>	CLO4. Employ multi-disciplinary perspectives in straightening out international business situations and projecting possible outcomes.	

<b>Content</b>	The description of the contents should clearly indicate the weighting of the content and the level. Weight: lecture session (3 hours) Teaching levels: I (Introduce); T (Teach); U (Utilize)
	<b>Topic</b>
	<b>Globalization</b>
	<b>National Differences in Political Economy</b>
	<b>Culture and Ethics in International Business</b>
	<b>International Trade Theory</b>
	<b>Constraints of International Trade and Regional Economic Integration</b>
	<b>Foreign Direct Investment</b>
	<b>The Strategy of International Business</b>
	<b>The Organization of International Business</b>
	<b>Global Production and Supply Chain Management</b>
	<b>Global Marketing and Business Analytics</b>
	<b>Global Human Resources Management</b>
	<b>Exporting, Importing, and Countertrade</b>
<b>Group Presentation Session</b>	
<b>Examination forms</b>	
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.



<b>Reading list</b>	<p><u>Textbook:</u>  [1] Charles Hill (2020), International Business – Competing in the Global Marketplace, 13th Edition, McGraw-Hill Higher Education (International) (e-text online).  [2] Charles Hill, Chow-Hou Wee, Krishna Udayasankar (2016), International Business - Asian Global Edition, 2nd Edition, McGraw Hill: Singapore. (library Thu Duc campus, hard copies).</p> <p><u>Reference Books:</u>  [3] Chris Bartlett and Sumantra Ghoshal (2003) Transnational Management: Text, Cases and Readings on Cross Border Management, 3<sup>rd</sup> edition, McGraw Hill.</p>
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## 2. Planned learning activities and teaching methods

<b>Week</b>	<b>Topic</b>	<b>CLO</b>
<b>1</b>	<b>Globalization</b>	<b>2,4</b>
<b>2</b>	<b>National Differences in Political Economy</b>	<b>2,4</b>
<b>3</b>	<b>Culture and Ethics in International Business</b>	<b>2,4</b>
<b>4</b>	<b>International Trade Theory</b>	<b>1,4</b>
<b>5</b>	<b>Constraints of International Trade and Regional Economic Integration</b>	<b>1,4</b>
<b>6</b>	<b>Foreign Direct Investment</b>	<b>1,4</b>
<b>7</b>	<b>The Strategy of International Business</b>	<b>1,3,4</b>
<b>8</b>	<b>The Organization of International Business</b>	<b>3,4</b>
<b>9</b>	<b>Global Production and Supply Chain Management</b>	<b>3,4</b>
<b>10</b>	<b>Global Marketing and Business Analytics</b>	<b>3,4</b>
<b>11</b>	<b>Global Human Resources Management</b>	<b>3,4</b>
<b>12</b>	<b>Exporting, Importing, and Countertrade</b>	<b>3,4</b>
<b>13</b>	<b>Group Presentation Session</b>	<b>1,2,3,4</b>

## 3. Rubrics (optional)

**Grading checklist**

<b>Grading checklist for Written Plan</b>			
<b>Student: .....</b>		<b>HW/Assignment: .....</b>	
<b>Date: .....</b>		<b>Evaluator: .....</b>	
	<b>Max.</b>	<b>Score</b>	<b>Comments</b>
<b>Technical content (90%)</b>			
<b>Executive Summary</b>	<b>5</b>		
<b>Product/Service Feasibility</b>	<b>15</b>		
<b>Business Strategy and Competitor Analysis</b>	<b>30</b>		
<b>Marketing Strategy</b>	<b>15</b>		
<b>Financial Plan</b>	<b>15</b>		
<b>Implementation Plan</b>	<b>10</b>		
<b>Presentation (10%)</b>			
<b>Clear, attractive, and persuasive presentation</b>	<b>5</b>		
<b>Professional attitude</b>	<b>5</b>		
<b>TOTAL SCORE</b>	<b>100</b>		

**Rubric**

Criteria	COMPLETELY FAIL Below 30%	INADEQUATE 30% – 49%	ADEQUATE 50% - 69%	ABOVE AVERAGE 70% - 89%	EXEMPLARY ≥ 90%
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<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task.  There is no overall sense of creative coherence.  Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims.  Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence.  Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence.  Satisfactory solutions are offered and supported

<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.
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**Oral communication value rubric for evaluating presentation tasks:**

Source: Association of American Colleges and Universities

	Capstone	Milestone		Benchmark
	4	3	2	1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
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<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
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<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Date revised: April 10th, 2023



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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### COURSE SYLLABUS

## Course Name: **WORKSHOP 2 ON INTERNATIONAL BUSINESS**

Course Code: **BA273IU**

### 1. General information

<b>Course name</b>	<b>WORKSHOP 2 ON INTERNATIONAL BUSINESS</b>
<b>Course Code</b>	BA273IU
<b>No of credits</b>	2
<b>Degree Level</b>	Bachelor in Business Administration
<b>Time Allocation</b>	07 classes; 1 class = 4 periods; 1period = 45 minutes
<b>Pre-requisite</b>	No
<b>Main objectives</b>	<p>Inviting guest speakers on international business to a workshop can serve various valuable objectives, enriching the learning experience and providing unique insights to participants. The main objectives of inviting guest speakers on international business include:</p> <ul style="list-style-type: none"> <li>- Real-World Application: Speakers with practical experience can bridge the gap between theoretical knowledge and real-world application, offering case studies and examples from their own international business ventures.</li> <li>- Diverse Perspectives: speakers from different backgrounds, industries, or regions can bring diverse perspectives to the discussion, giving participants a broader understanding of global business dynamics.</li> <li>- Networking Opportunities: speakers often have extensive professional networks and can facilitate valuable networking opportunities for participants, connecting them to industry experts and potential mentors.</li> <li>- Inspiration and Motivation: Hearing success stories and challenges faced by speakers can inspire and motivate participants to pursue international business opportunities with greater confidence and determination.</li> <li>- Current Trends and Updates: speakers can provide insights into the latest trends, developments, and emerging issues in the field of international business, helping participants stay up-to-date with industry changes.</li> </ul>



	- Q&A and Interaction: Participants can engage in interactive Q&A sessions with speakers, enabling them to ask questions and seek advice on specific issues, challenges, or opportunities they are interested in.
<b>Description</b>	The course is designed to enrich the learning experience, provide practical insights, and connect participants to the broader international business community.
<b>Student's tasks</b>	<ul style="list-style-type: none"> <li>- Attend more than 80% of contact hours in order to be accepted to the final examination</li> <li>- Actively participate in class activities</li> <li>- Fulfill tasks given by instructor after class</li> <li>- Use their own laptop in class only for learning purpose</li> <li>- Read the textbook in advance</li> <li>- Access the course website (www.cms.fpt.edu.vn) for up-to-date information and material of the course, for online supports from teachers and other students and for practicing and assessment.</li> </ul>
<b>Teaching &amp; Learning Materials</b>	Guest speakers provide materials
<b>Assessment scheme</b>	1. Report: 100%
<b>Scoring scale</b>	<b>100</b>
<b>Schedule</b>	See Appendix 1
<b>Exam structure</b>	See Appendix 2
<b>Approval Date</b>	
<b>Approval Level</b>	

### Matching the Program's Expected Learning Outcomes and the Course Learning Outcomes

	<b>Program Expected Learning Outcomes</b>	<b>Course Learning Outcome</b>
<i>a.</i>	<i>Business Knowledge</i>	

	a1.Students possess extended, updated knowledge about business management which is based on the platform of the knowledge that has been taught at the undergraduate level: knowledge of marketing management. statistics in business, business finance, accounting, strategic management, international business management, human resource management, supply chain management, management information system, production and operation management, economics and organizational behavior.	LO1, 2, 3, 4, 5
	a2. Students gain knowledge of scientific research methods to become capable researchers in Business Administration field. With the acquired knowledge, they can continue to learn Doctoral program in Business Administration.	
	a3. Students have deep knowledge about current economic issues in Vietnam as well as in the world economy. They understand micro and macro environmental factors that can affect company business performance and success. They know about various models used to analyze strength, weakness, threats and opportunities for strategic planning and forecasting purpose.	LO1, 2, 3, 4, 5
<b>b.</b>	<b><i>Skill</i></b>	
	b1. Students master up-to-date scientific research methods and tools in the field of economics and management. They can recognize practical business problems, do researches and propose measures to solve the problems.	
	b2. Students acquire skills of critical thinking, analyzing, researching, evaluating, comparing, synthesizing, which they can use to find out and solve business problems and make relevant business decisions. The students master communication skills and social skills, which help them work successfully in an international multicultural environment.	
<b>C.</b>	<b><i>Abilities</i></b>	
	c1.Students are able to take management positions of all levels at domestic and foreign companies in various sectors of an economy. They can perform well management functions of planning, organizing, coordinating, motivating, leading, and controlling. They are able to make appropriate decisions in fast changing market	LO1, 2, 3, 4, 5

	conditions. They are able to design and develop strategic plans and policies for companies.	
<b>d.</b>	<b><i>Virtue</i></b>	
	d1.Students possess professional ethics, moral, and proper understanding of integrity, responsibility, accountability. Students are aware of unethical and illegal behavior and actions. They stand against bribery and corruption.	LO1, 2, 3, 4, 5
<b>e.</b>	<b><i>Language and computer skills</i></b>	
	e1.Students master English skills that they use effectively in an international working environment. They can work well with foreign partners and colleagues. They can use English well in negotiation and networking, communication and reporting.	LO1, 2, 3, 4, 5
	e2.Students have good computer skills they can use for their management purpose. They can use some computer software to do research, process data and perform statistical analysis.	

## APPENDIX 1

Session	Content		Learning Outcomes	Bloom's Taxonomy	Category	Teacher's Material	Student Homework's Material
	Version 1	Version 2					
1	<b>INTRODUCTION</b>			KN & CO	Lecture		
2	<b>GUEST SPEAKER</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture	Provide in class	
3	<b>GUEST SPEAKER</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture	Provide in class	
4	<b>GUEST SPEAKER</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture	Provide in class	
5	<b>GUEST SPEAKER</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture	Provide in class	
6	<b>GUEST SPEAKER</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture	Provide in class	

7	<b>SUMMARY</b>		LO1, 2, 3, 4, 5	KN & CO	Lecture		
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## APPENDIX 2

**Evaluation structure**

<b>Evaluati on Categor y</b>	<b>Pa rt</b>	<b>Weig ht</b>	<b>Durati on</b>	<b>Learnin g Outcom es</b>	<b>Types of questi on</b>	<b>Numb er of questi on</b>	<b>Scope of knowled ge and skill of question s</b>	<b>Ho w?</b>	<b>Not e</b>
Final exam		100%	Report	LO1,2,3, 4,5	Open-ended questions relating to the topics		The question will cover the lectures, class discussions, activities, exercises	Home report	
<b>Total</b>		<b>100 %</b>							

**BLOOM'S TAXONOMY**[Knowledge \(KN\)](#)

Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Its characteristics may include:

- Knowledge of specifics—terminology, specific facts
  - Knowledge of ways and means of dealing with specifics—conventions, trends and sequences, classifications and categories
  - Knowledge of the universals and abstractions in a field—principles and generalizations, theories and structures
- Example: Name three common varieties of apple.

[Comprehension \(CO\)](#)

Comprehension involves demonstrating an understanding of facts and ideas by organizing, summarizing, translating, generalizing, giving descriptions, and stating the main ideas.

Example: Summarize the identifying characteristics of a Golden Delicious apple and a Granny Smith apple.

[Application \(AP\)](#)

Analysis involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations. Its characteristics include:

- Analysis of elements
- Analysis of relationships
- Analysis of organization

Example: Compare and contrast four ways of serving foods made with apples and examine which ones have the highest health benefits.

### Synthesis (SY)

Synthesis involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole. Its characteristics include:

- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations

Example: Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Argue for the health benefits of using the ingredients you chose versus the original ones.

### Evaluation (EV)

Evaluation involves presenting and defending opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Its characteristics include:

- Judgments in terms of internal evidence
- Judgments in terms of external criteria

Example: Which kinds of apples are best for baking a pie, and why

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>Department/School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: International Financial Management**

Course Code: **BA051IU**

### 1. General information

<b>Course designation</b>	This subject will provide the general framework of international finance; a framework that highlights the fundamentals of international finance theory (e.g., exchange rate determinants, foreign exchange exposure, foreign exchange markets, interest rate parity). The subject is designed to lay the groundwork for students to be an active learner of international finance and to develop knowledge, capability, and skills necessary for making sound financial decisions for a multinational firm.
<b>Semester(s) in which the course is taught</b>	1, 2
<b>Person responsible for the course</b>	Asso. Prof. Vo Thi Quy (PhD)
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lecture, Q&A, Group research project
<b>Workload (incl. contact hours, selfstudy hours)</b>	<p>(Estimated) Total workload: 180</p> <p>Contact hours (please specify whether lecture, discussion, presentation session, etc.): 45</p> <p>Private study including examination preparation, specified in hours: 90</p>

<b>Credit points</b>	3
<b>Required and recommended prerequisites for joining the course</b>	None
<b>Course objectives</b>	Students will be provided with skills of using data from a variety of sources, be introduced to contemporary computing and database environments, such as R/Python, and be exposed to case studies from outside the classroom. Through this unit, students will become acquainted with the challenges of contemporary data science and gain an appreciation of the foundational skills necessary to turn data into information.

<b>Course learning outcomes</b>	<b>Upon the successful completion of this course, students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<p>CLO1. Explain international financial theory and applications to solve issues related to exchange rate determinants, foreign exchange exposure, foreign direct investment, and currency hedging in business for sustainable development.</p> <p>CLO2. Apply knowledge gained from this course to make decisions, manage and solve issues related to exchange rate determinants, foreign exchange exposure, foreign direct investment, and currency hedging in business for sustainable development.</p>
	<b>Skill</b>	<p>CLO3. Use ICTs and English to develop effective communication and presentation to connect people and to change business behavior towards justice in the global and local context and able to collaborate effectively in teams to develop comprehensive communication strategies.</p> <p>CLO4: Use effective written communication strategies, persuasive arguments and critical and analytical thinking skills to analyze complex business information.</p>

	<b>Attitude</b>	CLO5. Respect diversity and take responsibility to act for justice and fairness in finance management in both global and local environment.
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<b>Content</b>	<b>The description of the contents should clearly indicate the weighting of the content and the level.</b> <b>Weight: lecture session (3 hours)</b> <b>Learning levels: I (Introduce); T (Teach); U (Utilize)</b>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	Globalization and Multinational Financial Management	1	I, T
	Balance of Payments	1	T, U
	The markets for Foreign Exchange	1	T, U
	International Parity Relationships and Forecasting Foreign Exchange Rates	2	T, U
	Futures and Options on Foreign Exchange	2	T, U
	Measuring Exposure to Exchange Rate Fluctuations	2	T
	Management of Transaction Exposure	1	T, U
	Management of Economic Exposure and Management of Translation Exposure	1	T, U
	Interest Rate and Currency Swaps	1	I, T
	Foreign Direct Investment and Cross-Border Acquisitions	1	I, T
	International Capital Structure and the Cost of Capital	1	I, T
	International Capital Budgeting	1	I, T
<b>Examination forms</b>	<b>Multiple-choice questions, short-answer questions</b>		



<b>Study and examination requirements</b>	<p><b>Attendance:</b> A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged.</p> <p><b>Assignments/Examination:</b> Students must have more than 50/100 points overall to pass this course.</p>
<b>Reading list</b>	<p><b>Textbooks:</b></p> <p>[1] International Financial Management, 13th edition, Jeff Madura (2018) – Cengage Technology Edition (Asia version)</p> <p>[2] International Financial Management, 8th edition. Cheol Eun, Bruce Resnick (2018) - McGraw-Hill Education.</p> <p>Other data sources:</p> <p>[3] Wall Street Journal: <a href="http://www.ws.com">www.ws.com</a></p> <p>[4] Yahoo Finance: <a href="http://finance.yahoo.com">http://finance.yahoo.com</a></p> <p>[5]. Bloomberg Net: <a href="http://www.bloomberg.com">www.bloomberg.com</a></p> <p>[6] Financial Times: <a href="http://www.ft.com">www.ft.com</a></p> <p>[7] IMF: <a href="http://www.imf.org">www.imf.org</a></p> <p>[8] World Bank: <a href="http://www.worldbank.com">www.worldbank.com</a></p> <p>[9]. ADB: <a href="https://www.adb.org">https://www.adb.org</a></p>

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-5) and Program Learning Outcomes (PLO) (1-10) is shown in the following table:

	PLO									
CLO	1	2	3	4	5	6	7	8	9	10
1	x								x	
2									x	
3		x			x					
4					x					
5						x				

## 3. Planned learning activities and teaching methods

Week	Topic	CL O	Assessme nts	Learning activities	Resourc es
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<b>1</b>	Globalization and Multinational Financial Management	1		Course Introduction, Forming study group, Introducing research project	[1].[2]
<b>2</b>	Balance of Payments	1,2		Lecture, Q&A,	[1].[2].[8]

				HW1 assigned	
<b>3</b>	The markets for Foreign Exchange	1,2,3	HW1	Lecture, HW1 feedback,	[1].[2].[3]
<b>4&amp;5</b>	International Parity Relationships and Forecasting Foreign Exchange Rates	1,2,3	HW2	Lecture, Q&A, HW2 assigned Group work	[1].[2].[5]
<b>6</b>	Futures and Options on Foreign Exchange	1,2,3		Lecture, HW2 feedback	[1].[2].[5].[6]
<b>7</b>	Measuring Exposure to Exchange Rate Fluctuations	1,2,3		Lecture, Group work,	[1].[2].[6]
<b>8</b>	Management of Transaction Exposure	1,2,3		Lecture, Group work	[1].[2]
<b>9&amp;10</b>	<b>Midterm</b>				
<b>11</b>	Management of Economic Exposure and Management of Translation Exposure	1,2,3		Lecture, Group work,	[1].[2]
<b>12</b>	Interest Rate and Currency Swaps	1,2,3		Lecture, Group work	[1].[2] & [3] ... [8]
<b>13</b>	Foreign Direct Investment and Cross-Border Acquisitions	1,2,3	HW3	Lecture, HW3 assigned	[1].[2].[3] ... [8]
<b>14</b>	International Capital Structure and the Cost of Capital	1,2,3	HW4	Lecture, HW3 feedback HW4 assigned	[1].[2].[3] ... [8]

<b>15</b>	International Capital Budgeting	1,2,3		Lecture, HW4 feedback	[1].[2]. [3 ... 8]
<b>16</b>	Group presentation	1,2,3 ,4	Presentati on, Group project Report	Presentation, Submission of Group project report	
<b>17</b>	Group presentation (continue)	1,2,3 ,4	Presentati on, Group project Report	Presentation, Submission of Group project report	
<b>18</b>	<b>Revision</b>				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4
<b>Homework (10%)</b>	60%	60%	60%	60%
<b>Group Project (20%)</b>	60%	60%	60%	60%
<b>Midterm exam (30%)</b>	60%	60%	60%	
<b>Final exam (40%)</b>	60%	60%	60%	

Note: %Pass: Target that % of students having scores greater than 50 out of 100.

#### 5. Rubrics (optional)

#### GRADING RUBRIC FOR WRITTEN COURSEWORK

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
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<b>Organisation and clarification</b>	No evidence of organization and coherence	Does not organise ideas logically and with clarification. Limited evidence of coherence Ideas lack consistence	Generally organised logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported


<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear were inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks. There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly. Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly. The problems are well resolved

<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí

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**COURSE SYLLABUS  
IMPORT EXPORT MANAGEMENT  
BA084IU**

**1. General information**

Course designation	The basic objective of this course is to provide to students with the necessary knowledge, skills and foundations for acquiring a wide range of rewarding careers into the rapidly expanding world of Import & Export Management.
Semester(s) in which the course is taught	1, 2

Person responsible for the course	Ms. Nguyen Thi Hong An	
Language	English	
Relation to curriculum	Compulsory, specialization	
Teaching methods	Materials (books, reports, newspapers, videos), Lecture, exercise, group project, quizzes, presentation	
Workload (incl. contact hours, self-study hours)	<p><i>(Estimated) Total workload: 135</i></p> <p>15 classes; 1 class = 3 periods; 1 period = 50 minutes</p> <p>Private study including examination preparation, specified in hours: 90</p> <p><i>Contact hours (please specify whether lecture, exercise, laboratory session, etc.): PA, contact via phone, facebook, facebook group, zalo message.</i></p>	
Credit points	3	
Required and recommended prerequisites for joining the course	International Economics	
Course objectives	<p>The basic objective of this course is to provide to students with the necessary knowledge, skills and foundations for acquiring a wide range of rewarding careers into the rapidly expanding world of Import &amp; Export Management. In addition, this course aims at imparting knowledge of trade procedures and documentation formalities with a view to enable the participants to develop a systematic approach in handling trade transaction and incidental paperwork.</p>	
<b>Course learning outcomes</b>	Upon the successful completion of this course students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1 (PLO1). Identify, Discuss and Apply the concepts, theories, and principles in import export in day-to-day business activities to support, sustain, innovate and solve issues in both local and global business environments. Applying the Law on Foreign Trade Management to practical foreign trade activities.

		<p>CLO2 (PLO9). Discuss and Apply concepts, the theory of import export (including Incoterms, International payments) import/export procedure, documentations, etc. in doing international business transactions to the students' initiating business transaction in the world markets, to make multi-disciplinary business decision in global context.</p>
	Skill	<p>Provide students with analytical skills. They are able to apply analysis techniques to draw valid conclusions on Import Export activities and provide recommendations.</p> <p>Provide students with communication skills to both domestic and international audiences.</p> <p>Provide them with technology skills supporting for their import export jobs in the future.</p> <p>CLO3 (PLO9). Analyze import export knowledge in both written and spoken forms.</p> <p>CLO4 (PLO7). Generalize import export problems/concerns as well as to evaluate statements information to reflect critically on the justification for decisions.</p>
	Attitude	<p>CLO5 (PLO4). Explain the ethical requirements of import export business activities to reach a decision</p> <p>CL06 (PLO6). Practice and Act as global people who identifies with being part of a large global community, uses the skills and knowledge acquired to contribute to that global community, take actions to support sustainable business environment at both local and global levels.</p> <p>Students will have perspectives on globalization; responsive to cross-cultural issues.</p>



<b>Content</b>	<p>The course is divided into three parts, which focus on the most important aspects of Import/ Export Management.</p> <p>The first part:</p> <ul style="list-style-type: none"> <li>introduces the current Law on Foreign Trade Management in Vietnam such as different activities in foreign trade, Principles &amp; responsibility of state management of foreign trade, Ban/ Suspension/ Restriction on Import or Export , etc.</li> <li>introduces concepts, classification and the functions of export and import. Advantages and disadvantages, factors that affect the success of Import and Export activities are also analyzed.</li> </ul> <p>The second part:</p> <ul style="list-style-type: none"> <li>analyzes details of import/ export managerial activities such as the strategic use of Incoterms, International Payment methods, Import-Export contract Negotiation Techniques. Cargo Transportation, Logistics (<i>if any</i>).</li> </ul> <p>The last part:</p> <ul style="list-style-type: none"> <li>focuses on Elements of an Import/Export contract and various types of International trade contracts.</li> <li>Documentation in Import Export transactions</li> <li>Shares common risks in import export management</li> </ul> <p><i>(Notes: the contents of this course may be flexible and changed based on the needs/interest of the class and the learning situation of each particular class )</i></p>		
<b>Examination forms</b>	100% Multiple choices; or 60% Multiple choices and 40% Open questions (It may depend on each semester.)		
<b>Study and examination requirements</b>	<p><b><i>In order to pass this course, the students must:</i></b></p> <ul style="list-style-type: none"> <li><b><i>Achieve a composite mark of at least 50; and</i></b></li> <li><b><i>Make a satisfactory attempt at all assessment tasks (see below).</i></b></li> </ul> <table border="1"> <tr> <td>Class attendance, participation</td><td>10%</td></tr> </table>	Class attendance, participation	10%
Class attendance, participation	10%		

	Quizzes/group discussions/presentation	20%
	Midterm examination	30%
	Final examination	40%
	<b>Total</b>	100%
	<p><b>COURSE POLICIES</b></p> <p>-Student responsibility: It is expected that the students will spend at least six hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.</p> <p>- Attendance: Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty percent of scheduled classes they may be refused final assessment.</p> <p>Exemptions may only be made on medical grounds.</p> <p>- Missed tests: Students are not allowed to miss any of the tests (both on-going Assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.).</p>	
Reading list	<p>• <i>Books:</i></p> <ul style="list-style-type: none"> <li>• Donna Bade (2021), Export/Import Procedures and Documentation 5th Edition</li> <li>• Incoterms 2020, ICC. (<a href="#">Link</a>)</li> <li>• Foreign Trade Management Law 2017 and legal documents related to import and export (<a href="#">link</a>)</li> </ul> <p>The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.</p> <p>• Recommended Journals:</p>	

	<ul style="list-style-type: none"> <li>• Harvard Business Review International Business Review</li> <li>• Journal of Management Studies Asia Pacific Journal of Management</li> <li>• Industry and Trade Magazine</li> <li>• Customs Magazine - Agency of the General Department of Customs</li> <li>• Recommended Internet sites  <a href="http://www.unctad.org">"http://www.unctad.org"</a> UNCTAD (United Nations Conference on Trade and Development)  <a href="http://www.wto.org">"http://www.wto.org"</a> WTO (World Trade Organization)  <a href="http://www.businessweek.com">"http://www.businessweek.com"</a> Business Week  <a href="http://www.economist.com">"http://www.economist.com"</a> The Economist  <a href="http://www.forbes.com">"http://www.forbes.com"</a> Forbes </li> </ul>
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## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program/Student Learning Outcomes (SLO) (1 -9) is shown in the following table:

	PLO								
CLO	1	2	3	4	5	6	7	8	9
1	R,M								
2									R, M
3									R, M
4							R. M		
5				R, M		R, M			
6						R, M			

## 3. Planned learning activities and teaching methods

To ensure the effectiveness and relevance of learning outcomes, regular reviews are conducted. Feedback from previous and current students is gathered to assess the strengths and weaknesses of the existing outcomes. This feedback helps identify areas for improvement and informs the adjustment process. Through the iterative process of developing, reviewing, and adjusting PLOs, educational programs can stay aligned with changing educational needs, industry trends, and societal demands. This approach enables to provide high-quality education that equips students with the necessary skills for success in their chosen fields. Students have official channels to give their feedback through the course evaluation, the exit survey, and the class

private channel informed by the lecturer. All of these feedbacks have been usefully applied for teaching and learning improvement.

*This is the expected teaching schedule, may change each semester depending on the actual needs of students of each semester (topic, contents of each topic, assignment/project topic.).*

<b>Wee k</b>	<b>Topic</b>	<b>CLO</b>	<b>Assessmen ts</b>	<b>Learning activities</b>	<b>Resourc es</b>
<b>1</b>	<b>INTRODUCING THE COURSE SYLLABUS</b> <ul style="list-style-type: none"> <li>Learning objectives, Learning contents, Assessments</li> </ul> <b>INTRODUCING FOREIGN TRADE MANAGEMENT LAW</b>  <b>INTRODUCING IMPORT/EXPORT INDUSTRY</b>	CLO1 (PL01)  CLO5 (PLO4 )	Questions & answers	Slides;  Group discussion; Questions for Individual participation	Book & <a href="#">Link</a>
<b>2</b>	<b>INCOTERMS 2020</b> <ul style="list-style-type: none"> <li>Understand what INCOTERMS is, what incoterms do and do not, why they are important,</li> <li>Understand all terms in Incoterms 2020</li> </ul>	CLO1 (PL01)	Questions & answers	Slides;  Group discussion; Questions for Individual participation	Incoterm s 2020 ebook & slides
<b>3</b>	<b>INCOTERMS (continue)</b>	CLO1 (PL01)	Questions & answers	Slides;  Group discussion;	Incoterm s 2020 ebook & slides

	<ul style="list-style-type: none"> <li>• Understand all terms in Incoterms 2020</li> <li>• Discuss and Apply the Incoterms theory and knowledge gained to assumed business transactions in Import Export market.</li> </ul>	CLO2 (PL09)		Questions for Individual participation	
4	<b>INCOTERMS revision &amp; TEST</b>	CLO2 (PL09) CLO4 (PLO7)	MCQs	Quizzes	
5	<b>PRICING FOR EXPORTING</b> <ul style="list-style-type: none"> <li>• Pricing methods</li> <li>• How to calculate exporting price for each term.</li> <li>• Duty and other taxes calculation</li> </ul>	CLO2 (PLO9)	Exercises	Exercises/Questions & Answer	Slides
6	<b>INTERNATIONAL PAYMENT METHODS</b> <ul style="list-style-type: none"> <li>• Cash in advance</li> <li>• Open account</li> <li>• Counter trade</li> <li>• Documentary collection</li> <li>• Remittance</li> <li>• Documentary credits</li> </ul>	CLO1 (PLO1) CLO3 (PLO9)	Questions & answers	Slides; Group discussion; Questions for Individual participation	Book & slides
7	<b>INTERNATIONAL PAYMENT METHODS (continue)</b>	CLO1 (PLO1)	Questions & answers	Slides; Group discussion;	Book & slides

	<ul style="list-style-type: none"> <li>• Cash in advance</li> <li>• Open account</li> <li>• Counter trade</li> <li>• Documentary collection</li> <li>• Remittance</li> <li>• Documentary credits</li> </ul>	CLO3 (PLO9)		Questions for Individual participation	
8	<b>Revision quiz</b> Do exercises on Incoterms, Pricing calculation and international payment methods	CLO2 (PL09) CLO4 (PLO7)	MCQs and open questions	Quizzes	
9	<b>Midterm</b>				
10	<i>The contents of NEGOTIATION may be changed to another contents (such as Transportation, Logistics, Customs, ... based on the interest of the particular class).</i> <b>BASIS KNOWLEDGE IN NEGOTIATION</b> <ul style="list-style-type: none"> <li>• Understand the basics of verbal and nonverbal communication;</li> <li>• Understand the basic international negotiation processes;</li> <li>• Understand the basic tactics of</li> </ul>	CLO1 (PLO1) CLO5 (PLO4)	Questions & answers	Slides; Group discussion; Questions for Individual participation	Slides

	international negotiations; <ul style="list-style-type: none"> <li>• Recognize and respond to the “dirty tricks”;</li> <li>• Matters to keep in mind and matters to avoid in negotiating;</li> <li>• Negotiating styles;</li> <li>• Identify the personal characteristics of the successful international negotiator</li> </ul>				
11	<b>TECHNIQUES OF IMPORT EXPORT CONTRACT NEGOTIATION</b> <ul style="list-style-type: none"> <li>• Types of Negotiation</li> <li>• Negotiation through Email</li> <li>• Face-to-Face Negotiation</li> <li>• Types of Business Letters</li> <li>• Techniques used in negotiation</li> </ul> <b>IMPORT EXPORT CONTRACT</b> <ul style="list-style-type: none"> <li>• What it is</li> <li>• What it should describe</li> <li>• Its forms</li> </ul>	CLO1 (PLO1)  CLO5 (PLO4)	Questions & answers	Slides; Group discussion; Questions for Individual participation	Book & slides

	• Preparation steps				
12	<b>IMPORT EXPORT CONTRACT (continued)</b> <ul style="list-style-type: none"> <li>Structures</li> <li>Terms and conditions</li> <li>Analyse sample contracts</li> </ul>	CLO3 (PLO9) CLO4 (PLO7)	Questions & answers	Slides; Group discussion; Questions for Individual participation	Slides
13	<b>IMPORT EXPORT DOCUMENTATION</b> <ul style="list-style-type: none"> <li>Export Documentation <ul style="list-style-type: none"> <li>The importance and requirements</li> <li>Classification of export documents</li> <li>Commercial documents with specimen</li> <li>Shipping transaction case and responsibilities</li> <li>Helpful hints for export documents</li> </ul> </li> <li>Commercial Invoice in details (with additional separate materials provided)</li> </ul> <b>RISK MANAGEMENT IN IMPORT - EXPORT BUSINESS</b>	CLO1 (PLO1) CLO6 (PLO6)	Exercise	Slides; Group discussion; Exercise/Questions for Individual participation	



14	Sharing of GUEST SPEAKER from the Industry	CLO4 (PLO7) CLO6 (PLO6)		Presentation	
15	GROUP PRESENTATION (or group report) & REVISION for the final exam	CLO3 (PLO9) CLO4 (PLO7)	Group presentation; MCQs and open questions	Group presentation; Quizzes/Exercise	
16	Final exam				

#### 4. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Assignments (30%)	70%Pass		70%Pass		
Mid-term Exam (30%)		70%Pass			70%Pass
Final exam (40%)		70%Pass		70%Pass	

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

#### 5. Rubrics (optional)

##### 1. Grading rubric for presentation (if any)

	Capstone 3	Milestone 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.

<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## 2. Grading rubric for group report (if any)

	<b>Capstone</b> 4	<b>Milestones</b> 3                      2		<b>Benchmark</b> 1
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject,	Uses appropriate, relevant, and compelling content to explore ideas within the context of the	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

	conveying the writer's understanding, and shaping the whole work.	discipline and shape the whole work.		
<b>Sources and Evidence</b>	Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

### 3. Grading rubric for essay (if any)

Criteria	Score Ranging				Contribution
	From 9 - 10	7 - below 9	5 – below 7	Below 5	
Content	Present the main content fully and creatively	Full description of the required content	Present 2/3 of the required content	Present ½ of the required content	90%
Formality	The presentation is clean, beautiful	The presentation is not nice and clean	The presentation is not beautiful	The presentation is not beautiful	10%

	and easy to read.	but easy to read	and difficult to read	and difficult to read	
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**4. Grading rubric for group work in class (if any)**

Criteria	Score Ranging				Contribution
	From 9 - 10	7 - below 9	5 – below 7	Below 5	
Content	Present the main content fully and creatively	Full description of the required content	Present 2/3 of the required content	Present ½ of the required content	90%
Formality	The presentation is clean, beautiful and easy to read.	The presentation is not nice and clean but easy to read	The presentation is not beautiful and difficult to read	The presentation is not beautiful and difficult to read	10%

**5. Grading rubric for group homework in class (if any)**

Criteria	Score Ranging				Contribution
	From 9 - 10	7 - below 9	5 – below 7	Below 5	
Content	Present all required content with creativity	Complete content, missing or incorrect each content will deduct 1 point	Complete 2/3 of the required content, missing or wrong each content will deduct 1 point	Complete ½ of the required content, missing or wrong each content will deduct 1 point	90%
Formality	Present the correct form of a report, without typographical or typographical errors. Beautiful presentation, unique design	Present the correct form of a report, without typographical or typographical errors. Beautiful presentation. For each form or spelling	Improper presentation, spelling errors. No pictures, videos	Improper presentation, spelling errors. No pictures, videos	10%

		error, 0.5 . will be deducted			
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**6. Grading rubric for class discussion (if any)**

Criteria	Score Ranging				Contribution
	From 9 - 10	7 - below 9	5 – below 7	Below 5	
Number of speeches	From 9 - 10	7 - below 9	5 – below 7	Below 5,  1 speech for 1 point	100%

**7. GRADING RUBRIC FOR WRITTEN COURSEWORK (for midterm exam or final exam if any)**

Criteria	<b>INADEQUATE</b> <b>10% – 49%</b>	<b>ADEQUATE</b> <b>50% - 59%</b>	<b>ABOVE AVERAGE</b> <b>60% - 74%</b>	<b>EXEMPLAR Y</b> <b>≥ 75%</b>
<b>Organisation and clarification</b>	Does not organise ideas logically and with clarification.  Limited evidence of coherence  Ideas lack consistence	Generally organised logically, with evidence of progression  Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression.  Responds appropriately and relevantly, although some ideas are underdeveloped.	Response is focused, detailed and non-tangential.  Shows a high degree of attention to logic and reasoning of points.  Clearly leads the reader to the conclusion and stirs thought regarding the topic

<p><b>Originality and usefulness of the analysis</b></p>	<p>Demonstrates an incomplete grasp of the task.</p> <p>There is no overall sense of creative coherence.</p> <p>Arguments are addressed incompletely.</p>	<p>Shows ability to identify legal issues, gather the facts and develop claims.</p> <p>Argument are addressed well but no links with evidence</p>	<p>Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.</p> <p>Overall, an acceptable solution is offered and explained</p>	<p>Shows strong ability to identify legal issues, gather the facts and develop claims as well as link claims with evidence.</p> <p>Satisfactory solutions are offered and supported</p>
<p><b>Use of data/information</b></p>	<p>Shows little information from sources. Poor handling of sources</p>	<p>Shows moderate amount of source information incorporated.</p> <p>Some key points supported by sources.</p> <p>Quotations may be poorly integrated into paragraphs.</p> <p>Some possible problems with source citations</p>	<p>Draws upon sources to support most points.</p> <p>Some evidence may not support arguments or may appear where inappropriate.</p> <p>Quotations integrated well into paragraphs.</p> <p>Sources cited correctly</p>	<p>Draws upon primary and secondary source information in useful and illuminating ways to support key points.</p> <p>Excellent integration of quoted material into paragraphs. Source cited correctly</p>
<p><b>Use of frameworks</b></p>	<p>Shows limited ability to structure problems in correspondence</p>	<p>Shows effort to link problems with the</p>	<p>Shows ability to structure problems in correspondence to theoretical</p>	<p>Shows ability to structure problems in correspondence to</p>

	ce to theoretical frameworks	theoretical frameworks . There are still some mistakes	frameworks correctly. Minor mistakes in resolving problems.	theoretical frameworks correctly. The problems are well resolved
<b>Quality of arguments</b>	Shows little attempt to offer support for key claims or to relate evidence to analysis.  The reasons offered are irrelevant.	Shows argument of poor quality.  Weak, undevelope d reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: International Marketing**

Course Code: **BA145IU**

**1. General information**

<b>Course designation</b>	The course is designed to provide undergraduate students with up-to-date knowledge of international marketing issues that MNCs are facing. The course focuses on analyzing the cultural environment of global markets, assessing global market opportunities and developing global marketing strategies. It focuses on the understanding the dynamic environment of international trade; the impact of international environment on firm's global marketing standardization versus local adaptation strategy; developing global marketing strategies, including planning and organizing 4Ps marketing strategies; implementing global marketing strategies, including negotiating with international customers, partners and regulators.
<b>Semester(s) in which the course is taught</b>	
<b>Language</b>	English
<b>Relation to curriculum</b>	
<b>Teaching methods</b>	Student-centered method
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 135 Contact hours (please specify whether lecture, class discussion, project preparation.): 45 Private study including examination preparation, specified in hours: 90



<b>Credit points</b>	03
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<b>Required and recommended prerequisites for joining the course</b>	None								
<b>Course objectives</b>	After studying this course, the students would be able to analyze the dynamic of cultural environment of global marketing and formulate and implement global-local marketing strategies in international markets.								
<b>Course learning outcomes</b>	<p><b>Upon the successful completion of this course students will be able to:</b></p> <table> <tr> <th>Competency level</th><th>Course learning outcome (CLO)</th></tr> <tr> <td><b>Knowledge</b></td><td>CLO1. Analyze the dynamic of cultural environment of global marketing. CLO2. Formulate and implement global-local marketing strategies in international markets.</td></tr> <tr> <td><b>Skill</b></td><td>CLO3. Apply group working skills to make the international marketing strategies. CLO4. Use presentation skills to present their project.</td></tr> <tr> <td><b>Attitude</b></td><td>CLO5. State the ethical requirements of international marketing activities.</td></tr> </table>	Competency level	Course learning outcome (CLO)	<b>Knowledge</b>	CLO1. Analyze the dynamic of cultural environment of global marketing. CLO2. Formulate and implement global-local marketing strategies in international markets.	<b>Skill</b>	CLO3. Apply group working skills to make the international marketing strategies. CLO4. Use presentation skills to present their project.	<b>Attitude</b>	CLO5. State the ethical requirements of international marketing activities.
Competency level	Course learning outcome (CLO)								
<b>Knowledge</b>	CLO1. Analyze the dynamic of cultural environment of global marketing. CLO2. Formulate and implement global-local marketing strategies in international markets.								
<b>Skill</b>	CLO3. Apply group working skills to make the international marketing strategies. CLO4. Use presentation skills to present their project.								
<b>Attitude</b>	CLO5. State the ethical requirements of international marketing activities.								

<b>Content</b>	<p><b>The description of the contents should clearly indicate the weighting of the content and the level.</b></p> <p><b>Weight: lecture session (3 hours)</b></p> <p><b>Learning level: I (Introduce); T (Teach); U (Utilize)</b></p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>The Scope and Challenge of International Marketing.</b>	1	I, T
	<b>Cultural Dynamics Culture Pervasive Impact.</b>	1	I, T, U

	<b>Culture, Management Style, and Business Systems.</b>	1	I, T
	<b>Emerging Markets.</b>	1	I, T, U
	<b>Developing Global Vision Through Marketing Research.</b>	1	I, T
	<b>Global Marketing Management.</b>	2	I, T, U
	<b>Product and Service for Consumers.</b>	1	I, T, U
	<b>Product and Service for Businesses</b>	1	I, T, U
	<b>International Marketing Channels.</b>	1	I, T, U
	<b>Integrated Marketing Communication (IMC) and International Advertising.</b>	1	I, T, U
	<b>Pricing for International Markets.</b>	1	I, T, U
	<b>Personal Selling and Sales Management.</b>	1	I, T, U
<b>Examination forms</b>	Multiple-choice questions, Short-answer questions, Case analysis		
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.		
<b>Reading list</b>	1. Textbook: Philip R. Cateora, Marry C. Gilly and John L. Graham, (2019), <i>International Marketing</i> , 18 th Edition, McGraw Hill. <u>Reference Books:</u> 2. Warren J. Keegan and Mark C. Green, (2019), <i>Global Marketing</i> , 10th Edition, Pearson.		

**Learning Outcomes Matrix (optional)**

The relationship between Course Learning Outcomes (CLO) (1-5) and Program/Student Learning Outcomes (SLO) (1-10) is shown in the following table:

	PLOs									
CLOs	1	2	3	4	5	6	7	8	9	10
1			x	x	x					
2				x	x	x				
3			x							
4			x							
5			x							

## 2. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
1	Chapter 1: The Scope and Challenge of International Marketing.	1	Case MCQs; analysis	Lecture, Discussion Group's project guidelines	[1], [2]
2	Chapter 4: Cultural Dynamics Culture Pervasive Impact.	1,2,3,4	Case MCQs; analysis	Lecture, Discussion	[1], [2]
3	Chapter 5: Culture, Management Style, and Business Systems.	1	MCQs; analysis Case	Lecture, Discussion	[1], [2]
4	Chapter 9: Emerging Markets.	1,2,3,4,5	MCQs; analysis Case	Lecture, Discussion	[1], [2]
5	Chapter 8: Developing Global Vision Through Marketing Research.	1	Case MCQs; analysis	Lecture, Discussion	[1], [2]

<b>6, 7</b>	<b>Chapter 12:</b> Global Marketing Management.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>8</b>	<b>Midterm</b>	<b>1,2,3</b>	<b>Short-answer questions; MCQs/ Case analysis</b>		
			<b>50%*</b>		
<b>9</b>	<b>Chapter 13:</b> Product and Service for Consumers.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>10</b>	<b>Chapter 14:</b> Product and Service for Businesses	2,3, 4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>11</b>	<b>Chapter 15:</b> International Marketing Channels.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>12</b>	<b>Chapter 16:</b> Integrated Marketing Communication (IMC) and International Advertising.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>13</b>	<b>Chapter 18:</b> Pricing for International Markets.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>14</b>	<b>Chapter 17:</b> Personal Selling and Sales Management.	2,3,4,5	MCQs; Case analysis	Lecture, Discussion	[1], [2]
<b>15</b>	<b>Oral group project presentation</b>	4,5	Oral Presentation 70%*	Q&A	
<b>16</b>	<b>Course review</b>				
<b>17</b>	<b>Final exam</b>	<b>1,2,3, 4,6</b>	<b>Short- answer questions; MCQs/ Case analysis 50%*</b>		

Note:\* Target that 70% of students having scores greater than 70 out of 100.

### 3. Assessment plan

Assessment Type	CLO1	CLO2	CLO3	CLO4	CLO5
Attendance check, group presentation (15%)	50%	50%	50%	50%	50%
Group report (15%)	50%	50%	50%	50%	50%
Midterm exam (30%)	50%	50%			50%
Final exam (40%)	50%	50%			50%

*Note: %Pass: Target that % of students having scores greater than 50 out of 100.*

**3. Date revised: October 10th, 2024**

**GRADING RUBRIC FOR WRITTEN COURSEWORK INTERNATIONAL  
MARKETING (BA145IU)**

Criteria	<b>COMPLETELY FAIL</b> Below 30%	<b>INADEQUATE</b> 30% – 49%	<b>ADEQUATE</b> 50% - 69%	<b>ABOVE AVERAGE</b> 70% - 89%	<b>EXEMPLARY</b> ≥ 90%
<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic

<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported
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<b>Use of data/information</b>	Shows no effort to incorporate information from primary and secondary sources	Shows little information from sources. Poor handling of sources	Shows moderate amount of source information incorporated. Some key points supported by sources. Quotations may be poorly integrated into paragraphs. Some possible problems with source citations	Draws upon sources to support most points. Some evidence may not support arguments or may appear where inappropriate. Quotations integrated well into paragraphs. Sources cited correctly	Draws upon primary and secondary source information in useful and illuminating ways to support key points. Excellent integration of quoted material into paragraphs. Source cited correctly
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<b>Use of frameworks</b>	Shows no effort to structure problems in correspondence to theoretical frameworks	Shows limited ability to structure problems in correspondence to theoretical frameworks	Shows effort to link problems with the theoretical frameworks.  There are still some mistakes	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  Minor mistakes in resolving problems	Shows ability to structure problems in correspondence to theoretical frameworks correctly.  The problems are well resolved
<b>Quality of arguments</b>	Shows no effort to construct logical arguments.  Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis.  Reasons offered are irrelevant.	Shows arguments of poor quality.  Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments.  Clear reasons are offered to support key claims.

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: Global Strategic Management**  
**Course Code: BA099IU**

1. General Information:

- • Name of course: Global Strategic Management
- • Course code: BA099IU
- • Course Lecturer:

2. Course type:

Specialization Core Requirement Elective

3. Number of credits: 3 credits

4. Prerequisite: BA162IU (Strategy Formulation and Implementation)

5. Parallel teaching in the course: None

6. Course Description: This course focuses on building successful global long term objectives and strategies consistent with company vision and mission in an era of globalization. It introduces students to worldwide challenges and opportunities and provides them theoretical and pragmatic approaches to capture business optimization anywhere in the formulation and implementation of long term global corporate, business, and functional strategies

7. Course objectives:

This course aims to embrace traditional strategic management, but extent it to a global scale. It offers an insight into the impact of globalization on business organization and how manager could and should react to it. Key topics of study include: the defining of what globalization mean for business enterprise; analyses the different components of a global strategy; describe the advantage and disadvantage of various forms of organizational designs; form pure geographical to global and matrix models; focus on mergers and acquisitions as a means of achieving globalization; the analysis of opportunities and risks, discuss the various the various decision choices in entering a country; deals with localization of operational facilities; deals with management of research and development global companies as well as knowledge management.



## 8. Textbooks and references: Textbook:

Lasserre, P. (2007), Global Strategic Management, 2<sup>nd</sup> edition, Palgrave Macmillan.

## Reference Books:

Frynas, J.G. and Mellahi, K. (2011), Global Strategic Management, Oxford University Press.

## 9. Learning outcomes

### Course Learning Outcomes

### Program Learning Outcomes

<p>After completing the course, students should have developed skills in</p> <ul style="list-style-type: none"><li>• • Analysing how multinational enterprises (MNEs) attain global competitiveness</li><li>• • Analysing main issues that companies and their managers confront when they ‘go global’ or ‘manage globally’</li><li>• • Formulating realistic strategies and developing implementation plans to execute those strategies</li></ul>	<ul style="list-style-type: none"><li>• • Applied research. Conduct, write and present applied research relevant to this course.</li><li>• • Situational exploration. Critically appreciate situations, in terms of their factual, political, temporal, and cultural dimensions.</li><li>• • Problem resolution. Structure and propose solutions to organisational problems that enable management to guide multinational organizations through complex and ambiguous environments.</li><li>• • Argument and reasoning. Analyse, evaluate and construct arguments employing different modes of reasoning and different types of evidence.</li><li>• • Disciplinary and multidisciplinary perspective. Bring disciplinary and multi-disciplinary perspectives in straightening out situations and projecting possible outcomes</li></ul>
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## 10. Course implementation

Employing the interactive learning and problem-based teaching approach, this course emphasises the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help

students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real international business context. Students will present the case to the class and discuss with the peers.

## 11. Course outline

The following is the outline that sets topics for the course. The instructor reserves the right to revise this outline throughout the semester to either add or delete material as necessary to accomplish the goals of the course.

Week	Topic	Learning materials and activities
1	<p>Globalization of Market and Competition</p> <ul style="list-style-type: none"> <li>• The Phenomenon of globalization</li> <li>• Factors that Push for globalization</li> <li>• Benefits of globalization</li> <li>• The global integration/ Local responsiveness grid</li> <li>• Globalization: the macro Picture</li> </ul>	Text book, Chapter 1
2	<p>Designing a global Strategy and a global organization.</p> <ul style="list-style-type: none"> <li>• A Company business Strategy</li> <li>• Case study: Sony Corporation</li> </ul> <p>globalization</p> <ul style="list-style-type: none"> <li>• Frame work for global strategy</li> <li>• Structure, processes and culture</li> <li>• The global functional model</li> <li>• The single matrix model</li> <li>• The multi-business global product division model</li> </ul> <ul style="list-style-type: none"> <li>• The multi-business geographical model</li> <li>• The multi-business matrix model</li> <li>• Hybrid structural models</li> <li>• The transnational model</li> </ul>	Text book, chapter 2 and 3 Practices on case studies

3	<p>Global strategic alliances</p> <ul style="list-style-type: none"> <li>• Strategic alliances: typology and framework</li> <li>• Understanding the strategic context and spelling out the strategic value of an alliance</li> <li>• Partner analysis</li> <li>• Negotiation and design</li> <li>• Implementation</li> <li>• Global multilateral alliances</li> <li>• Alliance constellation Management</li> <li>• Criteria for successful alliances</li> </ul>	Text book, chapter 4 Practices on case studies
4	<p>Global mergers and acquisitions</p> <ul style="list-style-type: none"> <li>• The rationale for cross-border M&amp;A</li> </ul>	Textbook, chapter 5 Group presentation
	<ul style="list-style-type: none"> <li>• Cross-border acquisitions performance</li> <li>• Deciding on the M&amp;A</li> <li>• Integrating the companies: the integration phase</li> <li>• Integrating the companies: the transition phase</li> <li>• Integrating the companies: the consolidation phase</li> </ul>	
5	<p>Assessing countries' attractiveness</p> <ul style="list-style-type: none"> <li>• Why is a country attractive?</li> <li>• Market and industry opportunities</li> <li>• Assessing industry opportunities</li> <li>• Country risk analysis</li> <li>• Putting it all together</li> </ul>	Textbook, chapter 6 Group presentation
6	<p>Entry Strategies</p> <ul style="list-style-type: none"> <li>• Why enter? Defining strategic objectives for a country presence</li> <li>• Entry modes: how to enter</li> <li>• Entering a country through wholly-</li> </ul>	Textbook, chapter 7 Group presentation

	<p>owned subsidiaries, acquisitions, and joint ventures</p> <ul style="list-style-type: none"> <li>• Partner selection</li> <li>• Joint venture decay and failure</li> <li>• Entering a country through arm's length agreements: licensing, franchising, agents and distributors</li> </ul> <ul style="list-style-type: none"> <li>• Entry modes seen as 'real options'</li> <li>• Comparing and choosing an entry mode</li> </ul>	
7	<p>Global marketing and operations</p> <ul style="list-style-type: none"> <li>• Customer behavior, convergence and global segmentation</li> </ul>	<p>Textbook, chapter 8 &amp; 9 Group presentation</p>
	<ul style="list-style-type: none"> <li>• Product standardization</li> <li>• Global branding</li> <li>• Advertising</li> <li>• Global solution selling and marketing positioning</li> <li>• Global sourcing and logistics</li> <li>• The global management of infrastructure projects</li> </ul>	
8	<p>Gross-cultural management</p> <ul style="list-style-type: none"> <li>• Failures in cross-cultural interaction</li> <li>• The different facets of culture</li> <li>• Country clusters</li> <li>• Economic cultures</li> <li>• The impact of cultures on global management</li> </ul>	<p>Textbook, chapter 11 Group presentation</p>
9	<p>Global human resources management</p> <ul style="list-style-type: none"> <li>• Assignment of personnel: the global human resource wheel</li> <li>• Expatriate management • Localization</li> </ul>	<p>Textbook, chapter 12 Group presentation</p>

	• Skills development	
10	Global financial management <ul style="list-style-type: none"> <li>• Hedging against currency fluctuations</li> <li>• Project finance</li> <li>• Global capital structure</li> <li>• Trade finance</li> </ul>	Text book, chapter 13 Group presentation
11	Globalization and the Internet <ul style="list-style-type: none"> <li>• The business Internet space</li> <li>• Transacting through the Internet: the web-enabled company</li> </ul>	Text book, chapter 14 Group presentation

## 12 Revision lecture

### 12. Course Assessment:

#### 12.1 Formal Requirements

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

#### 12.2 Assessment Details

Mid-Term Exam (One Hour) 25% Written Assignment 20% Class Participation and Presentation 15% Final Exam (Two Hours) 40% Total 100%

#### 12.3 Project Report (Written Assignment)

The students are required to submit a project report in groups of three (3) on one topic.

Length and Style: Maximum 2,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of

other authors, including your fellow students or cutting and pasting from the Internet and other sources is an offence and will be seriously penalized.

**Due Date:** The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

#### 12.4 Marking criteria

Marking Criteria Marks Learning outcomes/attributes

Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc	20	Clarity of vision

#### 12.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

a) Presentation of case 10%

b) Class attendance and participation 5%

#### 12.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

#### 13. Student responsibility & Policies:

- - Student responsibility: It is expected that the students will spend at least six hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater. Over- commitment has been a cause of failure for

many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

- - Attendance: Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.
- Missed tests: Students are not allowed to miss any of the tests (both on-going assessment and final test). There are very few exceptions. (Only with extremely reasonable excuses, e.g. certified paper from doctors, may students re-take the tests.)



**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: INTERNATIONAL BUSINESS LAW**

**Course Code: BA152IU**

1. **Code:** BA152IU
2. **Number of Credits:** 3 (3;0)
3. **Prerequisite:** Business Law – BA081IU

4. **Course Description**

This is a course covering a broad range of laws that impact international business transactions and, correspondingly, international business decisions. Students will learn private and public international law and how it affects international business transactions. They will also be familiarized with basic principles of international dispute settlements. This course introduces to student basic principles of international trade, international sales .. and international organizations in charge of international business affairs.

5. **Overall Educational Objectives/ Learning Outcomes:**

At the conclusion of this course, students should be able to do the following:

- Identify potential legal risks in international business transactions
- Consider ethical constraints in making international business decisions
- Evaluate the impact of international legal issues on management decisions; and
- Know when to seek legal assistance

Students should also be able to effectively communicate their knowledge, opinions, and ideas both orally and in writing.

6. **Course Outline:**

- Introduction to various legal systems in the world
- Contracts and contractual law  
(Convention on the International Sale of Goods)
- Dispute resolutions: Litigation and international arbitration
- Incoterms
- International trade organizations (WWTO, EU, ASEAN)
- Export/Import transactions



**Detailed course outline:**

The syllabus will cover 45 hours, in 12 classes. Each class consists of 4 hours (from 8.00AM to 11.00AM, or from 1.00 PM to 4.00PM), to be divided in topics as follows:

- General Part: Introduction to International Business Law (International transactions)
- Comparative study of legal systems of the world. Public vs. Private International law
- Ethics and Dispute resolutions
- International Trade organizations and regulations  
Group discussion. Review for Mid-term Examination
- International contract
- National regulations on import/export activities
- Transportation of goods
- International trade finance  
Group Presentation and Review for Examination

**NOTES:**

- Field trip will be carried out if available. That counts for 1 lesson.

**7. Course Assessment Policy:**

- One midterm exam: 30%
- One comprehensive final exam: 40%
- In-class quizzes, class participation and learning attitude: 30%

**8. Textbooks and Other Required Materials:**

- International Business Law and Its Environment-6th edition, Richard Schaffer, 2005, Thomson (available)
- International Business Law-Test, Cases, and Readings - 4th edition, Ray August, 2003, Prentice Hall (available)

**9. References**

- Business Law Today, 6th Edition
- Mallor et al, Business Law and the Regulatory Environmen, (11th edition.).
- Mallor, Barnes, Bowers, Business Law ,The Ethical, Global, and Ecommerce Environment 13th Ed., Irwin/McGraw-Hill Co.,San Francisco, CA, 2004
- Law for Business-15th edition, Janet E.Ashcroft, 2005, Thomson (available)



**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: MARKETING RESEARCH**  
**Course Code: BA035IU**

**1. COURSE STAFF**

**Lecturer:** Kieu Anh Tai

Room: TBA

Telephone: TBA

E-mail: [ueh.marketing@gmail.com](mailto:ueh.marketing@gmail.com) (preferred contact method)

Consultation Hours: With appointment

**Teaching Assistant:** TBA

Room: TBA

Telephone: TBA

E-mail: TBA

Consultation Hours: TBA

All students are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: 3 hours per week

Venue: A603

**2.2 Units of Credit**

This course is worth 3 credits.

### **2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

### **2.4 Relationship of this course to others**

Though there is no prerequisite for this course, it is assumed that students enrolled in the course have a basic understanding of marketing terminology and concepts.

### **2.5 Approach to learning and teaching**

Employing the interactive, experiential learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. A hands-on market research project for a real business client consolidates the ideas and skills gained.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

This introductory course is designed to give students a practical understanding of how marketing research is conducted and managed for optimal results. They will gain an understanding of marketing research and an awareness of the relevant procedures and methodologies commonly used in business and industry. The major assignment is based on a project from industry. Working in teams, you will take the project through various stages of the marketing research process.

### **3.2 Student Learning Outcomes**

The emphasis in this course is on marketing research as an aid to management decision-making.

After completing the course, students will be able to

- Identify management problems and translate these into feasible research questions.
- Explain the concepts and methods of marketing research.

- Design and manage objective and unbiased research.
- Suggest appropriate courses of action based on marketing research information
- Critically evaluate research results.

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures, experiential exercises and presentations/discussions. Lectures and exercises elaborate the appropriate theoretical content in the textbook and readings. To further contextualise marketing research, a real world hands-on project is conducted throughout the subject.

In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions. All students are required to take active part in the discussions in class.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on assignment, preparing for presentation and attending classes. In periods where they need to additionally prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **4.2 Attendance**

Regular and punctual attendance at lectures and presentations is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

### **4.3 General Conduct and Behavior**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct, which unduly disrupts

or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

#### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### **5. LEARNING ASSESSMENT**

#### **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

#### **5.2 Assessment Details**

Class attendance and participation	5%
Research Project (Group)	25%
Mid-Term Exam (1-1.5 Hours)	30%
<u>Final Exam (Two Hours)</u>	<u>40%</u>
Total	100%

#### **5.3 Group Market Research Project**

Students will work in groups of 4-5 students. Each student group will specify a business problem to study.

The project is to be constructed in stages. The groups will discuss their work-in-progress during class seminars. A number of "milestone" submissions will be required for the group project.

Stage 1: Problem formulation & research design. **Submit research proposal (30%). (Max. 5 pages)**

Stage 2: Data collection. **Submit questionnaire (20%)**

Stage 3: Data analysis and presentation of results. **Report presentation (50%)**

*For project grade allocation, team members will optionally distribute the allocated mark according to the perceived contribution to the final result. This is done by a team member distributing 100 points among the team. Each team member's points are averaged at their weighting factor.*

#### **5.4 Class attendance and participation**

A minimum attendance of 80 percent is compulsory. Marks will be deducted for absence (2.5% per section). However, 100% class attendance does not automatically guarantee you full marks for this assessment component. Marks are to be earned up as a result of the ideas you bring in to the discussion in class. Ideas should be backed with relevant academic theory and students are expected to think critically about the issues discussed during class and peer presentations.

#### **5.5 Midterm and final exams**

The exam dates will be centrally scheduled by the university. Details will be given during the semester

#### **5.6 Special Consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

### **6. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

### **7. STUDENT RESOURCES**

## 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

### Textbook:

**Marketing research** by David A. Aaker, V. Kumar, George S. Day, New York John Wiley & Sons, 7<sup>th</sup> ed. (available from library)

### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance-learning course, and the students are expected to attend lectures and take notes. This way, the students will get the additional benefit of class interaction and demonstration.

### Recommended Internet sites

[Business Week](#)

[The Economist](#)

[Fortune](#)

[Forbes](#)

### Recommended Journals

Journal of marketing research

Journal of Marketing

The Journal of Brand Management

Harvard Business Review

Academy of Management Journal

## 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## COURSE SCHEDULE

<b>Week</b>	<b>Topic</b>	<b>Required readings and activities</b>
<b>1</b>	Introduction to marketing research	Course syllabus Chapters 1,2
<b>2</b>	Marketing research process Research design	Chapters 3, 4
<b>3</b>	Secondary and exploratory research	Chapters 5,6, 8
<b>4</b>	Descriptive research	Chapter 9,10 <b><u>Research proposal DUE</u></b>
<b>5</b>	Measurement and Scaling	Chapters 11
<b>6</b>	Questionnaire design	Chapters 12
<b>7</b>	Causal research	Chapters 13 <b><u>Questionnaire DUE</u></b>
	<b>Mid-term exam</b>	<b>No classes</b>
<b>8</b>	Sampling	Chapters 14, 15
<b>9</b>	Fundamentals of data analysis	Chapter 16
<b>10</b>	Presenting results	Chapters 23
<b>11</b>	No lecture	<b><u>Report presentation DUE</u></b>



<b>12</b>	<b>Course Review</b>	
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\* The week number refers to the sequence of class, not the University academic calendar's week number

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: CONSUMER BEHAVIOR**

**Course Code: BA083IU**

**1. Course Staff**

Teaching Staff: Dr. Ho Thi Bich Van

Office: 709, International University

Phone: 22114034

Email: [htbvan@hcmiu.edu.vn](mailto:htbvan@hcmiu.edu.vn)

Consultation Time: To be announced upon the commencement of the course.

**2. Information about the Course**

*2.1 Parallel Teaching in the course*

Not applicable.

*2.2 Relationship of This Course to Other Courses Offerings*

Prerequisite: *Principle of Marketing - BA003IU*

*2.3 Approach to Learning and Teaching*

The teaching and learning approach adopted in this course is learner-centered, and consequently, requires active student participation and contribution. The course facilitates both independent learning through individual tasks and collective learning through a range of group assignments.

**3. Course Aims and Learning Outcomes**

### *3.1 Course Aims*

This course focuses on examining and applying consumer behavior principles to the development and implementation of marketing strategies. To enhance our examination of consumer behavior, we focus on the impact of the new media on consumer information seeking, purchasing options, and decision making, recognizing that consumers have fast and convenient access to information about virtually any product or service they may wish to purchase. The course also provides students with many real-world examples in order to demonstrate how consumer behavioral concepts are used by marketing practitioners to solve marketing problems and to develop and implement effective marketing strategies.

### *3.2 Student Learning Outcomes*

By the end of the course, students should be able to:

- What are customer value, satisfaction, and retention?
- What are the impacts of digital technologies on marketing strategies?
- What are the rational and emotional bases for consumer actions?
- What is relationship between personality and understanding consumer diversity?
- How do consumers attempt to preserve or enhance their self-images by buying products and using services that they believe are congruent with their self-images and avoiding those that are not?
- What are the cultural dimensions of consumer behavior?
- How does consumer behavior differ across cultures?
- What are the levels of consumer decision making?
- What is the overview model of how consumers make decisions?

## **4. Learning Assessment**

### *4.1 Assessment Details*

Tasks	Due Time	Marks
1. Mid-Term Exam (One Hour)	Week 6	25%
2. Class Participation and Discussion		15%
3. Group Assignment	Week 11	20%
4. Final Exam (100 Minutes)		40%

#### *4.2 Group Assignment Submission and Presentation*

Students are required to submit a project report in group of 5-7 students on a topic assigned for each group. Following the submission in Week 11, group presentations are conducted in Week 12.

### **5. Course Resources**

*PowerPoint Course Lectures* provided by the lecturer.

*Textbook:* Leon G. Schiffman and Leslie Lazar Kanuk (2007) *Consuming Behavior*, Ninth Edition, Pearson Prentice Hall (available in the library of International University).

*Reference Books:*

Gerrit Antonides and W. Fred van Raaij (1999) (eds.) *Cases in Consumer Behavior*, First Edition, West Sussex: John Wiley and Sons (available in the library of International University).

John Swarbrooke and Susan Horner (2005) *Consumer Behavior in Tourism*, Oxford and MA: Elsevier (available in the library of International University).

*Recommended Journals:*

Journal of Consumer Behavior

Journal of Consumer Research

Harvard Business Review

Journal of Marketing Research

The Journal of Consumer Marketing

### **6. Continual Course Improvement**

The feedback information from students about the course is the primary source for continual course improvement. The feedback information will be gathered along the course through interactive discussions between lecturer and students. Besides, lecturer plans to provide students with updated journal articles related to relevant chapter topics of the course. This is also the secondary source for continual improvement.

### **7. Course Contents and Schedule**

Week	Chapter title	Material reading
1	<b>Chapter 1: Introduction to Consumer behavior and Consumer Research</b> Development of the marketing concept The marketing concept Segmentation, targeting, and positioning The marketing mix Customer value, satisfaction, and retention Providing customer value Customer satisfaction Customer retention A simplified model of customer decision making Consumer research paradigm Quantitative research Qualitative research Combining qualitative and quantitative research findings The consumer research process Developing research objectives Collecting secondary data Designing primary research Data analysis and reporting research findings Conducting a research study Ethics in consumer research Discussion questions	L. G. Schiffman et al. (2007), Chapter 1 and 2, pp. 1 - 40.
2&3	<b>Chapter 2: Customer Motivation, Personality, and Consumer Behavior</b> Motivation as psychological force Needs Goals Positive and negative motivation Rational versus emotional motives The measurement of motives Motivational research Evaluation of the need hierarchy and marketing applications	L. G. Schiffman et al. (2007), Chapter 4 and 5, pp. 80 - 145.

	<p>A trio of needs</p> <p>Ethics and consumer motivation</p> <p>Theories of personality</p> <p>Freudian theory</p> <p>Neo-Freudian personality theory</p> <p>Trait theory</p> <p>Personality and understanding consumer diversity</p> <p>Consumer innovativeness and related personality traits</p> <p>Cognitive personality factors</p> <p>From consumer materialism to compulsive consumption</p> <p>Consumer ethnocentrism: responses to foreign-made products</p> <p>Brand personality</p> <p>Brand personification</p> <p>Product personality and gender</p> <p>Product personality and geography</p> <p>Personality and color</p> <p>Self and self-image</p> <p>One or multiple selves</p> <p>The extended self</p> <p>Altering the self</p> <p>Virtual personality or self</p> <p>Discussion questions</p>	
3&4	<p><b>Chapter 3: Consumer Perception and Learning</b></p> <p>Elements of perception</p> <p>Sensation</p> <p>The absolute threshold</p> <p>Subliminal perception</p> <p>Dynamics of perception</p> <p>Perceptual selection</p> <p>Perceptual organization</p> <p>Perceptual interpretation</p> <p>Consumer imagery</p> <p>Product positioning</p> <p>Product repositioning</p> <p>Positioning of services</p>	<p>L. G. Schiffman et al. (2007), Chapter 6 and 7, pp. 146 - 228.</p>

	<ul style="list-style-type: none"> <li>Perceived price</li> <li>Perceived quality</li> <li>Price/quality relationship</li> <li>Retail store image</li> <li>Manufacturers' image</li> <li>Perceived risk <ul style="list-style-type: none"> <li>Perception of risk varies</li> <li>How consumer handle risk</li> </ul> </li> <li>Ethics and consumer perception</li> <li>The elements of consumer learning <ul style="list-style-type: none"> <li>Motivation</li> <li>Cues</li> <li>Response</li> <li>Reinforcement</li> </ul> </li> <li>Behavioral learning theories <ul style="list-style-type: none"> <li>Classical conditioning</li> <li>Instrumental conditioning</li> <li>Modeling or observational learning</li> </ul> </li> <li>Cognitive learning theory <ul style="list-style-type: none"> <li>Information processing</li> <li>Involvement theory</li> </ul> </li> <li>Measures of consumer learning <ul style="list-style-type: none"> <li>Recognition and recall measures</li> </ul> </li> <li>Ethics and consumer learning</li> <li>Discussion questions</li> </ul>	
5	<p><b>Chapter 4: Consumer Attitude Formation and Change</b></p> <ul style="list-style-type: none"> <li>Structural models of attitudes <ul style="list-style-type: none"> <li>Tri-component attitude model</li> <li>Multi-attribute attitude models</li> <li>Theory of trying-to-consume model</li> <li>Attitude-toward-the-ad models</li> </ul> </li> <li>Attitude formation <ul style="list-style-type: none"> <li>How attitudes are learned</li> <li>Sources of influence on attitude Formation</li> <li>Personality factors</li> </ul> </li> <li>Strategies of attitude change <ul style="list-style-type: none"> <li>Changing the basic motivational function</li> <li>Associating the product with a special</li> </ul> </li> </ul>	L. G. Schiffman et al. (2007), Chapter 8, pp. 230 - 264.

	group, event or cause Solving two conflict attitude Altering components of the multi-attribute model Changing beliefs about competitors' brands The elaboration likelihood model (ELM) Behavior can precede or follow attitude formation Cognitive dissonance theory Attribution theory Discussion Questions	
6	<b>Mid-Term Exam Section</b>	
7	<b>Chapter 5: Reference Group and Family Influences</b> Understanding the power of reference group A broadened perspective on reference groups Factors that affect reference group Influence Selected consumer-related reference groups Friendship groups Shopping groups Work groups Virtual groups or communities Consumer-action groups Celebrity and other reference group appeals Celebrities The expert The "common man" The executive and employee Spokesperson Trade or spokes-characters Other reference group appeals Socialization of family members Consumer socialization of children Adult consumer socialization Intergenerational socialization Other functions of the family Economic well-being	L. G. Schiffman et al. (2007), Chapter 10, pp. 300 - 342.



	<p>Emotional support</p> <p>Suitable family lifestyles</p> <p>Family decision making and consumption-related roles</p> <p>Key family consumption roles</p> <p>Dynamics of husband-wife decision making</p> <p>The expanding role of children in family decision making</p> <p>Discussion Questions</p>	
8	<p><b>Chapter 6: Social Class and Consumer Behavior</b></p> <p>What is social class?</p> <p>Social class and social status</p> <p>The dynamics of status consumption</p> <p>Social class is hierarchical and a form of segmentation</p> <p>Social-class categories</p> <p>The measurement of social class</p> <p>Subjective measures</p> <p>Reputational measures</p> <p>Objective measures</p> <p>Lifestyle profiles of the social class</p> <p>China: pursuing a middle-class lifestyle</p> <p>Social - class mobility</p> <p>Some signs of downward mobility</p> <p>Is horatio alger dead</p> <p>Geo-demographic clustering</p> <p>The affluent consumer</p> <p>Moving up to more “near” luxuries</p> <p>The working class and other non-affluent consumers recognizing the “techno-class”</p> <p>The geek gets status</p> <p>Selected consumer behavior application of social class</p> <p>Clothing, fashion, and shopping</p> <p>The pursuit of leisure</p> <p>Saving, spending, and credit</p> <p>Social class and communication</p> <p>Discussion Questions</p>	<p>L. G. Schiffman et al. (2007), Chapter 11, pp. 344 – 377.</p>

9&10	<p><b>Chapter 7: The Influence of Culture and Subculture on Consumer Behavior</b></p> <p>Basic characteristics of culture</p> <p>The measurement of culture</p> <ul style="list-style-type: none"> <li>Content analysis</li> <li>Consumer fieldwork</li> <li>Value measurement survey instruments</li> </ul> <p>Toward a shopping culture</p> <p>Types of subcultures</p> <ul style="list-style-type: none"> <li>Nationality subcultures</li> <li>Religious subculture</li> <li>Geographic and regional subculture</li> <li>Racial subculture</li> <li>Age subculture</li> <li>Sex as s subculture</li> </ul> <p>Sub-cultural interaction</p> <p>Discussion Questions</p>	L. G. Schiffman et al. (2007), Chapter 12 and 13, pp. 378 - 436.
11	<p><b>Chapter 8: Cross-Cultural Consumer Behavior: An International Perspective</b></p> <p>The imperative to be multinational</p> <ul style="list-style-type: none"> <li>Acquiring exposure to other cultures</li> <li>Country-of-origin effects</li> <li>What is national identity?</li> </ul> <p>Cross-cultural consumer analysis</p> <ul style="list-style-type: none"> <li>Similarities and differences among people</li> <li>The growing global middle class</li> <li>Acculturation is need marketing viewpoint</li> <li>Applying research techniques</li> </ul> <p>Alternative multinational strategies: global versus local</p> <ul style="list-style-type: none"> <li>Favoring a world brand</li> <li>Are global brands different?</li> <li>Multinational reactions to brand extensions</li> <li>Adaptive global marketing</li> <li>Frameworks for assessing multinational strategies</li> </ul> <p>Cross-cultural psychographic segmentation</p>	L. G. Schiffman et al. (2007), Chapter 14, pp. 438 - 460.

	Discussion questions	
12	<b>Chapter 9: Consumer Decision Making and Beyond</b> Levels of consumer decision making Extensive problem solving Limited problem solving Routinized response behavior Models of consumer: four views of consumer decision making An economic view A passive view An emotional view A model of consumer decision making Input Process Output Consumer gifting behavior Beyond the decision: consuming and processing Product have special meanings and memories Relationship marketing Discussion questions	L. G. Schiffman et al. (2007), Chapter 16, pp. 506 - 541.
13	<b>Revision Section and Exam Preparation</b>	

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: MARKETING STRATEGY**

**Course Code: BA142IU**

**1. COURSE STAFF**

**Lecturer:** TBA  
Room: TBA  
Telephone: TBA  
E-mail: TBA  
Consultation Hours: TBA

**Teaching Assistant:** TBA  
Room: TBA  
Telephone: TBA  
E-mail: TBA  
Consultation Hours: TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: TBA  
Venue: TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

## **2.4 Relationship of this course to others**

Prerequisite course: BA003IU – Principles of Marketing

Marketing Strategy is the capstone course for the undergraduate Marketing stream. It will draw on knowledge and skills developed in all the previous marketing subjects.

## **2.5 Approach to learning and teaching**

A marketing manager needs to be flexible, creative and thorough. Above all they need to have an ability to work cooperatively, as the delivery of a 'product' requires both coordination and collaboration from within the organization and with other external players in the market. To this end there will be a significant level of group-work in this course. Student involvement has a strong link to learning outcomes - so active participation and a positive attitude is encouraged.

This subject will most likely be being taken in your final undergraduate year. It represents the transition from 'student' to 'practitioner' and as such seeks to enhance life-long skills in learning. Students will be encouraged to hone groupwork, communication and task-management skills. There will be an opportunity to negotiate aspects of assessment and to tailor project topics to areas of particular interest to the student.

There will be a lecture where theoretical aspects of Marketing Strategy will be canvassed, tutorials encouraging deeper understanding of concepts and a teambased simulation that will challenge decision making and application skills. Students are encouraged to prepare, through reading widely and accessing multiple sources of information on the various topics.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

This course is about evaluating, developing and managing innovative and competitive marketing strategies. The central focus is on how marketing strategy and strategic marketing management can help achieve planned performance outcomes.

The overall objectives of the course are:

- to introduce methods of strategic thinking and some of the practical tools enabling development, evaluation and implementation of effective strategies; and
- to provide theories, frameworks and examples relating to the management of critical aspects of strategic marketing activity.

### **3.2 Student Learning Outcomes**

On successful completion of this capstone marketing course you should have:

1. Acquired an understanding of strategic marketing in the global business environment.
  - a. Developed an understanding of how the various sub-areas of marketing knowledge work together to provide depth to situation analyses.
  - b. Increased your awareness of the challenges facing marketers in meeting the needs of future markets.
  - c. Heightened your awareness of marketing's contribution to society through discussion of ethical and professional conduct and issues in corporate social responsibility.
2. An ability to explore and evaluate marketing situations with less than perfect knowledge.
  - a. Refined your information literacy skills.
  - b. Understand the nature of 'wicked' problems
  - c. Further develop written and verbal communication competence.
3. Developed team decision making skills: communication; planning; and management.
  - a. Engage actively in a marketing simulation
  - b. Demonstrated high levels of task and self management.
4. Developed critical thinking skills in relation to strategic, and tactical, decision making and implementation.
  - a. Acquired an understanding of a repertoire of tools available to support the development of sustainable competitive advantage.

### **3.3 Teaching Strategies**

Lectures will deliver a broad overview of the theoretical tools and frameworks available. I consider this to be the main communication vehicle for administrative information and thus expect you to ensure that you do not miss any information given in lectures. There will be some guest lectures to highlight issues that may be challenging or topical. It is important for you to expand what is presented with your own reading and by actively joining in class discussion on contentious, complex or challenging issues.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

## 4.2 Attendance

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

## 4.3 General Conduct and Behaviour

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

## 4.4 Keeping informed

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

# 5. LEARNING ASSESSMENT

## 5.1 Formal Requirements

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

## 5.2 Assessment Details

Mid-Term Exam (One Hour)	30%
Individual Assignment	20%
Class Participation	10%
Final Exam (Two Hours)	40%
Total	100%

## 5.3 Marking criteria (written assignment)

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

## 5.4 Class participation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of: Class attendance and participation 10%

## 5.5 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

Hooley, G., Piercy, N.F., Nicoulaud, B., 2008. *Marketing Strategy and Competitive Positioning Prentice Hall*, 4th ed.

Mullins J., Walker O., Boyd H., and Larréché J.-C., 2006 *Marketing Management: A Strategic Decision-Making Approach*, McGraw-Hill Boston.

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

## 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## 8. COURSE SCHEDULE

Week	Topic	Learning materials and activities
1	Introduction to Marketing Strategy	Textbook, Chapter 1  Forming Study groups



		Allocation of Discussion Questions
<b>2</b>	Understanding the decision environment	Textbook, Chapter 2  Case Discussion
<b>3</b>	STP overview Introduction to Capsim	Textbook, Chapter 3 and Chapter 4  Case Discussion
<b>4</b>	Understanding the decision environment	Textbook, Chapter 5  Case Discussion
<b>5</b>	Understanding the decision environment	Textbook, Chapters 6 & 8  Case Discussion
<b>6</b>	Competitive positions	Textbook, Chapters 7 & 15  Case Discussion
<b>7</b>	Competitive positioning.	Textbook, Chapter 12  Case Discussion
<b>8</b>	Competitive positioning continued.	Textbook, Chapter 13  Case Discussion
<b>9</b>	Competitive positioning continued.	Textbook, Chapter 16  Case Discussion
<b>10</b>	Implementation	Textbook, Chapter 17  Case Discussion
<b>11</b>	Implementation	Textbook, Chapter 18  Case Discussion
<b>12</b>	Overview of Capsim Review of major strategic concepts	Chapters 9, 10, 11 & 20  Case Discussion



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: MULTICULTURAL MANAGEMENT**

**Course Code: BA155IU**

**1. COURSE STAFF**

**Lecturer:** Dr. Phan Trieu Anh

Room: A.207

Telephone: 0822114034

E-mail: ptanh@hcmiu.edu.vn

Consultation Hours: 14.30 – 16.00 Thursday

**Teaching Assistant:** TBA

Room: TBA

Telephone: TBA

E-mail: TBA

Consultation Hours: TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: TBA

Venue: TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

## **2.4 Relationship of this course to others**

BA155IU–Multicultural Management provides extended discussion and training on cross-culture issues, especially in the business context. The prerequisite of the course is BA130IU–Organizational Behavior. BA155IU demonstrates the framework to analyze different cultures that an international executive has to face to work effectively with colleagues from different sectors/regions/countries. Students with major of **International Business** who have taken the courses of BA006IU–Business Communications or BA098IU–Leadership may benefit from this course as well, since it opens further dimensions to consider when the students wish to be more effective in communicating with or leading staff and co-workers from various cultures.

## **2.5 Approach to learning and teaching**

Employing the interactive learning and teaching approach plus the extensive use of multimedia for the students to experience cultural issues, this course is designed to provide the students with facts and data for their own interpretation and reasoning. The lecture materials will be shared on the collective mailbox of the class to help the students to preview the materials and to concentrate on observing and critical thinking during the lecture. The students are encouraged to interact with each other during the sessions in class. The sessions for presentations and discussions aim at fortifying the knowledge gained as well as enabling an overall interpretation of cultural clues at different levels, which help the students to see how the theoretical concepts are utilized in the multicultural business context. Students will have to work together for a group assignment beside an individual one.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

The aim of this course is to help to raise awareness among participants about the importance of being culture literate, and improve the skills of analyzing potential sources of conflicts in order to convert them into advantages. Specifically, the whole course is developed around a framework to analyze culture that consists of three layers, and with such, the students utilize to recognize differences in shaping and operating business. Strategies to become more effective in multicultural business context are also discussed and applied. The key topics of the course include: the significance of cultural literacy in the modern business environment; the three-layer model; different influential cultures; cultures and organization, human resource management, and strategy; the effective international manager; and the multicultural team.

### 3.2 Student Learning Outcomes

After completing the course, students should have developed skills in

- Analyzing and giving reasons or sources of cultural differences
- Discussing the potential cultural effects that influence key practices of an organization
- Discussing ways to become more effective in multicultural environment in the capacity of an individual expat or in the role of a manager

In generic terms, students completing this course are likely to achieve the following attributes:

- *Applied research.* Present applied research results relevant to the relevant topics.
- *Situational exploration.* Critically appreciate situations, in terms of their factual, and cultural dimensions.
- *Problem resolution.* Structure and propose solutions to organisational culture-related problems that enable management to guide multinational organizations through complex and ambiguous environments.
- *Argument and reasoning.* Analyse, evaluate and construct arguments, employing different modes of reasoning and different types of evidence.

### 3.3 Teaching Strategies

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form official learning groups (3-5 students/group) whose members are as diverse as possible. All students are required to take active part in the discussions in class and form temporary groups to gain better experience from different partners. Researching for video clips and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic and sharing are essentially encouraged. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases for which extensive interactions will be necessary.

## 4. STUDENT RESPONSIBILITIES AND CONDUCT

### 4.1 Workload

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

## **4.2 Attendance**

Regular and punctual attendance at lectures is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

## **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

## **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's registered mail addresses. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

# **5. LEARNING ASSESSMENT**

## **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

## **5.2 Assessment Details**

Mid-Term Exam (One hour and a half)	20%
Individual Research	20%
Group Assignment (Presentation)	20%
<u>Final Exam (Two hours)</u>	<u>40%</u>
Total	100%

### 5.3 Project work (Group Assignment)

Groups of 5 students will be formed. Each group will act as consultants to an MNC which is about to send executives to a new foreign market (of students' choice; in a specific sector/industry of students' choice too).

The group assignment is to develop a training package of culture that aims to improve the chance of success of the relocated executives. The groups have to try to collect relevant data and present them in a professional way. Basically, the groups should present useful info of country overview, national culture and business culture. Specific examples to illustrate the points made are expected.

Use of multimedia is encouraged: text, document, booklet, film, pictures, audio... to form the training package.

The lecturer will try to give groups contacts of natives from different countries so that they can arrange interviews for better insight into culture and business of the selected countries. The groups have to register the targeted countries with the lecturer so as to arrange contact with appropriate people.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

**Due Date:** The project report is due at (time) pm on (date, day). Assignments are to be handed to the teaching assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

### 5.4 Marking criteria (project report and individual presentation)

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case

Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organisation, clarity of expression, editing etc	20	Clarity of vision

### 5.5 Class participation

A minimum attendance of 80 percent is compulsory.

### 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.<sup>2</sup>

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

Schneider, S and Barsoux, J-L (2003), *Managing across cultures*, 2<sup>nd</sup> edition, Harlow (UK): FT/Prentice Hall

#### Reference Books:

Hickson, D. and Pugh, D. (1995), *Management Worldwide*, 1<sup>st</sup> edition, Penguin Books

Trompenaars, F. (1993), *Riding the Waves of Culture*, 1<sup>st</sup> edition, Nicholas Brealey Publishing

#### Additional materials

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<sup>2</sup> This is adapted with kind permission from the University of New South Wales.

The lecturer will attempt to make lecture notes and additional reading available to registered mailboxes. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and the students are expected to attend lectures and take notes. This way, the students will get the additional benefit of class interaction and demonstration.

#### Recommended Internet sites

[YouTube](#)

[Geert Hofstede](#)

[Wilderdom](#)

[What's up with culture?](#)

#### Recommended Journals

International Journal of Cross Cultural Management

Asia Pacific *Journal of Arts and Cultural Management*

## 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in the university intranet. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## 8. COURSE SCHEDULE

Session	Topic	Learning materials and activities
1	<b>Introduction to Multicultural Management</b> The definition of cross-cultural management Why cross-cultural management? Divergence Empirical issues of cross-cultural management Practical issues Organizations Individuals National cultures Stereotypes Institutional theory	Textbook, Chapter 1  Forming Study groups  Case: What's wrong with the time? What's wrong with Mr Legrand? Exercise: What do you think others see in you?
2	<b>Culture Explored</b> Definition of culture Layers of culture Artifacts and behaviour Values and beliefs Assumptions Patterns of cultures	Textbook, Chapter 2  Case: Germans in the eyes of an American Discussion: German cultural characteristics



	Linear active Multi active Reactive	Announcement of individual assignment
<b>3</b>	<b>Other Influential Cultures Discussion</b> Introduction various types of cultures Regional culture Professional culture Functional culture Industry culture Corporate culture Interactions with national culture	Textbook, Chapter 3  Discussion: Culture of East Asia Discussion: Culture of banking industry Case studies: Culture of Hewlett-Packard; Disney in Hong Kong
<b>4</b>	<b>Culture and Organization</b> Cultures influencing how organizations are developed Hofstede's studies The 4+1 dimensions Outcomes of the studies Culture assumptions exemplified in business Beliefs about organizations Culture and processes Policies and procedures Control Power Decision making	Textbook, Chapter 4  Discussion: Hofstede's website culture data  Discussion: Laurent's studies
<b>5</b>	<b>Culture and Strategy</b> Cultural layers revisited Culture and strategy What strategic decisions are made? How to make those decision? Two models of strategy Controlling model – cultural assumption Adapting model – cultural assumption Institutional environments Who influences corporate strategy? Implications for strategy Cross-culture cautions	Textbook, Chapters 5  Exercise: Vietnam-Germany Contract and force majeure  Discussion: Traits of culture in corporate strategies
<b>6</b>	<b>Presentations of individual assignments</b> Student individual presentation Lecturer feedback and reinforcement	
<b>7</b>	<b>Culture and Human Resource Management</b> Alignment between strategy and HR Introduction of HRM and culture Social perspective Instrumental perspective	Textbook, Chapter 6  Discussion : The difference in performance

	Links of HRM components and culture Cultural determinants Selection Socialization Compensation Training Performance management	management between East and West
<b>8</b>	<b>The ‘International’ Manager</b> The failure of expat executives and managers Cultural adjustment Levels of cultural awareness Cultural skills required to manage abroad Coordination of international mission Guide to further improve culture literacy	Textbook, Chapter 7  Case study: A lesson learned from a UN volunteer  Discussion: What you know about body language?
<b>9</b>	<b>The ‘Multicultural’ Team</b> Team and diversity Team process and culture Forming Storming Norming Performing Team’s tasks and processes in cultural perspective Team’s tasks Team’s processes	Textbook, Chapter 8  Discussion: Characteristics of a high performing team
<b>10</b>	<b>Group Assignment Presentation and Feedback</b> Presentations of group assignments Feedback and recap from lecturer	

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: Brand Management**  
Course Code: **BA082IU**

**1. General information**

<b>Course designation</b>	Brand Management focuses on Students majoring in <b>Marketing</b> . For study effectiveness students should study consumer behavior and marketing principle in advance which will provide student fundamentals for better understanding of brand management concepts.
<b>Semester(s) in which the course is taught</b>	1
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Teaching methods</b>	Lectures, projects, assignments, examinations.
<b>Workload (incl. contact hours, selfstudy hours)</b>	(Estimated) Total workload: 128 Contact hours: 38 (15 classes, 1 class = 3 periods, 1 period = 50 minutes) Private study including examination preparation, specified in hours: 90
<b>Credit points</b>	03

<b>Required and recommended prerequisites for joining the course</b>	None	
<b>Course objectives</b>	The aim of this course is to promote understanding of brand concepts and the formulation of strategies for building, leveraging, and defending brands. Further topics of study include branding execution and measurement, which focuses on the management of programs that influence consumer's and channel's behaviors. The course uses multiple formats to expose students to a comprehensive overview of the knowledge bases of effective brand management, which helps to enhance abilities to apply these concepts into developing competitive brand strategies and implementation plans.	
<b>Course learning outcomes</b>	<b>Upon the successful completion of this course students will be able to:</b>	
	<b>Competency level</b>	<b>Course learning outcome (CLO)</b>
	<b>Knowledge</b>	<p>CLO1. Describe branding terminology and concepts and the principles used in developing branding programs in a firm.</p> <p>CLO2. Identify brand elements that shape brand equity and branding activities for certain target markets.</p> <p>CLO3. Explain the different types of brand elements and marketing strategies in building strong brands.</p>
	<b>Skill</b>	<p>CLO4. Describe different research methodologies in developing branding plans.</p> <p>CLO5. Identify the components that help to organize and assign individuals or groups to work together in the planning, implementation and control of branding activities</p>
	<b>Attitude</b>	CLO6. State the ethical requirements of branding activities

<b>Content</b>	<p><b>The description of the contents should clearly indicate the weighting of the content and the level.</b></p> <p><b>Weight: lecture session (3 hours)</b></p> <p><b>Learning level: I (Introduced); R (Reinforced); M (Mastered)</b></p>		
	<b>Topic</b>	<b>Weight</b>	<b>Level</b>
	<b>Chapter 1: Introduction to Brand Management</b>	1	I, R
	<b>Chapter 2: Customer Based Brand Equity</b>	1	I, R
	<b>Chapter 3: Brand Resonance and the Brand Value Chain</b>	1	I, R
	<b>Chapter 4: Choosing Brand Elements to Build Brand Equity</b>	2	I, R
	<b>Chapter 5: Designing Marketing Programs to build Brand Equity</b>	1	I, R
	<b>Chapter 6: Integrating Marketing Communication to Build Brand Equity</b>	1	I, R
	<b>Chapter 7: Leveraging Secondary Associations to Build Brand Equity</b>	2	I, R
	<b>Chapter 8: Developing a Brand Equity Measurement and Management System</b>	1	I, R
	<b>Chapter 10: Designing and Implementing Branding Architecture</b>	1	I, R
	<b>Chapter 11: Designing and Implementing Branding Architecture</b>	1	I, R

	<b>Chapter 12: Managing Brands over Geographic Boundaries and Market Segments</b>	1	I, R	
<b>Examination forms</b>	Multiple-choice questions, Short-answer questions, Case analysis			
<b>Study and examination requirements</b>	Attendance: A minimum attendance of 80 percent is compulsory for the class sessions. Students will be assessed based on their class participation. Questions and comments are strongly encouraged. Assignments/Examination: Students must have more than 50/100 points overall to pass this course.			
<b>Reading list</b>	<p>[1] Textbook:  Keller, K. L. (2012), “Strategic Brand Management: Building, Measuring, and Managing Brand Equity”, 4th Edition, Pearson Prentice-Hall.</p> <p>Kapferer, J-N. (2012), “The New Strategic Brand Management: Advanced Insights and Strategic Thinking (New Strategic Brand Management: Creating &amp; Sustaining Brand Equity)”, 5th Edition, Kogan Page.</p> <p>Aaker, D. A.(2010), “Building Strong Brands”, Simon &amp; Schuster</p> <p>[2] Slides and other materials are provided in the Blackboard</p>			

## 2. Learning Outcomes Matrix (optional)

The relationship between Course Learning Outcomes (CLO) (1-6) and Program Learning Outcomes (PLO) (1-9) is shown in the following table:

	PLO								
CLO	1	2	3	4	5	6	7	8	9
1	I, R								
2	I, R								
3	I, R								
4		I, R							
5			I, R						
6				I, R					

## 3. Planned learning activities and teaching methods

Week	Topic	CLO	Assessments	Learning activities	Resources
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1	<b>Chapter 1: Introduction to Brand Management</b>	1	Case analysis	Lecture, Discussion  Group's project guidelines	[1], [2]
2	<b>Chapter 2: Customer Based Brand Equity</b>	1,2	MCQs;	Lecture, Discussion	[1], [2]
3	<b>Chapter 3: Brand Resonance and the Brand Value Chain</b>	1,2	MCQs; Case analysis	Lecture, Discussion	[1], [2]
4, 5	<b>Chapter 4: Choosing Brand Elements to Build Brand Equity</b>	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
6	<b>Chapter 5: Designing Marketing Programs to build Brand Equity</b>	1,2,3	Case analysis	Lecture, Discussion	[1], [2]
7, 8	<b>Chapter 6: Integrating Marketing Communication to Build Brand Equity</b>	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
9	<b>Midterm</b>				
10, 11	<b>Chapter 7: Leveraging Secondary Associations to Build Brand Equity</b>	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
12	<b>Chapter 8: Developing a Brand Equity Measurement and Management System</b>	1,2,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
13	<b>Chapter 10: Designing and Implementing Branding Architecture</b>	1,2,3	Quiz 70%*	Lecture, Discussion	[1], [2]

14	<b>Chapter 11: Designing and Implementing Branding Architecture</b>	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
15	<b>Chapter 12: Managing Brands over Geographic Boundaries and Market Segments</b>	1,3	MCQs; Case analysis	Lecture, Discussion	[1], [2]
16	<b>Oral group project presentation</b>	4,5	Oral Presentation 70% *	Q&A	
17	<b>Final exam</b>	1,2,3, 4,6	<b>Short- answer questions; MCQs; Case analysis 70% *</b>		

*Note: \* Target that 70% of students having scores greater than 70 out of 100.*

**3. Date revised: Oct 4th, 2023**

### **GRADING RUBRIC FOR WRITTEN COURSEWORK BRAND MANAGEMENT (BA082IU)**

	<b>COMPLETELY FAIL</b>	<b>INADEQUATE</b>	<b>ADEQUATE</b>	<b>ABOVE AVERAGE</b>	<b>EXEMPLARY</b>
<b>Criteria</b>	<b>Below 30%</b>	<b>30% – 49%</b>	<b>50% - 69%</b>	<b>70% - 89%</b>	<b>≥ 90%</b>



<b>Organization and clarification</b>	No evidence of organization and coherence	Does not organize ideas logically and with clarification Limited evidence of coherence Ideas lack consistency	Generally organized logically, with evidence of progression Occasionally, there may be a lack of focus or ideas may be tangential	Clear organization and progression. Responds appropriately and relevantly, although some ideas are underdeveloped	Response is focused, detailed and nontangential. Shows a high degree of attention to logic and reasoning of points. Clearly leads the reader to the conclusion and stirs thought regarding the topic
<b>Originality and usefulness of the analysis</b>	Shows no ability to identify issues or a clear inability to gather the facts	Demonstrates an incomplete grasp of the task. There is no overall sense of creative coherence. Arguments are addressed incompletely.	Shows ability to identify issues, gather the facts and develop claims. Argument are addressed well but no links with evidence	Shows strong ability to identify issues, gather the fact and develop claims as well as link claims with evidence. Overall, an acceptable solution is offered and explained	Shows strong ability to identify issues, gather the facts and develop claims as well as link claims with evidence. Satisfactory solutions are offered and supported

<p><b>Use of data/information</b></p>	<p>Shows no effort to incorporate information from primary and secondary sources</p>	<p>Shows little information from sources. Poor handling of sources</p>	<p>Shows moderate amount of source information incorporated.</p> <p>Some key points supported by sources.</p> <p>Quotations may be poorly integrated into paragraphs.</p> <p>Some possible problems with source citations</p>	<p>Draws upon sources to support most points.</p> <p>Some evidence may not support arguments or may appear where inappropriate.</p> <p>Quotations integrated well into paragraphs. Sources cited correctly</p>	<p>Draws upon primary and secondary source information in useful and illuminating ways to support key points.</p> <p>Excellent integration of quoted material into paragraphs. Source cited correctly</p>
<p><b>Use of frameworks</b></p>	<p>Shows no effort to structure problems in correspondence to theoretical frameworks</p>	<p>Shows limited ability to structure problems in correspondence to theoretical frameworks</p>	<p>Shows effort to link problems with the theoretical frameworks.</p> <p>There are still some mistakes</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly.</p> <p>Minor mistakes in resolving problems</p>	<p>Shows ability to structure problems in correspondence to theoretical frameworks correctly.</p> <p>The problems are well resolved</p>

<b>Quality of arguments</b>	Shows no effort to construct logical arguments . Fails to support analysis	Shows little attempt to offer support for key claims or to relate evidence to analysis. Reasons offered are irrelevant.	Shows arguments of poor quality. Weak, undeveloped reasons are offered to support key claims	Shows clear, relevant and logical arguments.	Shows identifiable, reasonable and sound arguments. Clear reasons are offered to support key claims.
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**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: ADVERTISING AND PR**

**Course Code: BA094IU**

**COURSE STAFF**

**Lecturer: TBA**

Room:

Telephone: 0822114034

E-mail: TBA

Consultation Hours: TBA

**Teaching Assistant:** TBA

Room: TBA

Telephone: TBA

E-mail: TBA

Consultation Hours: TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: TBA

Venue: TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

**2.4 Relationship of this course to others**

Students majoring in Marketing must take two courses Principles of Marketing – BA003IU and Consumer Behavior – BA083IU before taking this subject.

## **2.5 Approach to learning and teaching**

Employing the interactive learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real international business context. Students will present the case to the class and discuss with the peers.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

Advertising & PR course is to examine the world of advertising: its history, the planning and research functions, the techniques and execution of advertising, including creative and media strategy. To address current issues, trends, and ethics facing the industry. This course will benefit students with a career interest in advertising, as well as those who will simply be "consumers" of advertising throughout their lives.

The course focuses on the creative aspects of advertising and current trends in advertising. Also, it will provide students with an understanding of the fundamental communication and relational concepts and processes that underpin public relations strategies and campaigns.

Students will learn how the advertising process works focusing, in particular, on the following aspects:

- Identification of communication challenges and opportunities: responding to a client brief;
- Creative strategies and practices for generating ideas, concept design, story-telling, emotional appeals and pitching for campaigns;
- Campaign evaluation methods.- Strategic communication planning;
- Risk, issues and crisis communication;
- Organizational communication;
- Community relations;
- Government relations;
- Ethics.

The requirements for and impact of advertising across multiple platforms and associated requirements for digital interactivity, collaboration and co-production will be emphasized. Students will also develop a strategic communication plan and responses to address contemporary public relations issues focusing on public consultation and community engagement.

### **3.2 Student Learning Outcomes**

At the end of this course students will:

- Be able to articulate the value of an integrated marketing communications approach and how it is different from a more traditional view of advertising
- Understand the relationship between marketing strategy and the development of promotion strategy.
- Be able to identify and design the key components of an promotion plan, including:
  - Situation Analysis
  - Media Strategy
  - Creative Strategy
  - Communication Strategy
- Have been an active member of a project team that created and presented a comprehensive promotion campaign for a real world client.
- Understand the unique ethical considerations related to the field of advertising and promotion.

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it

is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

### **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

## **5. LEARNING ASSESSMENT**

### **5.1 Formal Requirements**

In order to pass this course, the students must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see below).

## 5.2 Assessment Details

Class attendance and participation	10%
Quiz	10%
Group Project	30%
<u>Final Exam (Two Hours)</u>	<u>50%</u>
Total	100%

## 5.3 Project Report (Written Assignment)

The students are required to submit a project report in groups of 4-6 students on one topic.

Length and Style: Maximum 3,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 , Times Roman. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarizing works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized. Due Date: The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalized at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

## 5.4 Marking criteria (project report and case presentation)

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	15	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	10	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of case evidence to support analysis	20	Ability to conduct applied research to gather data/information pertaining to the case
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills



Organisation, clarity of expression, editing etc	15	Clarity of vision
Oral Presentation	20	

### 5.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. If not, students will automatically fail the course.

Students will be assessed on the basis of: Class attendance and participation: 10%.

### 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

### 7. STUDENT RESOURCES

#### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

##### Textbook:

Advertising and Promotion: An Integrated Marketing Communications Perspective - 7th ed, George E. Belch, Michael A. Belch, 2007, McGraw – Hill (available)

##### Reference Books:

Contemporary Advertising, Arens, McGraw Hill, 11th ed., 2008

##### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this

subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

#### Recommended Internet sites

[UNCTAD](#) (United Nations Conference on Trade and Development)

[WTO](#) (World Trade Organization)

[Business Week](#)

[The Economist](#)

[Fortune](#)

[Forbes](#)

#### Recommended Journals

Harvard Business Review

International Business Review

Journal of Management Studies

Asia Pacific Journal of Management

## **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## **8. COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Learning materials and activities</b>
<b>1</b>	What is Advertising Today?  Evolution of Advertising	
<b>2</b>	Economic, Social & Regulatory Aspects of Advertising. Legal Aspects. Regulatory issues – specific issues in regulatory environment  Ethical Aspects/Cases. Video – The Ad and the Ego	
<b>3</b>	Scope of Advertising Research: Gathering Info for Ad Planning	
<b>4</b>	Marketing & Advertising Planning	

5	Planning Media Strategy Creative Strategy & the Creative Process	
6	Creative – Print Ads Creative – TV Ads	
7	Creative – Radio Ads Creative – Other Ads	
8	Building Relationships: Direct Marketing, Personal Selling and Sales Promotion (especially S.P. section)	
9	Building Relationships: P.R., Sponsorship, and Corporate Advertising	
10	Using Electronic Media: TV and Radio  Using Digital Interactive Media and Direct Mail	
11	<b>Group Project Work Day</b> Using Out of Home, Exhibitive, and Supplemental Media Yellow Pages Advertising Groups presentation	
12	<b>Group Project Work Day</b> Using Out of Home, Exhibitive, and Supplemental Media Yellow Pages Advertising Groups presentation	

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: NEW PRODUCT PLANNING**

**Course Code: BA149IU**

**1. COURSE STAFF**

**Lecturer:** Nguyen Thi Huong Giang

Room: A207

Telephone:

E-mail: [giangnth@hcmiu.edu.vn](mailto:giangnth@hcmiu.edu.vn) (preferred contact method)

Consultation hours: anytime from Monday to Thursday with booked appointment

All students are advised to make appointment in advance.

**Teaching Assistant:** TBA

Room: TBA

Telephone: TBA

E-mail: TBA

Consultation Hours: TBA

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: TBA

Venue: TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Parallel teaching in the course**

There is no parallel teaching involved in this course.

**2.4 Relationship of this course to others**

Students are required to take the course Principles of Marketing – BA003IU prior to this course. This course is indirectly related to other courses in the fields of marketing, strategic management, finance, organizational behavior, operations management in order to effectively guide the new product development process.

## **2.5 Approach to learning and teaching**

Employing the interactive, experiential learning and problem-based teaching approach, this course emphasizes the interaction between lecturers and students. The lecture materials will be uploaded in Blackboard to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture. This will help students to interact with the lecturer during the classroom. The sessions for presentations and discussions comprise company case studies as well as answering some theoretical and conceptual questions, which help the students to see how the concepts are applied in the real organization context. Students will present the case to the class and discuss with the peers.

## **3. COURSE AIMS AND OUTCOMES**

### **3.1 Course Aims**

The course aims to develop the necessary knowledge and skills needed to maintain competitive advantage through innovation. As a result of studying this course, you will better understand how to recognize new opportunities as well as initiate, develop and monitor them. The course aims to ensure that you will have the relevant skills and ability needed within the corporate world. To achieve these aims, the course will provide a strategic management approach to product innovation, development and ongoing monitoring from a marketing perspective. Throughout the course, students will be introduced appropriate theories, models and other tools to facilitate improved decision-making in relation to new product management.

### **3.2 Student Learning Outcomes**

After completing the course, students will be able to

- Have a strong understanding of the step-by-step process needed to identify new product opportunities and develop new product for launching in the market;
- Develop the skills to undertake the necessary researches to ensure ongoing success in the marketplace;
- Understand the key concepts needed to pre-test, test and launch the product;
- Have the ability to monitor and refine the product and marketing mix;

In generic terms, students completing this course are likely to achieve the following attributes:

- *Applied research.* Conduct, write and present applied research relevant to this course.
- *Situational exploration.* Critically appreciate situations, in terms of their factual, behavioral, temporal, and cultural dimensions.
- *Problem resolution.* Structure and propose solutions to organizational problems that enable management to guide organizations through complex and ambiguous environments.
- *Argument and reasoning.* Analyze, evaluate and construct arguments employing different modes of reasoning and different types of evidence.
- *Disciplinary and multidisciplinary perspective.* Bring disciplinary and multidisciplinary perspectives in aligning situations and projecting possible outcomes.

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures, experiential exercises and scheduled presentations/discussions. Lectures and exercises elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and presentations. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group), which will take turns in presenting the assigned case each week. However, all students are required to take active part in the discussions in class. Read and digest articles and clippings from organization behavior sections of relevant electronic and print media, which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analyzing and presenting the case each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on assignment, preparing for presentation and attending classes. In periods where they need to additionally prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

## **4.2 Attendance**

Regular and punctual attendance at lectures and presentations is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

## **4.3 General Conduct and Behavior**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct, which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

## **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

# **5. LEARNING ASSESSMENT**

## **5.1 Formal Requirements**

In order to pass this course, the students must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see below).

## **5.2 Assessment Details**

Class attendance and participation	5%	
Mid-Term Exam (One & half Hour)		30%
New Product Review (Pair)		10%
New Product Plan (Group)	15%	
<u>Final Exam (Two Hours)</u>	<u>40%</u>	
Total	100%	

## **5.3 New Product Review**

Students are to work in pairs to complete a report and presentation based around an actual new product/service launch. The objective of the report will be to investigate as much of internal and external aspects of the events as possible, then make an appraisal of what happened against what should have happened according to your own opinion and the prescriptive guidelines presented in the text and literature. External aspects will cover dimensions such as market, competitive positioning, regulation, customer opinion, intermediaries. Internal dimensions will examine how the organizations managed the development and follow-up processes.

Students must choose a product example for which secondary information is available and/or primary research can be undertaken within the time and resource constraints at their disposal

The paper must include relevant new product and marketing theory. All discussion must be supported by appropriate references in the format prescribed by the University.

*Students are required to prepare one essay report and one Ppt slide. The report should not only document events, but also critically appraise them. The core text of the report should not exceed 10 pages. Descriptive aspects of your investigations should be kept to a minimum, with the bulk of your paper devoted to the value added aspect of your review by way of analysis, critique and recommendations. Students are required to make a 15 minute presentation for this pair work based on your Ppt slide.*

**Due Date:** All pair groups are required to submit directly their essay report to the lecturer on **Week 7 class**. The PPT file can be handed before or right after the presentation week.

- Late work will be penalized at the rate of 25 percentage points per weekday.
- Students must keep copies of all work submitted.

#### **5.4 New Product Plan**

Students will work in group of 3-4 students on a plan for developing a new consumer product/services.

The objective of this group project is to build knowledge and skills in the new product planning. *For project grade allocation, team members will distribute the allocated mark according to the perceived contribution to the final result. This is done by each team member distributing 100 points among the team. Each team member's points are averaged at their weighting factor.*

You will approach this task using the steps that are taught in this course, that will comprise

the sections of your plan and **written report of maximum 15 pages**. You will also be required to make a **15-minute presentation** in the final week to 'sell' your ideas and the plan to the rest

of your classmates and the lecturer.

You are advised to find a new product that you are very motivated to develop as this project



could take considerable time and effort.

You must submit by Week 5 one-page outline describing the concept you have chosen along with a brief description/rationale.

**Due date:** New Product Plan reports must be submitted in **Week 11 lecture**, directly to the lecturer. **The presentations** of all groups' projects will be in **Week 12**.

#### 5.4 Marking criteria (New Product Review and Plan)

Marking Criteria	Marks	Learning outcomes/attributes
Quality of arguments: relevance, logic and cohesion	20	Ability to give compelling arguments and reasoning to support analysis
Use of frameworks to support analysis	20	Ability to structure problems in accordance with theoretical frameworks and resolve them
Use of research studies and relevant theories to support analysis	20	Ability to conduct applied researches to gather data/information to pertain into assignment
Originality and usefulness of the analysis	20	Ability to engage in creative problem solving skills
Organization, clarity of expression, editing etc	20	Clarity of vision, explanation of arguments and recommendations.

#### 5.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. Class attendance and participation account for 5% of total assessment.

#### 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

### 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

Textbook:

**Crawford, Merle and Di Benedetto, Anthony (2003), *New Products Management* (7th edition), McGraw-Hill Irwin**

Additional reference books: any Marketing textbook and New Product development textbook are advised to be reference

**Ulrich, Karl T. and Eppinger, Steven D. (2008), *Product Design and Development* (4<sup>th</sup> ed.), McGraw-Hill Irwin**

Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance-learning course, and the students are expected to attend lectures and take notes. This way, the students will get the additional benefit of class interaction and demonstration.

Recommended Internet sites

[Business Week](#)

[The Economist](#)

[Fortune](#)

[Forbes](#)

Recommended Journals

Journal of Product Innovation Management

Journal of Marketing

Journal of Marketing research

The Journal of Brand Management

Harvard Business Review

Academy of Management Journal

### 7.2 Other Resources, Support and Information

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## 8. COURSE SCHEDULE

Week	Topic	Learning materials and activities
1	Course overview Introduction	Crawford chapter 1, 2 Karl chapter 1  Develop class norms  Explain Learning Assessment and form groups
2	The New Product Process Opportunity Identification and Selection	Crawford chapter 3 <i>Case study discussion</i>
3	Preparation and Alternatives Problem-Based Ideation	Crawford chapter 4,5 <i>Case study discussion</i>
4	Perceptual Mapping Trade-Off Analysis Qualitative Techniques	Crawford chapter 6,7 <i>Case study discussion</i> <b><u>Assignment 1 instruction</u></b>
5	Concept Evaluation Concept Testing	Crawford chapter 8,9 <i>Case study discussion</i> <b><i>Assignment 1 instruction</i></b>
6	Full Screening Sales Forecasting	Crawford chapter 10,11 <i>Case study discussion</i> <b><i>Assignment 1 instruction</i></b>
<b>MID TERM EXAMINATION</b>		
7	Product Protocol Product Design	Crawford chapter 12, 13  Pair work presentation Group 1 & 2 Assignment 1 due for all pair groups
8	Development Team Management Development Issues	Crawford chapter 14, 15 Pair work presentation Group 3 & 4
9	Product Use Testing Launch Planning	Crawford chapter 16, 17 Pair work presentation Group 5 & 6
10	Strategy Implementation Market Testing	Crawford chapter 18, 19, 20 Pair work presentation Group 7 & 8

<b>11</b>	<b>Launch Management</b>	Crawford chapter 21 Pair work presentation Group 9 & 10
<b>12</b>	<b>Project presentations and Course Review</b>	Presentation Group 1 – 5 Course Review & Exam tips

\* The week number refers to the sequence of class, not the University academic calendar's week number

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: INTRODUCTION TO HOSPITALITY  
INDUSTRY**

**Course Code: BA198IU**

<b>Subject title</b>	Introduction to Hospitality Industry	<b>Subject No</b>	BA198IU
<b>Class(es) concerned</b>	Third year student	<b>Prerequisite course</b>	No
<b>Credits</b>	3	<b>Start</b>	
		<b>End</b>	

<b>Course description</b>	This course will provide students with a basic introduction to the lodging and food service industry, while emphasizing its dynamic and ever changing nature. In addition, it introduces the role and function of major hotel departments along with basic management principles involved.
<b>Learning outcomes</b>	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the scope and dynamic nature of the travel and tourism industry</li> <li>- Cite opportunities for education, training and career development in the hospitality industry</li> <li>- Identify the origins of the European lodging industry</li> <li>- Compare and contrast the effects of the industry on franchising, management contracts, referral organizations, independent and chain ownership, and be able to describe the effects of globalization on the hospitality industry.</li> <li>- Identify the general classifications of hotels, describing the most distinctive features of each, noting the divisions or departments of hotels and explaining the responsibility of each;</li> <li>- Describe the primary function of the room division</li> <li>- Recognize the origins of the European and American food service industry</li> </ul>

	<ul style="list-style-type: none"> <li>- Discuss the differences in types of food service and lodging operations</li> <li>- Analyze current and future trends and their impact on the travel and tourism industry.</li> </ul>	
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>- Group Discussion</li> <li>- Group Presentation</li> </ul>
<b>Assessment</b>	<b>Requirements</b>	<b>Portion of Grade (%)</b>
	Group project	20%
	Participation in class	10%
	Midterm exam	30%
	Final exam	40%
	<b>Total</b>	<b>100%</b>
<b>Learning resources</b>	<b>Textbook</b> <ul style="list-style-type: none"> <li>- Lattin, L.W. (2003) <i>The lodging and food service industry</i>. 5<sup>th</sup> edition. Michigan: American Hotel and Lodging association</li> </ul>	
	<b>Library references</b> <ul style="list-style-type: none"> <li>- Powers, T.F., &amp; Barrows, C.W. (2003). <i>Introduction to the hospitality industry</i>. 5<sup>th</sup> edition. New York: John Wiley</li> <li>- Knowles, T. (1998). <i>Hospitality management: An introduction</i> (2<sup>nd</sup> edition). New York: Longman.</li> <li>- Jones, P. (1996). <i>Introduction to hospitality operations</i>. New York: Cassell</li> <li>- Gee, C.Y. (1994). <i>International hotel management</i>. Lansing: Educational Institute of the American Hotel and Motel Association.</li> <li>- Jame R Abbey (2003) <i>Hospitality Sales and Marketing</i>. (4<sup>th</sup> edition). Educational Institute. American Hotel and Lodging Association.</li> <li>- Raymond S. Schmidgall (2006) <i>Hospitality Industry Managerial Accounting</i>. (6<sup>th</sup> edition). Educational Institute of the American Hotel and Lodging Association</li> </ul>	
	<b>Internet references</b> <ul style="list-style-type: none"> <li>- Lodging news: <a href="http://www.lodgingnews.com/lodgingmag">www.lodgingnews.com/lodgingmag</a> - <a href="http://www.hotelsmag.com">www.hotelsmag.com</a></li> <li>- Hotel Business News: <a href="http://www.hotelbusiness.com">www.hotelbusiness.com</a></li> <li>- National Restaurant Association (USA): <a href="http://www.restaurant.org">www.restaurant.org</a></li> <li>- Hotel and lodging news from AHLA : <a href="http://www.lodgingnews.com">www.lodgingnews.com</a></li> <li>- Hospitality Management data: <a href="http://www.mcb.co.uk">www.mcb.co.uk</a></li> <li>- Lodging research network: <a href="http://www.lodgingresearch.com">www.lodgingresearch.com</a></li> <li>- Restaurants and Institutions news: <a href="http://www.rimag.com">www.rimag.com</a></li> <li>- National Restaurant news, USA: <a href="http://www.nrn.com">www.nrn.com</a></li> <li>- Hotel, restaurant and tourism URL Directory: <a href="http://www.wku.edu">www.wku.edu</a></li> </ul>	

	- World Tourism Organization facts and figures: <a href="http://www.world-tourism.org">www.world-tourism.org</a>		
<b>Course schedule</b>	<b>Lecture</b>	<b>Practical</b>	<b>Reading</b>
	<b>Career opportunities</b> What Career Opportunities are there in hospitality? What does entry, skilled and managerial level mean? Organization charts	- Group exercises – Organization Charts - Video – There’s a place for you here - Group discussion	Ch. 2
	<b>The travel and Tourism industry</b> Defining tourism, size and structure of the industry, travel motivations	- Identify pull factors of your country - The St. Kitts island dilemma - Positive and negative effects of tourism on a region you know - Group discussions and reports	Ch.1
	<b>History of the tourism/lodging industry</b> <ul style="list-style-type: none"> <li>- In Europe</li> <li>- The changing nature of the hospitality industry</li> </ul> Independents, chains and referral organizations	- Group interaction - Assignment of Group Project – Globalization - Due by week 15 - Group presentations on Eco – tourism and various resort types	Ch.3
	<b>Globalization of the Lodging Industry – Part 1</b> What is globalization, franchising, management contracts, time shares, condominiums	- Debate: Independent or chain - Report of internet research on international hotel chains	Ch.4
	<b>Globalization – Part 2</b> Market segments, amenities, technologies, conversions, consolidation	- Report on assigned referral associations	Ch.4
	Organization and Structure of Lodging Operations Hotel classifications, revenue and support centers	- Written quiz to prepare for midterm exam	Ch.5

	<b>Room division</b> <ul style="list-style-type: none"> <li>- Sectors of room division</li> <li>- Functions of rooms division</li> <li>- Types of reservations</li> <li>- Telecommunications and uniformed service</li> </ul>	- Video: “A Good Reception” The meaning of service discussion	Ch.6
	<b>Midterm review</b>		
	Field trip to a local hotel Field trip date may change depending on host hotel	- Assignment on field trip	
	<b>Food and Beverage Operations</b> <ul style="list-style-type: none"> <li>- Describe the duties and responsibilities of food and beverage director and other key department heads</li> <li>- Describe a typical Food and Beverage director’s day</li> <li>- State the functions and responsibilities of the food and beverage departments</li> <li>- Perform computations using key food and beverage operating ratios</li> </ul>		
	<b>The restaurant Business</b> <ul style="list-style-type: none"> <li>- List the classifications of restaurants</li> <li>- Restaurant operations: Describe restaurant Operations for the front of the house</li> <li>- Manage services</li> <li>- Beverages</li> </ul>		
	<b>Hospitality Marketing</b> <ul style="list-style-type: none"> <li>- Define marketing</li> <li>- Describe the steps in the marketing system</li> <li>- Describe the importance of marketing to the hospitality industry</li> <li>- Name the four aspects of the SWOT analysis and how they can be used for strategic planning</li> <li>- Explain the marketing segmentation process</li> </ul>		



	<ul style="list-style-type: none"> <li>- Name and describe the marketing mix (five Ps)</li> <li>- Explain how sales are conducted in the hospitality business</li> </ul>		
	<b>Human resource management</b> <ul style="list-style-type: none"> <li>- Explain the importance of job descriptions</li> <li>- Give an example of how productivity standards are determined</li> <li>- Discuss how to select, recruit, and orient employees</li> <li>- Identify methods of employee appraisal and compensation</li> <li>- Describe employee assistance programs</li> </ul>		
	<b>Accounting, Finance and Cost Control</b> <ul style="list-style-type: none"> <li>- Describe the systems of accounts typically used by business organizations in the restaurant, lodging, and club segments of the hospitality industry</li> <li>- Identify various accounting statements and outline the major components of an income statement, balance sheet, and statement of cash flows</li> <li>- Review the basic role of managerial finance in hospitality operations, including ratio analysis, cash management and budgeting</li> <li>- Describe features of systems used to control major direct operating cost, including food, beverages, labor and other operating costs.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Calculate key financial ratios used to analyze the results of operations in hospitality operations.</li> </ul>		
	<b>Hospitality Information Technology</b> <ul style="list-style-type: none"> <li>- Identify the characteristics of information technology and information systems in the hospitality industry.</li> <li>- Identify the different types of information systems</li> </ul>		

**Date revised: April 10th, 2023**



Hà Minh Trí

	<p style="text-align: center;"><b>VIETNAM NATIONAL UNIVERSITY HCMC INTERNATIONAL UNIVERSITY</b></p> <p style="text-align: center;"><b>School of Business</b></p>
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## COURSE SYLLABUS

**Course Name: FOOD AND BEVERAGE MANAGEMENT**

**Course Code: BA228IU**

<b>Subject title</b>	Food and Beverage Management	<b>Subject No</b>	BA228IU
<b>Class(es) concerned</b>	Third year student	<b>Term</b>	No
<b>Credits</b>	3	<b>Start</b>	
		<b>End</b>	

<b>Course description</b>	This course is designed to help students improve and better understand the food service industry and the art and science of management. Areas of study include an overview of food and beverage operations, food service marketing, menu planning, nutrition concerns, menu cost and pricing strategies, production, service, beverage management, sanitation and safety issues, facility design and equipment, accounting, and food service automation.
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>- Identify and discuss different types of commercial food service operations</li> <li>- Identify and discuss three level of management, and describe the elements of the management process</li> <li>- Demonstrate an understanding of effective marketing principles and the advantages and disadvantages of various advertising media</li> <li>- Demonstrate an understanding of the production planning process and the basic steps in production, including production controls.</li> <li>- Summarize factors effecting facility design, space allocation, and equipment selection</li> </ul>
<b>Learning outcomes</b>	<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Differentiate Commercial and Non-commercial food services and understand the prospect and retrospect of the food service industry.</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe the Organizations of Food and Beverage operations and the purpose of the Organization Chart</li> <li>- Describe fundamentals of management, the management process and its responsibilities.</li> <li>- Explain the importance of teamwork and the essence of a group project and assignment.</li> <li>- Understand the different types of Food and Beverage services, Standard Operating Procedures (SOP) and control procedures</li> <li>- Demonstrate the skills in Purchasing, Receiving, Storing, and Issuing; and Understand the special beverage management concerns</li> <li>- Describe the steps involved in developing a feasibility study and the elements in a marketing plan</li> <li>- Determine standard food and beverage costs, pricing menu items, and develop standard recipes</li> <li>- Explain the Menu in its pricing, schedules, design and planning methods, and also to understand the purpose in periodic menu evaluation</li> <li>- Understand facility design, layout and equipment in the food and beverage organization</li> <li>- Explain how control procedures help managers assess operational results.</li> <li>- Calculate standard portion cost for food and beverage items on the basis standard recipes, standard portion sizes and standard yields.</li> <li>- Explain the importance and function of an operating budget as a planning and control tool</li> <li>- Explain the system of F&amp;B service control points that help managers carry out critical functions on a daily basis</li> <li>- Analyze trends to estimate food production requirements</li> <li>- Explain how managers determine which variances from cost standards should be thoroughly analyzed</li> <li>- Explain the ways bartenders, servers, and guest steal, and design precautions managers can take to reduce this kind of theft</li> </ul>	
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Tutorial</li> <li>- Handout</li> <li>- Lecture</li> <li>- Tutorial</li> <li>- White Board</li> </ul>	<ul style="list-style-type: none"> <li>- Overhead Projector and Screen</li> <li>- Transparencies</li> <li>- Handouts</li> <li>- PowerPoint Presentations</li> <li>- Videos</li> </ul>
<b>Assessment</b>	<b>Requirements</b>	<b>Portion of Grade (%)</b>

	Continuous Assessment	20%
	Individual assignment	10%
	Group project I: - Written Documentation - Presentation	20% 10%
	Group project II: - Individual Assignment - Final Exam	10% 30%
	<b>Total</b>	<b>100%</b>
<b>Learning resources</b>	<b>Textbook</b> <ul style="list-style-type: none"> <li>- Ninemeier, J.D., (2000). <i>Food and Beverage Management</i>. 3<sup>rd</sup> edition. Lansing: American Hotel and Lodging Association</li> <li>- Ninemeier, J.D., (2004) <i>Planning and Control for Food and Beverage Operations</i>. 6<sup>th</sup> edition. Lansing: American Hotel and Lodging Association.</li> </ul>	
	<b>Library references</b> <ul style="list-style-type: none"> <li>- David, B., &amp; Lockwood, A., &amp; Stone, S. (1998). <i>Food and beverage management</i>. 3<sup>rd</sup> edition. Oxford: Butterworth – Heinemann</li> <li>- Cousins, J., &amp; Foskett, D., Shortt, D. (1995). <i>Food and Beverage management</i>. Harlow: Longman.</li> </ul>	
	<b>Internet references</b> <ul style="list-style-type: none"> <li>- Weekly magazine for the food and beverage industry on-line <a href="http://www.caterer.com">www.caterer.com</a></li> <li>- The largest independent developer of new products for the Food and Beverage Industry. <a href="http://www.foodcom.com">www.foodcom.com</a></li> <li>- American based website with articles and links related to Food and Beverage. <a href="http://www.foodandbeveragejournal.com">www.foodandbeveragejournal.com</a></li> <li>- Provides a daily report of food and beverage industry news articles and trends commentary <a href="http://www.foodtrends.com">www.foodtrends.com</a></li> <li>- Supplier of contract leisure furniture including, pub furniture, restaurant chairs and tables, lounge chairs. <a href="http://www.andythornton.com">www.andythornton.com</a></li> <li>- Bowey kitchen, professional cooking supplies and equipment. <a href="http://www.store.boweykitchens.com">www.store.boweykitchens.com</a></li> <li>- Providers of business software solutions for the foodservice industry. <a href="http://www.eg-software.com">www.eg-software.com</a></li> <li>- Ehotelier.com is your link to the Hotelier's World. Browse over 23,500 pre-selected and categorized hotel-industry website links that are growing daily. Fast, practical, and frequently updated. No need to spend endless hours on the net searching. <a href="http://www.ehotelier.com">www.ehotelier.com</a></li> </ul>	

	<ul style="list-style-type: none"> <li>- Provides a daily report of food and beverage industry news articles and trends commentary. <a href="http://www.foodtrends.com">www.foodtrends.com</a></li> </ul>	
<b>Course schedule</b>	<b>Lecture</b>	<b>Practical</b>
	<b>The Food Service Industry</b> <ul style="list-style-type: none"> <li>- Variety of Food and Beverage Operations</li> <li>- Commercial and Non-Commercial food facilities</li> <li>- Types of Food Service Facilities</li> <li>- The future of the food service industry</li> </ul> <b>Organization of Food and Beverage Operations</b> <ul style="list-style-type: none"> <li>- People in Food and Service</li> <li>- Organization Chart in Food Service Operations</li> </ul> Career Path in Food Service	Individual Assignment Create a job specification and a Job Description for an F&B Manager
	<b>Fundamentals of Management</b> <ul style="list-style-type: none"> <li>- What is Management?</li> <li>- Managerial Responsibilities and Relationships</li> </ul> <b>F&amp;B Marketing</b> <ul style="list-style-type: none"> <li>- Feasibility Study &amp; Marketing Plan</li> <li>- Internal Marketing and Promotions</li> </ul>	Revision chapter 1 + 2 Submit Individual Assignment 10% Group project: Planning, Facility Design, marketing plan, menu planning and design.
	<b>Planning, design and construction of a hospitality establishment Part I</b> <ul style="list-style-type: none"> <li>- Restaurant Development</li> <li>- Choosing and managing your Development Team Preparing a Marketable Business Plan</li> </ul>	Revision chapter 3 + 4
	<b>Planning, design and construction of a hospitality establishment Part II</b> <ul style="list-style-type: none"> <li>- Refining your Concept and Writing the Operational Plan</li> <li>- Preparing the design program</li> <li>- Planning and design</li> <li>- The Construction Phase: Building your Establishment</li> </ul>	Revision Handouts

	<b>The Menu</b> <ul style="list-style-type: none"> <li>- Menu Pricing Styles</li> <li>- Menu Schedules</li> <li>- Types of Menus</li> <li>- Menu Planning and Design</li> <li>- Evaluating Menus</li> </ul>	Revision handouts <b>VIDEO:</b> Creating a menu that sells.
	<b>Facility Design, Layout and Equipment</b> <ul style="list-style-type: none"> <li>- The Planning Process</li> <li>- Redesigning the Kitchen/ Other Areas</li> <li>- F&amp;B Equipment</li> </ul> <b>Sanitation and Safety</b> <ul style="list-style-type: none"> <li>- Management's Role in Sanitation and Safety Programs</li> </ul>	Revision Chapter 6
	<b>Food and Beverage Service</b> <ul style="list-style-type: none"> <li>- Types of Service</li> <li>- Providing an Enjoyable Experience for Guests</li> <li>- Pre-Opening Concerns and Activities</li> <li>- Providing Guest Service</li> <li>- Enhancing Food and beverage sales</li> </ul>	Revision Chapter 12 Group Project Paper 20%
	<b>The control Function</b> <ul style="list-style-type: none"> <li>- Management resources</li> </ul> <b>Determining Food and Beverage Standards</b> <ul style="list-style-type: none"> <li>- Standards Recipes and Purchase Specifications</li> </ul>	Individual assignment: Planning, Designing and Implementing Control Systems
	<b>Operations Budgeting and Cost Volume Profit Analysis</b> <ul style="list-style-type: none"> <li>- The Budget Process and development</li> </ul>	Revision Chapter 2+3
	<b>The Menu: The Foundation for Control</b> <ul style="list-style-type: none"> <li>- Menu Planning and Calculations</li> <li>- Evaluating the Menu and Menu Engineering</li> </ul>	Revision Chapter 4
	<b>Purchasing and Receiving Controls</b> <ul style="list-style-type: none"> <li>- Purchasing Objectives, Procedures and Responsibilities</li> </ul> <b>Storing and Issuing Controls</b> <ul style="list-style-type: none"> <li>- Storing and Issuing Objectives, Control Procedures and Responsibilities</li> </ul> <b>Production and Serving Controls</b> <ul style="list-style-type: none"> <li>- Production Planning, Control and Responsibilities</li> </ul>	Revision Chapter 5
	<b>Calculating Actual Food and Beverage Costs</b>	Revision Chapter 6,7,8

	<ul style="list-style-type: none"> <li>- Monthly and Daily Calculations</li> </ul> <b>Control Software Solutions</b> <ul style="list-style-type: none"> <li>- Calcmenu, ChefTec, CBoard, etc</li> </ul>		
	<b>Control Analysis, Corrective Action and Evaluation</b> <ul style="list-style-type: none"> <li>- Procedures for Control Analysis, Identifying problems and taking corrective action</li> </ul>	Revision Chapter 9,10	
	<b>Revenue Control</b> <ul style="list-style-type: none"> <li>- Revenue and guest check control, collecting</li> <li>- Revenue from Guests</li> </ul> <b>Preventing Theft of Revenue</b> <ul style="list-style-type: none"> <li>- Theft by Bartenders, Cashiers, Other Staff, Guest Control of Cash After Collection</li> </ul>	Revision Chapter 11 + 12 Submit Individual Assignment 10%	
	<b>Final exam 30%</b>		

**Date revised: April 10th, 2023**



Hà Minh Trí





**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: The Professional Waiter**  
**Course Code: BA229IU**

**1. COURSE STAFF**

**Lecturer:** TBA

**Teaching Assistant:** TBA  
**Room:** TBA  
**Telephone:** TBA  
**E-mail:** TBA  
**Consultation Hours:** TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

**Lecture:** TBA  
**Venue:** TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Course prerequisite:**

- BA198IU - Introduction to Hospitality Industry

**2.5 Approach to learning and teaching**

This course will discuss all the necessary information for you to learn what the job is about, how to prepare for it, what you need to know, and whether or not you have the personality to do the job well.

Interviews with waiters, waitresses, hiring managers, and restaurant owners provide the information that you need to supply what they are looking for in a good waitress. Whether you wish to work in a family-style restaurant, or you want to work in a fine dining establishment, this course will guide you through the information you need to have in order to make a good decision about your work, and possibly whether or not you can improve your situation by waiting tables

### **3. COURSE AIMS AND OUTCOMES**

#### **3.1 Course aims:**

In this course you will learn who you work with and why, what your job is in different restaurant settings, the various serving methods that have their origin in other countries, etc. You will also get some insight into serving alcohol, learning the requirements of your patrons and how best to serve them and their desires. Lastly, the course will reveal the very great need for safety and proper sanitation in order to avoid contaminating food that you will be serving to your customers. Waiting tables will turn you into a student of human nature. By the end of this course you will be prepared to apply at even the highest end restaurant.

#### **3.2 Learning outcomes**

By successfully completing this course, students will be able to:

- Describe what the job role of the wait staff is and whether or not this is a job prospect for you.
- Summarize the serving staff.
- Describe types of service and table settings.
- Describe table service.
- Summarize taking orders.
- Demonstrate suggestions and suggestive selling.
- Recognize special situations.
- Describe beverage service.
- Describe team work.
- Demonstrate sanitation and food safety, and
- Demonstrate mastery of lesson content at levels of 70% or higher.

#### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

### **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

## **5. LEARNING ASSESSMENT**

### **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

### **5.2 Assessment Details**

Practice	50%	
Homework, Assignment		05%
Group Project	05%	
Final Exam	40%	
Total	100%	

### **Sample Essay Titles**

1. Do you believe that money is the reward for taking risk. Do you believe that investors should consider the common good, when they are making a choice amongst alternative investments.
2. Give an argument for and an argument against acceptance of a contract to buy materials from a company notorious for its poor treatment of workers in third world countries.

### **5.3 Project Report (Written Assignment)**

The students are required to submit a project report in groups of three (3) on one topic.

Length and Style: Maximum 2,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

Due Date: The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.

- Students must keep copies of all work submitted.

#### **5.4 Marking criteria (project report and case presentation)**

<b>Marking Criteria</b>	<b>Marks</b>	<b>Learning outcomes/attributes</b>
Defining problem	20	Clear, concise statement of the problem. Ability to structure problems in accordance with theoretical frameworks to solve them.
Applying model	10	Ability to select or develop a suitable model. Ability to give compelling arguments and reasoning to support analysis.
Input data	10	Ability to conduct applied research to gather data/information. Ability to analyze the data
Developing a solution	20	Ability to get solution by using the computer and test the solution.
Analyzing the results, sensitivity analysis	10	Ability to analyze the results; to get the solutions with small change in model or input data.
Presentation of the result	30	Ability to present and give some explanation of the result and withdraw a lesson about the problem approach.

#### **Grading**

The letter grade will be followed by the University suggested rule:

90-100: A+, 80-90: A, 70 – 80: B+, 65 – 70: B, 55 – 65: C+, 50 – 55: C, 30 - <50:

D+,

10 - <30: D

#### **5.5 Class participation and Presentation**

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

- a) Presentation of case 10%
- b) Class attendance and participation 5%

#### **5.6 Special Consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

### **6. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

Graham Brown, Karon Hepner. *The Waiter's Handbook*. Pearson - Edition: 4  
ISBN-10: 0733993478 - ISBN-13: 978-0733993473  
<http://www.pearson.com.au/products/A-C-Brown-Graham-Hepner-Karon/The-Waiter-s-Handbook/9780733993473?R=9780733993473>.

#### Library references:

- Gartlgruber, M. & H. & Gutmayer, W. (2005). *Service: A Guide for Professionals*. Linz: Trauner Verlag.
- Wayne Gisslen (2004). *Essentials of Professional Cooking*. John Wiley & Sons, Inc. Hoboken, New Jersey. Canada.
- David, B., & Lockwood, A., & Stone, S. (1998). *Food and beverage management*. 3<sup>rd</sup> edition. Oxford: Butterworth – Heinemann
- Cousins, J., & Foskett, D., Shortt, D. (1995). *Food and Beverage management*. Harlow: Longman.
- Jack D.Ninemeier (2004) *Planning and Control for Food and Beverage Operations*. 6<sup>th</sup> edition. Educational Institute American Hotel and Lodging Association.

#### Internet references:

- Weekly magazine for the food and beverage industry on-line  
[www.caterer.com](http://www.caterer.com)
- The largest independent developer of new products for the Food and Beverage Industry. [www.foodcom.com](http://www.foodcom.com)
- American based website with articles and links related to Food and Beverage.  
[www.foodandbeveragejournal.com](http://www.foodandbeveragejournal.com)
- Provides a daily report of food and beverage industry news articles and trends commentary [www.foodtrends.com](http://www.foodtrends.com)

- Supplier of contract leisure furniture including, pub furniture, restaurant chairs and tables, lounge chairs. [www.andythornton.com](http://www.andythornton.com)
- Bowey kitchen, professional cooking supplies and equipment. [www.store.boweykitchens.com](http://www.store.boweykitchens.com)
- Providers of business software solutions for the foodservice industry. [www.eg-software.com](http://www.eg-software.com)
- Ehotelier.com is your link to the Hotelier's World. Browse over 23,500 pre-selected and categorized hotel-industry website links that are growing daily. Fast, practical, and frequently updated. No need to spend endless hours on the net searching. [www.ehotelier.com](http://www.ehotelier.com)
- Provides a daily report of food and beverage industry news articles and trends commentary. [www.foodtrends.com](http://www.foodtrends.com)

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

### **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

### **8. COURSE SCHEDULE**

Introduction to Food and Beverage <ul style="list-style-type: none"> <li>- The Service Profession</li> <li>- The history of service</li> <li>- Service definitions</li> <li>- Rules for preventing accidents</li> </ul>	Powerpoint Case Study Discussion
Types of Food and Beverage Outlets	Powerpoint Case Study  Discussion
Service rules, techniques and styles <ul style="list-style-type: none"> <li>- Personal rules of conduct</li> <li>- Service techniques</li> <li>- Service styles             <ul style="list-style-type: none"> <li>o French Service</li> <li>o American Service</li> </ul> </li> </ul>	Powerpoint Case Study  Discussion
The service employee and the service systems <ul style="list-style-type: none"> <li>- Grooming and Hygiene</li> <li>- Professional image, keys to success</li> <li>- Food and Beverage Staff and Organization Chart             <ul style="list-style-type: none"> <li>o Work Schedules and shifts</li> <li>o Weekly and monthly schedules</li> </ul> </li> </ul>	Powerpoint Case Study  Discussion

<ul style="list-style-type: none"> <li>○ Service stations allocation</li> <li>○ Standard Phrases in Food and Beverage</li> </ul>	
<p>Introduction and Identification of Food and Beverage Equipment</p> <ul style="list-style-type: none"> <li>- OS&amp;E: Crockery, Cutlery, Glassware and Others</li> <li>- FF&amp;E: Furniture, Fixtures, Equipment and Others</li> <li>- Linen: Table Cloths, Napkins and Others</li> </ul>	<p>Powerpoint Case Study</p> <p>Discussion</p>
<ul style="list-style-type: none"> <li>- Food and Beverage Service Areas</li> <li>- Food and Beverage Storage Areas</li> </ul>	<p>Powerpoint Case Study</p> <p>Discussion</p>
<p>Product Knowledge:</p> <ul style="list-style-type: none"> <li>- Food</li> <li>- Beverage: Food, Beverage, Wine, Beer, Spirits, Liqueurs, Cocktails, Non Alcoholic drinks</li> <li>- Cigars</li> </ul>	<p>Powerpoint Case Study</p> <p>Discussion</p>
<p>Introduction to Menu and Menu Design</p> <ul style="list-style-type: none"> <li>- Menu knowledge</li> <li>- The menu and the beverage list <ul style="list-style-type: none"> <li>○ Standard Accompaniments for Different Dishes</li> <li>○ Reading a Wine Label</li> <li>○ Wine and Food Harmony</li> </ul> </li> </ul>	Practice
<p>Different Set Ups for Restaurants, Bar and In Room Dining</p> <ul style="list-style-type: none"> <li>- Breakfast service <ul style="list-style-type: none"> <li>○ Breakfast beverage and breakfast menu</li> </ul> </li> <li>- Lunch service</li> <li>- Dinner service</li> <li>- Buffet</li> <li>- Set Meal ( a la cart)</li> <li>- Other</li> </ul>	Practice
<p>Basic Service Skills</p> <ul style="list-style-type: none"> <li>- Taking Orders in Restaurant, Bar and In Room Dining</li> <li>- Serving in Restaurants, Bar and In Room Dining <ul style="list-style-type: none"> <li>○ Food</li> <li>○ Beverage</li> <li>○ Cigar</li> <li>○ Coffee</li> <li>○ Tea</li> <li>○ Wine</li> <li>○ Others</li> <li>○ Payment and Billing</li> </ul> </li> </ul>	Practice
<ul style="list-style-type: none"> <li>- Cleaning Duties in Restaurants, Bar and In Room Dining</li> <li>- Clearance in Restaurants, Bar and In Room Dining</li> </ul>	Practice



<ul style="list-style-type: none"> <li>- Coordination of food and beverage with other departments</li> <li>- Kitchen, Front Office, Housekeeping, Purchase, Stores, Accounts, Kitchen Stewarding, Sales and Marketing, Security, Human Resources, Engineering and Information Technology</li> </ul>	Practice
<ul style="list-style-type: none"> <li>- Up selling skills in Food and Beverage</li> <li>- Restaurant reservations</li> </ul>	Practice
Bar set up and operations <ul style="list-style-type: none"> <li>- Beverage Pick up Chart</li> <li>- Cocktails and Non Alcoholic Drinks and Cocktail Making</li> <li>- Wine Tasting</li> <li>- Mini Bar Set up and Operations</li> </ul>	Practice
<ul style="list-style-type: none"> <li>- Restaurant Set up and Operations</li> <li>- In Room Dining Set up and Operations</li> <li>- Fine Dining Restaurant Set up and Operations</li> </ul>	Practice
Duties and responsibilities – Job Descriptions <ul style="list-style-type: none"> <li>- Restaurant Waiter</li> <li>- In Room Dining Waiter</li> <li>- Bartender</li> <li>- Supervisor</li> <li>- Bar Supervisor</li> <li>- Banquet Supervisor</li> <li>- Bar Manager</li> <li>- Banquet Manager</li> <li>- Beverage Manager</li> <li>- Bar Waiter</li> <li>- Banquet Waiter</li> <li>- Restaurant</li> <li>- In Room Dining</li> <li>- Restaurant</li> <li>- In Room Dining</li> <li>- Food and</li> </ul>	Practice
Payroll in Food and Beverage	Practice
Guest Satisfaction Survey Systems	Practice
Guest satisfaction Survey Systems <ul style="list-style-type: none"> <li>- Guest expectations and first impressions</li> <li>- Guest categories, types of customers</li> <li>- Handling guest complaints</li> <li>- Complaints as opportunities</li> </ul>	Practice
Sales techniques and caring for guests <ul style="list-style-type: none"> <li>- Passive behavior and active behavior</li> <li>- Stimulating the appetite and describing dishes appetizingly</li> <li>- Selling techniques and opportunities</li> </ul>	Practice

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## COURSE SYLLABUS

**Course Name: HOTEL MANAGEMENT AND  
OPERATIONS**

**Course Code: BA233IU**

Subject title	<b>Hotel Management and Operations</b>	Subject No	BA233IU
		Prerequisite course	BA198IU – Introduction to Hospitality Industry
Credits	<b>3</b>	Start	
		End	
Lecturer		Approve by	

<b>Course description</b>	This course is designed to provide the students with a general understanding of the dynamics of the lodging industry, and specifically the operations and management of today's modern hotels.
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>- Classify hotels according to the level of service provided</li> <li>- Explain the function of a hotel organization chart</li> <li>- Define the responsibilities of the major divisions and departments of a hotel</li> <li>- Explain the relationship between housekeeping and front office departments.</li> <li>- Explain the relationship between housekeeping and the maintenance departments.</li> <li>- Compare and contrast the job title organizational chart of a full service hotel with professional levels organizational chart for the same or similar hotel</li> <li>- Give examples of various ways hotel may be classified</li> <li>- Describe the various methods of ranking hotel organizations and the purpose each method serves.</li> </ul>

	<ul style="list-style-type: none"> <li>- Describe manual reservations systems for hotel operations. And discuss the types of hotel operations that use manual reservation systems.</li> <li>- Students will examine how guest satisfaction and service standards contribute to financial success.</li> </ul>	
<b>Learning outcomes</b>	<p>By completing this course, the student should be able to:</p> <ul style="list-style-type: none"> <li>- Have a better perspective of the lodging industry, both domestic and international</li> <li>- Understand the history of the lodging industry and identify future trends that will affect it</li> <li>- Identify the relationship between a hotel's operational departments</li> <li>- Understand common lodging terms, and how they are used in the hotel industry</li> <li>- Describe the basic organizational structure of a hotel</li> <li>- Understand the role and responsibilities of a General Manager in a hotel</li> <li>- Understand the role and responsibilities of the human resource department</li> <li>- Understand the role of revenue management practices in operating a hotel</li> <li>- Understand the role and responsibilities of the sale and marketing department</li> <li>- Understand the role and responsibilities of the front office in a hotel</li> <li>- Understand the various booking channels and how they impact costs and revenues</li> <li>- Comprehend staffing issues and labor cost control tools for various departments</li> <li>- Understand the key components of managing the food and beverage department (kitchen, banquets, room service, restaurant and bar)</li> <li>- Comprehend the basics of the engineering and maintenance department</li> <li>- Understand the different forms of hotel ownerships and management, particularly the role of franchising and management contracts.</li> <li>- Have a full understanding of hotel security and risk management issues related to the industry</li> <li>- Understand the issues related to managing and diverse workforce in the global hotel industry.</li> </ul>	
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Group projects</li> <li>- Class discussion</li> <li>- Group and Individual Assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Field trip</li> <li>- Powerpoint</li> <li>- Handout</li> </ul>
<b>Assessment</b>	<b>Requirements</b>	<b>Portion of Grade (%)</b>

	Class attendance	5 %
	Professionalism during field trip	10%
	Group project	30%
	Report analysis	25%
	Written final examination	30%
	<b>Total</b>	<b>100%</b>
<b>Learning resources</b>	<b>Textbook</b> <ul style="list-style-type: none"> <li>- <i>Hotel Operations Management, 2<sup>nd</sup> edition</i>, David K.Hayes &amp; Jack D.Ninemeier., Prentice Hall, Upper Saddle River, NJ, USA.ISBN 0-13-1711490</li> </ul>	
	<b>Library references</b> <ul style="list-style-type: none"> <li>- Casado, M. (2000) <i>Housekeeping Management</i>. John Wiley and Sons, Inc</li> <li>- Margaret M.Kappa, Aleta Nitschke, Patricia B.Schappert. <i>Managing Housekeeping Operations</i>. EI-AH&amp;LA, USA</li> <li>- Kasavana, M. <i>Managing the Front Office Operations 7/e</i>, The Educational Institute of the American Hotel and Lodging Association</li> <li>- Andrews, Sudhir (1985) <i>Housekeeppping training manual</i>. New Delhi: Tata Mcgraw – Hill Publication Company, 1985</li> <li>- Branson, Joan C. and Lennox (1988) <i>Hotel, Hostel and Hospital Housekeeping</i>. Margret, London ELST.</li> <li>- Martin, R. (1998) <i>Professional Management of Housekeeping Operations</i>. Third Edition. John Wiley and Sons, Inc.</li> <li>- Kappa, M., Nitschke, A. and Schappert, P. (1995) <i>Housekeeping Management</i>. Educational Insitute of the American Hotel and Motel Association.</li> <li>- American Hotel and Lodging Association.</li> <li>- The Floria Hotel and Lodging Association</li> <li>- Lodging Magazine, Hotel and Motel Magazine</li> </ul>	
<b>Course Schedule</b>	Introduction and Course Overview	
	Chapter 1: Overview of the Hotel Industry	
	Chapter 1: Continue...	
	Chapter 2: The Hotel General Manager	
	Chapter 2: The Hotel General Manager – continue...	
	Chapter 3: Management and Service Skills of the General Manager	
	Chapter 4: Human Resources	
	Chapter 6: Revenue Management	
	Chapter 7: Sales and Marketing	
	<b>Midterm exam</b>	
	Chapter 8: Front Office	
	Chapter 9: Housekeeping	
	Chapter 10: Food and Beverage	
	Chapter 11: Engineering and Maintenance	

	Chapter 12: Safety and Security
	Chapter 13: Franchising and Management Contracts
	Chapter 15: Managing in the Global Hotel Industry
	<b>Final exam</b>

**Date revised: April 10th, 2023**



Hà Minh Trí

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## COURSE SYLLABUS

**Course Name: SAFETY, SANITATION AND SECURITY**

**Course Code: BA207IU**

<b>Subject title</b>	Safety, sanitation and security	<b>Subject No</b>	BA207IU
<b>Class(es) concerned</b>	Third year student	<b>Prerequisite course</b>	No
<b>Credits</b>	3	<b>Start</b>	
		<b>End</b>	
<b>Course description</b>	<p>This course provides practical experience with the basic principles of safety, sanitation and security in food service industry. Emphasis is placed on personal hygiene habits, safety regulations and food handling practices (H.A.C.C.P) that protect the health of the consumer. Upon completion, student should be able to demonstrate appropriate safety and sanitation practices required in the food service industry.</p> <p>In addition, this course also teaches students the safety and security processes and procedures required by the hospital. Areas covered will include infection control, blood born pathogens, safety, confidentiality and patient rights, emergency procedures, equipment operation and basic computer training.</p>		
<b>Learning outcomes</b>	<p>Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>- Explain and demonstrate proper personal hygiene.</li> <li>- Discuss and demonstrate basic safety rules in food preparation, equipment, and environmental controls.</li> <li>- Demonstrate proper ware washing by hand and by mechanical means as well as utilize proper washing, rinsing, and final rinse temperatures.</li> <li>- Apply appropriate practices in food preparation, cooling, and serving practices and demonstrate all temperature/ time</li> </ul>		

	<p>factors for proper food safety as identified in HACCP procedures (Hazard Analysis Critical Control Points).</p> <ul style="list-style-type: none"> <li>- Demonstrate proper use of a pocket thermometer in all aspects of a commercial food service operation.</li> <li>- Demonstrate the proper use of chlorine as a sanitizing solution</li> <li>- Track and document time and temperature controls using HACCP guidelines.</li> <li>- Demonstrate and apply general safety and food borne illness prevention techniques in lab assignments</li> <li>- Give examples of why most undeveloped countries still struggle with food borne illnesses and food-borne pathogenic diseases that we in the U.S no longer experience.</li> <li>- Complete infection control procedures</li> <li>- Complete Blood Born Pathogens procedure</li> <li>- Follow emergency procedures</li> <li>- Describe confidentiality and patient rights policies</li> <li>- Operate housekeeping equipment</li> <li>- Identify hazardous materials program</li> <li>- Demonstrate use of computers.</li> </ul>		
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Tutorial</li> <li>- Handout</li> </ul>	<ul style="list-style-type: none"> <li>- Overhead Projector and Screen</li> <li>- PowerPoint Presentations</li> <li>- Videos</li> <li>- Guest speakers</li> </ul>	
<b>Assessment</b>	<b><i>Assessment</i></b>	<b><i>Description</i></b>	<b><i>Percentage</i></b>
	Daily assignment	Daily assignments include but are not limited to workbook activities, guest speaker evaluations, computer activities, class presentations, displays, etc.	30%
	Projects	Completion of individual and group projects such as oral presentations, displays, etc	30%
	Labs	Participation in and the following of safety and sanitation procedures	30%
	Test	Unit Tests	10%
	<b>Total</b>		<b>100%</b>
<b>Learning resources</b>	<p><b><i>Textbook</i></b>  Gisslen, Wayne, <i>Professional Cooking</i>. 6<sup>th</sup> ed., Hoboken, NJ: John Wiley and Sons, Inc.,2007. ISBN #0-471-31036-0</p>		

	Knight, John B. and Lendal H.Kotschevar. <i>Quantity Food Production, Planning and Management</i> . 3 <sup>rd</sup> ed., Hoboken, NJ: John Wiley and Sons, Inc., 2000. ISBN #0-471-33347-6.		
<b>Course schedule</b>	<b><i>Units/ Projects</i></b>	<b><i>Content Standards (Power Standards)</i></b>	<b><i>Resources</i></b>
	Hospitality Career Opportunities <ul style="list-style-type: none"> <li>- Group presentation of career options</li> <li>- Field trips to area businesses</li> <li>- Guest speakers</li> </ul> Professionalism in the field <ul style="list-style-type: none"> <li>- Identify Personal Skills</li> <li>- Resolving customer complaints</li> </ul>	Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers. Explore opportunities for employment and entrepreneurial endeavors. Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation. Examine the impact of hospitality, tourism, and recreation occupations on local, state, national, and global economics. Examine the importance of safety, security, and environmental issues related to the hospitality, tourism and recreation industries Determine the relationship between employees' attitude and actions and customer satisfaction. Employ strategies for resolving complaints. Measure the impact customer relations have on success of the hospitality, tourism, and recreation industry	Internet  <i>Hospitality Services: Food and Lodging</i> © 2004  Guest Speakers  Field trips  <i>American Hotel &amp; Motel Association Training Manual</i>



		Determine the roles and functions of individuals engaged in food production and service careers.	
	<p>Quality Practice</p> <ul style="list-style-type: none"> <li>- Food service standards and regulations</li> <li>- Safety and sanitation</li> <li>- Cooking terms</li> <li>- Cost control/portion control</li> </ul>	<p>Determine the pathogens found in food and their role in causing illness.</p> <p>Employ food service management safety/sanitation program procedures.</p> <p>Practice good personal hygiene/health procedures and report symptoms of illness.</p> <p>Demonstrate proper receiving and storage of both raw and prepared foods.</p> <p>Demonstrate food handling and preparation techniques that prevent cross-contamination between raw and ready-to-eat foods and between animal or fish sources and other food products.</p> <p>Examine current types and proper uses of cleaning materials and sanitizers.</p> <p>Demonstrate procedures for storage of equipment and tools.</p> <p>Utilize weights and measures to demonstrate proper scaling and measurement techniques.</p> <p>Apply the fundamentals of time</p>	<p><i>Culinary Essentials</i> © 2002</p> <p><i>Food Preparation, 2<sup>nd</sup> edition</i> © 1999</p> <p><i>ServSafe</i> © 1999</p> <p>Randy Doescher, Culinary Arts Instructor, Mitchell Technical Institute</p> <p>Guest speakers</p> <p>Internet</p>

		and temperature to cooking, cooling, and reheating a variety of foods.	
	Food preparation <input type="checkbox"/> Food Labs <input type="checkbox"/> Guest meal	Prepare various meats, seafood, and poultry. Prepare various stocks, soups, and sauces Prepare various salads, dressings, marinades, and spices. Prepare sandwiches, canapés, and appetizers. Prepare baked goods and desserts. Demonstrate food presentation techniques.	Cookbooks Internet <i>Culinary Essentials</i> © 2002 <i>Food Preparation, 2<sup>nd</sup> edition</i> © 1999 <i>Professional Cooking 4<sup>th</sup> Edition</i> © 1999 Guest speakers
	Infection control	Body substance Isolation Universal Precautions Infectious waste procedures Infectious linen procedures Lice/related family procedures	
	Blood Born Pathogens	Modes of transmission Personal protective equipment Prevention Policy guidelines	
	Emergency procedures	Emergency/disaster manuals Codes/Procedures Fire (alarm, extinguisher use, pull box) Tornado drill procedure Internal and external disasters	
	Confidentiality and patient rights	Mission/vision Standards of behavior (schedules/ dress code)	

		Confidentiality rules and regulations Patient bill of rights Quality improvement Telephone etiquette	
	Equipment Operation	Maintenance of equipment/faulty equipment procedures Beds/ chair beds/ cots IV Poles Cleaning equipment Cleaning procedures (linen/floors/ linen chute/ transportation)	
	Hazcom – Hazmat	Safety hazard reports Hazardous waste MSDS training Chemicals Lock out equipment Hand held units	
	Computer	Intranet JCAHO training Computer based training	

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
HCMC  
INTERNATIONAL UNIVERSITY**  
**School of Business**

**COURSE SYLLABUS**

**Course Name: REVENUE MANAGEMENT**

**Course Code: BA245IU**

**1. COURSE INFORMATION**

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Course prerequisites:**

- BA198IU – Introduction to Hospitality Industry
- BA184IU - Financial Accounting

**2.5 Approach to learning and teaching**

Formulating tactics and strategies to maximize revenues for hospitality organizations. Topics include: history of revenue management, reservation systems, forecasting demand, inventory control, cost analysis, pricing strategy, channel management, revenue management tactics, and applications.

**3. COURSE AIMS AND OUTCOMES**

**3.1 Course aims:**

Revenue management can be described as the formulation and solution of strategies and tactics to sell the right product/service to the right customer at the right time for the right price. In fact, to implement revenue management, it requires a set of techniques including using information system to establish baseline data, managing time constrained and perishable inventory, cost analysis and pricing strategy, and analyzing and segmenting customers to identify those time sensitive customers who will be willing to pay higher price toward deadline. Although it was developed by airlines, more and more hospitality organizations are implementing revenue management to maximize revenue and profits. As a result, there are high demands for well-trained revenue management personnel in the hospitality industry.

Revenue management has become an increasing popular subject to be taught in hospitality management programs. This course is designed for hospitality students who are interested in higher level managerial position responsible for the financial performance of a hotel. Topics covered will include a review of the historical development of revenue management, reservation systems, forecasting demand,

inventory control, cost analysis, pricing strategy, channel management, and revenue management tactics (i.e., overbook, discount allocation, and demand management).

### **3.2 Learning outcomes**

Teaching format will include: lectures and discussions, guest speaker, article and video studies, homework, and software hand-on tutorials.

Upon completion of this course, students should be able to:

CLO 1: articulate the historical development of revenue management;

CLO 2: describe revenue management and its benefits to hospitality organization;

CLO 3: discuss the strategic levels of revenue management and how they can be manipulated to increase revenue;

CLO 4: describe revenue management in terms of its component parts and critical considerations;

CLO 5: evaluate the cost structure of a hospitality business;

CLO 6: create a system of forecasting demands;

CLO 7: use variable pricing strategies to increase revenue;

CLO 8: manage prices using distribution channels.

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and

problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

#### **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

#### **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

#### **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

### **5. LEARNING ASSESSMENT**

#### **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

#### **5.2 Assessment Details**

Mid-Term Exam	30%	
Homework, Assignment		15%
Group Project	15%	
In-class quizzes, class participation		10%
Final Exam	30%	
Total	100%	

#### **Sample Essay Titles**

1. Do you believe that money is the reward for taking risk. Do you believe that investors should consider the common good, when they are making a choice amongst alternative investments.
2. Give an argument for and an argument against acceptance of a contract to buy materials from a company notorious for its poor treatment of workers in third world countries.

### 5.3 Project Report (Written Assignment)

The students are required to submit a project report in groups of three (3) on one topic.

Length and Style: Maximum 2,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

Due Date: The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

### 5.4 Marking criteria (project report and case presentation)

Marking Criteria	Marks	Learning outcomes/attributes
Defining problem	20	Clear, concise statement of the problem. Ability to structure problems in accordance with theoretical frameworks to solve them.
Applying model	10	Ability to select or develop a suitable model. Ability to give compelling arguments and reasoning to support analysis.
Input data	10	Ability to conduct applied research to gather data/information. Ability to analyze the data
Developing a solution	20	Ability to get solution by using the computer and test the solution.
Analyzing the results, sensitivity analysis	10	Ability to analyze the results; to get the solutions with small change in model or input data.
Presentation of the result	30	Ability to present and give some explanation of the result and withdraw a lesson about the problem approach.

## Grading

The letter grade will be followed by the University suggested rule:

90-100: A+, 80-90: A, 70 – 80: B+, 65 – 70: B, 55 – 65: C+, 50 – 55: C, 30 - <50: D+,  
10 - <30: D

## 5.5 Class participation and Presentation

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

- a) Presentation of case 10%
- b) Class attendance and participation 5%

## 5.6 Special Consideration

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## 6. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.<sup>3</sup>

## 7. STUDENT RESOURCES

### 7.1 Course Resources

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

- Hayes, D. K. & Miller, A. A. (2011). Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons. ISBN 978-0-470-39308-6.

#### Other Online Materials

- Ideas, a SAS company, Revenue Solutions, <http://www.ideas.com/index.php/tools-resources/webinars/>
- Hospitality Financial and Technology Professional (HFTP), <http://www.hftp.org/>

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<sup>3</sup> This is adapted with kind permission from the University of New South Wales.



- Hospitality Sales and Marketing Association International (HSMIAI)  
<http://www.hsmia.org/knowledge/index.cfm?navItemNumber=497> STR  
Global <http://www.strglobal.com/News/News.aspx>
- LinkedIn. Join LinkedIn or sign in to become a member of the Revenue Management Professionals in Travel group.

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

### **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students.

## **8. COURSE SCHEDULE**

<b>Week</b>	<b>Topics, Reading, Assignments, Deadline</b>
1	Chapter 1: Introduction to Revenue Management
2	Chapter 5: The Revenue Manager's Role <i>Industry Expert from Fairmont</i> IdeaS V5i Revenue Management System Introduction <i>Group Project namelist Due</i>
3	Chapter 9: Evaluation of Revenue Management Efforts in Lodging <i>Online Quiz for Chapter 1 &amp; 5 Due before Class</i> Introduction to STR Hotel Performance Reports STR Hotel Industry Analytical Foundations
4	STR Property level Benchmarking IdeaS RM Performance Evaluation Tutorial
5	Chapter 2: Strategic Pricing <i>Online Quiz: for Ch 9 &amp; STR session Due before Class</i> Chapter 10: Revenue Management for Food and Beverage Services
6	Midterm
7	IdeaS Best Available Rate Module CSU Hospitality Career Expo at SFSU Chapter 4: Different Pricing
8	Chapter 6: Forecasting Demand <i>Online Quiz: for IdeaS Basics Due before class</i>
9	Chapter 8: Distribution Channel Management

10	Group Project presentation
11	Group Project Presentation
12	Final Exam Review Q&A
<b>Week</b>	<b>Topics, Reading, Assignments, Deadline</b>
1	Chapter 1: Introduction to Revenue Management
2	Chapter 5: The Revenue Manager's Role <i>Industry Expert from Fairmont</i> IdeaS V5i Revenue Management System Introduction <i>Group Project namelist Due</i>
3	Chapter 9: Evaluation of Revenue Management Efforts in Lodging <i>Online Quiz for Chapter 1 &amp; 5 Due before Class</i> Introduction to STR Hotel Performance Reports STR Hotel Industry Analytical Foundations
4	STR Property level Benchmarking IdeaS RM Performance Evaluation Tutorial
5	Chapter 2: Strategic Pricing <i>Online Quiz: for Ch 9 &amp; STR session Due before Class</i> Chapter 10: Revenue Management for Food and Beverage Services

**Date revised: April 10th, 2023**



Hà Minh Trí



**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: Quality Management in Hospitality**

**Course Code: BA242IU**

**1. Course Information**

- 1.1. Course Title: Quality Management in Hospitality
- 1.2. Credits: 3
- 1.3. Prerequisite: N.A.

**2. Course Objectives and Learning Outcomes**

**2.1. Objectives:**

This course is designed to give students a comprehensive view of service quality in hospitality industry, its scope and importance in hotel and restaurant businesses. The various types of service perspectives are covered. This course also develops an awareness of the importance of staffing who love to serve, delivery system, service culture, the way to wow our guests and service recovery.

**2.2. Learning Outcomes**

Upon successful completion of the course, the student will be able to:

- Understand guest expectation from hospitality operators
- Identify how to meet guest expectations through planning
- Explore what service culture is and why it is important to hospitality business
- Know how to find and hire people who love to serve and wow the guest
- Understand delivery system and its role to excellent service quality
- Learn from service failure and know how to recover service and achieve service excellence in the hospitality industry

### 3. Expectations

- 3.1. Attendance: Students are required to attend at least 80 percent of class meetings in order to take the final exam. However, in order to take full benefit of this course, students are strongly expected to attend every class meeting.
- 3.2. Workload: It is expected that students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on assignment, preparing for presentation and attending classes.
- 3.3. Responsibility:

Show respect to the instructor and classmates.

- Please be ON time. If you are late for 15 minutes, it is marked as “ABSENT”.
- Please do not leave in the middle of the class. In case that you need to go home for some emergency issue, please let me know. If you leave without my permission, you will be marked ABSENT for that date.
- **Do NOT** disturb the instructor and classmates by using *mobile phones* or *other electronic devices*.
- Please contribute ideas and answer to questions raised. This class strongly emphasizes on the interactive between students and instructor.
- Email rules:
  - Use a proper email account name
  - Do NOT leave the Subject field *blank*
  - Tell me your name, your student ID
  - Details must be written in the Content field in English
  - Be *professional* in email communication. Make sure you think twice before writing. Also, make sure you double-check for grammar and vocabulary errors before sending it out (turn on the spelling check tool in your email account)
- I will NOT reply to your email if you are not following this format.

- Submit all assignments on time. Date of submission is included in this Syllabus. It is your responsibility to meet the deadline. Late submission will be deducted 20 percent of the total earned point per late day.
- **Cheating in any kinds will NOT be tolerated and will be penalized.** If caught copying others' work, students' grade will be automatically zero. Copying others' work includes copying and pasting from Internet sources without giving credits; copying and pasting from other people without giving credits; and copying from classmates during exams.

#### 4. **Course assessment**

##### 4.1. **Formal Requirements**

In order to pass this course, the students must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks (see below).

##### 4.2. **Assessment Details**

○ Mid-Term Exam	30%
○ Assignment	20%
○ Engagement	10%
○ Final Exam	40%
• <b>Total</b>	<b>100%</b>

##### 4.3. **Teamwork Assignments**

###### 4.3.1. ***Conducting Workshop***

Each team is required to conduct **a workshop** one time per semester. The topic is randomly picked up and assigned to each group at the second week of the course. You then have time to work in group and present the topic, which is the chapter in your textbook.

The workshop will be conducted as a group presentation at the beginning of each class, following these guidelines:

- All members must do the oral presentation. Each member has 5 – 7 minutes to present the topic and has 3 – 4 minutes to answer the instructor's questions (one-by-one).

- The instructor also gives comments and suggestions for groups' improvements.
- It will take from 90 – 100 minutes for each workshop.

**The workshop will be graded on these criteria:**

- Formal dressing;
- Expressing the understanding of the topic;
- Showing up the teamwork spirit during the presentation;
- Motivating the audience towards involvements and discussions;
- Content Delivered (Quality of Information Presented)
- Speaker Quality (Voice Clarity and Speed/Tone Control)
- Professional Attitude and Behavior
- Speaker Transitions
- Timing (Whether presentation time is equally distributed among group members)
- Power Point-Quality (Format, Structure, Length)

**5. Student Resources**

It is student's responsibility to read materials before attending class meetings.

- Textbook: Rober C. Ford, Michael C. Sturman and Cherrill P. Heaton, 2012, *Managing Service Quality in Hospitality*, Delmar Cengage Learning
- Lecture Slides: Soft-copy of all lecture notes will be sent to students AFTER each class via Blackboard.

**6. Course Schedule**

Wee k	Content	Teaching methods/activities
1	Course Introduction Ice breaker games Chapter 1: the basic of Wow! the Guest Know Best	- Power point presentation - Group discussion - Whiteboard - Video clips
2	Chapter 2: Meeting guest expectation through planning	- In-class Activity: Finalizing group members

		<ul style="list-style-type: none"> <li>- Assigning Workshop Topic to each group</li> <li>- Power point presentation</li> <li>- Group discussion</li> <li>- Whiteboard</li> <li>- Case study</li> </ul>
3	Chapter 3: Setting scene for guest experience	<ul style="list-style-type: none"> <li>- Power point presentation</li> <li>- Group discussion</li> <li>- Whiteboard</li> <li>- Case study</li> </ul>
4	Chapter 4: Developing Service Culture: everyone serves	<ul style="list-style-type: none"> <li>- Group 1: Conduct the workshop</li> <li>- Role plays</li> <li>- Team discussion</li> <li>- Case study</li> </ul>
5	Chapter 5: Finding and hiring people who love to service and be able to wow the guest	<ul style="list-style-type: none"> <li>- Group 2: Conduct the workshop</li> <li>- Role plays</li> <li>- Group discussion (flipchart)</li> <li>- Sharing industry experience</li> </ul>
6	Chapter 6: Providing seamless service delivery system (Defect-free service)	<ul style="list-style-type: none"> <li>- Group 3: Conduct the workshop</li> <li>- Case study</li> <li>- Lecture: power-point presentation</li> <li>- Video clips</li> </ul>
7	Chapter 7: Managing guest's wait (Timely manner)	<ul style="list-style-type: none"> <li>- Group 4: Conduct the workshop</li> <li>- Video clips</li> <li>- Role plays</li> <li>- Group discussion</li> </ul>
8	Chapter 8: Measuring service quality	<ul style="list-style-type: none"> <li>- Group 5: Conduct the workshop</li> </ul>
<b>MIDTERM EXAM</b>		

9	Chapter 9: Fixing service failure (Recovering Service)	<ul style="list-style-type: none"> <li>- Group 6: Conduct the workshop</li> <li>- Role plays</li> <li>- Video clips</li> <li>- Case study</li> <li>- Group discussion</li> </ul>
10	Chapter 10: Leading to Service Excellence: lead the way to wow.	<ul style="list-style-type: none"> <li>- Group 7: Conduct the workshop</li> <li>- Role plays</li> <li>- Case study</li> <li>- Sharing experiences</li> </ul>
11	Additional materials: Overview Total Quality Management (TQM)	<ul style="list-style-type: none"> <li>- Group 8: Conduct the workshop</li> <li>- Lecture: power point presentation</li> <li>- Group discussion</li> </ul>
12	Review the course	<ul style="list-style-type: none"> <li>- Power point presentation</li> <li>- Q&amp;A session</li> </ul>
13	<b>Reservation</b>	
14	<b>Reservation</b>	
<b>FINAL EXAM</b>		

**Date revised: April 10th, 2023**



Hà Minh Trí





**VIETNAM NATIONAL UNIVERSITY  
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**COURSE SYLLABUS**

**Course Name: CRUISE LINE OPERATION AND  
MANAGEMENT**

**Course Code: BA211IU**

<b>Subject title</b>	Cruise Line Operation and Management	<b>Subject No</b>	BA211IU
<b>Class(es) concerned</b>	Third year student	<b>Prerequisite course</b>	BA198IU – Introduction to Hospitality Industry
<b>Credits</b>	3	<b>Start</b>	
		<b>End</b>	

<b>Course description</b>	This course will provide an overview of the service and operations throughout the cruise industry. We will take a practical yet analytical approach to understanding cruise ship operations and service. We will take a look at the many different departments that come together to create memorable experiences for its guests. This course will take a look at management and operational structures onboard a ship. We will also analyze the customer service systems and passenger profiles aboard different fleets. In addition, we will look at how a cruise line manages food and drink, hotel, entertainment and other departmental operations. Not overlooked and certainly most important we will understand topics that pertain to health, safety and security for all passengers.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Define and understand quality of service and show readiness</li> <li>- To understand cruise line service and operations: Amenities, Safety, Security, Food and Beverage, Hotel Service and Operations, Shore Excursions, Entertainment, Learning at Sea,</li> </ul>

	<p>Shipboard Activities, Embarkation/Debarkation, Processes, Merchandising/ Marketing, Spa/ Service</p> <ul style="list-style-type: none"> <li>- To understand the day-to-day operations that goes on throughout a ship</li> <li>- To understand how the cruise industry applies hospitality at sea</li> <li>- To understand what it is like to have a career aboard a cruise line</li> <li>- To understand how the industry can support the local economies</li> <li>- To understand how guest satisfaction measurements affect operations</li> <li>- To understand how cleanliness and sanitation play a role at sea</li> </ul>	
<b>Learning outcomes</b>	<p>After successful completion of this course, students will be able to</p> <ul style="list-style-type: none"> <li>-Critical thinking – being able to understand hospitality and the competitive edge that cruising offers. The cruise industry is constantly providing new ideas and services. Every brand wants to have the latest and greatest to come out on top all the rest. Whether it be rotational dining, rock climbing, midnight buffets, duty free shopping, unique excursions or top of the line spa experiences cruise line executives constantly rethink what makes their brand exciting and unique.</li> <li>-Award winning service – having the ability to provide great hospitality is a great skill, however having the ability to anticipate a guests needs will help you exceed their expectations. Taking the initiative to go the extra step will create great memories and put you on top of the list.</li> <li>-Unique product – having a unique product or service and knowing it because you have defined it that way (ex. Ground breaking show, concepts, or experiences)</li> <li>-Problem solving ability – a career at sea is a high speed ballet of thousands of crew members. Being able to work through problems at sea is critical to a ships success.</li> <li>-Vigor – the waves are not the only thing that is rough at sea.</li> </ul>	
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lecturing</li> <li>- Group Projects</li> <li>- Class Discussion</li> <li>- Group and Individual Assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Handout</li> <li>- Power point</li> <li>- Handouts</li> </ul>
<b>Assessment</b>	<b><i>Requirements</i></b>	<b><i>Portion of Grade (%)</i></b>
	Attendance	15%

	<ul style="list-style-type: none"> <li>- Success=Showing up</li> <li>- It is not considered professional to show up late</li> <li>- The ship will not wait for you</li> </ul>	
	Assignment <ul style="list-style-type: none"> <li>- Analytical Assignment</li> <li>- Reading assignments</li> </ul>	30%
	Final Assignment	45%
	<b>Total</b>	<b>100%</b>
<b>Learning resources</b>	<b><i>Textbook</i></b> Philip Gibson. 2006. <i>Cruise Operations Management</i> . Elsevier Inc. USA.	
	<b><i>Internet Preferences</i></b> <ul style="list-style-type: none"> <li>- Cruise ship information <a href="http://www.cruisedeckplans.com">http://www.cruisedeckplans.com</a></li> <li>- Cruise ship information <a href="http://www.cruising.org">http://www.cruising.org</a></li> <li>- CDC Vessel Sanitation Program <a href="http://www.cdc.gov/nceh/vsp/default.htm">http://www.cdc.gov/nceh/vsp/default.htm</a></li> <li>- Cruising Information <a href="http://www.porthole.com">http://www.porthole.com</a></li> <li>- Cruise ship information <a href="http://www.cruisecritic.com">http://www.cruisecritic.com</a></li> <li>- American society of travel agents <a href="http://www.asta.org">http://www.asta.org</a></li> <li>- Job recruiting site <a href="http://www.cruiseshipjob.com">http://www.cruiseshipjob.com</a></li> <li>- Holland America <a href="http://www.hollandamerica.com/main/Main.action">http://www.hollandamerica.com/main/Main.action</a></li> <li>- Celebrity Cruise Line <a href="http://www.celebritycruises.com/home.do">http://www.celebritycruises.com/home.do</a></li> <li>- Seabourn Cruises <a href="http://www.seabourn.com">http://www.seabourn.com</a></li> <li>- Carnival Cruise Line <a href="http://www.carnival.com">http://www.carnival.com</a></li> <li>- Disney Cruise Line <a href="http://disneycruise.disney.go.com">http://disneycruise.disney.go.com</a></li> <li>- Princess Cruise Line <a href="http://www.princess.com">http://www.princess.com</a></li> </ul>	
<b>Course schedule</b>	<b><i>Lecture</i></b>	
	Introduction to the Industry	
	Cruise ship types	
	Cruise Line Profiles	
	The Passenger	
	Cruise Geography	
	Ports of Call	
	Nautical Times and Time Zones	
	Cruise Terminology	
	Hierarchy of a Cruise Ship	
	Master Rules and Regulations	

	Living Onboard
	Working Onboard
	Customer Service at Sea
	Health and Safety at Sea
	Safety and Emergency Equipment
	Procedures and Drills
	Security and Port Authorities
	Essential Skills at Sea

**Date revised: April 10th, 2023**



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**VIETNAM NATIONAL UNIVERSITY  
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**COURSE SYLLABUS**

**Course Name: RESORT MANAGEMENT AND  
DEVELOPMENT**

**Course Code: BA246IU**

<b>Subject title</b>	Resort Management	<b>Subject No</b>	BA246IU
<b>Class(es) concerned</b>	Third          year student	<b>Prerequisite course</b>	BA198IU – Introduction to Hospitality Industry
<b>Credits</b>	3	<b>Start</b>	
		<b>End</b>	
<b>Lecturer</b>		<b>Approve by</b>	

<b>Course description</b>	This course provides an overview of resort management and operations. The scope of these industries will be discussed along with the principles of successful marketing, management, and development of a resort. This course will introduce students to the operations of modern day resorts, including ski, golf, and gaming resorts. This will include a review of the history of the growth of resorts in the United States, expansion of resorts worldwide, and their operations and characteristics. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts.
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- Describe the history, growth, and development of resorts and the gaming industry</li> <li>- Describe key marketing and financial aspects of resorts and the gaming industry</li> <li>- Identify the demographic characteristics of resort and casino patrons</li> <li>- Describe the process of resort planning and development, and the basic elements of a resort complex</li> </ul>

	<ul style="list-style-type: none"> <li>- Summarize current developments in casino gaming, resorts, and the future trends</li> <li>- Identify the various social, economic, and cultural concerns related to the resort and gaming industry</li> <li>- Identify key recreational activities and facilities common to resorts</li> <li>- Identify and describe key components of the organizational structure, supervising personnel, wage and salary administration, guest relations, and security.</li> <li>- Describe Oregon's Land Use laws pertaining to casino permitting on non-reservation lands.</li> </ul>	
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Understand the relationship between the natural resource and the recreational facility.</li> <li>- Develop an amenity strategy</li> <li>- Identify the characteristics of resort patrons.</li> </ul>	
<b>Teaching method</b>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Guest speakers</li> <li>- Writing Assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Student-led discussion</li> <li>- Whiteboard</li> </ul>
<b>Assessment</b>	<b>Requirements</b>	<b>Portion of Grade (%)</b>
	Assignment: Research Project	30%
	Midterm	25%
	Class Participation/Homework	10%
	Final exam	35%
	<b>Total</b>	<b>100%</b>
<b>Learning resources</b>	<b>Textbook</b> Chuck Y.Gee. 1996. <i>Resort Development and Management</i> . (2 <sup>nd</sup> edition). Educational Institute of the American Hotel and Lodging Association 2113 N. High Street Lansing, Michigan 48906.	
	<b>Book References</b> <ul style="list-style-type: none"> <li>- Hasimoto, K.Kline, S., and G. Fenich. 1998. <i>Casino Management: Past, Present and Future</i> (2<sup>nd</sup> edition). Dubuque:Kendall &amp; Hunt</li> <li>- Mill, R.C.2001. <i>Resorts: Management and Operation</i>. New York: Wiley and Sons, ISBN:0-471-36188-7</li> </ul>	
<b>Course schedule</b>	<b>Lecture</b>	
	Introduction <ul style="list-style-type: none"> <li>- The Resort Concept               <ul style="list-style-type: none"> <li>o Characteristics of Hotel Management</li> <li>o Characteristics of Resort Management</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- Resort history <ul style="list-style-type: none"> <li>o The development of Gaming</li> <li>o Resorts in the 21<sup>st</sup> Century – a comparison</li> </ul> </li> </ul>
	<b>Resort Planning and Development</b> <ul style="list-style-type: none"> <li>- Invest consideration</li> <li>- The Role of Planning and Management</li> <li>- Planning, Facilities, Grounds Maintenance</li> <li>- Planning and the Leisure Concept</li> <li>- Food and Beverage planning</li> </ul>
	<b>Managing the resort</b> <ul style="list-style-type: none"> <li>- Personnel Organization and Human Relations <ul style="list-style-type: none"> <li>o The Process of Management</li> <li>o Planning the Organizational Structure</li> <li>o Managers as Leaders</li> <li>o The Labor Force: Availability, retention, and turnover</li> </ul> </li> <li>- Front of the house management <ul style="list-style-type: none"> <li>o The reservations department</li> <li>o The reception center</li> <li>o Computerized Front Office Systems</li> <li>o The Importance of Guest Relations.</li> </ul> </li> </ul>
	<b>Heart of the house management I: Food and Beverage, Housekeeping Laundry and Dry Cleaning Operations</b>
	<b>Heart of the house management II: Plant, Grounds, Energy Accounting and Purchasing</b>
	<b>Security, Safety and the Management of Risk</b>
	<b>Resort Marketing and Finance</b> <ul style="list-style-type: none"> <li>- Resort Marketing and Sales Promotion</li> <li>- Managing the Resort Investment</li> <li>- Resorts: Retrospect and Prospects</li> </ul>
	<b>Future Trends in Resort Development, Management and Planning</b>

**Date revised: April 10th, 2023**

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Hà Minh Trí





**VIETNAM NATIONAL UNIVERSITY  
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**School of Business**

**COURSE SYLLABUS**

**Course Name: FOOD AND BEVERAGE COST  
CONTROL**

**Course Code: BA248IU**

**1. COURSE STAFF**

**Lecturer:** TBA

**Teaching Assistant:** TBA

Room: TBA

Telephone: TBA

E-mail: TBA

Consultation Hours: TBA

Should the students wish to meet the staff outside the consultation hours, they are advised to make appointment in advance.

**2. COURSE INFORMATION**

**2.1 Teaching times and Locations**

Lecture: TBA

Venue: TBA

**2.2 Units of Credit**

This course is worth 3 credits.

**2.3 Course Prerequisites:**

- BA016IU - Fundamental of Financial Management
- BA184IU - Financial Accounting

**2.5 Approach to learning and teaching**

Food, beverage and payroll systems, including standards determination; variable, semi-variable and fixed costs; the operating budget; income and cost control and

menu pricing. Cost control simulation exercises implemented through software programs

### **3. Learning Outcomes**

1. Understand the theories and principles of food, beverage, and labor cost controls necessary to establish and operate a sustainable, profitable business.
2. Analyze and evaluate costs.
3. Implement controls used for employees, customers, facilities, and procedures.
4. Develop a working understanding of operational budgets.

### **3.3 Teaching Strategies**

The learning system in this course consists of lectures and scheduled presentations/discussions. Lectures elaborate the appropriate theoretical content in the textbook and readings. Classes provide a more detailed and refined analysis of both concepts and applied materials. Classes are strongly oriented towards interactive discussion of the text and cases. In order to gain the most from the lectures and class activities, the assigned text/reading should be read *before* the lecture to participate in the discussions.

From the second week, the students will need to form small discussion groups (3-4 students/group) which will take turns in presenting the assigned cases each week. However, all students are required to take active part in the discussions in class. Look at articles and clippings from business sections of relevant electronic and print media which are relevant to the presentation topic. The students should explain how the material relates to the theory discussed in the text. Discuss with group members as to the common strategy for sourcing, documenting, analysing and presenting cases each week - for which a basic minimum interaction will be necessary. For the audience, it is important that they contribute to the case by getting additional information carefully beforehand so that they are fully familiar with the materials, and are prepared to participate in the discussions.

## **4. STUDENT RESPONSIBILITIES AND CONDUCT**

### **4.1 Workload**

It is expected that the students will spend at least *six* hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where they need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. They should take the required workload into account when planning how to balance study with part-time jobs and other activities.

## **4.2 Attendance**

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Exemptions may only be made on medical grounds.

## **4.3 General Conduct and Behaviour**

The students are expected to conduct themselves with consideration and respect for the needs of the fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students will be asked to leave the class. More information on student conduct is available at [the university webpage](#).

## **4.4 Keeping informed**

The students should take note of all announcements made in lectures or on the course's Blackboard. From time to time, the university will send important announcements to their university e-mail addresses without providing a paper copy. The students will be deemed to have received this information.

# **5. LEARNING ASSESSMENT**

## **5.1 Formal Requirements**

In order to pass this course, the students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

## **5.2 Assessment Details**

Mid-Term Exam	30%	
Homework, Assignment		15%
Group Project	15%	
In-class quizzes, class participation		10%
<u>Final Exam</u>	<u>30%</u>	

Total

100%

### **Sample Essay Titles**

1. Do you believe that money is the reward for taking risk. Do you believe that investors should consider the common good, when they are making a choice amongst alternative investments.
2. Give an argument for and an argument against acceptance of a contract to buy materials from a company notorious for its poor treatment of workers in third world countries.

### **5.3 Project Report (Written Assignment)**

The students are required to submit a project report in groups of three (3) on one topic.

Length and Style: Maximum 2,000 words, excluding footnotes, figures and references. The format for assignments is to be double spaced with 2.5 cm margins and font size of 12 cpi. Please show the word count, along with all other details on the cover sheet.

The project will be assessed for analytical content and presentation. The same marks will be awarded to all students in the same group. All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will be seriously penalized.

Due Date: The project report is due at (time) pm on (date, day). Assignments are to be handed to the School of Business Administration's Faculty Assistant or the lecturer at the Faculty Office.

- Late work will be penalised at the rate of 25 percentage points per week day.
- Students must keep copies of all work submitted.

### **5.4 Marking criteria (project report and case presentation)**

<b>Marking Criteria</b>	<b>Marks</b>	<b>Learning outcomes/attributes</b>
Defining problem	20	Clear, concise statement of the problem.

		Ability to structure problems in accordance with theoretical frameworks to solve them.
Applying model	10	Ability to select or develop a suitable model. Ability to give compelling arguments and reasoning to support analysis.
Input data	10	Ability to conduct applied research to gather data/information. Ability to analyze the data
Developing a solution	20	Ability to get solution by using the computer and test the solution.
Analyzing the results, sensitivity analysis	10	Ability to analyze the results; to get the solutions with small change in model or input data.
Presentation of the result	30	Ability to present and give some explanation of the result and withdraw a lesson about the problem approach.

### **Grading**

The letter grade will be followed by the University suggested rule:

90-100: A+, 80-90: A, 70 – 80: B+, 65 – 70: B, 55 – 65: C+, 50 – 55: C, 30 - <50: D+,  
10 - <30: D

### **5.5 Class participation and Presentation**

A minimum attendance of 80 percent is compulsory. Students will be assessed on the basis of:

- a) Presentation of case 10%
- b) Class attendance and participation 5%

### **5.6 Special Consideration**

Request for special consideration (for final examination only) must be made to the Office of Academic Affairs within one week after the examination. General policy and information on special consideration can be found at the Office of Academic Affairs.

## **6. ACADEMIC HONESTY AND PLAGIARISM**

Plagiarism is the presentation of the thoughts or work of another as one's own (*definition proposed by the University of Newcastle*). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items. The university regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism.

## **7. STUDENT RESOURCES**

### **7.1 Course Resources**

Please note that it is very important to gain familiarity with the subject matter in the readings and cases *prior to* attendance in classes.

#### Textbook:

Lea R.Dopson and David K.Hayes. *Food and Beverage Cost Control*. Wiley; 5 edition (August 9, 2010) ISBN-10: 0471273546 - ISBN-13: 978-0471273547

<http://as.wiley.com/WileyCDA/WileyTitle/productCd-EHEP001570.html>

#### Additional materials provided in Blackboard

The lecturer will attempt to make lecture notes and additional reading available on Blackboard. However this is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, you will get the additional benefit of class interaction and demonstration.

### **7.2 Other Resources, Support and Information**

Additional learning assistance is available for students in this course and will be made available in Blackboard. Academic journal articles are available through connections via the [VNU - Central Library](#). Recommended articles will be duly informed to the students

<b>Week</b>	<b>Topics, Reading, Assignments, Deadline</b>
1	Cost and Sales Concepts Assignment 1: Questions and Problems
2	The Control Process & Cost/Volume/ Profit relationship
3	Food Purchasing Control & Receiving, Business Plans Project review Assignment 2

4	Storage Controls Quiz Assignment 3
5	Food Production Controls Assignment 4
6	Midterm
7	Lecture Inventory and Food Cost Calculations Assignment 5
8	Menu Engineering and Control Food Sales Quiz
9	Beverage Control, Receiving and Storage
10	Beverage Production and Sales Control
11	Labor Controls
12	Final Exam Review Q&A

**Date revised: April 10th, 2023**



Hà Minh Trí