
SYLLABUS
PROGRAM OF PUBLIC MANAGEMENT AND POLICY IN ENGLISH
(E-PMP)

LEVEL OF EDUCATION: UNDERGRADUATE

TYPE OF EDUCATION: FULL-TIME

1. GENERAL INFORMATION

- *Course title (Vietnamese):* **Lãnh đạo trong các tổ chức công và phi lợi nhuận**
- *Course title (English):* Leadership in public and nonprofit organizations
- *Course code:* **EPMP1108**
- *Knowledge group:* **Major's knowledge (optional)**
- *Số tín chỉ:* **3**
- *Prerequisite courses:* **Essentials of management**

2. THE DEPARTMENT IN CHARGE: Social Management

3. DESCRIPTION

This course will provide an overview of current leadership theories and models, focus on leadership practices in public and nonprofit organizations. While general leadership theories are applied in all domains, leadership of public and nonprofit organizations requires specific knowledge and understandings of these organizations' characteristics.

4. REFERENCES

Required Textbooks: Lussier, R., & Achua, C. (2014). Leadership: Theory, Application, Skill Development.

Main references:

1. Storey, J. (Ed.). (2004), Leadership in organizations: Current issues and key trends, Psychology Press.
2. Nguyen Thi Ngoc Huyen, Doan Thi Thu Ha, Do Thi Hai Ha (2015), *Curriculum of Study Management*, National Economics Publishing House.

5. COURSE OBJECTIVES :

Goal (Gx)	Description	PLO	Level
G1 (Knowledge)	Understand and apply the knowledge of academic leadership to analyze and choose suitable leadership styles for public and non-profit organizations.	KT3	3
G2 (Skill)	Gain motivation , communication, negotiation, and conflict resolution skills in public and nonprofit organizations in English.	KN4 KN5	4 3
G3 (Level of autonomy and responsibility)	Act with social responsibility, obey the law, achieve professional standards of behavior and practicing becoming a global citizen.	NLTC1	4

6. COURSE LEARNING OUTCOME:

Goal	CLO (CLOx.x)	Description	Level
[1]	[2]	[3]	[4]
G1 (Knowledge)	CLO1.1	Understand the basics of leadership approaches and models	2
	CLO1.2	Apply knowledge of leadership to analyze and choose suitable leadership styles for individuals, public and non-profit organizations.	3
G2 (Skill)	CLO 2.1	Have skills to analyze the needs, motives and motivations of employees in public and non-profit organizations.	4
	CLO 2.2	Have communication, negotiation, and conflict resolution skills in public and nonprofit organizations in English.	3
G3 (Level of autonomy and responsibility)	CLO3.1	Become a global citizen, acting with social responsibility.	4
	CLO3.2	Obey the law, professional standards of behavior.	4

7. ASSESSMENT OF THE STUDY

Form of evaluation	Content	Time	CLO	Evaluation criteria	Ratio (%)
[1]	[2]	[3]	[4]	[5]	[6]
Evaluate the learning process	Student attendance and participation in class activities	From week 1 to week 12	CLO 1.1, CLO 1.2, CLO 3.1, CLO 3.2	<ul style="list-style-type: none"> - Full class participation level. - The level of lesson preparation from home (fully, thoroughly) - Level of participation in answering lecturer' questions (number of times and quality of answers) - Level of participation in questioning the lecturer (times and quality) 	10%
Individual test 1	Chapters 1, 2, 3, 4	Week 5	CLO 1.1, CLO 1.2, CLO 2.1, CLO 2.2, CLO 3.1, CLO 3.2	2 multiple-choice tests, each consists of 50 questions, taken in 50 minutes, use the highest score for evaluation.	20%

Individual test 2	Chapters 5, 6, 7, 8	Week 9	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2. 2, CLO 3. 1 , CLO 3 .2	The level of completion of the individual test (on time, the quality of the assignment is associated with the level of knowledge, skills and level of autonomy and responsibility of this course)	20%
Group presentations	Chapter 3, Chapter 5, Chapter 7, Chapter 9	Week 4, 6, 8, 10	CLO 1.1, CLO 1.2, CLO 2.1, CLO 2.2, CLO 3.1 , CLO 3.2	- The level of completion of group assignments, presentations (on time, quality of content and presentations , response to questions of lecturers and classmates associated with the level of knowledge, skills and level of autonomy and responsibility of this course) Specifically: Students will be divided into the groups. Each group will be randomly selected for a topic to be introduced. Students will need: (1) Work on assignments and solve relevant chapter issues and hold a discussion with other class memb	20%

				ers ; (2) research on how to tackle an academic topic related to a Vietnamese lesson, and then present the group's findings. Each team member will be available to answer all relevant questions. Team work scores will be based on submitted products and individual performance in class.	
Final evaluation		Week 14	CLO1.1, CLO1.2, CLO2.1, CLO2.2, CLO3.1, CLO3.2	The level of completion of the individual test at the end of the term (The quality of the test is linked to the attainment of knowledge, skills and the ability to autonomy and take responsibility of the course learning outcomes) Specifically: exam questions include multiple choice tests, True/False tests and problem solving essay questions	

* The course uses turnitin software to assess academic integrity

8. TEACHING PLAN

Week/ Session learn	content	CDR module	Work teach and learn	Assessment form
[first]	[2]	[3]	[4]	[5]

1	<p>Chapter 1. Overview of leadership</p> <ul style="list-style-type: none"> - The concept of leadership - Leadership approaches - Power and influence - Leaders 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 1</p> <p><u>Teaching and learning in class</u></p> <p>Lecture chapter 1 : 3 sessions</p> <p>Discussing chapter 1: 1 session</p>	Process evaluation 10%
2	<p>Chapter 2. Leadership in Public Organizations</p> <ul style="list-style-type: none"> - Leadership theory in public organizations - Human qualities and leadership roots - Leadership case studies 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 2</p> <p><u>Teaching and learning in class</u></p> <p>Lecture chapter 2 : 3 sessions</p> <p>Discussing chapter 2: 1 session</p>	Process evaluation 10%
3	<p>Chapter 3. Leadership theories- Approach in terms of characteristics and skills</p> <ul style="list-style-type: none"> - Description and model - What is the approach in terms of characteristics? - What is the skill-based approach? - Strengths, comments and applications - Case studies 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 3</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 3 sessions</p> <p>Discussion: 1 session</p>	Process evaluation 10%

4	<p>Chapter 4. Leadership Theories- Style and Situation Approach</p> <ul style="list-style-type: none"> - Description - What is the style approach? - What is the situational approach? - Strengths, comments and applications - Case studies 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 4</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session</p> <p>Group presentation: 1 session</p>	<p>Process evaluation 10%</p> <p>Presentations : 20%</p>
5	<p>Chapter 5. Leadership Theories - Randomism and Path - Goal Theory</p> <ul style="list-style-type: none"> - Description - Random theory is like? - Path theory - what is the goal? - Strengths, comments and applications - Case studies 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 5</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session Individual test: 1 session (format: multiple choice)</p>	<p>Process evaluation 10%</p> <p>Individual test: 20%</p>
6	<p>Chapter 6. Leadership Theories - League of Legends and Transformation Theory</p> <ul style="list-style-type: none"> - Description - What is the LMX theory? 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 6</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session Group presentation: 1 session</p>	<p>Process evaluation 10%</p> <p>Presentations : 20%</p>

	<p>What is the transition approach?</p> <ul style="list-style-type: none"> - Strengths, comments and applications - Case studies 			
7	<p>Chapter 7. Subordinate Leadership and Authentic Leadership</p> <ul style="list-style-type: none"> - Description - Model of subordinate leadership - How does subordinate leaders work? How does true leadership theory work? - Strengths, comments and applications - Case studies 	<p>CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2</p>	<p>Learning at home: Self-study in advance Chapter 7</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session</p>	<p>Process evaluation 10%</p>
8	<p>Chapter 8. Human Leadership- Public and Nonprofit Context</p> <ul style="list-style-type: none"> - Attracting people for common goals - Management of Diversity: An art necessary for the leaders - Public sector negotiation 	<p>CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2</p>	<p>Learning at home: Self-study in advance Chapter 8</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session Group presentation: 1 session</p>	<p>Process evaluation 10%</p> <p>Presentations : 20%</p>

9	<p>Chapter 9. Implementation Leadership - Public and Nonprofit Context</p> <ul style="list-style-type: none"> - Fulfill commitments of non-profit organizations - Performance Leadership: Eleven exercises to achieve effect - Non-profit organizations and reviews: Manage expectations according to the leader's approach 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 9</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session Individual test: 1 session (format: multiple choice)</p>	<p>Process evaluation 10%</p> <p>Personal test: 20%</p>
10	<p>Chapter 10. Leadership strategy and change</p> <ul style="list-style-type: none"> - The role of strategy in public organizations - Strategic leadership and strategic leadership process - Demand for change and change leadership process 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 10</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 2 sessions Discussion: 1 session Group presentation: 1 session</p>	<p>Process evaluation 10%</p> <p>Presentations : 20%</p>
11	<p>Chapter 11. Crisis leadership and learning organization</p> <ul style="list-style-type: none"> - Media crisis in the era of social networking 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	<p>Learning at home: Self-study in advance Chapter 7</p> <p><u>Teaching and learning in class</u></p> <p>Lecture: 3 sessions</p>	<p>Process evaluation 10%</p>

	<ul style="list-style-type: none"> - Crisis management plan and crisis assessment model - Characteristics of the learning organization - The role of leadership in the cultural creation of the learning institution 		Discussion: 1 sessions	
12	<ul style="list-style-type: none"> - Review - Question and answer 	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	Review , ask and answer chapters	Process evaluation 10%
13	Final exam	CLO 1.1, CLO 1.2, CLO 2 . 1 , CLO 2 .2, CLO 3.1 , CLO 3.2	Exam: 90 minutes	Multiple choice test , true/false, problem solving essay: 50%

9. COURSE REQUIREMENT

9.1. Rules of class participation

- Students are responsible for attending all classes. In any case of absence from school due to force majeure reasons, there must be sufficient and reasonable proofs.

- Students are responsible for actively read materials in advance, proactively preparing lessons before going to class according to the instructions and requests of lecturers.

- Students who skip more than 20% of the lessons of the subject will be considered as not complete the course and have to retake the course

- Students who miss the deadline of individual and group assignments submission will receive a score of zero for that assignment.

- Students will be randomly asked to answer questions during 12 sessions

- Regarding the communication between lecturers and students: Encourage students to participate in discussions (groups and individuals), give direct feedback

to teachers about the content of the course, teaching and learning methods, teaching materials and handouts. Lecturers also encourage students to give feedback on the form, methods and contents of the tests to evaluate students' learning results. Students can communicate with lecturers in class, during office hours or via email. The valuable feedback from students contributes to improve the teaching and learning quality of the course

9.2. Rules of classroom behavior

- The course is conducted on the principle of respect for students and lecturers. All behaviors that interfere with the teaching and learning process are strictly prohibited.

- Students need to actively participate in lectures through discussions with lecturers (answer and ask questions) and group discussions, presentations

- Students must go to school on time. Students who are late more than 10 minutes after class starts will not be able to attend the class.

- Do not make noise, disturbing other students in the learning process.

- Do not eat, drink, chew gum, use devices such as phones, music players during class.

- Laptops and tablets are only used for the purpose of recording lectures, calculating, doing exercises. Absolutely do not use them for other purposes.

Hanoi, Date Month Year 20

DEAN OF FACULTY

(Signed)

UNIVERSITY PRINCIPAL

(Signed)