



SECTION: EDUCATIONAL SCIENCES.

SEKCJA: NAUKI O WYCHOWANIU.

How to cite: Duc, T. D. (2024). Challenges and solutions in training and fostering staff in Vietnam. *Horizons of Innovation: Conference on Multidisciplinary Trends in Science 2024*. (pp. 87-91). Futurity Research Publishing. <https://futuraity-publishing.com/horizons-of-innovation-conference-on-multidisciplinary-trends-in-science-2024-2/>

Challenges and solutions in training and fostering staff in Vietnam

Tran Minh Duc

Dr., Faculty of Cultural Industry, Thi Dau Mot University, Binh Duong province, Vietnam

Accepted: January 21, 2024 | **Published:** February 5, 2024 | **Language:** English

Abstract:

This study examines challenges and solutions for improving cadre training in Vietnam, given its increased international integration. It critiques current training inadequacies, including lack of professionalism among officials, proposing comprehensive reforms: innovating awareness, methodologies, and content in training; reorganizing training facilities; decentralizing management; enhancing international cooperation; and upgrading instructor quality. These reforms aim to equip officials with necessary skills and attitudes for effective governance in a new era. By addressing these strategic areas, the paper underscores the critical need for continuous development and global collaboration in cadre training, aiming to build a competent, efficient administration aligned with socio-economic development and integration challenges.

Keywords: fostering, cadres, training, integration.

Introduction

Training and fostering staff in Vietnam face several challenges in the context of rapid economic development, technological advancements, and globalization. Addressing these challenges is crucial for enhancing the competencies and professionalism of Vietnamese cadres to meet the demands of modern governance and international integration. The integration period is a period in which most areas of society

are restructured thinking in the coordination between data, processes and people to create new values, "is the application of continuous and rapid innovation of technical technology to solve problems" (Lankshear & Knobel, 2008). Regarding the country's management apparatus during the integration period, the cadres are the key step in the cause of innovation and development. Cadre standards are regulations used as a basis for evaluating and classifying cadres, and are a measure for assigning certain tasks to cadres. If officials are not qualified and do not have good qualities, when assigned tasks, they will have difficulty performing them and even screw their work up. Leaders and managers are staff who lead the masses to carry out political tasks and are responsible to superiors for the activities of the localities, agencies, and units under their charge. However, overall, the current staff in Vietnam, including a large number of management staff, has revealed many limitations and weaknesses in both professional capacity and working attitude. The competence of cadres is not consistent; many cadres, even senior cadres, lack professionalism and work contrary to their areas of expertise and strengths; there is still a lack of foreign language proficiency, communication skills, and the capacity to operate in an international setting (Thanh, 2019). It is clear from this that the training and fostering of cadres is confronting numerous new difficulties in light of the nation's extensive international integration, all of which need to be overcome (Hai, 2022). In the midst of Vietnam's push for industrialization, modernization, and active international integration, the enhancement of state apparatus staff quality emerges as a critical necessity. This section explores the evolution and objectives of research on training and fostering staff within Vietnam, drawing on a variety of scholarly works and articles. These studies, while varied in focus, collectively highlight theoretical and practical aspects of cadre and civil servant development, alongside strategies to amplify training effectiveness. Despite the wealth of research, specific challenges and solutions pertinent to the integration era's heightened requirements remain underexplored.

As Vietnam navigates through extensive global integration, the imperative for ongoing training and fostering of officials to meet emerging demands and uphold strong, qualified political and operational capabilities becomes increasingly evident.

Research Results

The landscape of international cooperation has evolved, necessitating robust, adaptable, and skilled cadres capable of navigating new complexities. This section aims to synthesize the historical context and research objectives, shedding light on the intricate dynamics of cadre training within the framework of Vietnam's ambitious integration goals. It underscores the necessity of innovative approaches to training, fostering a workforce equipped for the challenges of governance in an interconnected world, and enhancing Vietnam's stature on the international stage.

History of issue and purposes of research

In the context that Vietnam is promoting industrialization, modernization, and proactive international integration, training and improving the quality of staff working in the state apparatus is an objective requirement. The fourth industrial revolution with state governance, etc. Through the above works, the issue of training and fostering cadres in Vietnam has been studied from many different angles. The works have also raised a number of theoretical and practical issues regarding the team of cadres and civil servants as well as a number of solutions to improve the effectiveness of training and fostering activities for cadres and civil servants. However, the above works and articles only discuss the issue of training and fostering staff in general and have not specifically researched the issues of training and fostering of cadres in the integration period with higher requirements, associated with extensive international integration.

It can be said that all aspects of Vietnamese social life are significantly affected and changed by international integration. The state has more effective tools at its disposal to strengthen social control thanks to the power of the new technological ecosystem. However, in the context of increasingly extensive international cooperation, Vietnamese officials and civil servants need to continue to be trained

and fostered to have strong and qualified political courage, qualifications, capacity and culture of working scientifically, effectively, for the people (Le et al., 2011).

Challenges of the integration period to Vietnamese cadres

During the integration period, science and technology are highly developed, allowing people to control everything remotely, without limits in space or time, and to be able to interact faster, better and more accurately. The Vietnamese cadres play a decisive role in helping to accelerate the country's industrialization, modernization, and international integration, contributing to the success of the cause of building and protecting the Fatherland from the impact of international integration. In the current era, information processing, knowledge and information transfer take place very quickly and widely, thanks to the achievements of modern science and technology, especially information technology,.. If officials do not know how to self-study and improve their expertise, they will quickly become outdated with their own work and with the surrounding environment.

Vietnamese cadres are well-positioned to actively participate in the country's economic development during the integration process, and they also uphold the core foundation of the nation, which includes the spirit of patriotism and the traditional values that forge national cultural identity. As the country's administrators, officials have the capability to propose solutions, contribute to, and critique policies, identify ways to seize developmental advantages, mitigate risks, and foster innovations. Engaging in science not only contributes to improving the quality of the country's human resources but also enhances its political prestige in the process of international integration.

Shortcomings in training and fostering cadres in Vietnam recently

Overall, the current staff in Vietnam still has many limitations, including officials holding senior leadership positions but lacking professionalism (Thanh, 2019). There are still many officials who are afraid of training. A large number of cadres have lost their ideals, lost their will, work superficially, are afraid of difficulties and suffering, and have degraded their political ideology and morality. Virtue and lifestyle show signs of "self-evolution" and "self-transformation". Staff capacity is uneven, many officials work unprofessionally, and have degraded political ideology, ethics, and lifestyle (Communist Party of Vietnam, 2016).

The quality of Vietnam's current cadre team is still low for a number of reasons: Firstly, the development of training and fostering programs for cadres is not really linked to the needs of training and fostering of cadres and necessary requirements of the job. Many programs are lacking, weak and have not been implemented synchronously and effectively. Secondly, the current training and fostering of cadres is rarely based on job needs and the need to perfect the necessary knowledge and skills to serve the cadres' own work, but mainly only to fill standard requirements related to certificates and degrees of cadres. This leads to the fact that the number of cadres sent for training and fostering increases, however, they still do not meet the job requirements when they complete the courses. Thirdly, the teaching staff of training and fostering institutions have not regularly updated and improved their capacity, qualifications and pedagogical methods. Mobilizing a team of visiting lecturers who are experienced leaders and managers at all levels, good experts who have both knowledge and skills, and have methods to exchange experiences in management and performance organization of tasks and public duties in ministries, branches and localities still has many shortcomings (Binh Duong Provincial Party Committee led the building of a team of key grassroots officials from 1997 to 2015 - 21., n.d.; Nguyen, 2021).

Fourthly, there is no mechanism or policy to encourage cadres to actively study and self-study to improve their qualifications and capacity to perform assigned public duties, and is not associated with the leader's responsibility in creating and maintaining a learning cultural environment in state agencies. Fifth, the work of evaluating the quality of training and professional development is sometimes overlooked. Such assessment of training and fostering of cadres does not really help the trained cadres improve their qualifications and abilities compared to before the training, etc.

Implications for some solutions to improve the quality of cadre training in Vietnam during the integration period

In the context of integration, training and fostering a team of cadres who are both professional and qualified, capable of shouldering and completing assigned tasks well, should focus on the following solutions:

Firstly, It is necessary to innovate the issue of awareness of the functions of training and fostering officials. Renewing awareness of the function of training and fostering cadres during integration requires shifting from the goal of human management to the quality and efficiency of public service performance. That is, training activities should not be applied in the traditional style to meet the standards set by managers, but to improve the ability to perform assigned public duties. In particular, training is a regular task of the organization and participation is the right and responsibility of officials. Training focuses on updating new knowledge, equipping skills and methods of performing tasks and public duties. Focus on training and fostering professional skills and public service ethics for officials. Assigning autonomy to heads of agencies, units and localities to directly manage and use staff to ensure initiative and timeliness, agencies, units and localities will decide on the content training and fostering programs.

Secondly, it is imperative to introduce novel approaches, materials, and techniques for cadre training and fostering. Important concerns that need to be addressed by a scientific training and fostering process include: what knowledge and skills are required for the job position; what knowledge and skills the cadres possess currently; and what information and skills the cadres lack for their current jobs. To achieve this, programs and materials must closely align with learner needs, and lecturers must stay informed about those needs throughout the teaching process in order to steer training and nurture toward the ongoing filling in of gaps in students' capacities. Regarding the content of training and fostering, it is necessary to clearly distinguish two levels of innovation in training and fostering programs, which are innovating the system of training and fostering programs and innovating the structure, content of each training and fostering program for each specific subject. As a result, modify the curriculum in a practical, targeted manner that is in line with the training objectives and target audience. Reduce the amount of academic and general knowledge while increasing the guidance provided on experience, new knowledge, and skills.

Thirdly, the system of official training and fostering facilities needs to be reorganized. Simplifying the layout and maintaining consistency with activities, functions, and the scope and format of training and fostering are all important. It is not required for every ministry, branch, province, or district to have a cadre training and fostering center. Along with consolidating the system, arrange the internal organizations of each facility in such a way that it is not necessary for all facilities to have a rigid organizational structure and payroll, but should use more visiting lecturers. To ensure the effective implementation of the roadmap for perfecting the system of training and fostering facilities, step by step attract and transfer the task of organizing training for cadres to public service-providing organizations inside and outside the public. Research to form a network of training and research facilities capable of participating in training and fostering activities, and have a mechanism to allow economic sectors and social organizations to participate in these training and fostering activities. Institutions that train and foster cadres need to expand and improve the effectiveness of international cooperation on cadre training, increase activities to exchange lecturers and rapporteurs, participate in forums, conferences, seminars, etc. with cadre training and fostering facilities in different countries around the world.

Fourthly, it is necessary to decentralize the management of cadre training and fostering activities. In decentralizing the management of training activities, it is necessary to unify one focal point to manage the training and fostering of cadres, avoiding fragmentation, lack of synchronization and overlap like the current situation. Training and fostering to improve the working capacity of cadres should be assigned to the head of the agency or unit employing the cadres to decide. Learners need to be given the right to choose training programs and content according to their job needs and job position requirements.

Fifthly, it is necessary to strengthen international cooperation in training and fostering cadres. There is a mechanism to mobilize competent and reputable foreign organizations and individuals to participate

in teaching cadre training courses, especially for courses to update knowledge, skills and experience to improve international integration capacity. Promote and diversify forms of cooperation in the field of training and retraining of officials, combining domestic training and fostering with study and research abroad, and sending lecturers to participate in training and fostering abroad. In training, it is necessary to increase the application of advanced foreign teaching methods by diversifying forms of international cooperation in organizing training courses, in order to strengthen integration capacity in the context of limited ability to allocate funding for training and fostering activities in Vietnam.

Sixthly, it is necessary to improve the quality of lecturers conducting training and fostering cadres. Lecturers at training and retraining establishments must ensure appropriate professional qualifications, pedagogical capacity, and practical management experience. To achieve these core elements, there needs to be a plan to regularly update and improve the capacity, qualifications and pedagogical methods of lecturers, and enhance the responsibility of lecturers as not only a facilitator but also a program operator but also the creator of training and fostering programs. Ministries, branches and localities develop regulations detailing the responsibilities of management cadres and lecturers participating in teaching. Strengthen self-fostering and skills training, exchange of practical experiences for full-time lecturers at training and fostering establishments, creating conditions for lecturers to go on long-term field trips at central and local state administrative agencies.

Conclusions

The current integration period presents a significant opportunity for Vietnam to leverage humanity's advancements in knowledge, science and technology, management science, and educational science. This allows for "taking shortcuts and leading" in the country's process of industrialization, modernization, and governance. Thus, a crucial factor is the establishment and enhancement of a cadre training and fostering system to a new level. Achieving this will result in the production of learners who are fully equipped with moral integrity, strong political resolve, professional expertise, and high levels of professionalism. These qualities are essential for performing tasks amidst the challenges of the integration period, aiming to build an effective and efficient administration. Such an administration will meet the demands of socio-economic development and international integration in this new era.

References

Binh Duong Provincial Party Committee led the building of a team of key grassroots officials from 1997 to 2015 - 21. (n.d.). Tailieuthamkhao.com. Retrieved February 2, 2024, from <https://tailieuthamkhao.com/en/binh-duong-provincial-party-committee-led-the-building-of-a-team-of-key-grassroots-officials-from-1256/>.

Communist Party of Vietnam (2016). *Documents of the Fourth Conference of the 12th Central Executive Committee*. Party Central Committee Office, Hanoi.

Digital literacies: concepts, policies and practices. Peter Lang Inc., International Academic Publishers.

Hai, N.C. (2022). Factors affecting student satisfaction with higher education service quality in Vietnam. *European Journal of Educational Research*, 11(1), 339-351. <https://doi.org/10.12973/eujer.11.1.339>

Nguyen, N. B. (1998). *Personality Psychology, Some Theoretical Issues*. Hanoi: Educational Publishing House.

Nguyen, T. H. (2021). Training quality for Vietnamese cadres and civil servants in the context of international integration. *E3S Web of Conferences*, 258, 10009. <https://doi.org/10.1051/e3sconf/202125810009>

Thanh, N. H. (2019). Leaders' Personality in International Integration in Vietnam. *Open Journal of Leadership*, 08(02), 23–39. <https://doi.org/10.4236/ojl.2019.82002>