**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):*   ***Đạo đức cho các nhà quản lý công***

- *Course title (English):*   ***Ethics for Public Administrators***

- *Course code:*   ***EPMP1104***
- *Knowledge group:*   ***Major's knowledge (Elective)***
- *Credit:*   ***3***
- *Prerequisite courses:*   ***Essentials of Management***

## 2. THE DEPARTMENT IN CHARGE: Social Management

## 3. DESCRIPTION

The course aims to provide students with knowledge about the ethics of public and nonprofit administrators, ethical situations, ethical consequences, and the theory of obligation. Most of the time the course will provide students with problem-solving skills in difficult ethical situations in public institutions as well as larger issues in social culture.

## 4.  REFERENCES
### Required textbooks

James E. Post (2002) *Business and society corporate strategy*, public policy, ethics, 10th edition, McGraw-Hill Irwin

### Other references

Nguyen Manh Quan, Curriculum of business ethics and corporate culture, National Economics University Publishing House, 2011

## 5.     COURSE OBJECTIVES :

| Goal (Gx) | Description | PLO | Level |
|---|---|---|---|
| [1] | [2] | [3] | [4] |

| G1 (Knowledge) | Provides general knowledge of explaining the fundamentals of ethics and classifications as well as explaining key approaches to ethics, the key doctrines of ethics | KT3 KT4 | 3 3 |
| G2 (Skill) | Provides problem-solving skills in ethical dilemmas and complexities in public organizations; the skill of explaining, applying and describing in English ethical situations in the public sector, explaining the role of social and political forces in these ethical situations | KN3 KN5 | 3 3 |
| G3 (Level of autonomy and responsibility) | Complies with laws, personal ethical principles; complies with professional standards of conduct; has a sense of responsibility and cooperation in work | NLTC1 | 4 |

## 6. COURSE LEARNING OUTCOME:

| Goal | CLO (CLOx.x) | Description | Level |
|------|--------------|-------------|-------|
| **[1]** | **[2]** | **[3]** | **[4]** |
| G1 (Knowledge) | CLO1.1 | Provides general knowledge of explaining the basic elements of morality | 2 |
|  | CLO1.2 | Classifies and explains key approaches to ethics, key theories of ethics | 3 |
| G2 (Skill) | CLO2.1 | Has problem-solving skills in ethically complex, dilemmas in public organizations. | 3 |
|  | CLO2.2 | Has skills to explain, apply and describe in English ethical situations in the public sector, and explains the role of social and political forces in these ethical situations. | 3 |
| G3 (Level of autonomy and responsibility) | CLO3.1 | Complies with laws, personal ethical principles | 4 |
|  | CLO3.2 | Complies with professional standards of conduct | 4 |
|  | CLO3.3 | To be able to develop a sense of responsibility and cooperation at work | 4 |

## 7. COURSE ASSESSMENT

| Form of evaluation | Content | Time | CLO | Evaluation criteria | Ratio (%) |
|---|---|---|---|---|---|
| **[1]** | **[2]** | **[3]** | **[4]** | **[5]** | **[6]** |
| Evaluate the learning process | | Week 1 to week 12 | CLO 1.1, CLO 3.1, CLO 3.2, CLO 3.3 | - Full level of attendance <br> - Level of lesson preparation from home (fully, thoroughly) <br> - Level of participation in answering lecturers' questions (quantity and quality of answers) | 10% |
| Mid-term review | Chapter 2: Ethical concepts <br> Chapter 3: Responsibili-ties of public managers <br> Chapter 4: Rules of Ethical Conduct and Developmen-t of Ethical Styles | Week 5 | CLO1.1 CLO1.2 CLO2.1 CLO2.2 CLO3.1 CLO3.2 CLO3.3 | The level of completion of the individual assignment (punctuality, the quality of the assignment is associated with the attainment of knowledge, skills as well as the capacity of autonomy and self-responsibility for the learning outcomes of the course) | 20% |
| Group presentation evaluation | Chapter 5: Challenges in the ethical behavior of public managers-public moral conflict <br> Chapter 6: Ethical analysis and problem solving <br> Chapter 7: The responsibilit | Week10 | CLO1.2 CLO1.3 CLO2.2 CLO2.3 CLO3.4 CLO3.5 | The level of completion of group assignment, presentation (punctuality, quality of content and presentation, response to questions of lecturers and classmates are associated with the attainment of knowledge, skills as well as the capacity | 20% |

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| | -y of the head<br>Chapter 8: Ethics, Quality and Job Performance | | 4 | | of autonomy and self-responsibility for the learning outcomes of the course) | |
| End-of-term evaluation | Chapter 5: Challenges in the ethical behavior of public managers- public moral conflict<br>Chapter 6: Ethical analysis and problem solving<br>Chapter 7: The responsibilit-y of the head<br>Chapter 8: Ethics, Quality and Job Performance<br>Chapter 9: Ethics, Quality and Job Performance<br>Chapter 10: Ethics, Quality and | Chapter 5,6,7,8,9,10 | CLO1.2<br>CLO1.3<br>CLO2.2<br>CLO2.3<br>CLO3.2<br>CLO3.3<br>CLO3.4<br>CLO3.5 | The level of completion of the individual test at the end of the term (The quality of the test is associated with the attainment of knowledge, skills as well as the capacity of autonomy and self-responsibility for the learning outcomes of the course) | 50% |

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| | Job Performance | | | | |

\* The course uses turnitin software to assess academic integrity

## 8. TEACHING PLAN

| Week/ Session | Contents | CLO | Activities | Assessment |
|---|---|---|---|---|
| [1] | [2] | [3] | [4] | [5] |
| 1 | Chapter 1: General introduction to the subject, group presentation guide, midterm test and final exam | CLO1.1 CLO2.1 CLO3.1 CLO3.2 | Study at home: Study Chapter 1 in advance Teaching and learning in class: - Introduction about the course and how to evaluate the course - Lecture: 3 sessions - Class discussion (individual): 1 session | Evaluate the learning process, attitude, level of initiative and positive in learning 10% Personal test 20% Group presentation 20% |
| 2 | Chapter 2: Ethical concepts Moral ethics and intuition Theory of relativity Absolute theory Ethics Purpose theory Reading: Svara (47-64) | CLO1.1 CLO1.2 CLO2.1 CLO3.1 CLO3.2 | Study at home: Study Chapter 2 in advance Teaching and learning in class: - Lecture: 3 sessions - Class discussion (individual): 1 session | |
| 3 | Chapter 3: Responsibilities of public managers Responsibility of public managers to the organization and society | CLO1.2 CLO2.1 CLO3.1 CLO3.2 | Study at home: Study Chapter 3 in advance Teaching and learning in class | |

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| | Roles, organizational structures and responsibilities of public managers<br>Accountability of public managers<br>Building an administrative ethics model with a focus on the manager's obligations<br>Reading: Svara (Chapter 3) | 6 | - Lecture: 3 sessions<br>- Class discussion (individual): 1 session |
| 4 | Chapter 4: Rules of Ethical Conduct and Development of Ethical Styles<br>Scope and purpose of the code<br>Promulgating rules<br>Declare the purpose of the code<br>Incorporate the code into professional standards<br>Reading: Svara (Chapter 5) | CLO1.2<br>CLO2.1<br>CLO2.2<br>CLO3.3 | Study at home:<br>Study Chapter 4 in advance<br>Teaching and learning in class<br>- Lecture: 3 sessions<br>- Class discussion (individual): 1 session |
| 5 | Chapter 4: Rules of Ethical Conduct and Development of Ethical Styles<br>Scope and purpose of the code<br>Promulgating rules<br>Declare the purpose of the code<br>Incorporate the code into professional standards<br>Reading: Svara (Chapter 5) | | Study at home:<br>Study Chapter 4 in advance<br>Teaching and learning in class<br>- Lecture: 3 sessions<br>- Mid-term examination: 1 session |
| 6 | Chapter 5: Challenges in the ethical behavior of public managers- public moral conflict<br>Reasoning based on bad people, bad systems | CLO1.2<br>CLO2.2<br>CLO3.3 | Study at home:<br>Study Chapter 5 in advance<br>Teaching and learning in class<br>- Lecture: 3 sessions |

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| | Explain failure due to the weaknesses of good and serious public managers Unethical choices in different situations Reading: Svara (Chapter 6) | | - Class discussion (individual): 1 session | |
| 7 | Chapter 6: Ethical analysis and problem solving Benefits of ethical analysis The stages and steps in the problem-solving model Apply problem solving model Perform problem solving and action Reading: Svara (Chapter 7) | CLO1.2 CLO1.3 CLO2.2 CLO2.3 | Study at home: Study Chapter 6 in advance Teaching and learning in class - Lecture: 3 sessions - Class discussion (individual): 1 session | |
| 8 | Chapter 7: The responsibility of the head Conditions for responsible leadership Response techniques Steps to protect the head Who is the leader? Reading: Svara (Chapter 8) | CLO1.3 CLO2.2 CLO2.3 CLO3.4 CLO3.5 | Study at home: Study Chapter 7 in advance Teaching and learning in class - Lecture: 3 sessions - Class discussion (individual): 1 session | |
| 9 | Chapter 8: Ethics, Quality and Job Performance Consolidate the organization and strengthen the management culture Clear expectations, training, advice and effective control mechanisms Positive management practices | CLO1.3 CLO2.2 CLO2.3 CLO3.4 CLO3.5 | Study at home: Study Chapter 8 in advance Teaching and learning in class - Lecture: 3 sessions - Class discussion (individual): 1 session | |

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| | Full feedback channel and values to encourage dissent<br>Fairness and participation in working with the public<br>Reading: Svara (Chapter 9) | 8 | | |
| 10 | Group presentations | CLO1.2<br>CLO1.3<br>CLO2.2<br>CLO2.3<br>CLO3.4<br>CLO3.5 | Group presentation: 4 sessions | |
| 11 | Chapter 9: Ethics, Quality and Job Performance<br>Consolidate the organization and strengthen the management culture<br>Clear expectations, training, advice and effective control mechanisms<br>Positive management practices<br>Full feedback channel and values to encourage dissent<br>Fairness and participation in working with the public<br>Reading: Svara (Chapter 9) | CLO1.3<br>CLO2.2<br>CLO2.3<br>CLO3.4<br>CLO3.5 | Study at home:<br>Study Chapter 9 in advance<br>Teaching and learning in class<br>- Lecture: 3 sessions<br>- Class discussion (individual): 1 session | |
| 12 | Chapter 10: Ethics, quality and job performance<br>Consolidate the organization and strengthen the management culture<br>Clear expectations, training, advice and effective control mechanisms | CLO1.3<br>CLO2.2<br>CLO2.3<br>CLO3.4<br>CLO3.5 | Study at home:<br>Study Chapter 10 in advance<br>Teaching and learning in class<br>- Lecture: 3 sessions<br>- Class discussion (individual): 1 session | |

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|---|---|---|---|---|
| | Positive management practices<br>Full feedback channel and values to encourage dissent<br>Fairness and participation in working with the public<br>Reading: Svara (Chapter 9) | | | |
| | Examination at the end of the course | CLO1.2<br>CLO1.3<br>CLO2.2<br>CLO2.3<br>CLO3.2<br>CLO3.3<br>CLO3.4 | Essay test 90 minutes | Final exam: 50% |

## 9. COURSE REQUIREMENT
### 9.1. Rules of class participation

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

- Students are responsible for actively researching documents, proactively preparing lessons before going to class according to the instructions and requests of lecturers.

- Students who miss more than 20% of the lessons of the subject will be considered as not complete the course and have to enroll again.

- Students who submit individual and group assignments late compared with the prescribed time of the instructors will receive a score of 0 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 or 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**                    **UNIVERSITY PRINCIPAL**

**(Signed)**                                       **(Signed)**