

Review Article

## Solutions for Developing a Team of Specialized Organizers and Officials in Public Universities in Vietnam

Nguyen Thi Xuan Loc<sup>1\*</sup>, Tran The Luu<sup>2</sup>

<sup>1</sup>Vinh University, 182 Lê Duẩn, Bến Thủy, Thành phố Vinh, Nghệ An, Vietnam

<sup>2</sup>Saigon University, 273 Đ. An D. Vương, Phường 3, Quận 5, Thành phố Hồ Chí Minh 700000, Vietnam

**Article History**

**Received:** 16.03.2023

**Accepted:** 25.04.2023

**Published:** 29.04.2023

**Journal homepage:**

<https://www.easpublisher.com>

**Quick Response Code**



**Abstract:** Developing a team of specialized organizers and officials in public universities is a necessary requirement in Vietnam to improve the quality of the university education workforce in response to fundamental and comprehensive educational innovation requirements. Based on theoretical research and a survey of the current team, the article proposes six solutions for developing the team of specialized organizers and officials in public universities: 1) Organizing to raise awareness of the necessity of developing the team of specialized organizers and officials in public universities for managerial and leadership staff; 2) Improving the planning and development of the team of specialized organizers and officials in public universities according to a competency-based approach; 3) Perfecting the mechanism for recruitment and utilization of the team of specialized organizers and officials based on a competency-based approach; 4) Organizing training to enhance the capacity of the team of specialized organizers and officials to meet job position requirements; 5) Developing a standard set of criteria to evaluate the performance of specialized organizers and officials in public universities based on job position approach; 6) Establishing a motivational working environment to develop the capacity of the team of specialized organizers and officials in public universities.

**Keywords:** Solutions, team, development, specialized organizers and officials.

**Copyright © 2023 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## INTRODUCTION

To educate higher education "to fulfill the mission of raising people's knowledge and developing high-quality human resources for the country", with different approaches, as well as the level of development and philosophy of operation of higher education is not the same; each country has its own different philosophies to develop higher education. However, the most common point is that countries around the world have valued the construction of an advanced, modern, and high-quality education system, in which the development of the teaching and managerial staff is a prerequisite factor determining the quality of education. One of the factors that determine the quality of human resources for higher education is the work of officials and those who work in organizing and managing staff. Therefore, studying the current situation and solutions to develop the team of specialized personnel in organizing staff of public universities in Vietnam is an important task of public universities in the current context.

Developing the team of organizational specialists in public universities in Vietnam.

### 1.1. Organizing to increase awareness of the need to develop the team of organizational specialists in public university staff for university management and leadership officials

University management and leadership officials play a crucial role in building and developing the team of organizational specialists in public universities. Therefore, changing the perception of university management and leadership officials about the role and necessity of developing the team of organizational specialists in staff is the top priority solution and the basis for proposing further solutions.

Public universities need to strengthen the strict leadership and guidance of the Party committees at all levels, the Council, and the Rectorate in developing the team of organizational specialists in staff. Creating high unity in the perception and actions of management and leadership officials, specialists, and lecturers in public universities regarding the important role and necessity

of developing the team of organizational specialists in staff. Rectors and Heads of the Personnel and Organization Department must organize discussions, in-depth exchanges, dissemination, and touting the important role and necessity of developing the team of organizational specialists in staff; at the same time, always highlighting the role of management entities in directing perception for their own agencies and units. Good organization of specialized training courses, seminars, exams, scientific reports on content related to organizational work, personnel; capacity and capacity development of organizational specialists, personnel provide a basis for each specialist to grasp, implement and strive, learn and train according to the defined criteria.

### **2.2. Improve planning and develop the capacity of organizational personnel at the public university based on a competency-based approach**

Improving the planning and developing the capacity of organizational personnel at the public university based on a competency-based approach aims to develop this team according to the defined roadmap with a scientific sequence, appropriate to the ability and strengths of each individual, ensuring that the organizational personnel have good quality and capacity, and can fulfill all assigned tasks and responsibilities.

#### a) Basis for building planning and development:

Building planning and development of organizational personnel based on a competency-based approach needs to be based on scientific and appropriate grounds, linked to the mission, vision, and strategic development plan of the university; based on the current situation of the personnel; based on the job position list of the department responsible for organizational work, personnel, and the competency standards of organizational personnel.

#### b) Improving the process of building planning and development of organizational personnel based on competency standards:

The planning and development process of organizational personnel based on competency standards must ensure the following steps: Step 1: Determine the objectives of planning and development; Step 2: Survey and analyze the current situation of personnel; Step 3: Forecast personnel needs; Step 4: Develop the planning and development plan; Step 5: Review and monitor the implementation of the plan; Step 6: Improve the planning and development of organizational personnel.

### **2.3. Improving the recruitment mechanism, utilizing a team of experts to organize personnel based on competency approach**

Improving the recruitment mechanism and utilizing a team of experts to organize personnel based on a competency approach (based on competency and

potential for competency development) plays a crucial role in determining the quality of the personnel of the organization.

#### a) Establishing a recruitment process based on competency standards:

Firstly, principles and selection criteria must be identified, followed by the development and implementation of a transparent, competitive recruitment process based on competency standards. Therefore, job descriptions to identify the title, standards, and requirements for each job position are mandatory in recruitment work.

Compliance with the recruitment process: Building job descriptions and competency standards proposed for each job position of the organization and personnel; announcing recruitment; receiving resumes; establishing a recruitment board; organizing recruitment; identifying the successful candidate and announcing the results of recruitment for civil servants; signing a work contract.

In implementing the recruitment process, it is necessary to raise awareness and responsibility of recruitment personnel. At the same time, inspection and supervision of the recruitment work need to be strengthened.

#### b) Developing a mechanism for using personnel organization experts in public university based on competency.

The use of competent organizational specialists and officials is based on three basic contents: (1) Job arrangement and assignment; (2) Appointment, change of professional title; (3) Job position transformation, staffing simplification.

#### (1) Job arrangement and assignment based on capability:

Firstly, managers must explore the abilities and skills of each specialist through various forms (direct interviews, task assignments and job performance evaluation, self-assessment by the organizational specialist, feedback from relevant parties, etc.). At the same time, they must be flexible, innovative, and daring to apply various assignment methods (assignment according to the legal position and authority of the unit, assignment according to the volume and nature of the work, assignment according to the number of workers, etc.) to determine the strengths of each specialist, ensure that they can fully leverage their abilities and strengths, and actively participate in the management decision-making process. In addition, attention should be paid to the team structure, ensuring the combination of young, dynamic, enthusiastic specialists who have received basic training with those who have worked for many years and have practical experience to supplement and support each other to

form a strong team; ensuring the continuity, inheritance, and development of the organizational specialist team.

(2) Appointment, change of professional title:

Appointment to management and leadership positions: Develop plans for monitoring, managing, training, and fostering to select people with ethics, talents, full criteria, and capabilities for appointment to management and leadership positions.

Appointment, promotion of professional titles: Encourage specialists to establish work goals, personal development goals, and provide opportunities for them to accumulate sufficient conditions and standards for consideration (examination) for promotion, appointment to higher professional titles, and open up a path for specialist career advancement in line with established goals.

(3) Job position reassignment and streamlining of the workforce to enhance quality:

Utilizing the results of performance evaluations as a basis for job position reassignment, if the evaluation results meet the required standards, there will be promotion or rotation to a better position. If the evaluation results only meet the minimum requirements, there will be further training and development plans. If the evaluation results are not met and further training is not feasible, the specialist will be reassigned to a more suitable job position. It is absolutely necessary to prevent limited-capacity specialists, unscientific work methods, and low credibility from conducting operations and advising in the organization and personnel fields.

To streamline the workforce and reduce the size of the organization, it is necessary to screen out specialists who are unable to fulfill their duties, in order to enhance efficiency, labor productivity, and create more job positions and opportunities for contributions and development for capable specialists.

**2.4. Organize training programs to enhance the capacity of the organization's specialist team and staff to meet job position requirements.**

The research results show that the specialist team and staff of the public university still have many limitations and shortcomings. Therefore, training and development activities are extremely important to improve the quality of the specialist team and staff. To enhance the capacity of the organization's specialist team and staff to meet job position requirements, the following content should be well implemented:

a) Determine the purpose and training requirements for the organization's specialist team and staff at the public university according to the competency framework:

The training purpose is to equip the specialist team and staff with knowledge, skills, attitudes, and methods to perform their tasks, ensuring that they have

full qualities and capabilities to meet the increasing demands of organizational and staff work. Encourage self-learning and lifelong learning awareness, efforts to improve themselves of the specialist team and staff at the public university; promote existing capacity of each specialist, build and develop necessary capacity to create long-term "development potential" for this team.

b) Develop a training program for the organization's specialist team and staff at the public university according to the competency framework, including:

Based on the orientation of renewing the training program, competency/competency framework and training purpose and requirements, it is necessary to develop a separate training program that is suitable for the specialist team and staff, specifically:

Training knowledge: General knowledge serving the professional activities of the specialist team and staff; Professional knowledge and work skills in organizational and staff activities.

Training skills: Advisory skills; Skills in planning, organizing and implementing work; Self-improvement and career development skills; Auxiliary skills: communication, foreign languages, and computer science.

c) Developing a training process for the team of organizational specialists and officials based on competency standards:

Identify the training needs by surveying the actual competency of the team of organizational specialists and officials annually; Plan the training; Implement the plan; Evaluate and improve the training of organizational specialists and officials at the public university according to competency standards.

d) Diversifying the forms and methods of training for the team of organizational specialists and officials at the public university according to a competency-based approach:

Expanding training forms that are suitable for each person, each job, and each specific condition: concentrated training; training in the form of learning while doing; remote training; on-site training; self-study... In which, self-training of specialists is a key form.

Diversify the forms and methods of training for organizational specialists and officials that are suitable for the lifelong learning requirements of each specialist: Invite experts, hold conferences and seminars on organizational work, officials...; focus on training methods in the job: assign people with expertise, good professional skills, and experience to guide the work, accompany them at the workplace, or rotate and switch positions in the job. After training, create an environment for specialists to apply their learning

results, training, and experience effectively into their professional activities.

### **2.5. Developing a set of standards as a basis for evaluating the competency of public university personnel organization specialists**

a) Developing a set of standards for personnel organization specialists in public universities. Based on theoretical and practical research and the results of standardizing survey data on the actual situation and the structure of the competencies of personnel organization specialists, the proposed set of competencies consists of 5 groups of components.

Based on the competency structure, the set of standards for personnel organization specialists is proposed as a basis for evaluating their competencies.

b) Conducting evaluations according to competency standards

Principles of evaluation based on competency standards: Evaluation criteria need to be specified and adjusted for each university and each job position in the field of organization and personnel. It is possible to select the necessary competencies in the standard set for evaluation without necessarily evaluating the entire standard set (depending on the evaluation purpose). Professional competency standards must be compatible with job descriptions for each job position that the specialist is responsible for.

Evaluation methods: When evaluating according to competency standards, it is necessary to reference job completion indicators to assess the competency of the specialist, and vice versa, to obtain the most objective and comprehensive evaluation results.

The competency evaluation scale is based on 4 levels in decreasing order: (1) High compliance; (2) Good compliance; (3) Compliance; (4) Non-compliance (or can be scored). Each level of competency is equivalent to the evaluation results and the specific classification of officials is stipulated in Article 42 of the Law on Officials (Law No. 58/2010/QH12 of the National Assembly).

Completing the evaluation process for organizational personnel based on competency approach: The assessment of organizational personnel organizers at public university requires the participation and provision of multidimensional information from various parties to avoid subjective evaluation, including the individual being evaluated, colleagues, direct management levels, and school-level management. In addition, for higher education institutions, the opinions of students, teachers, and staff throughout the university must be emphasized and incorporated into certain competencies. Therefore, it is necessary to develop a serious and systematic evaluation process, including

Step 1: Self-evaluation of the specialist, Step 2: Evaluation by direct superiors, Step 3: Evaluation by colleagues, Step 4: Evaluation by related parties, Step 5: Evaluation by leadership and school-level management, and Step 6: Processing evaluation results. To ensure accurate and objective evaluation results, all evaluation parties must have high consensus on evaluation standards/criteria and consult each other during the evaluation process.

Using evaluation results to develop a team of organizational personnel specialists and officials: The results of competency assessment are only meaningful when used by public universities to develop management policies and operate the development of a team of organizational personnel specialists and officials in the next stages. These policies are concretized through the use of evaluation results in activities such as recruitment, placement, utilization, planning, training, development, promotion, appointment, professional title changes, and building reward policies...

### **2.6. Establishing a motivating work environment to maximize and develop the capacity of the public university organizational personnel team.**

A motivating work environment is primarily one with adequate infrastructure, machinery, and equipment to serve the job to the best extent possible. Additionally, it is a place full of positive energy that always brings and maintains the enthusiasm and motivation for professionals to contribute their best to the University.

- a) Implementing the University culture in the organization, officers, and departments: Implementing communication and behavior culture regulations between superiors and subordinates; among colleagues; between the unit's staff and the staff across the University, with learners, with partners to create an open, democratic, cooperative, reliable, and respectful atmosphere among members in the unit, increasing the attachment of professionals to the unit, to the University: attachment to work, emotional attachment, and professional ethics attachment.
- b) Creating opportunities for promotion and personal development for professionals: Public universities need to create opportunities for organizational personnel to demonstrate their personal capacity, enhance proactivity and creativity in work. Gradually, help the organizational personnel to participate in management activities of the unit, of the University; pay attention to nurturing the capacity of professionals, helping them assert themselves, and advance in their professional activities. This is the motivation that drives professionals to continue working at a higher



level, improving their skills and job effectiveness.

**Good welfare policy:** To ensure the effectiveness of developing the organization's professional workforce, the public university needs to establish a performance-based welfare policy for its specialists. This includes implementing flexible salary plans, such as paying based on job position, individual capability, and work achievements. In addition, recognizing the achievements of specialists through various forms of appreciation, such as praise, commendation, awarding certificates, and proposing high-level titles. These welfare policies should promptly recognize, appreciate, and elevate the achievements of specialists, coupled with appropriate material rewards such as salary increases, bonuses, and benefits, as a strong motivation to promote the organizational skills and capabilities of the workforce to achieve organizational goals.

**Improving the working environment:** Designing office spaces and green areas, providing full facilities to inspire the university, create a sense of work inspiration, and foster creative and innovative thinking in specialists.

## 2.7. Assessing the urgency and feasibility of solutions for developing the specialized workforce in organizing public universities in Vietnam

### 2.7.1. Objectives, content, methods, and survey participants

The survey aims to collect information and evaluate the urgency and feasibility of proposed solutions for developing the specialized workforce in organizing public universities, and to adjust solutions that are not suitable and affirm the reliability of evaluated solutions. The survey method is a questionnaire consisting of objective multiple-choice questions for 76 specialized personnel in organizing personnel, 160 other lecturers and specialists, and 46 administrative staff (Rectors, Vice Rectors; Heads, Deputy Heads of TCCB departments) from 36 public universities across the country. Survey participants are asked to evaluate the urgency and feasibility of proposed solutions on a 4-level scale: o Level 1: Very urgent and very feasible o Level 2: Urgent and feasible o Level 3: Less urgent and less feasible o Level 4: Not urgent and not feasible

### 2.7.2. Survey results

Proposed solutions must address existing limitations and challenges related to the capacity to perform duties of the specialized workforce in organizing personnel, and must be suitable for the practical conditions of each university.

**Table 3: Survey results on the urgency and feasibility of proposed solutions.**

N0	solutions	Percentage of solutions rated as urgent and highly urgent:			Percentage of solutions rated as highly feasible and feasible:		
		Managers	Staff organization specialist		Managers	Staff organization specialist	
1	Organize activities to enhance awareness of the necessity to develop the team of specialized organizers in public universities for management staff.	98 %	97.1%	98%	100%	98%	100%
2	Develop a plan for the development of the team of specialized organizers for public university staff.	98 %	97.1%	98%	92%	97.1%	92%
3	Improve the mechanism for selection and utilization of specialized organizers in public universities.	98 %	96.1%	98%	92%	98%	92%
4	Organize training programs to enhance the capacity of specialized organizers in public universities.	98 %	96.1%	98%	100%	98%	100%
5	Establish a set of standards for evaluating specialized organizers in public universities based on job positions.	100 %	98%	100%	94%	98%	100%
6	Improve policies to create motivation for the team of specialized organizers in public universities.	98 %	98%	98%	88%	97.1%	100%

The survey results in Table 3 show that the surveyed subjects highly evaluated the urgency and feasibility of the proposed solutions. Specifically, the number of opinions assessing the solutions as very

urgent and urgent, very feasible and feasible is 88% or higher. Therefore, developing a team of specialized organizers for public university officials is essential and feasible. Conclusion: One of the decisive factors

affecting the quality of human resources in higher education is the work of officials and those who work in organizational activities. Therefore, developing a team of specialized organizers for public university officials in Vietnam is an important task. Based on theoretical and practical research, this article proposes development measures for the team to ensure they possess the necessary qualities and abilities to fulfill their duties and tasks, contributing to improving the quality of higher education in the context of basic innovation, comprehensive education and integration trends; and to practically improve the effectiveness of human resource management in public universities. Each solution has a different position and importance but has a close relationship with each other and supports each other to achieve the objectives of each solution, while also contributing to the common goal of developing a team of specialized organizers and officials at public universities in Vietnam.

## REFERENCES

- Nguyen Minh Duong. (2012). Training human resources to meet the requirements of the Fourth Industrial Revolution, *Journal of Education Science in Vietnam*, No. 5.
- Song Ha. (2014). On the responsibilities of organizations and personnel in organizing work, *Building the Party* No. 10 - 2014.
- Nguyen Tien Hung. (2017). Developing the competency framework of education officials and civil servants, *Journal of Education Science*, No. 142.
- Nguyen Ngoc Quan, Nguyen Van Dien. (2005). Human Resource Management textbook, Education Publishing House, Hanoi.
- My Giang Son. (2017). Administrative education personnel - a support force for education management, *Education Journal*, No. 399.
- Phan Thang, Nguyen Thanh Hoi. (2017). Handbook of organizational work for public administration agencies and enterprises - Statistical Publishing House.
- Mai Huu Thinh. (2013). On developing competency frameworks in public agencies in Vietnam, *Journal of State Management*, No. 204, January 2013.
- Nicholas, P. L., & Edward, F. L. (2016). Human Resource Management in Public Higher Education: Exploring the Role of HR Professionals, *The Journal of Higher Education Management*, DOI: 10.1177/1555458915627552.
- Australian National Training Authority. (1995). Competency Standards for Assessment: current from September 1995 to August 2000; tr iv.
- Brewster, C., Farndale, E., & van Ommeren, J. (2000). Human Resource Competencies and Professional Standards, Cranfield, UK.
- Brewster, C., Farndale, E., & van Ommeren, J. (2000). Human Resource Competencies and Professional Standards, Cranfield, UK.
- David, D. D., & William, J. R. (2004), *Competency-Based Human Resource Management*, Davies-Black Publishing © 2004, ISBN: 0891061746

---

**Cite This Article:** Nguyen Thi Xuan Loc & Tran The Luu (2023). Solutions for Developing a Team of Specialized Organizers and Officials in Public Universities in Vietnam. *East African Scholars J Edu Humanit Lit*, 6(4), 185-190.

---