

The background features a dark blue gradient with various geometric shapes in shades of green and light blue. There are several data visualization elements: a bar chart with green bars of varying heights, a network diagram with nodes and connecting lines, and a circular diagram with a central point and radiating lines. The text is centered in a dark blue rectangular area.

**MODERN DEANS:**  
Mastering the  
Management Competency  
Framework and Managing  
the Refresher Training in Selected  
in Selected Vietnamese  
Universities

edited by  
**Thang Nguyen**

# **Modern Deans: Mastering the Management Competency Framework and Managing the Refresher Training in Selected Vietnamese Universities**

Thang Nguyen



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## **Preface**

Changes in higher education around the world that have never happened before have happened in the 21st century. Vietnamese universities are the same. As the profession evolves, the duties of academic leaders, particularly deans, have significantly expanded beyond their previous scope. Deans today should be visionary leaders, effective managers, and supporters of their staff's continued learning and growth.

The author wrote this book, "Modern Deans: Mastering the Management Competency Framework and Managing the Refresher Training in Selected Vietnamese Universities," because they recognized how much Vietnam needed competent academic leaders. This study aims to integrate contemporary management theories and practical frameworks with the unique cultural and institutional characteristics of Vietnamese higher education, thereby bridging the divide between theory and practice for existing and prospective deans.

The first portion of the book discusses management competence frameworks and lists the most significant competencies that today's academic leaders should have. We show you how to really learn these competencies by looking at best practices and real-life examples. The second chapter goes into more depth about how to create and administer refresher courses. It focuses on how these programs can assist teachers and administrators in maintaining learning and progressing in their careers.

We used case studies from a few Vietnamese universities to do our research. These case studies highlight the issues that deans have had to deal with at different kinds of schools and how they have come up with unique solutions. This information is aimed not only to enlighten but also to encourage people who desire to make higher education better in Vietnam and beyond.

We want to thank the academic leaders, faculty members, and policy experts who shared their time, knowledge, and experience with this publication. We hope that this book will be helpful to university administrators, deans, policy makers, and anyone else who wants to know more about the future of leadership in higher education.

Thank you very much,

With sincere appreciation,

**Thang The Nguyen**

**March 10, 2026**

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**Abbreviation**

CD	Competency development
ETMIS	Education and Training Management Information System
HRD	Human resources development
HRM	Human resource management
MC	Management competency/cies
MRT	Management of the refresher training
S&T	Science and technology

## INTRODUCTION

In recent years, higher education in Vietnam has undergone significant transformations, partially addressing the demand for highly skilled human resources as the economy and society evolve towards a knowledge-based, innovation-driven economy. Conversely, Vietnam's implementation of international commitments, particularly in higher education, necessitates integration. These challenges have affected multiple facets of higher education, including internal university issues such as training quality, decentralisation, marketisation, human resources, interdisciplinary studies, and, specifically, the teaching staff and training programs, as well as the state's overarching policies on higher education. For instance, concerning the autonomy and accountability of higher education institutions, refer to Article 32 of the Law on Higher Education. Nonetheless, the competence of the school's personnel, particularly the deans, is crucial for meeting domestic demand and achieving international integration.

The task of organizing the higher education network also poses challenges for higher education management, including the proliferation of higher education institutions and the diversity of ownership types and structures. In the 1987-1988 academic year, the country had 101 universities and colleges (Nguyen Thi My Loc, 2013); currently, there are 235 institutions, encompassing both public and private entities (Ministry of Education and Training, 2017b). Regarding student enrollment, the figure has increased from 133,136 in the 1987-1988 academic year to 1,767,879 currently (Ministry of Education and Training, 2017b).

The Government's Resolution on the fundamental and comprehensive innovation of Vietnamese higher education for the period 2006-2020, No. 14/2005/NQ-CP, dated November 2, 2005, established the overarching objective for higher education as: "To fundamentally and comprehensively innovate higher education, effecting a significant transformation in quality, efficiency, and scale, in alignment with the nation's industrialization and modernization initiatives, international economic integration, and the educational needs of the populace." By 2020, Vietnamese higher education will attain a regional advanced status and approach global standards; it will be highly competitive and adaptable to the socialist-oriented market system. Assemble a team of university lecturers and educational managers that is adequately sized, embodies ethical standards and professional integrity, demonstrates a high degree of expertise, and utilizes innovative teaching and management methodologies; ensure that the student-to-lecturer ratio within the university system does not surpass 20. By 2010, at least 40% of the faculty must hold master's degrees, and 25% must hold doctoral degrees; by 2020, at least 60% of the faculty should hold master's degrees, and 35% should hold doctoral degrees. The Project to Enhance the Quality of Higher Education 2019-2025, as delineated in Decision 69/QD-TTg, explicitly states: "Aiming for 100% of university lecturers to possess a master's degree or higher, with a minimum of 35% holding a doctoral degree; prioritizing the welfare and acknowledgement of educators and educational administrators; and instituting performance-based remuneration." Enhance the training of professional and vocational competencies for academic and administrative personnel; Facilitate the selection and dispatch of teachers overseas for further training at state expense and through alternative financial sources; enhance the exchange of lecturers and administrators between Vietnamese higher education institutions and international counterparts, particularly in industrialized nations.

In addition to professional expertise, management skills have become a pressing requirement for mid-level managers, especially deans. These competencies are evidenced not only by the comprehension and implementation of various new state policies regarding higher education but also by the expertise and skills that enable management personnel at this level to proactively or, at the very least, more effectively address internal changes within the institution, such as trends in decentralization and delegation of authority. Training is a continuous process aimed at improving the professional competencies and attributes required for educational managers at universities within the higher education framework. This is a deliberate, structured process designed to cultivate, enhance, and systematize knowledge, skills, and attitudes. Consequently, cultivating and enhancing MC enhances training quality and improves the competencies needed to integrate effectively with higher education systems in other countries.

The challenges confronting higher education due to internationalisation and globalisation, alongside shifts in educational policy and the demand for skilled labour for domestic economic development, are complicating the management of higher education, particularly the responsibilities of deans, more than ever before. It encompasses not just academic success but also proficiency in management tasks. These are the reasons why the "Mastering the Management Competency Framework and Managing the Refresher Courses in Selected Vietnamese Universities" was chosen to study.

## **CHAPTER 1. THE THEORETICAL FRAMEWORK FOR THE MANAGEMENT OF THE REFRESHER TRAINING OF THE MANAGEMENT COMPETENCIES FOR THE VIETNAMESE UNIVERSITY DEANS**

Research on university deans encompasses a broad array of resources, both local and international, focusing on topics such as training and development, enhancing MC, and overseeing the advancement of MC for deans.

### **1. A review of MC for the university deans and their management**

#### ***1.1. Management competencies***

MC is evidenced in managerial activities, which can be articulated during task execution or through the effectiveness of the manager's management activities. Moreover, MC can be evidenced through many dimensions: knowledge, competencies, and experience, either alone or in combination, or it may also be articulated through management functions.

The term "management and leadership competency" is associated with the rise of the competency-based approach, which emerged from shifts in the economic and political landscape during the late 1960s. The term "managerial competency" was extensively utilized (McClelland, 1973; Raven, 2016). A comprehensive study conducted by the American Management Association in the 1980s laid the groundwork for the concepts of performance and behaviour. At the same time, job competence was characterized by individual traits related to effectiveness and excellence in job performance (Boyatzis, 1982). Identify 19 competencies related to mid-level management performance, categorized into five groups: management goals and actions, leadership, human resource management, emphasis on others, and employee coaching, as outlined in "Emotional and Social Intelligence Competencies: Cross-Cultural Implications" (2012). These concepts gained significant traction in the UK, initially presented in the report on the Review of Vocational Qualifications (De Ville, H, 1986), which subsequently informed the development and implementation of the National Occupational Standards (NOS) for management. The competency approach has swiftly evolved into a prominent paradigm for management and leadership development and evaluation in the UK.

Despite their common genesis and analogous language in both the UK and the US, the 1980s and 1990s witnessed divergences in the use of concepts related to competence. It is essential to differentiate among the three methodologies (Paul R. Sparrow, 1997). The methodology for developing managerial competency (technical or functional) in the UK predominantly depends on functional analysis of job roles to establish the expected standards of conduct within the workplace. This method is distinctly exemplified in the application of NOS to ascertain National Occupational Standards. The second approach commences with the identification of the behavioural competencies of proficient and effective managers, as outlined in "Emotional and Social Intelligence Competencies: Cross-Cultural Implications" (2012). This strategy seeks to delineate the boundaries of acceptable performance standards while promoting behaviours that improve performance. Third, differentiating the firm's competency-based approach (Sparrow, 1995) emphasises the organisation's and operational

procedures that foster innovation, learning, and implementation, rather than focusing on the individual (Goddard, 1997).

MC (Hoang Minh Thao, 2002) refers to the alignment between psychological aptitude and the demands of the management work. Based on the alignment between competency and criteria, we can distinctly identify several levels of competence. MC is evidenced through management activities, which can be articulated during task execution or reflected in the effectiveness of the manager's management efforts. Moreover, MC can be exhibited through several dimensions: knowledge, skills, and experience, either alone or in combination, or it may also be articulated through management functions.

MC (Phan Van Nhan, 2005b) refers to the capability to execute tasks, fulfil responsibilities, and address challenges encountered in management, thereby ensuring that an organization's operations meet its established objectives. Consequently, MC is a multifaceted amalgamation of psychological traits encompassing knowledge, skills, experience, and the nuances of management, along with the individual's disposition towards the object within the management process. Management encompasses both scientific principles and artistic elements; hence, competency serves merely as a foundational requirement, insufficient for effectively overseeing a successful school. MC can be distinctly categorized based on the alignment between skills and management requirements. MC is effectively illustrated by the four functions of management: planning, organizing, directing, and evaluating.

The advancement of organisational competencies prompts a discussion of the efficacy and evolution of these concepts to improve performance for both individuals and organisations. One of the five frequently acknowledged weaknesses associated with the concept includes: (1) reducing these approaches to management roles instead of portraying them as overall cohesion (Bolden, 2006); (2) the universal nature of competencies, which encompasses general competencies not grounded in context, individuals, or specific tasks (Grugulis, 2000; Loan-Clarke, 1996; Swailes & Roodhouse, 2004); (3) concentrating on performance in the present and past rather than future requirements (Carroll, Levy, & Richmond, 2007); (4) competencies often prioritize the measurement of behavior and results while neglecting interactive and contextual factors or nuanced qualities (Bell, M.I., Heye, 2002); and (5) this approach is mechanical and restricted to education and outcome orientation (Brundrett, 2000).

Notwithstanding these critiques, the inclination towards competency-based methodologies persists robustly rather than waning, and in recent years, it has broadened to encompass management and leadership. The primary distinction between leadership and management (P. Kotter, 2001; Zalesnik, 2004) lies in the transition from focusing on the technical demands of a particular job role to prioritising personal attributes across all organisational levels. The concept of "leadership" has broadened the definition of competence to encompass not only MC but also a diverse array of individuals, including both senior executives and those who do not engage in conventional management duties. This expansion raises apprehensions about the trend toward incorporating predominant aspects. However, it is associated with specific prerequisites rather than obstacles, leading to conclusive assertions about the essence of leadership and the responsibilities a leader must undertake.

Leadership competency (Buckingham, M, 2001) tends to promote compliance with superior directives rather than cultivating individual diversity. Experience indicates (Jim Clifton, Jim Harter, 2019) that, regardless of intentions, the strengths-based approach is predicated on three assumptions: (1) individuals who excel in the same roles will demonstrate analogous behaviours; (2) these behaviours are teachable; and (3) surmounting shortcomings

results in success. Moreover, the increased use of competence models to delineate and assess management behaviour, rather than objectives, necessitates that organizations redirect their emphasis to cultivating individual distinctions and strengths grounded in results rather than behaviour. These conclusions are corroborated by other research indicating that leaders attain comparable outcomes using diverse methodologies (John W Hunt, 1997; McCall, 1998).

At the organizational level, four aspects (Salaman, 2004) are inadequately acknowledged in relation to the attributes of the competency approach. Initially, the competency method is situated within a framework for measuring, monitoring, comparing, and controlling managerial behaviour, as delineated in the descriptions of leadership and management positions. Secondly, the competencies must be integrated into the strategies of both the business and the manager, as frameworks often obscure the organization's priorities, objectives, and responsibilities. Third, delineate the essential attributes of a manager by enumerating the competencies that function as benchmarks for progress. Management competencies can initially be delineated within a competence framework and subsequently analyzed in relation to the rules and managerial elements that impact them. Fourth, the competency model demands greater accountability from managers rather than delegating the task for fostering motivation and development to individuals.

Competency-based approaches in education, as delineated by Paprock (1996), McLagan (1996), and Kerka (1993), encompass the following fundamental characteristics: learner-centeredness, adherence to policy requirements, alignment with real-world contexts, flexibility and dynamism, and the establishment of clearly defined standards.

Owing to the benefits of the competency-based approach, training activities are frequently measured and benchmarked within general educational practice and, specifically, in educational administration. The aforementioned research demonstrates that MC is defined variably, specifically in relation to management functions, the institution's primary orientations (vision, purpose, etc.), talents, and values.

### ***1.2. Management competencies of the deans***

University deans are not only typically trained and endowed with knowledge, competencies, and professional attributes, but they also oversee training and development initiatives. This resulted in the urgency of this set of officials being a management issue rather than a professional one, so CD for management was neither a retraining exercise nor an update of knowledge for deans in their respective fields of study.

The training of deans is a process necessitated by the need to improve the individuals, the institution, and the quality of education, and to enhance their management competencies to fulfil work requirements. The program's trainees are deans or prospective leaders poised to assume departmental leadership roles. CD for management is primarily executed through the following modalities: (1) regular training, as mandated by the Government for the development of civil servants; (2) training programs organized by management agencies (Ministries, Sectors, Universities); and (3) training tailored to individual requirements. CD for management encompasses (1) the training of managers and leaders to cultivate standardized competencies aligned with the demands of educational innovation in Vietnam's contemporary context; (2) management training also fosters an awareness of accountability in resource utilization towards established educational objectives; (3) it enhances the competency to discern long-term directions and goals, select policy frameworks, coordinate

relationships, and motivate individuals to augment the efficiency of organizational operations (Cao Thu Hang, 2016).

In light of the need for educational innovation aimed at CD, establishing competency standards for educational administrators has become imperative and must be undertaken to fulfil societal needs (Pham Do Nhat Tien, 2009). The Ministry of Education and Training (2014) issued guidelines delineating competency standards for educational administrators at various levels of education. Nonetheless, it is imperative to establish rules for the systematic construction and development of the educational administrators' team (Nguyen Thi Hai Yen, 2015). Nevertheless, there is a paucity of studies that explicitly delineate the competency standards for educational administrators in general, and for department and faculty administrators, particularly for the role of the deans.

Moreover, there is a need for research on innovative approaches to enhancing the overall MC of educational administrators, with a specific focus on university deans. This includes identifying the training program content for educational administrators (Pham Do Nhat Tien, 2009), as well as developing programs, content, pedagogical methods, and contemporary assessment techniques designed to elevate the overall educational quality of teaching personnel and educational management officials. The training program for educational management personnel (Nguyen Minh Ky, 2013) must be founded on the increasingly significant role and multifaceted model of the qualities and competencies of educational management staff, aimed at enhancing their management competencies and assessing the quality of education and training to foster learners' competencies. Alternatively, it may involve restructuring the training and development institutions for educational management officials (Nguyen Duy Hung, 2009).

Numerous relevant studies on training and development for school managers have been conducted in Vietnam. Significant theoretical contributions comprise: "Training and Development of Educational Management Personnel" and "Developing Educational MC " (Dang Ba Lam, 2014); as well as "Solutions for Human Resource Development in Business Management to Address the Demands of Economic Integration and Globalisation." Theoretical Foundations of Management in Educational Organisations (Nguyen Loc, 2009b). Moreover, school administrators must possess the competency of self-assessment (Tran Thi Minh Hang, 2016) to mitigate deficiencies and subjective misapprehensions about their own competencies in a continually evolving setting.

The training curriculum for faculty and department-level personnel in universities, as outlined by the Ministry of Education and Training (2013), encompasses 16 distinct topics featuring diverse content. This content not only enhances existing staff expertise, such as state education management and newly implemented policies, but also introduces new subjects, like change and change management in universities. Alternatively, Phan Van Nhan (2005a) defines managerial competencies as a multifaceted amalgamation of psychological traits encompassing knowledge, skills, experience, the nuances of management, and the individual's disposition towards the managed entity in the management process. Management encompasses both scientific principles and artistic expression. MC can be distinctly categorized based on the alignment between skills and management requirements. The training curriculum for educational administrators (Ministry of Education and Training, 2011) executed in Vietnam in recent years has fulfilled numerous competency prerequisites for this cohort of officials: (1) Educational development policies and strategies; (2) Management science and educational administration applicable to university governance; (3) State

oversight of education and training; (4) University and college administration; (5) Skills pertinent to supporting university and college management.

In addition to the necessity for content innovation in training, which encompasses both academic and practical aspects to address societal needs, particularly the proficiency in management information systems (Pham Do Nhat Tien, 2009), there are also advancements in pedagogical approaches during training, including case studies, problem-based learning, and experiential learning, as well as regulations governing the standardization of teaching personnel and educational administrators at various educational levels. Moreover, school administrators must enhance their learning competency (Dang Quoc Bao, 2016). The authors identified a variety of training courses, particularly in-service programs, which are frequently structured around modules (Hao Nguyen & Arild Tjeldvoll, 2016). The training period may range from 3 days to 3 months during the summer recess.

Proposed solutions for training management personnel include those articulated by various authors, such as Dang Viet Loi (2005). Enhancing and refining the school's organizational and managerial framework for its training operations. Do Vinh Quang (2004) advocated developing a strategy for educational administrators, emphasizing that the training curriculum should encompass computer science, foreign languages, a passion for the industry, and dedication to the profession, among other elements—the training procedure (Nguyen Quang Hanh, 2015; Phan Van Nhan, 2005a). MC is effectively exhibited through four functions: planning, organizing, directing, and assessing.

Consequently, the research has elucidated the competencies that the deans ought to possess and be taught in relation to the activities and responsibilities they are required to fulfil. This also indicates the absence of elements to establish an MC framework or a distinct management activity catalogue for this cohort of university officials at present.

### ***1.3. Management of the competency refresher course***

The directors of university departments are frequently trained and endowed with knowledge, competencies, and professional attributes, and they also oversee training and development initiatives. This situation necessitated that the urgency for this set of officials be regarded not as a professional concern but as a management issue, thereby rendering CD for management not a retraining endeavour or an initiative to assist deans in updating their subject-specific expertise. The training of deans is a process driven by their needs, the institution's objectives, and the imperative to improve the quality of education and training to fulfil work requirements. The trainees involved in the program are deans or prospective leaders preparing for managerial positions.

CD for management is primarily executed through the following modalities: (1) regular training, as mandated by the Government for the training and development of civil servants; (2) training programs organized by management entities (Ministries, Sectors, Universities); and (3) training tailored to individual requirements. CD for management encompasses (1) the training of managers and leaders to cultivate standardized competencies that align with the demands of educational innovation in contemporary Vietnam; (2) it also fosters an awareness of accountability in resource utilization towards established educational objectives; (3) it enhances the competency to discern long-term directions and goals, select policy frameworks, coordinate relationships, and motivate individuals to augment the efficiency of organizational operations (Cao Thu Hang, 2016). In light of the need for educational innovation aimed at

CD, establishing competency standards for educational administrators has become imperative and must be undertaken to fulfil societal needs (Pham Do Nhat Tien, 2009). The Ministry of Education and Training (2014) issued guidelines delineating competency standards for educational administrators at various levels of education. Nonetheless, it is imperative to establish rules for the systematic construction and development of the educational administrators' team (Nguyen Thi Hai Yen, 2015). Nonetheless, there is a paucity of studies that explicitly delineate the competency standards for educational administrators in general, and for department and faculty administrators, particularly for the role of university dean.

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Numerous pertinent studies on training and development for school administrators have been undertaken in Vietnam. Prominent theoretical works encompass: "Training and Development of Educational Management Personnel" and "Developing Educational MC " (Dang Ba Lam, 2014); as well as "Solutions for Human Resource Development in Business Management to Address the Demands of Economic Integration and Globalisation." Theoretical Foundations of Management in Educational Organisations (Nguyen Loc, 2009b). Moreover, school administrators must possess the competency for self-assessment (Tran Thi Minh Hang, 2016) to mitigate deficiencies and subjective misapprehensions regarding their competencies in an ever-evolving context.

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In addition to the necessity for content innovation in training, which encompasses both academic and practical aspects to fulfill societal needs, particularly the proficiency in management information systems (Pham Do Nhat Tien, 2009), there are also innovations in

pedagogical methods during training, including case studies, problem-based learning, and experiential learning, as well as regulations governing the standardization of teaching personnel and educational administrators at various educational levels. Moreover, school administrators must enhance their learning competency (Dang Quoc Bao, 2016). The authors identified a variety of training courses, particularly in-service programs, which are frequently structured around modules (Hao Nguyen & Arild Tjeldvoll, 2016). The training period may range from 3 days to 3 months during the summer recess.

Proposed solutions for training management personnel include those articulated by various authors, such as Dang Viet Loi (2005). Enhancing and refining the school's organisational and managerial framework for its training operations. Do Vinh Quang (2004) advocated the formulation of a strategy for educational administrators, emphasizing that the training curriculum should encompass computer science, foreign languages, passion for the industry, and dedication to the profession, among other elements—the training procedure (Nguyen Quang Hanh, 2015; Phan Van Nhan, 2005a). MC is effectively exhibited through four functions: planning, organizing, directing, and assessing.

Consequently, the research has elucidated the competencies that deans ought to possess and be taught, relative to the activities and responsibilities they are required to fulfil. This also indicates the absence of elements to establish an MC framework or a distinct management activity catalogue for this cohort of university officials at present.

## **2. Training, refresher course**

Training and development are frequently associated in educational contexts. However, they differ slightly: training occurs through a formal, standardised program, typically organised into various formats such as long-term, formal, informal, or advanced levels, whereas development involves enhancing knowledge and augmenting employees' skills and competencies across diverse forms and levels. Scholars investigating educational management and training present analogous definitions of training, such as "training is the acquisition of supplementary knowledge and skills aimed at enhancing or refining operational competency in specific domains or augmenting competencies and qualities" (Nguyen Van Giao, Nguyen Huu Quynh, Vu Van Tao, 2001), or training is the elevation of existing knowledge, skills, and experience to execute current tasks more effectively (Nguyen Minh Duong, 1996), (Nguyen Loc, 2009a). Specifically (Dang Ba Lam, 2012), regarding substance - perpetuating the existing while enhancing it; objective - sustaining the profession and boosting performance; duration - short-term; evaluation level - certified. In summary, training involves acquiring new knowledge and skills and enhancing employees' existing knowledge, competencies, and attitudes. The purpose is to train employees to maintain their profession or occupation, adapt to new requirements, or enhance work efficiency; the training occurs over a brief period, and learners receive a certificate or certification as a measure of evaluation.

## **3. The university deans**

In the Vietnamese higher education system, the department head has three essential duties to perform: (1) Management - as middle-level managers, under the oversight of university leadership, play a crucial role in ensuring the quality of higher education both professionally and in managing professional development within the department, while also supervising the heads of subject groups or subordinate organizational units within the department; (2)

Leadership - sustaining stability while facilitating change and the evolution of organizational culture. Lecturers must complete teaching hours based on the student enrollment of the faculty (Ministry of Education and Training, 2014).

The role and responsibilities of the department head are explicitly delineated within the legal framework, as outlined in the circular (Ministry of Home Affairs, 2012), the regulations governing universities (Government of Vietnam, 2014), and universities' internal policies. The term "job" has various interpretations; however, it is most often used in relation to duties, tasks, and procedures. A job can be categorized into various responsibilities, each with a set of linked tasks. Consequently, tasks typically possess a defined initiation and conclusion; comprise sequential actions; yield distinct, quantifiable outcomes (e.g., a decision, a product, or a service); and can be executed independently of other processes. The phases constitute distinct behaviours inside each activity (Maren Franklin, 2005). The attributes and traits linked to the employment positions of particular specific aspects (Ta Ngoc Hai, 2016) include: Job title and position; Structure and rank are also "linked to" specific job roles; The nature and prerequisites of the work positions. Consequently, the department head is a position characterised by a specific title and rank, in accordance with the organisational structure, grade, and job requirements. Article 15, Clause 1, of the University Charter stipulates that the Dean must fulfil six functions. Consequently, pursuant to legal laws, the Dean is a position with defined functions and responsibilities, which also establishes the criteria for assessing the MC needs of this team of officials.

The Dean is required to fulfil three primary roles: educator, leader, and administrator, in accordance with the university's administrative structure and task allocation. Initially, according to state laws (Ministry of Education and Training, 2014), the department head is required to teach 70% to 75% of the regular hours designated for professors in leadership roles or those concurrently doing management responsibilities. The subsequent responsibilities in faculty management are delineated in the university charter, which serves as the fundamental legal foundation for establishing the competency framework required of each Dean. Furthermore, deans must assume leadership positions that entail recognizing and addressing complex, evolving challenges involving multiple interconnected aspects, including influence, intention, individual accountability, change, shared objectives, and personnel. Consequently, they must engage in fundamental leadership activities, such as: (1) cultivating the department's culture – each individual possesses a unique personality, as does each faculty; they each have their distinct internal culture, and it is exceedingly uncommon for two faculties to share the same organizational culture; (2) formulating and committing to the execution of the strategy – delineate and guarantee the realization of the faculty's vision, mission, and value system; (3) sustaining partnerships as the faculties themselves emerge as the principal entities in the universities' autonomy process.

#### **4. Management competencies of the deans theoretically**

Numerous methodologies and theories exist for formulating training programs in general and, specifically, for university management personnel, such as deans, including CIPO, CDIO, TQM, DACUM, among others. The training program employs a process-oriented approach to ensure input (I), process (P), and output (O) are situated within a defined context (C). CDIO offers a training framework grounded in output standards, delivering explicit direction for cultivating a management team with profound experience tailored to job specifications.

Moreover, a fundamental distinction in the design of a CDIO-based curriculum lies in the selection of learning outcomes (LOs), which should be informed by stakeholder engagement, especially impartial entities such as students, graduates, employers, and regulatory agencies. Total Quality Management (TQM) is a system designed to guarantee educational quality by implementing suitable processes for the management and oversight of all participants, including instructors, administrators, staff, and students. The objective is to integrate the educational process with appropriate mechanisms to ensure excellence at every stage of the educational continuum. The educational process is meticulously organized, educational goods are pre-designed to meet established objectives, and the educational system undergoes regular evaluation and assessment. This research employed the DACUM methodology to delineate the competency framework for university deans.

a) DACUM

DACUM (Department of Employment, Education, and Training). TAFE - National Centre for Research and Development, Australia, 1993 – an acronym for the development and design of a curriculum – is a methodology for analyzing professions and determining the tasks employees must perform in a particular job or vocation. It is a process of delineating responsibilities, activities, competencies, skills, characteristics, and instruments of work. The information presented may include standard or priority obligations, as well as personnel training requirements. The DACUM approach delineates roughly 8-20 activities and 50-200 competencies pertinent to a single work role. DACUM analysis can be utilized for: (1) Program development; (2) Assessing training requirements; (3) Evaluating employee performance; (4) Creating employee competency assessments; (5) Formulating job description tables. Developing A Curriculum Graphing (Nguyen Tri Vu, 2007): Utilizing the analytical observations of the participants and the facilitator, the expert method may be employed to derive conclusions regarding the job analysis content and to construct a DACUM chart, if deemed necessary. The DACUM chart is the result of job analysis, displayed in a matrix manner as follows:

Job: ....., Education: .....

Duties	Tasks						
D <sub>1</sub>	T <sub>11</sub>	T <sub>12</sub>	T <sub>13</sub>	T <sub>14</sub>	T <sub>15</sub>	T <sub>16</sub>	
D <sub>2</sub>	T <sub>21</sub>	T <sub>22</sub>	T <sub>23</sub>	T <sub>24</sub>	T <sub>25</sub>	T <sub>26</sub>	T <sub>27</sub>
...							

Associated with the above table is a job analysis for each task:

Task: .....

Duties	Knowledge	Skills	Behavior	Conditions	Creteria
D <sub>11</sub>					
D <sub>12</sub>					
...					

b) Job description

The head of a university department is fundamentally a role characterized by a distinct array of responsibilities and functions. This post falls within the framework of state administrative management. It is classified as part of the management cadre group, commonly referred to in

various domestic and foreign studies on university department or faculty-level management as an intermediate-level management cadre. The university dean is a managerial role within the institution, appointed by the appropriate authorities, and this title is legally recognized when performing management responsibilities in accordance with designated tasks and functions. The activities of the management profession encompass distinct roles and authorities, allowing for an analysis of the management operational model within a university faculty. The challenges to be recognized include: What are the roles and responsibilities of the department head? What are the tasks and responsibilities articulated in management? Are those activities and responsibilities essential for the department?

*Table 1. The duties and tasks of the deans*

Duties	Tasks
1. Personnel Management	1.1. <i>Coordinate the formulation of the faculty's HRD strategy.</i> 1.2. <i>Execute the human resources development strategy.</i> 1.3. <i>Coordinate the growth and modification of specialized teams' functions and responsibilities.</i> 1.4. <i>Coordinating the recruitment of new staff</i> 1.5. <i>Facilitate training and development for the authorities and educators in the cohort.</i> 1.6. <i>Coordinate annual simulation and recognition events.</i>
2. Management of S&T activities	2.1. <i>Management of scientific research subjects</i> 2.2. <i>Conduct a training needs assessment.</i> 2.3. <i>Establish a network of specialists with the same level of competence and research focus.</i> 2.4. <i>Develop a Scientific Research Endeavour</i> 2.5. <i>Establish a conducive environment for research.</i> 2.6. <i>Establishing a network of global collaboration based on the faculty's knowledge.</i>
3. Management of educational and training activities	3.1. <i>Develop the yearly education and training planning procedure</i> 3.2. <i>Coordinate the creation of programs, textbooks, publications, and resources.</i> 3.3. <i>Structuring the ETMIS</i> 3.4. <i>Organization for the Inspection and Evaluation of Training Quality Assurance Conditions</i> 3.5. <i>Develop the interaction among the school, local community, and parents</i> 3.6. <i>Management of the Training Process</i>
4. Assess the faculty's management, staff, lecturers, and researchers, participate in assessing the university's management.	4.1. <i>Formulate a strategy for assessing management personnel and instructors inside the faculty, as well as for evaluating management personnel throughout the university.</i> 4.2. <i>Coordinate the execution of the evaluation plan for faculty management personnel and lecturers, and the assessment of university management staff.</i> 4.3. <i>Oversee the execution of the plan to assess faculty management personnel and lecturers, and to evaluate university management staff.</i> 4.4. <i>Review the strategies and initiatives for assessing faculty management personnel, lecturers, and university management staff.</i>
5. Management of materials, facilities and the conditions for ensuring training	5.1. <i>Coordinate the planning for the development of the faculty's physical infrastructure.</i> 5.2. <i>Oversee the development of the faculty's physical infrastructure.</i> 5.3. <i>Oversee the utilization of physical facilities for training and</i>

Duties	Tasks
quality	<i>development.</i>
5. Educate the politics, morals, and lifestyles for teaching staff and other staff and students	5.4. <i>Investment Management for Acquiring Training Equipment</i> 6.1. <i>Strategic Planning Education on political, ideological, moral, and lifestyle matters for academics, staff, and students</i> 6.2. <i>Facilitate political, ideological, ethical, and lifestyle education for faculty, staff, and students.</i> 6.3. <i>Direct education in political, ideological, ethical, and lifestyle matters for lecturers, staff, and students.</i> 6.4. <i>Assess, analyze, and modify political, ideological, ethical, and lifestyle instruction for faculty, staff, and students.</i>
7. Develop a strategic plan.	1.1. <i>Vision development</i> 1.2. <i>Mission development</i> 1.3. <i>Develop and apply the effective performance indicators</i> 1.4. <i>Action plan development</i> 7.1. <i>Implement and assess</i>

c) Competencies meet the job description

Legally, the position of the deans (Government of Vietnam, 2014) necessitates specific educational credentials: the department head must possess a doctoral degree pertinent to the department's area of training and specialization; the deputy department head must have a master's degree and fulfil the criteria for university lecturers, including teaching and research experience as well as management competencies.

Per Article 15 of the University Charter, the Dean is obligated to execute the following responsibilities of the faculty: (1) Overseeing faculty, staff, and students within the department; (2) Formulating a strategy for faculty development, training initiatives, and infrastructure improvements to facilitate training and scientific research, while enhancing conditions to ensure training quality; Assess faculty managers, lecturers, and researchers, and engage in the evaluation of university managers in accordance with institutional regulations; Formulate strategies and coordinate the execution of political, ideological, ethical, and lifestyle education for lecturers, staff, and students; establish training and professional development initiatives to enhance the professional and vocational competencies of faculty lecturers and personnel. (5) Strategise and coordinate the execution of educational and training initiatives in alignment with the school's comprehensive plan; (6) Strategise and coordinate the execution of scientific and technological endeavours, foster international collaboration; engage with scientific and technological organisations, production and business entities pertinent to the training sector, and solicit enterprise involvement in the faculty's training process;

Table 2. Competency Framework for the deans in the universities

Competencies	Enabling competencies	Indicators
2. Personnel Management	2.1. Manage personnel requirements	2.1.1. Assess the staff associated with the faculty's functions and duties.
		2.1.2. Use data on teaching effectiveness as the most important factor in making hiring, appointment, and nomination decisions.
		2.1.3. Build relationships to recruit high-quality talents, lecturers, and staff.
		2.1.4. Set up a network of colleague relationships (visiting lecturers) to strengthen/supplement the faculty's human resources.
		2.1.5. Conduct an assessment of the faculty's lecturers' performance.
	2.2. Support for lecturers/staff's professional development	2.2.1. Build a faculty culture grounded in values of cooperation, learning organisations, and professional development.
		2.2.2. Plan and develop a research environment based on professional learning to support individual learning needs.
		2.2.3. Apply a variety of professional development strategies to support faculty lecturers and staff.
		2.2.4. Design, develop, and evaluate management training courses to effectively support the performance of faculty, lecturers, and staff.
		2.2.5. Develop faculty lecturers' competencies, as reflected in teaching outcomes.
	2.3. Recognition of faculty lecturers and staff	2.3.1. Set clear standards for faculty lecturers and staff.
		2.3.2. Ensure that all lecturers and staff fulfil their assigned tasks.
2.3.3. Set an incentive policy for lecturers and staff for good performance		
3. Management of S&T activities	3.1. Management of scientific research	2.3.4. Make decisions on the form of penalty for faculty's inefficient lecturers and staff.
		3.1.1. Develop a consulting process to identify research topics
		3.1.2. Develop a consulting process to select proposals
		3.1.3. Develop a research and checking process
		3.1.4. Develop an evaluation and acceptance process
		3.1.5. Develop a process for applying copyright and ownership of research results.
	3.2. Create a favourable environment for	3.1.6. Develop a process for applying research results to practice.
		3.2.1. Provide training to help faculty lecturers and staff improve their research competencies.
		3.2.2. Set a standard time amount that lecturers and staff in the faculty must spend on scientific research.
		3.2.3. Provide physical facilities for research.

Competencies	Enabling competencies	Indicators
		3.2.4. <i>Build a strong connection with agencies involved in or related to the faculty's expertise and/or research.</i>
		3.2.5. <i>Build a network of experts with the same expertise and research direction</i>
		3.2.6. <i>Select and refine research results to integrate into faculty-delivered lectures.</i>
		3.2.7. <i>Appreciate the academic value of research to build the academic environment.</i>
		3.2.8. <i>Develop an international cooperation network for faculty expertise.</i>
4. Management of educational and training activities	4.1. Demonstration of program and plan management skills	4.1.1. <i>Develop the assigned curriculum.</i> 4.1.2. <i>Compile detailed outlines for each discipline to ensure consistency.</i> 4.1.3. <i>Organise project development and the compilation of curriculum and learning materials in line with the university's growth direction.</i> 4.1.4. <i>Research the renovation of teaching and learning methods.</i> 4.1.5. <i>Develop and apply methods for testing and evaluating students' learning outputs to ensure they meet the labour-market standards and requirements.</i>
	4.2. Demonstration of skills to organize education activities	4.2.1. <i>Organize annual education and training planning.</i> 4.2.2. <i>Organize the implementation of annual education and training plans.</i> 4.2.3. <i>Organize the compilation and development of curriculum and learning materials.</i> 4.2.4. <i>Organize the development of the education and training management information system.</i> 4.2.5. <i>Organize the verification and evaluation of the conditions to ensure the quality of education and training.</i> 4.2.6. <i>Manage the education and training process.</i>
5. Assess the faculty's management, staff, lecturers, and researchers, and participate in assessing the university's management.	5.1. Apply the appropriate monitoring and evaluation models	5.1.1. <i>Have a strong understanding of current and future development trends of the faculty's expertise.</i> 5.1.2. <i>Develop, implement, monitor, and evaluate the faculty's education and training plans.</i> 5.1.3. <i>Evaluate the faculty's lecturers' performance and provide feedback.</i> 5.1.4. <i>Focus on teaching outcomes.</i> 5.1.5. <i>Apply technology and data to monitor faculty activities effectively.</i>
	5.2. Competency to cooperate with other faculties/units in	5.2.1. <i>Participate in developing the evaluation process across the university's faculties and units.</i> 5.2.2. <i>Set up an information system to participate in the evaluation process.</i>

Competencies	Enabling competencies	Indicators
	the university.	<p>5.2.3. <i>Connect the faculty council's activities to the university's evaluation of management staff, in accordance with the university's requirements.</i></p> <p>5.2.4. <i>Coordinate with colleagues in other faculties and units to develop a system of criteria, standards, and tools for the evaluation of the managing staff.</i></p> <p>5.2.5. <i>Proficiently perform evaluation activities according to the university.</i></p>
6. Management of materials, facilities, and the conditions for ensuring training quality	<p>6.1. Financial resource management</p> <p>6.2. Learning environment management</p> <p>6.3. System and procedure management</p>	<p>6.1.1. <i>Manage the faculty's expenditure plan.</i></p> <p>6.1.2. <i>Effectively use and mobilize financial resources.</i></p> <p>6.1.3. <i>Flexibly manage and use the faculty's financial resources.</i></p> <p>6.1.4. <i>Bear responsibility for the faculty's funding and expenditures.</i></p> <p>6.2.1. <i>Evaluate and provide appropriate facilities and equipment for teaching activities.</i></p> <p>6.2.2. <i>Plan to improve learning facilities and equipment yearly</i></p> <p>6.2.3. <i>Allocate funds for the supplement and maintenance of facilities and equipment</i></p> <p>6.2.4. <i>Supervise and manage the use of facilities and equipment to ensure learning conditions.</i></p> <p>6.3.1. <i>Set up and maintain a management system to improve the quality of training activities.</i></p> <p>6.3.2. <i>Apply appropriate systems and procedures to support training effectively.</i></p> <p>6.3.3. <i>Evaluate and revise the systems and procedures to achieve better results.</i></p> <p>6.3.4. <i>Improve the application of technology to enhance the efficiency of the faculty's internal and external management.</i></p>
7. Educate the politics, morals, and lifestyles for teaching staff, other staff, and students.	<p>7.1. Application of political education to establish a good and positive lifestyle</p> <p>7.2. Establishment of a positive and safe environment</p>	<p>7.1.1. <i>Raise awareness of the responsibilities and obligations of each faculty's lecturers and staff in accordance with state regulations.</i></p> <p>7.1.2. <i>Update and inform the Parties and the state's policies on education and training to the faculty's lecturers and staff promptly.</i></p> <p>7.1.3. <i>Send or invite experts to train or speak about the social impact on faculty, lecturers, and staff.</i></p> <p>7.1.4. <i>Set up a rewarding mechanism for good examples or models in teaching, learning, and working.</i></p> <p>7.2.1. <i>Establish the faculty's working culture in line with the university's regulations.</i></p> <p>7.2.2. <i>Create a comfortable, engaging learning and working environment that meets the faculty's diverse needs for interaction.</i></p> <p>7.2.3. <i>Encourage faculty lecturers and staff to propose innovations across all fields.</i></p>

Competencies	Enabling competencies	Indicators
8. Develop a strategic plan	8.1. Vision, mission development	7.2.4. <i>Evaluate the impact of the working environment on teaching–learning outcomes in the faculty.</i>
		8.1.1. <i>Pragmatic, dependable, lucid, comprehensible, suitable, ambitious, and adaptable to change. Aligning the organization's competencies and directing actions in accordance with its values.</i>
		8.1.2. <i>Assist members in comprehending the organisation's objectives and elucidate the connection between their contributions and the overarching mission of the organisation.</i>
	8.2. Develop and apply the effective performance indicators	8.2.1. <i>Formulate indicators to assess performance and efficiency, emphasising description, comparison, or linkages.</i>
	8.3. Action plan development	8.3.1. <i>Assist individuals in understanding the necessary actions, coordinating collaborative efforts, and ensuring active engagement in implementing the plan.</i>
	8.4. Implement and assess	8.4.1. <i>Comprehensive review: restate the vision and mission statements; assess internal and external practices and their effects on the organisation, utilising performance metrics to ascertain whether a new strategy should be formulated or if the existing strategy requires modification or enhancement. Ensure that all individuals are held responsible for the results of the planning process.</i>

The analysis reveals that the management tasks and responsibilities system underscores the necessity for university deans to acquire specific management competencies to fulfil job criteria. This also serves as the foundation for establishing training content and other management tasks necessary for the practical program implementation.

### 5. Management of management competencies of the deans

Competency development events for deans must be organized in a specified sequence and accompanied by a comprehensive list of tasks and responsibilities. The dean's responsibilities must be systematically organized, encompassing both general tasks and specific requirements; only in this manner can practical skills be effectively developed. The performer must demonstrate a skill or competency through behaviours as stipulated for each competency, particularly by attaining a proficient level of practice. The availability of adequate monitoring and assessment tools would not only enhance self-practice and learning in accordance with

operational processes and requisite competences but also support learners in training and studying autonomously.

Table 3. Matrix of management of refresher course for the deans

Management				
Functions	Planning	Organizing	Directing	Checking, assessing
Contents	1. Needs assessment	1. Methods, forms	1. Objectives	1. Checking, assessing
	2. Implement the plan	2. Physical and environmental	2. Contents suitable management competencies	2. Methods and their use
	3. Contents of the plan	3. Teaching – learning	3. Necessary competencies	3. Assessing tools
	4. Other factors	4. Adaptive to the context		4. Learning results' proofs

Training management encompasses diverse expressions, defined as the systematic and intentional influence of the management subject on the management object through the execution of management functions to attain training objectives amidst environmental fluctuations (Nguyen Thi Hoa Phuong, 2015b; Truong Ngoc Anh, 2014). Training Management of managing staff includes: (1) the planning, organization, implementation, and revision of circulars, documents, and knowledge, alongside the consolidation, enhancement, and provision of requisite knowledge, skills, and professional expertise for managing staff; and (2) executing management functions throughout the training process. Cao Thu Hang, 2016. Moreover, the administration of training activities is governed by the following elements (Nguyen Thi Thu Huong, 2014): (1) needs assessment; (2) identification of learning requirements; (3) formulation of a training program plan; (4) execution of the training plan; (5) assessment of training activities. Overseeing the development of university deans' management competencies encompasses a wide range of tasks, including planning, executing, leading, and evaluating training initiatives across all tiers for all organisations and individuals to achieve established training objectives. The CD for university deans can be managed using the CIPO method, taking into account the context, inputs, training process, and outputs. Moreover, it encompasses a compilation of solutions and strategies designed to augment the managerial competencies of this cohort of officials, while simultaneously expanding their proficiency in fulfilling job demands related to educational innovation broadly and higher education specifically.

Consequently, overseeing CD for university deans entails the application of the CIPO theory (context, input, process, and output) and the coordination of management functions, as illustrated in the dissertation, which includes (1) planning; (2) organizing (managing methods, forms, conditions, learning and teaching, and contextual adaptation); (3) directing the identification and execution of training content; and (4) monitoring and assessing training outcomes.

## 6. The contents of the management of the refresher course of the deans

### 6.1. Develop a management plan

#### a) *The needs analysis*

Training management encompasses diverse expressions, defined as the systematic and intentional influence of the management subject on the management object through the execution of management functions to attain objectives amidst environmental fluctuations (Nguyen Thi Hoa Phuong, 2015b; Truong Ngoc Anh, 2014). Training Management managing staff encompasses (1) the planning, organization, implementation, and revision of circulars, documents, and knowledge, alongside the consolidation, enhancement, and provision of requisite knowledge, skills, and professional expertise for managing staff; and (2) executing management functions throughout the training process. Cao Thu Hang, 2016. Moreover, the administration of training activities is governed by the subsequent components (Nguyen Thi Thu Huong, 2014): (1) needs assessment; (2) identification of learning requirements; (3) formulation of a training program plan; (4) execution of the training plan; (5) assessment of training activities. Overseeing the development of university deans' managerial competencies encompasses a wide range of tasks, including planning, executing, leading, and evaluating training initiatives across all tiers for all organisations and individuals to achieve established training objectives. The management of CD for university deans can be executed using the CIPO method, taking into account the context, inputs, training process, and outputs. Moreover, it encompasses a compilation of strategies and techniques designed to augment the managerial competencies of this cohort of officials, while simultaneously expanding their competency to fulfil job demands related to educational innovation broadly and higher education specifically. Consequently, overseeing CD for university deans entails the application of the CIPO theory (context, input, process, and output) and the coordination of management functions, as illustrated in the dissertation, which includes (1) planning; (2) organizing (managing methods, forms, conditions, learning and teaching, and adapting to the context); (3) directing the identification and implementation of training content; and (4) monitoring and evaluating training outcomes.

#### b) *Develop a plan for a refresher course*

CD planning for deans is straightforward in terms of time, location, components, and administrative processes. It is a future-oriented endeavour with two implications: (1) identifying responsibilities and procedures, which pertain to definable elements within the plan; and (2) it must also account for the evolution of relevant future factors, including shifting concepts, advancements in science and technology, emerging innovations, and potential political changes. Planning entails selecting objectives, determining optimal processes and policies, and directing these towards achieving the plan's aims and intentions through specific processes, techniques, and methodologies. Moreover, planning ensures the attainment of objectives while requiring a degree of flexibility and dynamism to adapt to environmental fluctuations.

The objectives of planning often encompass: managerial efficiency; precise forecasting; workload assessment; fostering cohesiveness and equity; offering suitable guidance; delineating primary and specific goals; and evaluating the results of these goals. Planning is a fundamental aspect of organization, the paramount role of management; it is an ongoing activity, it is geared towards the future, and it depends on forecasting. Moreover,

planning enhances management efficiency, facilitates improved control, mitigates risks, eradicates uncertainty, delineates responsibilities and obligations, and regulates erroneous judgments. Planning is a critical function in training management, as it requires the precise delineation of numerous topics, such as: What objectives does the MC development strategy aim to achieve for the team of deans? What does the MC training for department leaders entail? Who are the human resources tasked with delivering MC training to the deans? What is the schedule and location for the MC development for deans? What is the approach to enhancing deans' managerial competencies? How are funds allocated to enhance deans' management competencies? What are the formats and methodologies for assessing and evaluating management skills training for deans?

Numerous indicators can be utilized to assess the efficacy of the training plan for university department leaders, with the primary critical factors being: (1) Notify pertinent stakeholders of the comprehensive training agenda; (2) Verify the implementation outcomes against the timeline outlined in the strategy; (3) The plan encompasses strategies to mitigate any challenges that may develop to guarantee timely completion; (4) The plan encompasses activities associated with the objectives of enhancing managerial competency. Planning also constitutes the foundation for attaining the overarching objective of management skills training; (5) Strategize to engage the stakeholders participating in the training process; (6) The educational institution possesses adequate resources and collaborates with pertinent entities to formulate a training strategy; (7) In the planning process, the training agency (school) must thoroughly consider the perspectives of schools with enrolled trainees. Meet and modify the overarching training plan to align with the competency-development requirements of the trainees; (8) Clear procedures and frameworks in training planning.

Conducting a needs assessment is essential for formulating an effective training strategy. Identifying needs is a multifaceted process comprising several activities: (a) Needs can be classified into intrinsic needs, which emerge from the managerial team, often fueled by a passion or interest in specific management skills; needs driven by orientation, which may be deemed requirements as they arise from the policies of central management agencies or the human resource development initiatives of individual universities, necessitating compliance from deans; and needs identified by competency, referring to the essential competencies required for the role of university department head and the specific competencies that each department head must cultivate to address their deficiencies. To acquire knowledge regarding demands, the subsequent fundamental aspects must be considered: (1) Staff inventory based on job descriptions; (2) Recruitment forecasts; evaluation of targets (system-wide for central management, tailored to each school); (3) Human resource projections; (4) Modifications.

Assessing the need for MC training for university deans requires identifying the essential knowledge and skills pertinent to the role of department head. Is it possible to quantify the team of deans' management knowledge and skills? Identify the managerial competencies that are deficient when comparing current competencies with those required for the role of department head at the institution. What training methodologies and formats can effectively bridge these deficiencies in MC? All these aspects must be meticulously detailed in the training plan, with precise practical applications, while also ensuring the plan's predictive capability across all conceivable scenarios.

In summary, planning for the development of MC for the deans requires that individuals responsible for staff training at the university fully understand all pertinent variables to ensure the management training is executed as intended.

### ***6.2. Organize the refresher courses.***

An organization, interpreted through multiple frameworks such as aligning a group's efforts towards shared objectives or facilitating cohesive collaboration among disparate elements to attain a specific aim, fundamentally embodies a structure of accountability for all its members. Organisations can enhance management and governance efficiency; an effective organisation facilitates these activities, ensuring optimal utilisation of resources and personnel based on their competencies. An agency's effectiveness is mainly contingent on the manager's competency in efficiently utilising resources. The organizational process will entail establishing and developing departments and functional teams, along with their associated duties. Effective organisation capitalises on its members' strengths, delineates specific requirements and classifications, stimulates creative motivation, accelerates productivity, promotes cohesion and delegation, optimises resource utilisation, and facilitates control, communication, and the advancement of ethical values.

Structuring the training framework for MC enhancement specifically for university deans, as well as for the entire university staff and all interrelated components within the system, is reflected in aspects such as overarching comprehension, legal documentation, and a comprehensive training framework for university deans. The central processes and operational mechanisms of the training management organisation for university deans encompass state management agencies at the ministerial or equivalent level, followed by those of the organisation tasked with executing training management at the grassroots level (the school). Furthermore, organising the apparatus entails operational procedures for coordinating bodies (central, training institutions, etc.) that supervise the execution of training management. Fundamental prerequisites for organizational structure, including each component in training management understanding their respective roles and those of others, the formation of a steering committee for training activities among university deans, and the training management plan, illustrate the linkage from the central level to the universities. The autonomy of universities in overseeing the training of their deans is also evident in their organizational structure.

Establishing the MC training framework for university deans necessitates specific functional units and agencies. At the same time, the organizational structure must also account for goal-oriented interactions and the quality of training, encompassing: (1) The process and operational mechanism of the training management organization for university deans at the central level; (2) The process and operational mechanism of the organizational structure overseeing grassroots (school) training; (3) The operational mechanism of coordinating agencies (central, training agencies) that direct the implementation of training management; (4) Each component involved in training management must understand its own role as well as the roles of other components. (5) Steering committee for training initiatives for university deans ; (6) Centralized training management plan for universities; (7) Degree of autonomy granted to universities in overseeing the training of their department leaders.

Organisational structure is also manifested in training methodologies and formats; the establishment of material conditions and environments conducive to management skills training; the administration of management skills training for university deans; and the addressing of contextual influences on management skills training.

### ***6.3. Management of methods and forms of refresher courses***

Overseeing the strategies and modalities for enhancing the MC of university deans is a targeted process designed to facilitate the evaluation, investigation, and selection of suitable and effective training approaches, thereby ensuring the attainment of established objectives in the development of managerial competency. Overseeing the training methodology includes stages such as planning and preparation, execution, management of implementation, and assessment and evaluation of the outcomes derived from the new instructional approach.

Managers should consistently motivate educators to implement creatively advanced methodologies tailored to their competencies, adhering to the principles of adult learning, which can be succinctly articulated as: (1) learning rooted in the learners' experiences; (2) learners attain desired MC by observing and exhibiting the requisite behaviors; (3) the learning process consists of a series of experiences; (4) learning constitutes a process of behavioral transformation, and so forth. Several elements are evident in the methodology and extent of utilization, including: (1) The instructor's presentation style during training; (2) The calibre of exercises throughout the training process; (3) Collaborative activities throughout training; (4) The employment of boards, projectors, and audio-visual apparatus.

Case studies and field excursions; (6) Project development methodology; (7) Approaches that facilitate the acquisition of information, skills, and attitudes grounded in competency. Furthermore, this is evident in the array of methodologies employed concurrently throughout training, including (1) Lectures; Collaborative work; Visual presentations; Demonstrations of procedures and competencies; Articulate and resolve the issue; Role-playing/Management simulations; Projects; Ideation; Activities; Seminar; Thematic Conference; Workshop; Expert; Learning Guidance System; Structured lessons; Support equipment for the learning process; Application of information technology. In summary, administering the techniques and the extent of utilisation of MC-development methods for deans, in accordance with the competence approach, ensures the adoption of the optimal approach (either independent or combined) to establish a system of MC for learners.

The selection of training format underpins the formulation of a training plan and the assessment of its efficacy. Selection is based on objectives aimed at cultivating the specific competencies exhibited in the learner's work. Educational institutions may use various training modalities based on their specific requirements and circumstances. There are three primary categories of training: (1) Outcome-oriented training; (2) Training aligned with objectives and curriculum material; Training using organizational methodologies. Managing the training format involves the manager selecting the appropriate training method based on objectives, then planning, organizing, directing, and assessing the outcomes of the implementation. The training format is delineated in the plan, and its management is executed under the oversight of the training process and the assessment of its outcomes. The organizing manager must routinely assess the training format against training objectives and output standards. Various effective training modalities can enhance the MC of university deans, including: (1) Providing short-term training courses and facilitating ongoing centralized education; (2) Implementing modular training divided into multiple cohorts; (3) Engaging experts to deliver training on management skills and competencies to these officials within the institution; (4) Enabling participation in distance learning and structured self-study initiatives; (5) Arranging overseas training and development opportunities; (6) Facilitating attendance at training courses conducted by foreign institutions within Vietnam; (7) Coordinating participation in training programs organized through collaborations between domestic and

international training entities; (8) Hosting thematic workshops tailored to the enhancement of MC.

In summary, overseeing the formal training of deans' MC through a competency-based approach entails determining the most effective method to enhance MC for this cohort of university personnel. The university's role depends on the degree of engagement in the educational process. The responsibilities may include providing time and assistance to deans attending training courses away from the university, participating in the coordination of teaching and learning activities with the training institution, or even taking a leading role in organising training activities for the university's deans. In conclusion, the education and administration of management in enhancing university deans' MC guarantees that every training session occurs through optimal interactions between educators and students. As with other management activities, whether internal to the institution or involving external stakeholders, the administration of teaching and learning to enhance MC for university deans must encompass well-defined requirements, tools, and objectives.

#### ***6.4. Management of the physical and environmental conditions***

All competency development initiatives for deans occur within specific environmental conditions, shaped by both subjective and objective factors. Consequently, it is imperative to establish the requisite conditions for these actions to occur. Overseeing facilities and the training environment for MC development entails implementing management strategies to optimize the instructional support provided by equipment, thereby improving educational efficacy. This encompasses motivating educators and students to utilise available resources, coordinating the acquisition of equipment, instituting management frameworks for the utilisation of teaching aids, facilitating the enhancement of educational equipment systems, improving the proficiency of educators and students in utilizing and leveraging equipment, and securing financial provisions for the procurement, repair, and maintenance of instructional support equipment. Consequently, efficient management must account for the distribution and use of facilities to optimize their effectiveness while ensuring equitable access for all learners.

The physical facilities, or more accurately, the physical environment, for educating university deans must satisfy the course criteria to attain the desired quality. The fundamental components are delineated as follows (Ministry of Home Affairs, 2017): (1) Classrooms, encompassing classroom quality (classroom area; quality of equipment within the classroom; efficacy of teaching and learning equipment utilization); (2) Learning Resources: (Ensuring the adequacy and excellence of suitable educational materials for the training course; Revising materials); (3) Information Technology: (Utilizing the information system and website of the training organization; Employing information technology to enhance teaching, learning, and research activities; Updating software that supports teaching, learning, and research.). Moreover, the training facilities for deans in MC must be administered in accordance with the distinct attributes of the MC module. Each module requires specific physical conditions to facilitate teaching and learning activities that enable learners to cultivate the requisite competencies.

Establishing prerequisites for the execution of the MC-development program for university deans can be articulated from many perspectives. Nonetheless, according to the

legislation governing general training condition evaluations for civil servants and public employees, which are generally performed annually, the fundamental elements are:

- Conditions about the input factors of resources include: (1) the professional expertise and job specifications of the lecturers; (2) the learner's capability to adequately engage with the program modules (to be evaluated before course implementation or participation agreement); (3) the appointment of personnel who fulfill the criteria for training management; (4) Training on the administration and utilization of resources (human, financial, and material) in training management has been effectively executed; (5) Adequate funding has been allocated for the execution of training management.
- Classrooms and their quality encompass: (1) Classroom dimensions; (2) The calibre of furnishings (tables, chairs, computers, etc.); (3) The efficacy of auxiliary equipment utilization (projector, microphone, etc.).
- Educational resources for the training course, encompassing (1) guaranteeing a sufficient quantity of learning materials; (2) revising documents and textbooks.
- Information technology utilised in the refresher course, encompassing: (1) Leveraging the training institution's information system; (2) Employing information technology for pedagogical purposes; and Updating software for teaching, learning, and research assistance.
- In conclusion, while the management of competency-development conditions for university deans may evolve swiftly with advancements in science and technology, the paramount concern remains ensuring the fundamental elements within the infrastructure system that support library operations and financial management, thereby maximizing the benefits of training initiatives.

### ***6.5. Teaching and learning management***

The management of teaching and learning processes involves a synthesis of interrelated activities designed to cultivate competencies in management tasks that have developed over time. Consequently, personnel from MC-development institutions, including university deans or those overseeing training courses, must consistently monitor and assess the instructional process and outcomes of lecturers, as well as the learning of trainees, in accordance with the training course requirements, such as attendance and active participation. Moreover, there are prompt actions to tackle emergent challenges and to motivate trainees and instructors during the training process.

Overseeing learning activities is a crucial prerequisite when facilitating management training for the deans. The trainees possess extensive practical experience and specialized professional knowledge. Consequently, learning management activities extend beyond typical chores such as monitoring class attendance, facilitating self-study, or addressing the evolving demands of education and conversely. We must enable learners to select personalized learning activities that align with the training program's overarching objectives. Evidence from other nations demonstrates the efficacy of using self-created management profiles alongside learners' individualized learning and development goals.

The essential elements for the effective management of learner education encompass: (1) Assisting learners in establishing learning objectives that correspond with the training course goals and their personal competencies; (2) The training institution implementing administrative strategies to oversee and regulate the trainees' learning activities; (3)

Performing a targeted assessment of self-directed learning competencies and the application of experiential knowledge; (4) The training institution delivering comprehensive and timely support with educational resources and equipment; (5) The training institution collaborating closely with the trainee's organization to enhance their learning experience; (6) Assessing and recognizing the positive academic and research endeavors of the trainees; Utilize information technology to oversee learning throughout the training process.

Key elements for assessing the efficacy of teaching management in enhancing managerial competency for university deans include: (1) Instruments to oversee the distribution of professional knowledge and practical experience; (2) A mechanism to evaluate whether lecturers have communicated and exemplified the implementation of regulations and pedagogical approaches; (3) Tools to gauge the comprehension of the training course's objectives and the instructor's active support for each learner; Possessing effective monitoring and management tools for the instructional environment of educators; (5) Managing staff training course on supervising and evaluating teaching activities; (6) A tool exists for monitoring faculty feedback on student learning and the competency levels attained by students; (7) A tool is available to assess the instructor's degree of involvement with students; (8) A tool is provided for analyzing the lecturer's presentation techniques. Consequently, management involves not only functions but also the establishment of conditions, tools, and monitoring processes to fulfil the specified needs.

#### *Adjusting to the effects of context on training administration*

CD for the deans must successfully encompass both proactive and reactive dimensions of the existing practical setting. This is evident in the primary components, which are objective (institutions, policies, breakthroughs in science and technology, international integration towards competitive partnerships) and subjective (the quality of the training institution and the university department head). All elements concerning the administration of training initiatives for university deans must account for both the previously identified subjective and objective factors, as well as endure the unpredictable effects of the nation's current international landscape and its impact on the educational innovation process.

In summary, orchestrating the enhancement of MC among deans requires adherence to organisational requirements, including relevant agencies, and the organisation must also be manifested through relationships to facilitate the achievement of training objectives. The challenges and organizational structure within the university context depend on the extent of autonomy permitted for internal training or collaboration. The organizational structure must excel in management through various techniques and approaches; establish material and environmental conditions; promote learning and teaching; and adapt to contextual influences.

### ***6.6. The identification and execution of training materials***

#### *a) The objective management*

Overseeing training objectives serves as both the aim and the guidance for training endeavours. This can be perceived from a procedural standpoint as follows: Initially, delineate the objectives to be attained - explicitly articulating both the general and specific goals, accompanied by well defined indicators: (1) Precision - to accurately quantify the requisite information; (2) Quantifiable - to guarantee information is readily accessible; (3) Collect - to

ensure each measurement phase corresponds to the attained level of proficiency; (4) Feasibility - ensuring data is current and relevant to practice; (5) Intent - possesses a defined objective. Moreover, the objectives provide the foundation for establishing criteria and standards for knowledge, skills, and competencies that have been cultivated and will continue to be cultivated to evaluate outcomes and assess the training process.

The management of training objectives reflects an understanding of training activity needs, enabling learners to grasp, execute, and comply with general regulations to attain established goals. This also aims to bolster propaganda, inspire, motivate, and increase awareness among faculty leaders concerning the objectives of MC training. Furthermore, the management of training objectives embodies the context-specific principles inherent to human resource management within the contemporary landscape of university innovation, applicable to both universities collectively and each institution individually. It also takes into account the context of each job within the various types of universities to which the dean belongs.

The managing competency training aims to equip department leaders with the necessary competencies to fulfil job requirements. Consequently, the training objectives are formulated with an output-oriented approach, in which the learning outcomes serve as the training goals. The MC requirements are the primary objectives for deans. Consequently, the objectives must be incorporated into the pedagogical approaches, and both teachers and students should be directed to comprehend the significance, relevance, and imperative of cultivating management competencies within their educational experience.

From the standpoint of work requirements, it is essential to fulfil the output criteria, namely the managerial competencies of the university department head, as evidenced by knowledge, skills, and attitudes. Conversely, it entails demonstrating the ability to formulate training objectives in accordance with the university's management position criteria. Moreover, goal-setting in construction management must fulfil urgent requirements while establishing objectives that cater to the university's long-term demands for the faculty.

The second critical aspect of managing training objectives is maintaining direction throughout the training process, which requires continuous reviews, enhancements, and necessary adjustments. The essential factor is that the necessary competences must be overseen during the development of learners' MC. Formation levels may be sequential, phased, or dictated by the proficiency levels exhibited, as mandated by the competency criteria for each particular skill and ability. In summary, a broad overview of the learning objectives for university deans indicates that upon finishing a lesson or module, the department head can attain a specific learning target. The objectives of each module in the training programs designed through a competency-based approach are readily apparent. The purpose of the human resource management module is for learners to articulate the essence of human resource management and delineate the fundamental principles of its theories upon completion of their studies. Consequently, the management of the target competencies to be attained is the responsibility of the trainees and the deans after each lesson or module.

Objective management is typically manifested in the following aspects: (1) Specific competency objectives delineate the overarching goals of the training program; (2) The primary aim of the program is generalization; (3) The objectives of each lesson are contingent upon the learners' proficiency levels post-instruction; (4) Objectives are articulated using verbs that signify proficiency levels; (5) Each module encompasses knowledge and skills necessary to cultivate a specific competency; (6) The attainment of objectives is assessed throughout the refresher course process; (7) Objectives may be modified during the training process.

In summary, competency-based goal management aimed at enhancing deans' managerial competency must fulfil two fundamental criteria: first, to identify or establish the objectives to be attained; and second, to actualise these objectives within the management competencies specified in the training program, as required.

*b) To identify the contents suitable for management competencies*

This study seeks to identify specific training content for university deans, aligned with the practical development needs of higher education in Vietnam, the challenges posed by international integration in this sector, and the broader international integration requirements of Vietnamese society for the higher education system. This management activity must establish a correlation between the training content and the competency standards for this team of management officials.

University deans are typically persons who possess the requisite knowledge, competencies, and professional attributes, as well as those responsible for overseeing training and development initiatives. This situation necessitated treating the urgency for this set of officials not as a professional concern but as a managerial one; hence, competency development for management was not merely a retraining initiative or an effort to assist deans in updating their subject-specific expertise. Moreover, university deans' managerial competencies are developed through training activities aligned with the program's specified content. The content influencing the quality and efficacy of the training process, along with the competencies developed, will subsequently affect the department head's daily management of departmental activities. The training of university deans is a process necessitated by the need for the individuals, the institution, and the quality of education to augment and refine their deficient knowledge and skills, thereby advancing their competencies and fulfilling job requirements. The trainees engaged in the program are deans or prospective leaders poised to assume departmental leadership positions. Content management for training involves identifying the required content for deans through job analysis and management task analysis, and delineating the associated management competencies. Content management for training can be characterised as emphasizing training requirements analysis, a crucial phase for achieving the objectives of enhancing the learning and operational effectiveness of trainees or an institution.

Needs analysis is essential for developing training programs that cultivate a competent workforce that meets management's demands. University deans must acknowledge this as a requisite to fulfil their management responsibilities. Moreover, a comprehensive analysis of training requirements would enhance learner-centred training initiatives by tailoring educational content to learners' expertise and experience. Without identifying training needs, the efficacy of the training initiative cannot be substantiated.

For instance, when overseeing the creation of a MC training program for the deans, it should adhere to the procedures of program development in competency-based training (GD KT&DN Project, 2005), precisely executed through the following steps: (1) Job analysis; (2) Job analysis; (3) Program design; (4) Program development; (5) Program testing; (6) Program evaluation; (7) Program implementation. Furthermore, the establishment of competency-based training programs (Albanese et al., 2008) necessitates the completion of five primary stages: (1) Core competencies are primarily determined by external factors, specifically the requirements of society and the community; (2) Establish measurable levels and criteria for each competency to inform the assessment process and instructional content; (3) Align and

organize competencies to ensure compatibility with the developed curriculum; (4) Create assessment procedures for each competency; (5) Implement teaching and assessment methodologies. (Hoàng Thị Tuyết, 2013). Moreover, in formulating content for MC enhancement, it is essential to ascertain requirements through job analysis (specifically for middle management roles in universities), thereby establishing a framework of requisite competencies for training.

These MC may arise from individual requirements or from the demands of the university or the governmental authority overseeing higher education. Several elements involved in establishing the content of competency-development management for the deans comprise: (1) Activities to ascertain the topic of training management sanctioned by the steering committee; (2) Policies, principles, and plans are explicitly delineated to attain the requisite management content; (3) Unambiguous rules for defining management content to facilitate decision-making or address challenges; (4) Monitoring actions ascertain the substance of training management. The training material is created in alignment with the realities of managerial competency. (5) The critical MC priorities of the department head are distinctly delineated; (6) New insights into management competencies are incorporated into the program; (7) The training program's material is adaptable and may be modified to address the trainees' requirements; (8) The training material is designed according to competency specifications.

The training curriculum for the deans, organized by job functions, should encompass the following subjects: (1) Management of human resources within the department; (2) Oversight of scientific and technology endeavors; (3) Oversee the educational and training initiatives of the institution; (4) assess the performance of management personnel, instructors, and researchers within the faculty, and contribute to the evaluation of management staff across the university. (5) Enhance infrastructure and improve conditions to ensure training quality; (6) Provide political, ideological, and ethical education for lecturers, staff, and students; (7) Develop the competency to apply pertinent legal documents in management; (8) Cultivate the ability to implement international commitments related to higher education; (9) Foster the application of management theories (ISO, TQM). et cetera; (10) Ability to oversee training services; (11) Proficiency in departmental management software; (12) Self-management competencies; (13) Leadership competencies in relation to others; (14) Skills in leading teams; (15) Organizational leadership potential (inclusive of the department); (16) Competence in strategic planning.

In summary, directing the formulation of MC training content for the deans through a competency-based approach entails structuring activities to ensure alignment with the MC framework derived from a job analysis of the deans. Effective leadership must be distinctly manifested in the structure and interrelations among the executing units. To build an MC training program for deans, it is essential first to define the specific management tasks a university department head performs. This will establish the foundation for identifying the training content and other managerial actions necessary to execute the program, aiming to cultivate a system of MC that the deans must acquire for practical application in their daily management responsibilities. The determination of training content is significantly influenced by each university's level of autonomy and its training requirements.

### ***6.7. Checking and assessing the results***

Effectively managing output information is essential to higher education as a whole and, specifically, to training management operations. This issue should be addressed in

universities' public relations, where the educational institution must engage in management activities to communicate and uphold an image or value that signifies the quality and effectiveness of training in management competencies. This necessitates action within a broader framework encompassing society, the labour market, and prospective learners. Alongside internal information, external data is required through activities such as annual meetings, media engagement, partnerships, and professional associations, among others.

The acknowledgement of the learning outcomes demonstrated in the output is predominantly contingent on the university dean's administrative competencies, which are developed and manifested in accordance with the requisite learning modules. Consequently, acknowledgement must be conducted with flexibility. This arises from the learning and competency levels of the competencies and the completion rates of the program modules. Specific learners may acquire the necessary competencies sooner; they should be acknowledged for this in advance, and conversely. Moreover, the competences developed through the modules might be acknowledged at several levels, so certificates corresponding to the attained level should be conferred. Despite typically being positioned at the conclusion of the management process presentation, competency-development assessment, particularly regarding managerial competency, is crucial throughout the CD process for trainees. Consequently, managers require unequivocal documentation illustrating the quantifiable levels of each trainee's management ability in accordance with the criteria established in the competency standards or learning objectives.

Training, testing, and evaluation activities often encompass the following fundamental components: Oversee the formulation of a criterion framework for assessing learners' knowledge, competencies, and attitudes for each distinct level; Coordinate the development of methods and supervise the assessment procedure in accordance with evaluation criteria (criterion-referenced assessment). These criteria assess an individual learner's academic performance or achievements relative to established standards, criteria, and their own growth, rather than in relation to peers. Formulate a strategy for assessing learners' training results in a competency-based approach. These requirements must be enforced for the CD of the deans and applied to each module, with each module requiring separate competency assessments and testing criteria. The inspection and assessment role encompasses numerous operations with varied criteria and unique features. Factors that can ascertain the level and efficacy of inspection and evaluation during training include: (1) A precise and dependable assessment of trainees' competencies before, during, and after the training course; (2) Well-defined plans and mechanisms for overseeing the execution of training management—the integration of many modalities during assessment and evaluation. Thoroughly examine, assess, and oversee in accordance with the plan; (5) Methods of unannounced inspection and assessment; (6) Monitor the real-time execution duration of lectures; (7) Assess the quality and degree of fulfilment of module objectives.

The degree to which methodologies are employed to assess and evaluate trainees' learning outcomes is also significant, primarily in the following forms: (1) Compose an essay; (2) Answer multiple-choice questions; (3) Undertake a practical assessment; (4) Participate in a question and answer session; Evaluation based on academic transcript; Project development; self-evaluation; peer assessment among learners. Furthermore, the extent of utilization must be taken into account. Learning outcome assessment instruments (Checklist, Grading scale, Rating scale, Skills assessment form). Evidence in the evaluation of learning outcomes includes: observation sheets for skill demonstration processes; performance evaluation sheets;

observation sheets quantifying attitudes during implementation; knowledge-attitude-behaviour assessments for trainees; and trainee CD records.

For universities, a crucial element of assessment and evaluation in enhancing deans' competency is the extent of advancement across three competencies: knowledge, competencies, and attitudes. In this context, knowledge is frequently encapsulated in the following facets: (1) General management understanding; (2) Professional management expertise; (3) Business management acumen; (4) understanding of governmental management. Skills encompass: (1) Problem-solving competencies ; (2) The application of information in practice; (3) Proficiencies in organizing and coordinating tasks—creativity in the workplace. Concerning attitude, this encompasses: (1) Proactivity in tasks; (2) Accountability in responsibilities; (3) Assurance in performance; (4) Collaborative spirit with peers. This function is designed to promptly identify flaws in the operational process and chances for systemic advancements. Managers assess the degree of implementation of an organization's strategies using diverse techniques and procedures, including having a person, a collective, or an entity evaluate performance, implement corrective measures, and modify plans as necessary. An operating result must correspond with established objectives and incurred expenses; if discrepancies arise, prompt remedial measures are necessary. The acquired information must underpin comparison and analysis, emphasizing the comprehensive MC framework and the distinct levels of each competency attained at various intervals before, during, and after the training process.

The evaluation of MC development outcomes for university deans must be supported by a system of instruments, including skill description tables and tables that translate levels of awareness into scoring scales. Clear, precise, and logical criteria and norms....) denotes both the specific components and the comprehensive essence of management competencies and management capability systems. In summary, the evaluation of university deans' MC training is both periodic and non-periodic, taking place at the commencement and conclusion of the training. A comprehensive inspection and evaluation strategy is essential, along with appropriate execution methods and, crucially, the competency to precisely assess each learner's post-training development.

Clearly, the matter of CD management for university deans can be distinctly articulated and delineated across various dimensions, including job descriptions, program development, assessment, and evaluation. The deans are middle-level management officials at the university, possessing management skills that can be delineated from both legal and occupational viewpoints. To assess the management competencies of this team of officials, it is essential to adhere to criteria such as job descriptions, the DACUM methodology, and the identification of relevant competencies. The coordination of the CIPO process and management training functions is essential to cultivate the requisite management competencies in the dean's skill set. The aforementioned concerns are interconnected, offering a lucid rationale for the administration of CD for university department directors. The research findings have theoretically delineated and established a scientific foundation for creating a toolkit to assess the current circumstances, facilitating the examination of practices and the formulation of solutions for the dissertation.

## 7. The roles of refresher courses in the competency management of the deans

Numerous factors underscore the need of enhancing managerial competency for department leaders, encompassing three primary roles: (1) Understanding the objectives and policies of the Party and State; (2) Establishing a cohesive team; (3) Addressing the swift advancement in both quantity and quality of higher education; and (4) Utilizing the university's inherent competency and its affiliates for the enhancement of higher education.

### *a) To implement the directives of the Party and State*

The Party and State (Vu Ngoc Hai, 2011) are particularly focused on cultivating and enhancing the cadre of educational management officials, who are a critical determinant of educational quality, particularly in the training of high-calibre human resources. In recent years, significant policies and guidelines have been established concerning the development of this workforce, including (1) Decree 35/2001/ND-CP, which delineates policies for teachers and educational administrators in specialized schools or regions with challenging socioeconomic conditions; (2) Directive 40-CT/TW dated June 15, 2004, issued by the Secretariat of the Central Committee of the Communist Party of Vietnam, focused on enhancing the quality of teaching staff and educational administrators; (3) a governmental decision approving the project "Improving the Quality of Teaching Staff and Educational Management Officials for the Period 2005-2010." The project emphasized the State's commitment to "developing a cadre of educational management officials aimed at standardization, quality enhancement, adequate quantity, and structural balance, with a particular focus on strengthening political resolve, ethical standards, lifestyle, professional integrity, and qualifications of educators, in order to meet the escalating demands of the education sector amid the country's industrialization and modernization efforts." Simultaneously, it was observed during the execution of the duties that: "Enhance the Party's leadership to sustain and elevate the quality of the teaching personnel and educational administration officials...". Nonetheless, the Politburo's determination to persist with the implementation of Central Committee Resolution 2 (8th term) also acknowledged the deficiencies in education management: "The management of education continues to exhibit numerous shortcomings and is the primary catalyst for various other inadequacies..." The ethical standards and proficiency of certain school management authorities remain inadequate.

This may result from unreasonable policies, remuneration, and the utilization of educators and educational administrators. In the era of innovation, the number of people in educational management training and development rose substantially, with numerous individuals holding bachelor's, master's, and doctoral degrees. Nevertheless, the overall quality remained subpar and failed to align with the nation's educational advancement.

Resolution 29 on the basic and comprehensive innovation of education delineates the concerns that MC training must address.

Formulate training and development strategies for educators and educational administrators that match with socioeconomic development requirements, protect national security and defense, and foster international integration... Education management authorities at every level must receive training in management competencies. Actively enhance training objectives, materials, methodologies, retraining, professional development, and evaluation of educators' learning and training results, in accordance with the standards for elevating quality, accountability, ethics, and professional proficiency.

### *b) Contribute to developing the management staff.*

Change is the unavoidable principle governing all social activity, particularly for organizations involved in significant socioeconomic transformations, such as higher education. This results in intricate job roles and career prerequisites within universities, necessitating comprehensive interdisciplinary and transdisciplinary expertise for managing all institutional levels. This is the primary reason that programs aimed at creating university management teams are garnering increased attention, leading to a proliferation of training services for this workforce group. Moreover, schools aspiring to progress require a proficient team of personnel to achieve the objectives established in the new context.

The training of university management personnel occurs consistently and systematically, aligning with the stages of educational development, particularly in higher education, hence enhancing the university management team, as evidenced by the following aspects: (1) Meet the requirements for strengthening the Party's leadership and State management of higher education through studying and researching the Party's lines, policies, and guidelines on higher education, thereby contributing to improving the efficiency of State management of higher education; (2) Raising awareness about the training of university management staff not only benefits the university management staff themselves as trainees but also influences the perceptions and actions of their superiors, colleagues, and other staff members; (3) Management competencies can also serve as a basis for improving the quality of planning and standardization of the deans to arrange them as planned, facilitating training, placement, utilization, and rotation; selecting and identifying individuals with sufficient talent and virtue to meet management responsibilities; and appointing university administrators; (4) Additionally, management skills training is also an important issue for implementing policies and regulations regarding the management team of university staff. This directly affects workforce quality by not only reutilising labour but also developing new competencies that enhance efficiency and quality, thereby addressing the difficulties now faced by the university.

Notwithstanding various advancements in numerous domains, the progression of university personnel and management, particularly middle-level staff such as deans, is frequently influenced by three prevailing trends: results-oriented development, which seeks to modify the behaviors of students, faculty, and administrative staff; a systems approach to governance, which examines the interrelations among components within the university; and constructivism, wherein learners engage actively in the construction of their own knowledge rather than merely absorbing information imparted by educators.

The training of the deans is likewise encompassed within the domain of adult learning and education. Successful managers exhibit specialised skills, conceptualisation, analytical competencies, interpersonal interaction, experiential generalisation, relationship identification, and logical reasoning. Consequently, the significance of nurturing and overseeing departmental heads at universities can be regarded as an educational process rather than mere training or the activities of a short-term development program.

Despite the diversity and varying degrees of implementation methods, there are three forms of learning essential for the comprehensive development of the team, particularly for university deans: (1) on-the-job training - All learning activities are directly associated with the tasks performed, representing the most effective and cost-efficient learning approach, especially for professions necessitating simulation. This method exerts a psychological influence on learners by providing rapid feedback on their learning progress. Moreover, vice versa, (2) formal (off-the-job training) can encompass diverse programs, including lectures, seminars, case studies, and simulation exercises. The predominant focus is on case studies,

which enable individual learners to understand the issue thoroughly. By analyzing their own experiences, they can self-evaluate their learning progress and determine the most effective solution to the problem. (3) Apprenticeship training - This may be the most ancient type of apprenticeship, regarded as a method of knowledge transfer between the learner and the teacher via work operations or processes.

The advancement of the dean might encompass all the aforementioned learning approaches to varying degrees. Individuals without professional qualifications must pursue a formal program. However, part-time alternatives are varied and include initial and on-the-job training (such as in public administration, political philosophy, etc.).

c) *Fulfil the criteria for accelerated expansion of quantity and quality.*

The 2011-2020 Strategic Assessment Report indicates that the enrollment of university and college students rose by approximately 2.4% from 2011 to 2015, increasing from 2,162,106 students in the 2010-2011 academic year to 2,363,942 in the 2014-2015 academic year. During the 2014-2015 academic year, the nation possessed 219 universities and 217 colleges (excluding those affiliated with security, defense, and foreign industries), comprising 60 non-public universities and 28 non-public colleges. The total number of university students is 1,824,328 (77.17%), while the number of college students is 539,614 (22.83%), with female students comprising 49.28%. Additionally, 86.7% of students are enrolled in public institutions, and 13.3% in private institutions. The total number of full-time university students is 1,348,937, while full-time college students total 519,722; part-time university students number 339,301, and part-time college students number 19,892. During the 2014-2015 academic year, the ratio of part-time students to full-time students across all universities and colleges was approximately 20%. During the 2011-2015 period, the scale of postgraduate training expanded significantly, increasing by 1.5 times. During the 2010-2011 academic year, the nationwide total of postgraduate students was 67,388, comprising 4,683 doctorate candidates and 62,705 master's students. By the 2014-2015 academic year, the total of postgraduate students reached 102,701, comprising 10,352 doctorate candidates and 92,349 master's students. The country presently has 118 doctoral training institutions and 120 master's degree training institutions. Both public universities and scientific research institutes responsible for postgraduate training, as well as non-public universities that fulfil quality assurance criteria, are designated with postgraduate training obligations. Annually, the education sector produces 20,000 to 25,000 master's graduates and several doctoral graduates. This figure underscores the significant contribution of domestic postgraduate study in cultivating high-quality human resources for the nation (Vietnam Institute of Educational Sciences, 2016). Recent years have exposed several shortcomings in postgraduate training. The scale and structure of training exhibit numerous deficiencies and fail to align with the demands for balance and synchronization with socioeconomic growth. The configuration of training programs remains inadequate: in recent years, despite a significant increase in the number of doctorate candidates and master's students, this growth is predominantly centred on a limited number of disciplines: Computer Science (10-fold), Economics (7-fold), and Law (26.5-fold). The disproportionate allocation of graduate students and doctoral candidates across training fields contributes to the scarcity of applicants in the basic sciences and to limited expansion in the natural sciences. The quality and efficacy of postgraduate training remain constrained, and the increase in scale is not correlated with the quality of the training provided.

Specific postgraduate training programs are disconnected from contemporary realities, failing to align with prevailing trends in the region and globally; their content is redundant,

reiterating knowledge acquired at the undergraduate level. The language acquisition efficacy of students post-program completion is suboptimal, with numerous students lacking adequate linguistic skills to locate and comprehend foreign texts. Many individuals lack proficiency in computer technology and foreign languages, and even those with master's degrees have limited expertise in their specialised domains. The execution of doctoral subjects remains formalistic, insufficient emphasis is placed on research methodologies, and the organisation of doctoral dissertations lacks standardisation. Specific doctoral dissertation themes are merely applied science subjects, lack adequate scientific merit, and fail to engage with academic challenges; hence, substandard doctoral dissertations persist. The majority of PhD applicants have only the minimum number of publications, and the quality of many articles is subpar, as many individuals produce them merely to fulfil requirements. Numerous dissertations fail to adhere to international scientific norms in both content and the formatting of scientific papers, particularly in aspects such as referencing and statistical analysis (Vietnam Institute of Educational Sciences, 2016). The escalating demands for quality and quantity can only be fulfilled if the management teams of departments or faculties possess adequate managerial competency. This group of officials can fulfil both the quality and quantity demands of domestic higher education while also implementing contemporary management theories, principles, and concepts to develop highly skilled human resources with regional and international proficiency.

*d) Utilize the competencies of educational institutions and the community.*

Overseeing the development of management skills for this team of officials is of practical importance to both universities and the higher education sector, encompassing training, research and technology, infrastructure, human resource development, and collaboration with industry and business entities. This group of officials can enhance the quality of training at each school they oversee, as their acquired experience and theoretical knowledge will be applied to activities, requirements, or objectives that correspond with the competency-based framework of the training process within their managed unit. By acknowledging the present setting, they can discern and utilize the contributions of the existing and forthcoming team of authorities and students to the advancement of science and technology. Furthermore, leveraging current facilities, these officials can advocate for pragmatic, efficient strategies that address both the school's activities and broader societal needs without disrupting its operations (e.g., through collaborations and partnerships to deliver educational and training services). The administration of training and development for management personnel positively influences human resource development when graduates apply their knowledge to enhance human resources. This includes effectively adapting human resources to organisational structural changes and operational domains, as well as building a team that is adequately qualified and numerically sufficient, encompassing factors such as organisational structure, political will, moral integrity, lifestyle, professional ethics, and internationally standardised competencies. This synergy also addresses the institution's training and scientific research needs and facilitates regional and international integration. Moreover, these competencies link the school's teaching and development initiatives with production and business entities. This offers students practical experience in a real-world setting while simultaneously optimising the use of these organisations' physical resources during training. This is a method for enterprises to contribute to national human resource development, enabling them to identify appropriate workers.

In conjunction with advancements in university autonomy in Vietnam, higher education institutions have endeavoured to leverage their internal competencies to propose numerous viable collaboration plans with management training and development organisations to provide short-term courses for specialised training of deans. The content, format, and service conditions of this training activity have focused on enhancing the management team's competencies. To effectively oversee the training and development of university deans, both within individual institutions and across universities, it is imperative that universities, particularly the civil servants and officials tasked with this training, enhance their awareness and understanding of the significance of this endeavour. This is essential for generating indirect value in terms of the quality and scope of higher education amid ongoing educational reforms in Vietnam.

Managing staff training for university deans and associated officials (classroom officials, lecturers, and learners who are deans or deputy heads) requires proficient planning competencies and strategies aligned with implementation conditions (human and material resources). Moreover, implementing management tasks aligned with competency criteria would improve the efficacy and quality of training management.

## 8. Influencing factors

### a) Objectively

*Socioeconomic context* - The transition from a centrally planned economy to a socialist-oriented market economy, in which market principles govern resource allocation and regulation of interactions, poses significant challenges for higher education. Consequently, higher education must adapt to workforce variations, particularly in terms of high-quality human resources, and meet the demands of economic development.

*Institutions and policies* - numerous studies have demonstrated the critical influence of institutions and policies (Nguyen Van Tuan, 2017) on various matters, particularly in the management of university deans. Institutions can be identified by their dual functions: (1) they provide guidance and structure for the organization and execution of all activities; and (2) they serve as the focus of social management and develop management instruments. (3) sustain a robust leadership structure; (4) guarantee that all pertinent parties fulfil their rights and responsibilities. and so forth...(Pham Thi Thuy, 2014). Policy pertains to the decisions established by management agencies that dictate their operations and oversight; it functions as a behavioural standard/ code of conduct; it directs intended actions; it articulates intentions and objectives; and it constitutes a strategy for addressing or ameliorating issues (Guba, 1984).

*The advancement of science and technology*—characterised by continuous transformation and innovation—has influenced all facets and managerial functions, including the enhancement of management competencies among university department leaders. This may represent a mode of learning that is no longer reliant on the conventional physical classroom setting, but instead on technological systems or artificial intelligence. vv... This resulted in modifications to training activities, thereby affecting planning, implementation, monitoring, and evaluation processes. et etc. The tendency of internationalisation and globalisation in higher education. Grant Harm (2005:119) defines the internationalization of higher education as a process of global integration, or the interconnection of cultural elements, within the teaching, research, and service roles of higher education institutions. This

approach involves advancing higher education institutions with a global perspective. The author references Hamilton's (1998:1) perspective on the extensive implications of internationalization, which affects "scholarship, research, and management issues, as well as faculty, domestic students, and training programs." The author contends that, in practice, "the internationalization of higher education frequently encompasses one or a mixture of the following activities: Researchers Grant Harm (2005:119) and Hamilton (1998:1) have accurately noted that the internationalization of higher education has progressed swiftly, characterized by the mobility of students, faculty, and researchers across borders; training programs are increasingly international and reliant on foreign language proficiency; there is collaboration in training initiatives among educational institutions in various countries; multinational cooperation through international associations or organizations; and the exportation of educational services. and conversely.

*Globalization* offers our nation's higher education system an unparalleled opportunity: information and communication technology will facilitate rapid access to extensive knowledge and resources for learning and research. In contrast, cross-border education systems will afford our citizens a multitude of learning opportunities. The global education landscape is evolving swiftly and significantly, presenting a valuable opportunity for our nation's educational framework to engage with learning and innovatively adapt it to the national context. Globalization poses challenges for our nation's higher education: the disparity between our country and developed nations may expand, brain drain may intensify, higher education may lack competitiveness against the allure of foreign institutions, learners' rights may be compromised, and national cultural identity and traditional values may be undermined (Lâm Quang Thiệp, 2005).

In fulfilling international commitments, especially those related to higher education, Vietnam must acknowledge that integration is unavoidable, whether proactive or reactive. Integration is a process within the framework of globalisation and internationalisation in higher education. Identifying the obstacles and solutions in higher education is complex, particularly in Vietnamese higher education; yet, surmounting these challenges is essential and presents an opportunity to validate talent and foster development. This is particularly applicable when examining diverse explanatory trends, including internal school issues such as training quality, decentralization, marketization in higher education, human resources, multidisciplinary studies, and specifically, the teaching staff and training programs, as well as the State's macro policies on higher education (e.g., concerning the autonomy and accountability of universities and colleges, Article 32) (National Assembly, 2012a). Moreover, international integration represents a prevailing tendency manifesting in diverse forms, levels, and domains, emerging as a significant phenomenon in contemporary society and regarded as a pathway to national development while fostering the advancement of the global community. The tasks and solutions for integration are delineated in the Party's statement (Ho Chi Minh City National University, 2014).

Since its official accession to the WTO on January 11, 2007, Vietnam has commenced implementing GATS across all 11 service sectors and 110 sub-sectors (VCCI). As per the education sector roadmap, effective January 1, 2009, training institutions with full foreign investment are authorized to be established in Vietnam. Concerning higher education, Vietnam has embraced the inclusion of the private sector across various disciplines, including natural sciences, engineering, research, business management, economics, accounting, languages, and international law. It has sanctioned all four forms of service delivery.

Educational services are governed by Chapter V of GATS, which delineates four types of service delivery: Mode 1 – cross-border supply of services; Mode 2 – consumption abroad; Mode 3 – commercial presence; and Mode 4 – presence of natural persons.

Five sub-sectors of educational services: primary education, secondary education, higher education, adult education, and other educational services.

Despite progress in planning and organization by region or requirement, notable categories include: universities and colleges affiliated with ministries, sectors, and central agencies; institutions governed by local authorities; universities engaged in special collaborations with foreign nations; and training institutions independent of universities. and so forth... Furthermore, there exist more comprehensive regulations concerning the internal functioning of educational institutions (Law on Higher Education 2012) and the State's directives for higher education (Government Resolution 14/2005NQ-CP, November 2, 2005, "Fundamental and Comprehensive Innovation of Vietnam's Higher Education in the Period 2006-2020"), and so forth... The higher education system appears not to have fully optimized its role for the country, as evidenced by fundamental issues. Furthermore, certain Vietnamese universities are integrating into the international higher education system through initiatives such as a dual-stage training program conducted in Vietnam and at a foreign institution, culminating in a degree conferred by the foreign university. Students receive instruction in English or French.

Instruction aligned with the curricula of prestigious global universities. Training utilizing innovative methodologies, including the credit system and engineering education based on the CDIO framework (Conceive - Design - Implement - Operate). The schools are endeavouring to dispatch educators to international universities to engage in research across various domains, including innovative curriculum development techniques and university administration. This team has access to distinguished professors and presents an opportunity to invite them to Vietnam for instruction and scientific inquiry. Engage international faculty, including expatriate Vietnamese scholars, to provide instruction. The semesters feature foreign professors engaged in teaching and research activities.

Establish collaborative research and teaching initiatives, particularly in tropical studies and climate change. Regularly disseminate a multitude of scholarly articles in esteemed international scientific journals. Numerous kinds of incentives exist to motivate these scientists. Students enrolled in overseas schools in Vietnam currently face challenges securing admission to Vietnamese universities. However, it is simple for them to pursue studies elsewhere. Consequently, in the context of international integration, it is imperative to focus not solely on the university level but also to encompass the entirety of the education system's programs. In certain prestigious schools, all educators are required to possess a PhD. The number of educators with master's and bachelor's degrees consists solely of assistant lecturers preparing to pursue doctoral degrees.

International integration is evident in higher education through primary integration tendencies, which present both opportunities and challenges for Vietnamese universities. (1) Regarding training, the quality must progressively attain international standards; (2) concerning scientific research; (3) about quality assurance and accreditation in higher education. Furthermore, there is involvement in international educational organisations: AUN – the Association of Southeast Asian Universities; INQAAHE – the International Network for Quality Assurance Agencies in Higher Education; APQN – the Asia-Pacific Quality Network; APHERP – the Asia-Pacific Regional Education Research Cooperation Program.

e. Transformations in Higher Education (Trần Ngọc Giao, 2009) Presently, higher education serves as a catalyst for economic advancement and assumes a pivotal position in societal education through its competency to conserve and share knowledge. Following three to four decades of substantial expansion, higher education evolved from an elite system (15% of eligible youth) to a mass education model (over 15% of eligible youth), with some nations surpassing 50% and achieving universal higher education. This results in numerous obstacles for higher education, including increased scale, financial constraints, market dynamics, and quality standards. The diversity of social needs has led to the establishment of universities with distinct functions: general education, research into new knowledge and technology, and career guidance, manifested in various forms, including community colleges, research-oriented universities, career-focused universities, religious universities, and universities affiliated with socio-political organisations.

Research frequently identifies four university management models: (1) the traditional "Association" model, which emphasizes exploration and elite affiliation; (2) Administrative control, prevalent in nations with centralized administrative systems or robust social security; (3) Joint-stock company, which embodies the accountability and ownership of various stakeholders; Self-managed enterprise — using a corporate management model where pupils are regarded as consumers and the principle functions as the CEO. Decentralization in higher education administration frequently encompasses: departments (a), faculty members (b), governmental entities (c), and the institution (d). The arrangement of decision-making responsibilities varies by country: in the UK, the sequence is a, b, d, c; in European countries, it is a, b, c, d; in the US, it follows d, a, b, c; and in Vietnam, the order is c, d, a, b. The autonomy and social responsibility of higher education are manifested in the coordination mechanism, which encompasses an administrative (bureaucratic) framework involving coordination through orders, directives, and instructions. Moreover, conversely (higher tier of the system), alongside the framework of a school council or board of directors elected by pertinent interest groups.

Higher education managing staff is categorized into two groups: (1) individuals within state management agencies for higher education, tasked with responsibilities for strategy, policy, standards, regulations, and oversight. Moreover, vice versa about higher education; (2) Administrative personnel in educational institutions, encompassing school, faculty, centre, and departmental levels.

### *b) Subjectively*

*Training and retraining institution* - particularly concerning training and development management, encompassing aspects such as: enrollment; management of training plans; quality assurance of training programs; oversight of learners' educational activities (both in-class and self-directed, individually or in groups); assessment and evaluation processes; and management of training facilities and equipment. and so forth... These factors can influence the management of competency development for schools, professors, and university administrators either separately or synergistically.

*University Dean* - due to the absence of a formal, systematic training framework for the role, establishing a universally applicable competency system for deans across many disciplines and institutions is challenging. This results in a variety of competencies among participants in training sessions. Similar to other matters, they possess advantages related to experience or knowledge. and so forth... However, they possess inherent limits. The

forementioned factors render the management of training for this cohort of mid-level officials very arduous. The heads of departments at the university are operating in a context marked by numerous obstacles and opportunities, making it difficult for training to meet the needs of this team of officials adequately. Various orientations might be offered to identify and fulfil the needs that university deans must meet now and in the future. Consequently, the training of this team may encompass the following prerequisites:

Identify the challenges that this group of officials currently faces, has faced, and will encounter in their competency as deans. These challenges may encompass the trend towards the commercialisation of higher education, as numerous countries recognise it as a source of national budget revenue, as well as the internationalisation of higher education, given that standards and criteria across all higher education activities are progressively aligning with regional, local, or international benchmarks. These issues will create opportunities to develop leadership activities for university deans.

Absence of a comprehensive job description or operational framework that the department head is required to execute in management functions. In the absence of these elements, it is unfeasible to develop suitable training activities. There is a lack of significant research on competency systems or frameworks for university deans. This makes it challenging to determine the competencies, competency groups, or content required for each official in this cohort, leading to uniform training despite varying demands. Due to the insufficient fulfilment of the aforementioned objectives, ancillary concerns, including needs assessment, student recruitment, planning, implementation guidance, and evaluation, remain ambiguous. The objectives for this cadre's training remain ambiguous and unquantifiable.

## 9. International experiences

### *a) In developed countries*

The National Institute of Education in Singapore designed a university management training curriculum consisting of 60 hours, divided into 6 courses. Participants are not obligated to complete all modules; they may select modules according to their requirements. This training course enhances perspectives on educational management and offers participants the opportunity to acquire insights into successful practices from select higher education institutions. The trainees acquired the skills to spearhead innovation to advance their institutions. The primary pedagogical approach involves learners engaging in many talks across diverse forms, such as seminars, site visits, and research at higher education institutions, which serve as a foundation for comprehensive dialogues to extract practical experiences and juxtapose them with theoretical constructs (Trần Ngọc Giao, 2009).

In nations such as the UK, New Zealand, and Australia, management case studies are employed to cultivate managerial competencies. The training materials at all levels deliver the theoretical component succinctly, followed by practical activities to address management scenarios. Following each section, assessments are conducted to evaluate the knowledge acquired and the practical competencies of the trainees. The educational process commences with students autonomously reviewing the materials before class. The lesson begins with solving problems, engaging in group discussions, and deriving significant conclusions to reinforce theoretical understanding. This is followed by the resolution of exercises aimed at skill enhancement, particularly in management contexts, by analyzing the existing work

conditions or management activities within their respective units. Participants also conveyed insights for enhancement and implementation following the conclusion of a course or program in which they had engaged. Operational management competencies are imparted in a targeted, pragmatic manner.

The international Professional Development program at the University of Education and Social Work (Birmingham City, UK) exemplifies training for university faculty with an emphasis on English proficiency. The training course runs for one week, either domestically or in the UK, followed by four weeks of online support before and after the course. The primary objective of the course is to cultivate skills, knowledge, and comprehension of faculty leadership roles within institutions. The objective is to cultivate professional competencies in change management, mentorship and oversight, learner development and inclusion, critical analysis, and professional development. Upon completion, the trainees' acquired knowledge is acknowledged with 30 credits from the EDU7145 master's program. Anticipated learning outcomes: (1) structured learning experiences, encompassing both formal and informal methods; (2) principles, values, attitudes, knowledge, comprehension, skills, and interconnections among subjects and program components; (3) formulate development plans for all learners; (4) comprehend facets of learner development and integration tailored to individual, professional, and organizational requirements. Program highlights: (1) courses can be tailored to specific requirements; (2) instruction is conducted in English; (3) direct engagement with all participants for one week; participants may choose practical work activities instead of academic certification, etc.

*b) Experiences of developing nations*

Significant interest has emerged around management and organizational concerns within colleges in wealthy nations. Numerous studies suggest that prevalent issues include resource shortages, inefficiency, inadequate management and governance, insufficient planning capability, low leadership standards, and deteriorating academic quality. The International Deans' Course (IDC) is part of the DIES program, collaboratively executed by the German Academic Exchange Service (DAAD) and the German Rectors' Conference (Mayer et al., 2014). Since 2006, IDC has engaged in annual joint initiatives with Osnabrück University of Applied Sciences, the Centre for Higher Education Development (CHE), the Alexander von Humboldt Foundation, and partner universities in Africa and Southeast Asia. Mayer et al. (2014)

The training is structured into modules to educate around 30 management officials from universities, as well as exceptionally newly appointed deans and vice-deans from Southeast Asia and Africa. The program comprises three components: a two-week training session in Germany, followed by an information-sharing workshop and a workshop in either the African or Southeast Asian region. Specialists and university officials from Germany and neighbouring nations will impart practical insights on diverse facets of departmental administration, including institutional governance, operational and strategic management, budgetary oversight, quality assurance, and leadership. The session on soft skills and project management tools provided a practical focus for the training course. Throughout the training course, participants independently created projects relevant to their specific contexts and adapted to their respective fields. Throughout the three phases of the course, participants receive assistance and direction from area specialists, while the workshops offer further opportunities to exchange and acquire knowledge from one another's experiences.

*c) Insights Gained for Vietnam*

Global insights on training and competency development management for university deans offer valuable lessons that Vietnam can adopt to execute this initiative. Comprehensive management tools to facilitate the attainment of objectives in training courses (e.g., personal development profiles and plans), and conversely. Employ contemporary methods and digitise the training of educational administrators broadly, with a specific focus on university educational administrators. They create pragmatic exercises, managerial simulations, and digital games. Individuals acquire problem-solving skills through management simulations, with computers serving as essential tools in the education of future school administrators. Diverse training formats, such as dispatching university deans to international training courses with participants from various nations. This is significant not only for assisting university deans in Vietnam in acquiring knowledge, attitudes, and management skills, but also for enabling them to understand the broader context of ongoing global developments in higher education management and administration.

*Training organisation methods* - predominantly centred on practical activities, emphasising the creation of different connections through formal and informal workshops, field trips, and case studies. Active teaching approaches employed to cultivate these skills include practising problem-solving exercises, management scenarios, game-based learning, role-playing as a manager, and collaborative learning. Practical experience constitutes a significant element of the training program, aimed at cultivating management competencies. The online learning components have enhanced the competencies that learners developed while engaged in the daily management tasks of the department head. Emphasise the cultivation of adaptive thinking, keen intuition, and the optimisation of the creative competencies of educational administrators. In a perpetually evolving and intensely competitive environment, the creativity and adaptability of educational administrators are essential for the survival, innovation, and advancement of education, acting as a catalyst for socio-economic progress, particularly in the contemporary knowledge-driven economy. Students engage in exercises designed to cultivate flexible thinking and creativity, enhancing their imagination, enabling them to view challenges from various angles, and facilitating problem-solving through diverse methodologies.

In the training programs of other nations, the development and refinement of management competencies are prioritised alongside the provision of management knowledge. Management experts assert that successful managers require knowledge, ethical attributes, and proficiency in management competencies. Management skills are typically classified into three primary categories: technical, interpersonal, and conceptual. Training programs and their management for university administrators in other countries are frequently matched with the following objectives: (1) Instruction in management techniques and instruments to improve the competency to recognize and evaluate management challenges in the university context; (2) the movement towards competency-based systematization for practical implementation; (3) Establish a framework of discernible and manageable competencies for concrete issues, including the values, vision, mission, and organizational culture of the strategy; (4) Augment management competencies and skills in accordance with the advancements of New Public Management, emphasizing service and customer orientation.

### ***Summary of Chapter 1***

Research undertaken in Vietnam and globally, in conjunction with the findings of this chapter, has offered a comprehensive overview of competency training management for university

department leaders. This chapter presents a framework of fundamental instrumental notions to explicitly delineate the theoretical foundation for overseeing management development for the deans, including competence, management competence, and competence management development, and vice versa. This theoretical research section demonstrates that the management of training skills for university deans has been aligned with the developmental process of higher education in Vietnam, specifically: analysis and needs assessment; program development; program implementation; and evaluation. Furthermore, additional research focuses on elucidating the landscape of MC development across university faculties and departments, including comparative experiences in developed and developing nations, as well as specific influencing factors such as the socio-economic context and the internationalisation of universities, and so forth...The research findings have theoretically established the scientific foundation of the dissertation, which also underpins the development of a toolset to assess the current situation for the purpose of studying practice and formulating a system of solutions to be discussed in subsequent chapters.

## CHAPTER 2. THE MANAGEMENT OF THE REFRESHER TRAINING OF THE MANAGEMENT COMPETENCIES FOR THE VIETNAMESE UNIVERSITY DEANS

### 1. The Vietnamese Higher Education and its refresher course on managing staff

As of the conclusion of the 2016-2017 academic year (Ministry of Education and Training, 2017a), the system comprises 235 universities and academies (including 170 public institutions, 60 private and community colleges, and 5 wholly foreign-owned institutions), 37 research institutes designated for doctoral candidate training, 33 teacher training colleges, and 2 secondary teacher training schools. Within the cohort of teacher training institutions, there exist 58 universities, 57 colleges, and 40 vocational schools offering teacher training programs, comprising 14 teacher training universities, 33 teacher training colleges, and 2 teacher training vocational schools.

Regarding the training scale, in the 2016-2017 academic year, total enrollment of university students reached 1,767,879, reflecting a 0.8% increase from the 2015-2016 academic year; however, enrollment in pedagogical colleges declined by 14.3%, totalling merely 47,800 students. The majority of students concentrate on disciplines within Block V: Mathematics and Statistics; Computer and Information Technology; Engineering Technology; Engineering; Manufacturing and Processing; Architecture and Construction; Agriculture, Forestry, and Fisheries; Veterinary Medicine, and Block III: Business Management and Law. The total number of Master's students is 105,801, reflecting a 12.8% growth over the 2015-2016 academic year. There are 13,587 PhD training programs at universities and academies, reflecting a 25% increase from the 2015-2016 academic year. In June 2017, there were 1501 doctoral training programs at research institutes.

Referring to the formulation of training programs, informed by surveys and demand projections, educational institutions have modified their program frameworks; numerous schools have concentrated on launching new programs and enhancing the quality of offerings in IT, engineering technology, engineering, healthcare, and tourism, which present substantial employment prospects for graduates both locally and for labour mobility within ASEAN. Between the commencement of 2016 and July 31, 2017, the university inaugurated 184 new programs, primarily in Engineering, Engineering Technology, Computer and Information Technology, Social Sciences and Behaviour, Business and Management, and Law.

Universities can be categorised into public and private forms, including: national universities, specialised universities, semi-public universities, private universities, open universities, provincially controlled universities, and universities with complete foreign investment. The management mechanism is executed by sector and territory. Concerning the organizational model, whether functional (principal, vice-principals, Departments/Divisions, Faculties, Departments) or derived from the school's internal structure (school council; principal/vice-principal, director/vice-director; training units including faculties and centers; research units; service production units; practical schools), Faculties occupy the fourth tier following Departments/Divisions and are analogous to training and research units.

### 2. Policy on the Training of Educational Managing Staff

The training of educational management personnel, namely university deans, is evident in the legal framework, encompassing legislative texts from the National Assembly and regulations

governing the training and development procedures of individual universities. This compilation comprises four legal papers, twelve decrees and government decisions, and nine ministerial-level documents, accompanied by the following specific regulations: (1) Article 60 of the Labour Code (National Assembly, 2012b); (2) Articles 33, 34, 35 of the Law on Public Employees No. 58/2010/QH12 dated November 15, 2010 (National Assembly, 2010); (3) Section 3, Articles 32, 33, 34, 35, 36 of Decree 29/2012/ND-CP dated April 12, 2012, concerning the recruitment, utilization, and management of public employees (Government of Vietnam, 2012); (4) Article 8, Standard 5: Decision No. 65/2007/QĐ-BGDĐT dated November 1, 2007 (Ministry of Education and Training, 2007), issued by the Minister of Education and Training, which delineates the standards for assessing the quality of university education and was amended by Circular No. 37/2012/TT-BGDĐT, along with other regulations on staff training and development, which are specified by universities based on the aforementioned legal documents.

The contents are in accordance with Article 8. Criterion 5: The group comprising managers, lecturers, and personnel is: There exists a strategy for the recruitment, training, and development of faculty and staff, as well as for the appointment of management personnel to align with the university's goals, functions, and tasks, tailored to its specific conditions; additionally, there are explicit and transparent processes and criteria for recruitment and appointment. There is an adequate number of educators, maintaining the occupational framework; ensuring professional qualifications; educators with secondary professional qualifications possess the requisite training in their field and pedagogical competencies as mandated, along with foreign language and computer skills appropriate to their responsibilities. Policies and initiatives exist to promote the involvement of management personnel and professors in professional and technical activities, both nationally and globally. The management team possesses commendable ethical attributes, proficient professional and technical management skills, and successfully fulfils given responsibilities.

Annually, the school conducts a competition for outstanding teachers at the school level; certain educators have participated and received accolades in provincial or industry-level competitions or higher throughout the past five years. The faculty guarantees that educators possess the requisite training credentials as mandated by regulations. Instruct in accordance with the designated specialisation; maintain professional structure and credentials in compliance with legislation; possess proficiency in foreign languages and computer competencies to fulfil the demands of training and scientific research activities. The teaching team is guaranteed to maintain a balance between professional expertise and the infusion of new educators in accordance with regulations.

The training process of universities is frequently articulated alongside the training procedure. This is mainly due to universities formalising the terms of state management agreements regarding the training and development of civil officials. Moreover, it streamlines the administration of training and development for university personnel, as management cannot entirely dissociate training and development from personnel records. Training management delivers critical insights on the existing competency levels of management personnel and their training requirements to ensure compliance with departmental job specifications. Consequently, educational institutions ought to implement a training regimen that operates independently of the academic curriculum, enabling them to tailor the development of management skills to the specific needs of each individual or cohort of officials with equivalent managerial competencies.

As of now, (Pham Xuan Hung, 2016) among 423 higher education institutions in Vietnam, 93 are designated for the training and development of educational management staff, employing over 1,600 lecturers. Each year, these educational institutions confer degrees at the bachelor's, Master's, and doctoral levels in Educational Management, as well as certificates in professional development for educational leaders, managers, and prospective candidates.

The preparation of educational administrators (Nguyen Thi My Loc, 2013), namely university deans, is mainly undertaken by the Institute of Educational Management. The majority of this training is provided via short-term courses for administrators of university and college departments and faculties. The teaching faculty frequently depends on visiting academics, despite their lack of status as major specialists in higher education.

An illustrative instance is the overview (Department of Teachers and Educational Management Staff, 2013) regarding the organisation and administration of training and development programs for principals of higher education institutions. Training and development programs for university principals were performed over four years, from 2007 to 2010. In 2007, the Department of Higher Education conducted a training course for leaders of higher education institutions (pilot program). Between 2008 and 2010, the Ministry leadership designated the Academy of Educational Management as the central entity for formulating strategies and coordinating the execution of training programs for university principals. The Department of Non-Formal Education and Continuing Education collaborates with the Academy of Educational Management to execute this initiative. This training program has successfully fulfilled its objectives of disseminating the Directives, Resolutions, and Decisions regarding the fundamental and comprehensive innovation of Vietnamese higher education from 2006 to 2020, emphasising management innovation, enhancing autonomy, social responsibility, and competitiveness, and updating knowledge and skills in the new context. The two-week curriculum comprises domestic training (three components covering eleven themes) and international surveys (three to four colleges surveyed, focusing on the training topics).

Between 2007 and 2010, six training sessions were conducted for 618 trainees, comprising 437 from the United States, 124 from Japan, 25 from Australia, and 42 from Denmark and Germany. Despite the results falling short of expectations and the inadequate assessment of trainees' application of knowledge in their work, it can be concluded that the organisation of the training courses was effective and of high quality among domestic units and between domestic units and foreign partners. Moreover, collaborative connections were formed after the training sessions.

University deans primarily manage training in accordance with state regulations governing the training and development of civil servants, particularly Government Decree No. 101/2017/ND-CP concerning the training and development of cadres, civil servants, and public employees (Government of Vietnam, 2017). This Decree stipulates that deans get training commensurate with their professional titles prior to appointment and as necessitated by their job responsibilities. Concerning the content, there are five points, particularly point four of Article 16, which pertains to specialised managerial skills. Concerning the program, it encompasses leadership and management training initiatives for departmental and comparable roles (item a, clause 5, Article 17, and clause 7 of this Article). The Ministry of Education and Training evaluates, authorises, and oversees training programs (paragraphs 4 and 5 of Article 19, paragraph 3 of Article 21). Institutions for the training and development of cadres inside the government agency executing this training program (Clause 4, Article 27).

The Training Program for University and College Department and Faculty Administrators, approved by the Ministry of Education and Training in 2012, was organised by the Academy of Educational Management in conjunction with educational and training institutions across the country. During the training courses at Ho Chi Minh City University of Education from September to November 2012, there were a total of 139 students, comprising 5 universities (Vietnam Aviation Academy, Van Hien University, Ho Chi Minh City University of Agriculture and Forestry, Ho Chi Minh City University of Education, Ho Chi Minh City University of Technical Education), 7 colleges (Viễn Đông College, Ho Chi Minh City College of Economics and Technology, Ho Chi Minh City College of Economics and Technology Vinatex, Thủ Đức College of Technology, Lý Tự Trọng Technical College, Phú Lâm College of Economics and Technology, Ho Chi Minh City Central College of Education), and 2 vocational schools (South Saigon Vocational School, West Saigon Vocational School).

### 3. Selected Universities in the Survey

- [1] Thai Nguyen University of Education, founded in 1966, comprises 14 colleges and departments and 6 research and service units. It offers 13 doctoral, 23 master's, and 27 bachelor's programs. The institution employs 562 officials and instructors.
- [2] Hanoi National University of Education<sup>1</sup>, founded in 1951, comprises 23 faculties, 2 departments, 2 research institutes, 38 research centres, and 2 general education schools. It offers 39 doctoral, 49 master's, and 45 bachelor's programs. The institution employs 1,237 officials and lecturers, of whom 774 are lecturers. The university currently employs 17 professors and 149 associate professors. There are 410 lecturers with doctoral degrees (PhD), constituting 52.97% of the total, 323 with Master's degrees (41.73%), and 41 with bachelor's degrees (5.3%).
- [3] Danang University of Education was founded in 1994 and comprises 12 faculties and 3 centres. Its academic offerings include 3 doctoral programs, 16 master's programs, and 30 bachelor's programs. As of 2014, the institution employs 397 staff members, including 14 professors and associate professors, 88 PhD holders, 192 master's degree holders, and 69 senior lecturers.
- [4] Ho Chi Minh City University of Education was founded in 1976 and comprises 22 faculties<sup>2</sup>one practical high school, nine research centres, and one research institute. Its academic offerings include 9 doctoral programs<sup>3</sup> and 23 master's programs. The institution employs 874 individuals, including 591 faculty members, 87 research and training support

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<sup>1</sup> Assessed on 12/9/2018 at <http://hnue.edu.vn/Gioithieu.aspx>

<sup>2</sup> Accessed on 12/9/2018 at [http://www.hcmup.edu.vn/index.php?option=com\\_content&view=article&id=23199&Itemid=9753&lang=vi&site=0](http://www.hcmup.edu.vn/index.php?option=com_content&view=article&id=23199&Itemid=9753&lang=vi&site=0)

<sup>3</sup> Accessed on 12/9/2018 at [http://www.hcmup.edu.vn/index.php?option=com\\_content&view=article&id=2077%3Ahoat-dong-dao-tao-dao-tao-dai-hoc&catid=95%3Agioi-thieu-chung&Itemid=41&lang=vi&site=0](http://www.hcmup.edu.vn/index.php?option=com_content&view=article&id=2077%3Ahoat-dong-dao-tao-dao-tao-dai-hoc&catid=95%3Agioi-thieu-chung&Itemid=41&lang=vi&site=0)

staff, and 196 administrative personnel. Of the 874 officials and employees<sup>4</sup> (416 men and 458 women), 591 are lecturers, comprising 26 professors and associate professors, 120 individuals with PhDs and DScs, and 310 with Master's degrees.

- [5] Can Tho University<sup>5</sup> was founded in 1966 and comprises 15 faculties, 1 department, 3 research institutes, 1 practical high school, and 19 training centres<sup>6</sup>. It offers 93 undergraduate programs, 34 master's programs, and 13 doctoral degrees. The institution employs<sup>7</sup> 1,280 personnel, including 11 professors and 139 associate professors, with a core teaching staff of 371 PhD holders, 699 master's degree holders, and 60 bachelor's degree holders.
- [6] Dong Thap University<sup>8</sup> was founded in 2003 and comprises 11 faculties, 11 functional departments, 8 centres, 1 scientific journal, 1 health station, and 1 directly affiliated kindergarten. The institution offers 6 Master's programs, 32 Bachelor's programs, and 20 college programs. The staff consists of 582 individuals, with 92% of lecturers possessing Master's degrees or higher, including 10 associate professors, 74 PhDs, 303 Master's degree holders (of which 79 are doctoral candidates), and 39 lecturers currently engaged in study and research abroad.

#### 4. The deans of the selected universities

##### a) Number and education

The data on the deans of the doctoral schools were primarily collected in 2019, with a list of specific deans included in the survey's table of contents, based on information from the employment position projects of these schools.

Table 4. The number and education of the deans

Universities	Dean	Vice dean	Education				
			Prof	Ass.Prof.	PhD	MA	BA
1) Thai Nguyen University of Education	11	16		11	13	3	
2) Hanoi National University of Education	23	38	2	26	23	11	1
3) Da Nang University of Education	12	19	0	2	20	8	0
4) Ho Chi Minh City University of Education	22	31	0	7	32	14	0

<sup>4</sup> Accessed on 26/2/2019 [http://hcmue.edu.vn/index.php?option=com\\_content&view=article&id=7078%3Acong-tac-xay-dng-ing&catid=2518%3Afrontpage&Itemid=4335&lang=vi&site=144](http://hcmue.edu.vn/index.php?option=com_content&view=article&id=7078%3Acong-tac-xay-dng-ing&catid=2518%3Afrontpage&Itemid=4335&lang=vi&site=144)

<sup>5</sup> Accessed on 28/6/2018 at <https://www.ctu.edu.vn/don-vi-truc-thuoc.html>

<sup>6</sup> Accessed on 28/6/2018 at <https://www.ctu.edu.vn/gioi-thieu/gioi-thieu.html#a-l-nh-va-c-hoa-t-a-ng>

<sup>7</sup> Accessed on 28/6/2018 at <https://www.ctu.edu.vn/doi-ngu-nha-giao.html>

<sup>8</sup> Accessed on 14/7/2019 at <https://www.dthu.edu.vn/View.aspx?id=4&p=8>

5) Can Tho University	15	35	1	24	19	6	1
6) Dong Thap University	11	9	0	2	10	8	0
<b>Total</b>	<b>94</b>	<b>148</b>	<b>3</b>	<b>72</b>	<b>117</b>	<b>50</b>	<b>2</b>

Data from universities indicates that Hanoi National University of Education and Ho Chi Minh City University of Education each possess over 20 faculties, followed by Can Tho University with 15 faculties, Thai Nguyen University of Education and Dong Thap University each with 11 faculties, and Da Nang University of Education with 12 faculties, exceeding the latter two by one faculty. The majority of department directors have PhD degrees, with 117 out of 244 holding such qualifications, while just 3 are professors from Hanoi National University of Education and Can Tho University.

Table 5. The current and forecast the deans

Universities	Dean	If a faculty needs 02 vice deans	Vice dean	In need
1) Thai Nguyen University of Education	11	22	16	6
2) Hanoi National University of Education	23	46	38	8
3) Da Nang University of Education	12	24	19	5
4) Ho Chi Minh City University of Education	22	44	31	13
5) Can Tho University	15	30	35	-5
6) Dong Thap University	11	22	9	-5
<b>Total</b>	<b>94</b>	<b>188</b>	<b>148</b>	

The quantity of deans corresponds to the existing number of faculties at each university. However, regarding vice-deans, both Dong Thap University and Can Tho University have more than five. In contrast, the other universities require additional appointments, with Ho Chi Minh City University of Education requiring the highest number at 13.

*b) Functions and Responsibilities*

The findings of the analysis of data from these institutions indicate that the roles, responsibilities, or obligations of the deans at these schools possess the following attributes: (a) In accordance with the responsibilities outlined in the legal documents about deans, the schools have delineated the duties in alignment with the job specifications of each department; (b) The primary operational domains of the departments are categorized into: training, professional development, scientific research, provision of professional services, or engagement in community activities relevant to their expertise.

Concerning the variability of training levels among faculties and institutions, the levels that deans predominantly need to oversee include: (1) Postgraduate education (doctoral and Master's); (2) Undergraduate education encompasses both bachelor's and engineering degrees (including full-time and part-time programs, such as the part-time Early Childhood Education program at Thai Nguyen University of Education, which trains over 50 classes with approximately 2,000 students, and Hanoi National University of Education, which has over

40,000 bachelor's graduates). In the realm of Primary Education, Thai Nguyen University of Education enrolls more than 15,000 students, whereas Hanoi National University of Education accommodates over 50,000 students. (3) The training of international students, exemplified by Thai Nguyen University of Education, which has educated 10 international students from Laos; (4) Training activities are contingent upon the specialisation and designated area or the requirements of the learners (Department of Educational Psychology – professional development = 3000 individuals; management skills = 1500 managers across all levels)...

The deans must oversee scientific research to ensure that faculty members adhere to the mandates of both the institution and relevant scientific and technology research organisations. The research level of each faculty can be evaluated based on its competencies, encompassing ministerial-level topics, provincial-level topics, university-level topics, student scientific research topics, and publications (international, central, and specialised journals), and vice versa. The Chemistry Department of Thai Nguyen University of Education has established a comprehensive array of research topics, comprising 20 at the ministerial level, 2 at the provincial level, 36 at the university level, 2000 student research topics, 38 domestic articles, over 1000 central articles, and more than 100 in the university's journal, along with ministerial and university-level scientific awards.

c) *Education of the civil servants*

Regulations stipulate that, in the realm of human resources management for faculty, the job guidelines for management personnel state that one or two vice deans accompany most deans to assist with management responsibilities. The subsequent category comprises professional staff, which is the largest group, followed by support staff, often consisting of one or two individuals, although a few departments may have four or five support staff members; nonetheless, the number of such departments is minimal.

Table 6. The education by areas

	Prof	Ass.Prof.	PhD	MA	BA	Others
1. Social Science	6	103	286	574	42	13
2. Natural Sciences	7	153	357	521	66	38
3. Physical Education			5	16	3	
4. National Defence Education			6	31	9	2
5. Foreign Languages (English, Russian, French, Chinese, Japanese, Korean)		4	58	151	13	2

The human resource characteristics across departments exhibit commonalities, particularly among those that train natural science disciplines such as Chemistry and Physics. and so forth... They frequently have superior training compared to professionals in departments that train other specialities. Secondly, even in long-established departments that educate students from various disciplines and serve an entire economic region or the nation (such as the Faculty of Literature at Hanoi National University of Education), the training calibre of the staff is exceptionally high. Third, individuals presently employed in the departments have attained their education in many nations. Consequently, human resource management inside the faculty consistently exhibits both benefits and drawbacks. A highly skilled personnel structure provides faculties with numerous advantages in executing professional duties. Nonetheless, the degree of stability may diminish the flexibility needed to address the varied learning requirements that faculties must fulfil in practice. Human resource management actions in a knowledge context must establish the essential prerequisites for consensus,

agreement, and shared values. to provide the mutually reinforcing components of stability and adaptability, while the governance of higher education grows increasingly intricate.

## 5. Survey

### 1.1. Objectives

The survey seeks to elucidate current practices in competency development management for university deans. Content will be created for solutions designed to enhance the overall efficacy of training and CD, particularly focusing on the management competencies of this team of officials.

### 1.2. Contents

Evaluating the present condition of management training for deans at four pedagogical universities: identifying requirements, planning, organising the framework, guiding the specification of training content, methodologies, and formats, establishing conditions for training execution, defining training objectives, overseeing the learning and teaching process, and implementing assessments and evaluations. This study concurrently identifies the essential management competencies required of university deans. It assesses the enhancement in their knowledge, skills, and attitudes following participation in the Program for Training University and College Department and Division Management Staff. This program is promulgated under Decision No. 382/QĐ-BGD ĐT, dated January 20, 2012, by the Minister of Education and Training.

### 1.3. Tools

The survey instruments comprise questionnaires used to examine and gather information about the survey participants.

Regarding the survey form

- Form 1: Assessment of the Existing MC Development for Deans at Universities (For participants in the training course of the Program for Training University, College Department, and Room Management Personnel)
- Form 2: Assessment of the Existing MC Development for deans at Universities (For University Organizational Department Personnel)
- Form 3: Assessment of the Existing MC Development for Deans at Universities (For Management Staff in the University, College Department, and Room Management Personnel Training Program)
- Form 4: Assessment of the Existing MC Development for Deans at Universities (For faculty members engaged in the training program for university and college deans )

*Criteria, scoring methodology, and assessment scale*

- Assessment of competency development planning (excellent, good, satisfactory, inadequate, unsatisfactory) and rating based on the 5-4-3-2-1 framework.
- Assessment of establishing circumstances for the execution of the competency-development program (strongly agree, agree, neutral, strongly disagree) and rating based on the 5-4-3-2-1 framework.

- Assessment of management competencies requiring enhancement (essential, moderately essential, necessary, less essential, not essential) and grading based on the 5-4-3-2-1 framework.
- Assessment of the extent of ability enhancement post-training course (significant improvement, no improvement) and score based on this criterion. Five minus four minus three minus two minus one
- Assess the imperative for solutions to enhance the management efficiency of training MC for university deans (very necessary, moderately necessary, necessary, somewhat necessary, not necessary) and assign scores accordingly. 5, 4, 3, 2, 1
- Assess the viability of ideas to improve MC development for university deans (very feasible, somewhat feasible, practicable, less feasible, not viable) and assign scores based on the principle. Five-four-three-two-one
- Assessment of appropriate forms of refresher course (identify the 3 most relevant types)
- Alongside the survey questionnaire, comprehensive interviews, expert insights, statistical data analysis, and the examination of pertinent papers and online resources, these methods were used to obtain the most comprehensive information and evaluations for this dissertation's analysis of the current situation.

**1.4. Data processing method**

The questionnaire was designed with a combination of open and closed questions, with the open questions providing the basis for qualitative statements and reinforcing the quantitative description using a Likert scale and mean values. The results and quantitative description were generated using Epidata data entry software and processed in Stata.

**1.5. Time**

The survey was conducted from February 2018 to the end of June 2019 (including the time to test the thesis)

**1.6. Sampling**

*Table 7. The characteristics of the participants*

Characteristics	N	%	
<b>Respondents</b>	Dean/vice dean	106	75.71
	Organisation Department Officer	16	11.43
	Training course managers	12	8.57
	Lecturer	6	4.29
<b>Schools</b>	Hanoi National University of Education	10	7.14
	Ho Chi Minh City University of Education	28	20:00
	Thai Nguyen University of Education	28	20:00

Characteristics		N	%
	Danang University of Education	34	24.29
	Can Tho University	33	23.57
	Dong Thap University	7	5.00
Sex	Male	81	57.86
	Female	59	42.14
Nationality	Terrible	128	91.43
	Minority	12	8.57
Level	Bachelor	9	6.47
	Master	39	28.06
	PhD	89	64.03
	Specialty 1	1	0.72
	Specialty 2	1	0.72
Position	Head of Department	52	37.41
	Deputy Head of Department	49	35.25
	Other positions	38	27.34
Occupational title	Professor	1	0.71
	Associate Professor	34	24.29
	Main lecturer	44	31.43
	Lecturer	45	32.14
	Teaching assistant	1	0.71
	Other	15	10.71
Work experience	< 5 years	12	8.57
	5-10 years	15	10.71
	11-20 year	63	45.00
	>20 years	50	35.71
Management experience	< 5 years	54	38.57
	5-10 years	48	34.29
	11-21 year	22	15.71
	>20 years	16	11.43

The sample information is delineated across eight fundamental aspects: composition, survey area, gender and ethnicity, field of study, educational attainment, position, professional title, work experience, and management experience.

The bulk of respondents, including 106 individuals (over 75%), were department leaders or deputy heads. Subsequently, personnel from the university's organisational departments

included 16 individuals (exceeding 11%), followed by those who had previously administered training courses, representing over 8% (12 individuals). The lowest percentage was among academics who had instructed in competency-development courses for deans at the university, at a little above 4% (6 individuals).

The poll encompassed six universities: Thai Nguyen University of Education, Hanoi National University of Education, Da Nang University of Education, Ho Chi Minh City University of Education, Can Tho University, and Dong Thap University. In addition to Dong Thap University and Hanoi National University of Education, the distribution of votes is relatively uniform among the other institutions: Ho Chi Minh City University of Education and Thai Nguyen University of Education each received 28 votes (20%). At the same time, Da Nang University of Education and Can Tho University garnered nearly identical responses, with 34 and 33 votes respectively (both approximately 24%). Conversely, Dong Thap University and Hanoi National University of Education received only 7 and 10 votes, respectively (within the 5%-10% range). Based on position, the majority of respondents were deans and deputy heads, with over 100 votes (more than 72%), while the remaining votes were for other positions, specifically: (1) deans from Danang University of Education (13 people), followed by Ho Chi Minh City University of Education (11 people), Thai Nguyen University of Education (9 people), and Hanoi University of Education (3 people), Can Tho University (10 people), and Dong Thap University (6 people); (2) votes for deputy deans showed that Ho Chi Minh City University of Education had 15 people, Thai Nguyen University of Education had 13 people, and Hanoi University of Education had 5 people, Can Tho University had 15 people, and Dong Thap University had 1 person; and (3) other management staff mainly were from Danang University of Education (21 people), Can Tho University (8 people), Thai Nguyen University of Education (6 people), followed by Ho Chi Minh City University of Education (2 people) and Hanoi University of Education (1 person).

The predominant ethnic group is Kinh, comprising over 91% (128 individuals). In comparison, other ethnic groups account for over 9% (12 individuals), principally including Dao individuals at Thai Nguyen University of Education and Khmer individuals at Can Tho University. (2) Statistical data indicate no substantial disparity between genders, despite a higher proportion and count of men (81 men and 59 women). For men, this comprises 32 deans, 30 vice deans, and 19 additional managerial roles. The equivalent figures for women in these roles are 20, 19, and 19. For the Kinh ethnic group, there are 46 deans, 45 vice deans, and 36 additional jobs; for ethnic minority positions, the figures are 6, 4, and 2, respectively.

Training Specialisation - The survey data reveals that respondents possess educational backgrounds in 46 distinct fields, with the highest representation in educational management at 10 individuals; (2) followed by pedagogical methods at 9 individuals; (3) physics at 8 individuals; (4) literature and mathematics, each with 7 individuals; (5) biology and psychology, each with 6 individuals; (6) early childhood education at 4 individuals; (7) geography at 5 individuals; (8) English, history, inorganic chemistry, and philosophy, each with 3 individuals; (9) chemistry, educational science, and language, each with 2 individuals; (10) the remaining fields, including fine arts, Chinese-Vietnamese, educational psychology, foreign languages, information technology, music, philosophy education, primary education, biology teaching methods, geography teaching methods, and Vietnamese literature, each have 1 individual.

The bulk of questionnaire respondents held Master's and Doctoral degrees. Nine individuals (6.47%) possessed Bachelor's degrees, whilst the remaining respondents included 39 Master's (28%) and 89 Doctoral (64%) degree holders. Only two individuals possessed

Specialist 1 and Specialist 2 credentials. There are 52 deans, comprising 8 with Bachelor's degrees, 16 with master's degrees, 27 with doctoral degrees, and 1 with a level 2 speciality qualification. The figures for the position of deputy department head are 8 individuals with master's degrees, 40 individuals with doctoral degrees, and 1 individual possessing a level 1 speciality qualification. The matching numbers for other positions are as follows: one Bachelor's degree holder, fifteen master's degree holders, twenty-one doctoral degree holders, and one individual with a speciality level 1 qualification and one with a speciality level 2 certification.

Professional titles predominantly include lecturers and senior lecturers, comprising 45 and 44 individuals, respectively, each approximately 32%. This is succeeded by associate professors, totalling 34 individuals, exceeding 24%. Other categories, such as specialist 1 and specialist 2, account for over 10%, alongside 1 assistant lecturer and 1 professor. The department comprises 16 associate professors, 12 lecturers, 14 senior lecturers, and 10 individuals in various roles. This pertains to the roles of deputy department head, comprising 14, 21, and 11 individuals accordingly; there is 1 teaching assistant and 2 individuals in other roles. There is 1 professor, 3 associate professors, 11 senior lecturers, 20 lecturers, and 3 individuals in alternative roles for various managerial positions.

Job Experience – Unlike managerial experience, most responders possess 11 or more years of job experience. Among them, 40% have 11-20 years of experience, while 35% have more than 20 years. Fifteen officials with 5-10 years of experience responded to the questionnaire. The cumulative years of experience for the department head, deputy department head, and other management roles range from 15 to 30 years. Specifically, for the role of department head, the number of individuals with less than 5 years of work experience is lower than that of those with 10 years of experience, totalling 12 individuals. There are four individuals with 5 to 10 years of experience, and eighteen individuals with 10 to over 19 years of experience. In the role of deputy head of department, 3 individuals have 5-10 years of experience, 30 individuals have 10-19 years of experience, and 16 individuals have more than 19 years of experience. In other roles, 8 individuals possess 5-10 years of experience, whereas 30 individuals have 10-20 years of experience, evenly split across two intervals.

Management Experience - Over 70% of respondents have 1 to 10 years of experience, with roughly equal distribution between those with under 5 years and those with 5 to 10 years (around 34 to 39%). The subsequent group comprises 22 seasoned officers with 11-20 years of service, exceeding the 6 officers possessing over 20 years of experience. The deans have experience levels of 14, 20, 9, and 9 years, respectively; the deputy deans have experience levels of 18, 19, 8, and 4 years; and individuals in other management positions have experience levels of 22, 8, 5, and 3 years.

## 6. Results

### 6.1. *Develop the plan of management*

#### a) *The need assessment*

Eight items pertain to assessing the need for MC training for university deans, some of which may be subjectively evaluated based on expert or leadership judgments. The mean score from the feedback of the four responder groups is 3.43. Excluding the organisational department's staff opinion score of 3.88, the remaining scores are 3.35 for the trainees and 3.50 for both the course management staff and the instructors. The perspective that training requirements

should predominantly follow past practices—despite garnering the least consensus among the items—suggests a low level of understanding or interest in training among this group of personnel.

Table 8. The need assessment of management competencies

Based on		L	O	C	Le	Mean
Subjectively	Experts	3.35	3.88	3.50	3.50	3.43
	The previous year	2.81	2.50	2.83	2.33	2.76
	The perspectives of the deans	3.40	3.69	3.92	3.83	3.49
Objectively	the job specification	3.35	3.94	3.92	4.00	3.49
	professional and technological specifications	3.59	4.19	3.33	4.33	3.67
	professional competency criteria	3.53	4.13	3.42	4.00	3.61
	Managerial competencies	3.48	4.00	3.08	3.33	3.50
	School size	3.49	3.56	3.58	4.17	3.54

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

The kidney can be clearly categorised into two kinds of issues. The initial group has an average rating of approximately 4.0 across the deans' perspectives, job descriptions, and managerial competencies. This serves as a crucial foundation for analysing and assessing training requirements, with the job description (= 3.49) and requisite management competencies (= 3.50) being especially significant in identifying training needs. The second group received relatively high ratings, ranging from 3.61 to 3.67. Moreover, professional competency norms must be taken into account. The three bases must be closely linked in assessing MC development needs, as job descriptions are essential for identifying the requisite competencies.

In contrast, professional and technical competency standards delineate job requirements and the management agency's expectations for the position, particularly in identifying necessary management competencies for development. This explains the concentration of opinions on these characteristics, particularly among organisational department workers, all of whom have an average score of 4.75. Insights from direct interviews with multiple deans reveal that needs assessment is neither wholly subjective nor entirely objective, as some schools encounter challenges in selecting the optimal timing or ensuring that the teaching staff fulfils the necessary content and MC training in conjunction with training service providers. This results in situations where attending school is not solely motivated by individual necessity.

The material suggests that a needs assessment for deans has been conducted, although the degree of its independence or alignment with the school's particular needs remains ambiguous. Consequently, numerous challenges remain in identifying the MC development requirements of university deans to enhance the authenticity of these needs. Officials tasked with enhancing university deans' managerial competencies require instruments to effectively

assess their training needs, drawing on credible evidence from both subjective and objective perspectives.

*b) Development of a plan for a refresher course*

The data on planning indicate that, according to the respondents, personnel in the organisational department received the highest evaluation for planning training among this group of officials, with five items averaging above 4.0. In contrast, the trainees concurred with a value of roughly 3.5. The average level was comparable when evaluating all respondents. In terms of planning content, the information about the plan—specifically the linkage among pertinent members and the financial resources of the training institution—garnered greater consensus than other elements; however, the variance was not substantial. Among the ten items concerning the planning for MC development for deans, the most essential elements that must be included are: (1) plan implementation, which encompasses communicating detailed plans to relevant stakeholders, evaluating implementation outcomes against progress, addressing emerging issues, and adapting responses based on learner needs; (2) the content of the plan, which includes activities aimed at enhancing competency, serving as the foundation for achieving the overarching objective of MC development; (3) considerations regarding other organizations, such as partnerships, consulting institutions with participating students, and established processes and regulations. Survey data indicate that the price disparity between these issue groups is progressively increasing from 3.1 to 3.4. These values also reflect the assessment level, with the primary focus on the announcement of comprehensive plans and the need for enhanced flexibility to adjust implementation strategies when required.

*Table 9. Development of a plan for a refresher course*

		L	O	C	Le	Mean
<b>Implementation</b>	Announcement of a comprehensive strategy	3.51	3.88	3.92	4.00	3.61
	Examine the outcomes of the implementation	3.33	4.06	3.67	3.50	3.45
	Measures are in place to address any difficulties that may develop	3.26	3.56	3.75	3.50	3.35
	Convene and modify the comprehensive training strategy	3.28	3.63	3.67	4.00	3.39
<b>Contents</b>	The plan encompasses actions associated with competency development objectives.	3.34	4.19	3.00	3.50	3.41
	It serves as the foundation for attaining the overarching objective.	3.33	4.13	3.17	3.50	3.41
	Initiate the training procedure	3.35	3.50	3.75	3.83	3.42
<b>Other agencies</b>	The training agency consults with pertinent organisations.	3.49	4.13	3.33	4.00	3.57
	Engage in discussions with the educational institutions	3.37	3.63	3.42	3.83	3.42
	Transparent procedures and systems	3.37	3.81	4.00	3.67	3.49

*Notes: L = learner; O = organiser; C = course manager; Le = lecturer*

Among the replies, the teacher evaluated four areas with scores exceeding 4.00, including the announcement of detailed plans, responsiveness and revision of plans, communication with pertinent agencies, and consultation with schools whose pupils participated. Moreover, only the staff group within the organisational department received the same rating for plan formulation as the foundation for achieving the overall training objectives. The shared ideas are varied but concentrate on three primary areas: (1) Periodic training plans are typically formulated and executed in meticulous accordance with state regulations governing civil servant training; (2) Training activities aligned with programs or cohorts from the Ministry or superior management agencies are conducted in compliance with the stipulations of these programs; (3) Training initiatives are organized in response to the institution's needs, connected to job responsibilities or prerequisites for prospective school functions. The MC development plan for university deans is evaluated as commendable based on the average survey findings, which are deemed high in practice. Nonetheless, distinct evaluations and assessments are required for the three aforementioned training approaches.

**6.2. Organisation of the refresher course of the deans**

Among the replies, the teacher evaluated four areas with scores exceeding 4.00, including the announcement of detailed plans, responsiveness and revision of plans, communication with pertinent agencies, and consultation with schools whose pupils participated. Moreover, only the organisational department staff group received the same rating for plan formulation as the foundation for achieving the overall training objectives. The exchanged opinions are varied but concentrate on three primary directions: (1) Periodic training plans are typically formulated and executed in meticulous accordance with state regulations governing civil servant training; (2) Training activities aligned with programs or cohorts from the Ministry or superior management entities are conducted in compliance with the stipulations of these programs; (3) Training initiatives are organized in response to the institution's needs, correlating with job responsibilities or future occupational requirements. The MC development plan for university deans is assessed as commendable based on the average survey findings, which is deemed high in practice. Nonetheless, distinct evaluations and assessments are required for the three aforementioned training approaches.

*Table 10. Organising bodies of refresher courses for the deans*

	L	O	C	Le	Mean
1) Processes and operational procedures at the central	3.18	3.19	3.67	3.50	3.24
2) Processes and operational procedures in the community	3.25	3.50	3.33	3.67	3.30
3) Coordination Mechanisms	3.12	3.19	3.42	3.50	3.17
4) Each element of training management comprehensively comprehends its function	3.23	3.44	3.50	4.00	3.31
5) Committee for Training Initiatives	3.24	2.81	3.58	3.50	3.23
6) Training Management Plan	3.10	3.00	3.42	3.17	3.12
7) Degree of autonomy of universities	3.41	3.38	3.75	4.00	3.46

*Notes: L = learner; O = organiser; C = course manager; Le = lecturer*

According to the survey questionnaires, the majority of respondents expressed strong concerns about the organisation of training programs, with all ratings exceeding 3.00. Many respondents rated the autonomy of universities in controlling dean training as extremely good, with a score of 3.46, whereas the training management plan received a score of 3.12. The opinions indicate minimal disparity between the procedures and operational mechanisms at the grassroots and central levels, with scores of 3.24 and 3.30, respectively. An analysis of the respondents' opinions reveals that, aside from the organisational department personnel, who rated the Steering Committee for Training Activities at 2.81, all other ratings were 3.00 or higher. Both content items on each component of the organisational structure, acknowledging its function and the degree of university autonomy, received a score of 4.00 in faculty evaluations. The interview responses suggest that accurately evaluating the organisational structure requires a content-specific analysis, particularly the relationships and effectiveness of interactions between agencies at different or identical levels during the joint execution of a training course or activity.

### 6.3. Management of methods and forms of refresher courses

#### a) Management of Methods

The acquired data indicate that the components associated with the administration of training methodologies are highly esteemed, particularly the utilisation of boards, projectors, and audio-visual apparatus to enhance the training process (= 3.59). Moreover, all other features are scored  $\geq 3.22$ ; however, the project-based learning method, frequently employed in contemporary training activities, is not the highest-ranked. Among the survey participants, lecturers got the highest rating, with four items scoring  $\geq 4.00$ . This tendency mirrored the evaluations of course managers, albeit at a diminished level, ranging from  $\geq 3.33$  to 3.83. The subsequent ratings from organisational department staff indicated that course participants received the lowest ratings among the groups; however, the scores consistently ranged from 3.13 to 3.45.

Table 11. Management of methods

	L	O	C	Le	Mean
1. Presentation	3.22	3.69	3.83	3.50	3.34
2. Assignment Quality	3.13	3.56	3.33	3.67	3.22
3. Group activity	3.25	3.56	3.58	3.67	3.33
4. Utilise boards, projectors, etc.	3.45	4.31	3.58	4.17	3.59
5. Case analyses, field excursions	3.23	3.56	3.75	4.00	3.35
1. Project-based Development	3.17	3.44	3.33	4.17	3.26
2. CD	3.16	3.56	3.50	4.17	3.28

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

Overall evaluations reveal no substantial variation in method utilisation throughout the training process. The third category of approaches, characterised by a significant deployment of technology in the training process, exhibits the most significant usage level, quantified at 3.59. Conversely, approaches directly associated with CD, such as showcasing operations, competencies, or teamwork, are rated lower, at 3.33. Among the responder categories, faculty

members assigned the highest ratings to the existing approaches for cultivating managerial competency among university deans, with three ways achieving scores exceeding 3.00. This tendency aligns with the perspectives of course management and organisational department personnel, which vary from 2.88 to 3.19. The trainees assessed the usage level at approximately 3.00.

Table 12. The levels of the method using

	L	O	C	Le	Mean
1) Presentation, Group activity.	2,80	3,19	2,67	2,83	2,83
2) Problem solving...	2,91	2,88	3,00	3,33	2,94
3) Seminar; Conference;...	2,94	3,19	3,36	3,17	3,01
4) Learning guided machine ....	2,96	3,13	3,45	3,17	3,03

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

Consequently, data on usage levels indicate the efficacy of method management, offering pragmatic recommendations for technique adjustments to elevate training quality and refine method management.

*b) Management of refresher courses*

In practice, a singular training method is seldom employed in isolation during the process, and it is uncommon for a training course to integrate all methods concurrently. It is typically a synthesis tailored to accommodate the habits of the majority when examining groups, or the requirements and competencies of each learner when assessed individually. According to the selection criteria, short-term centralised training (48%) was the most favoured option, whilst sending participants to training at foreign-affiliated facilities (33%) was the least favoured. The trend of exchanging professionals and scholars for a growing number of cooperative training programs between universities is noteworthy; yet, only approximately 44% of respondents selected this choice. In conjunction with other forms, the percentage falls within the range of 50-60%. The work associated with this group of managers and administrators may permit only short-term, intensive training sessions, with the learning content adaptable to the participants' availability.

Table 13. The forms of the refresher course

Forms	No	%
1) Invite specialists to deliver training	68	68
2) Organise thematic seminars	65	65
3) Arrange centralised training sessions of brief duration	61	61
4) Use modules	61	61
5) Dispatch participants to fundamental training courses conducted in Vietnam	48	48
6) Facilitate participants' internships and training opportunities overseas	44	44
7) Distance Education	41	41
8) Dispatch participants to international collaborative training programs	33	33

The interview data revealed considerable diversity regarding training methodologies and management. Participants with international study experience frequently articulated a preference for integrating online and in-person learning within training programs, positing that this approach optimally facilitates self-study prior to and in-person engagement after sessions, thereby addressing issues that require direct discourse. They also suggested utilising

the online format to develop consensus on topics further or to enhance relationships for future endeavours. Conversely, individuals without time for independent study asserted that a designated period of seclusion from work is essential to fully concentrate on learning, with a succinct summary deemed highly effective. Furthermore, others assert that coordination or adaptability should be integrated into the implementation and oversight of these methods to meet individual needs while preserving organisational structure in accordance with training programs and cohorts. Moreover, the aforementioned information illustrates the efficacy of methodologies and formats for overseeing the development of managerial competencies for university deans, allocating 50% of class time to instruction and the remainder to independent study and online learning facilitated by information technology (Webina, Dropbox), as well as virtual instruction from the educator.

**6.4. Facilities management**

The material circumstances for training are a critical aspect that must be adequately maintained to ensure the success of the training process. Consequently, all conditions must be assessed and analysed to establish the most advantageous environment before, during, and after all training sessions. However, it is not only essential to assess the new management's performance but also to evaluate the availability and supply of both financial and human resources. Moreover, it indicates the preparedness of both lecturers and learners, the degree of resource allocation, and the scope of training in resource management for the educational activities. Furthermore, the evaluation level must be articulated in terms of trends to swiftly ascertain the efficacy or influence of resource factors, facilitating appropriate assessments in competency development management for university deans within the contemporary context of educational innovation.

*Table 14. Human resources and financial*

	Levels					Mean
	1	2	3	4	5	
1. All lecturers understand their modules and teach them well.	6	6	47	35	6	3.74
2. Most students are competent enough to learn the program modules.	4	8	40	29	19	3.69
3. The allocation of human resources has met the requirements of training management.	4	8	40	29	19	3.34
4. Training on management and use of resources (human, financial, material) in training management has been well implemented.	4	8	40	29	19	3.27
5. Adequate funding has been provided to carry out training management.	4	8	40	29	19	3.29

The prerequisites for executing the MC training program for the deans are similarly critical for developing management competencies. Initially, survey data indicate that the direct stakeholders, comprising instructors and students, possess a score of 3.51. The subsequent topic is financial management derived from training and application. Both are regarded as commendable within the interval of 3.17 and 3.21. The tendency indicates that aspects related to human resources, training, and finances receive lower ratings than the competencies of learners and teaching personnel. The trainees evaluated the aforementioned factors more favourably than other respondents did. The present circumstances offer insights that can be used to modify the approach or degree of resource management, thereby augmenting the

effectiveness of training management, including improving training efficiency and enhancing financial oversight...

*Table 15. Perspectives of the classroom, materials, and information technology*

	Levels (%)					Mean
	1	2	3	4	5	
<b>1. Classroom, classroom quality</b>	<b>5</b>	<b>5</b>	<b>36</b>	<b>33</b>	<b>21</b>	<b>3.57</b>
1.1. Classroom area	5	5	36	33	21	3.64
1.2. Quality of equipment (desks, chairs, computers...) in classrooms	5	5	36	33	21	3.55
1.3. Effective use of service equipment (projector, microphone...)	5	5	36	33	21	3.51
<b>2. Learning resources for training courses</b>	<b>5</b>	<b>5</b>	<b>36</b>	<b>33</b>	<b>21</b>	<b>3.52</b>
2.1. Ensuring an adequate amount of learning materials for the training course	5	5	36	33	21	3.55
2.2. Updating documents and textbooks	5	5	36	33	21	3.49
<b>3. Information technology for training courses</b>	<b>5</b>	<b>5</b>	<b>36</b>	<b>33</b>	<b>21</b>	<b>3.44</b>
3.1. Exploitation of training institution information systems	5	5	36	33	21	3.44
3.2. Using information technology for teaching and learning	5	5	36	33	21	3.53
3.3. Updating software to support teaching, learning and research	5	5	36	33	21	3.36

Analogous to developments in human resources and finance, perceptions of classrooms were similarly favourable concerning size, quality, and the efficient utilisation of equipment (>3.0). This assessment trend parallels the evaluation of learning materials for CD, about both quantity and timeliness, earning a score of 3.30. The assessments indicate a satisfactory level of information technology, with scores ranging from 3.11 to 3.11. The reviews are generally favourable and are drawn entirely from the trainees' perspectives. Interview data indicate that several individuals reported a lack of evaluation or feedback concerning the facilities and conditions utilised for MC training, attributing this to their training being limited to general management content rather than competencies specific to their designated roles. The remaining perspectives agreed that the facilities and support conditions were satisfactory relative to the curriculum, while some areas, particularly in information technology, warranted improvement to optimise the learning experience.

**6.5. Management of learning and teaching**

*a) Learning*

The emphasis of CD for the deans is on learning management, following the fulfilment of other prerequisites, such as planning, and so forth... In general, learning management is highly regarded, with an average score of 3.23-3.41. The highest ratings were for assisting trainees in establishing learning objectives and for the training institution offering comprehensive and prompt support with educational resources and equipment (=3.41). This was followed by a

self-evaluation of learning capability (= 3.36). The institutions received lower marks for their management of learning and the application of information technology in management, which were nearly identical (3.34 and 3.30, respectively). The maintenance of communication with the school by trainees received a score of 3.27, while the evaluation and documentation of learning and research passion garnered a score of 3.23. The instructors esteemed the learning management throughout the training (two items scored above 4.00, while the others ranged from 3.67 to 3.83); subsequently, the evaluation by the organisational department staff yielded scores of 3.44 or higher, with this cohort expressing significant appreciation for the training department's comprehensive and prompt provision of learning materials and equipment. The trainees assessed their learning and research participation as the least favourable of the other factors.

Table 16. Learning management

	L	O	C	Le	Mean
1) Assist learners in establishing objectives	3.34	3.38	3.67	4.17	3.41
2) Training schools manage learning activities.	3.20	3.94	3.50	3.83	3.34
3) Evaluation of self-directed learning competencies	3.33	3.44	3.33	3.67	3.36
4) Offers comprehensive and prompt assistance with educational resources and apparatus.	3.31	4.00	3.25	3.83	3.41
5) Communicates with the trainee's agency	3.24	3.44	3.00	3.83	3.27
6) Favourable evaluation of education and inquiry	3.11	3.56	3.50	3.83	3.23
7) Implement information technology in learning management	3.16	3.81	3.33	4.33	3.30

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

Diverse perspectives on learning management emerged during discussions with university organisational personnel and department leaders. Training activities, techniques, materials, or equipment must be straightforward, self-assessable, or individualised to enhance the management of learning for each student. The integration of information technology into the training process requires enhancements to optimise non-focused interactions, which are essential for the development of the management competencies that trainees must acquire.

b) Lecturing

A primary problem in facilitating competency development management for university deans is the quality of instruction. It is essential not only to meet the demand for classes but also to ensure quality through professional expertise and experience. Additionally, a system of instruments is required to oversee and regulate the entire contact process between educators and students. All evaluation scores are within the satisfactory range ( $\geq 3.24$ ). An analysis of the questionnaire respondents indicates that the teaching staff assign high value to the factors essential for effective teaching management, with four items receiving scores exceeding 4.00. The assessment scores of the training course managers range from 3.00 to 4.00. The level progressively diminishes in line with the perspectives of the organisational department's personnel and the trainees.

Table 17. Management of lecturing

	L	O	C	Le	Mean
1) A mechanism exists for monitoring knowledge allocation	3.20	3.44	3.08	4.00	3.25
2) A tool exists for the assessment of instructors	3.23	3.50	3.50	4.17	3.32
3) A technique exists to evaluate the comprehension of the training course's objectives.	3.20	3.38	3.17	3.83	3.24
4) A tool exists to oversee and regulate the learning environment efficiently.	3.23	3.56	3.58	3.83	3.32
5) Managing staff assesses and appraises instructional activities	3.26	3.73	3.67	4.17	3.38
6) A technology exists for monitoring instructors' feedback on students	3.15	3.56	4.08	3.83	3.31
7) A tool exists for measuring interaction levels	3.19	3.44	3.58	3.83	3.28
8) A tool exists to assess the lecturer's presentation techniques.	3.29	3.19	3.58	4.00	3.33

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

Directly exchanged knowledge elucidates divergent viewpoints. Certain personnel from the organisation department contend that implementing such a system of tools would be advantageous; however, even if it were accessible, it would pose challenges for conducting a thorough evaluation of instruction. Conversely, alternative perspectives assert that enhancing managerial competency through training and other initiatives, coupled with proficient instructors, will yield practical tools or optimise the utilisation of current tools, thereby achieving high efficacy.

c) *Adapting to the effects of context on the management of the refresher course*

Table 18. The level of improvement after participating in training

	Level						Total	
	3		4		5			
	N	%	N	%	N	%	N	%
<b>1. Knowledge</b>								
1.1. General knowledge of management	38	27.3	68	48.9	17	12.2	139	100
1.2. Professional management knowledge	43	30.9	61	43.8	19	13.6	139	100
1.3. Business management knowledge	57	41.0	50	35.9	19	13.6	139	100
1.4. State management knowledge	53	38.1	56	40.2	17	12.2	139	100
<b>2. Skills</b>								
2.1. Problem-solving skills	53	38.1	55	39.5	19	13.6	139	100

	Level							
	3		4		5		Total	
	N	%	N	%	N	%	N	%
2.2. Skills to apply knowledge into practice	59	42.4	52	37.4	16	11.5	139	100
2.3. Work organisation and coordination skills	54	38.8	49	35.2	23	16.5	139	100
2.4. Creativity at work	52	37.4	49	35.2	23	16.5	139	100
<b>3. Attitude</b>								
3.1. Proactiveness at work	52	37.4	45	32.3	28	20.1	139	100.
3.2. Responsibility at work	42	30.2	57	41.0	26	18.7	139	100
3.3. Confidence in work	41	29.5	56	40.2	26	18.7	139	100
3.4. Spirit of cooperation with colleagues	45	32.3	55	39.5	29	20.8	139	100

The survey data indicate that the trainees' managerial competence has markedly enhanced following course participation across all three dimensions: knowledge, competencies, and attitude, each exceeding 80% when evaluating levels 3 to 5. Interview data indicate that deans who engaged in MC development training perceive a notable enhancement in their skills, attributed not solely to instruction from educators but also to peer learning among classmates sharing similar concerns. The enhancement is notably sustained by the relationships formed among learners post-course completion. The aforementioned evaluations are highly favourable regarding the quality and efficacy of the training; however, these elements cannot be assessed solely on quantitative metrics, particularly regarding the influence of these enhancements on the practical management activities of this team of officials. The organisational framework for competency development for university deans features distinct processes and operational mechanisms at both the central and grassroots levels where training services are delivered. Moreover, the collaboration between these two agencies is highly valued for both operational procedures and the understanding of their separate functions by the relevant members during execution. Efficacy may be enhanced if universities had greater autonomy in staff training or if the roles and duties of relevant agencies were more clearly defined.

**6.6. To manage the identification of contents, methods and forms**

*a) To identify the objectives of refresher courses*

The objective of CD for university deans is fundamental in directing the training process from inception to conclusion. The elements of the goals outlined in the questionnaire are designed not only to specify needs but also to facilitate the translation of goals into learner competencies throughout the execution of training management. The evaluations suggest a commendable quality of this work, with the minimum average score of 3.32 for objectives articulated with action verbs and the maximum of 3.51 for the overall goal delineated by competency objectives.

Table 19. To identify the management goals for fostering management competencies

	L	O	C	Le	Mean
1) Competency goals define general goals	3.41	3.56	4.08	4.00	3.51
2) The general objective is a generalisation.	3.22	3.44	3.92	3.83	3.33
3) Lesson objectives based on student proficiency level	3.31	3.44	3.75	3.83	3.39
4) Verbs describe goals.	3.25	3.38	3.58	3.83	3.32
5) The module includes knowledge and skills	3.42	3.94	3.50	3.83	3.50
6) Targets are monitored throughout the process	3.29	3.69	3.58	3.83	3.38
7) Goals can be adjusted	3.29	3.75	3.67	3.83	3.40

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

The instructors evaluated the components associated with setting training goals favourably, with one item receiving a score of 4.00 and the others receiving 3.83. The organisation's department staff evaluation likewise commends these aspects highly. The overarching purpose is delineated by competency targets (= 4.08), while the general aim is a broad generalisation at a level of = 3.92. Consensus among interviewees indicates that the paramount objective is to cultivate trainees' specialised managerial competencies, which necessitates meticulous oversight of the training goal-setting process. Consequently, it is important to address all the aforementioned information while prioritising the trainees' competence levels as the primary criterion. This evidence indicates that the management of training goal setting has been notably successful in practice. This also indicates that the management process is well implemented and implies that management proficiency has been cultivated within the trainees' competency framework.

b) To identify the contents of suitable competencies

Guiding the establishment of training content involves a comprehensive set of activities focused on creating essential training materials and ensuring they foster the competencies required by the department head. Consequently, guidance activities are essential to delineate policies, principles, and plans; also, explicit guidelines and monitoring activities are requisite—these are imperative for the effective formulation of training content. The mean score for these qualities is 3.40. The remaining elements indicate more precise criteria for producing training content, including relevance to practice, priority identification, knowledge updating, adaptability, and competence-based approaches, with ratings of 3.26-3.39.

Table 20. To identify the content of management to foster management competencies

	L	O	C	Le	Mean
1) Content identification activities	3.21	3.31	3.92	3.50	3.29
2) Clear policies, principles and plans	3.30	3.75	3.83	3.33	3.40
3) Clear guidelines defining management content	3.25	3.19	3.25	3.50	3.26
4) Monitoring activities	3.27	3.25	3.25	3.50	3.28
5) Training content is suitable for practice	3.25	3.81	3.75	3.83	3.39
6) MC is a key priority	3.20	3.69	3.50	3.33	3.29
7) New knowledge about MC	3.28	3.69	3.42	3.67	3.36

	L	O	C	Le	Mean
8) Flexible, adaptable content	3.25	3.38	3.75	3.83	3.34
9) Content built according to competencies	3.29	3.06	4.17	3.83	3.36

*Notes: L = learner; O = organiser; C= course manager; Le = lecturer*

The survey responses indicate that the lecturers place significant importance on the identification of competency development management content. Alongside the explicitly delineated and prioritised policies, principles, and strategies for managerial capability (ranked at 3.33), all other variables are evaluated at 3.50—approaching 4.00. The content created in accordance with the competencies is scored 4.17 by the course management personnel. The organising officer received the lowest ratings in two areas: content flexibility and content management direction, with scores of 3.19 and 3.06, respectively. The instructors and managers of the training course assessed the guidance in establishing the training content favourably, followed by the organisational department staff and the students' feedback. The interview remarks indicate that establishing suitable content management is a process that occurs initially during training and may continue through to the conclusion of training or for reinforcement thereafter. This content regarding competency development for university deans appears to be effectively implemented. It is deemed to have fulfilled the requirements for developing the management competencies of this team of officials within the contemporary framework of university management innovation.

*c) The necessary competencies*

Practice demonstrates that developing a competency framework or identifying a specific set of competencies for a workforce within the education system, particularly for educational administrators, requires substantial time and financial resources. The competencies of university department leaders were previously cultivated through a training program (Ministry of Education and Training, 2011) when they assumed their roles as deans at colleges and universities. The competences outlined for consultation in this thesis are derived solely from the legislation governing the responsibilities of university deans, notably articles 1 to 6. Despite the training program's modular structure and the survey items' foundation in DACUM logic, several parallels exist, with the sole distinctions lying in the content layout. For instance, the assessment of staff, lecturers, and researchers is delineated in item e of Article 15. However, the program categorises it under human resource management, explicitly citing the evaluation of lecturers, without including researchers. The replies suggest minimal variation in views on the essentiality of these managerial qualities for contemporary university deans, with scores ranging from 3.57 to nearly 4.00. The lecturers highly valued these competency systems, with 13 of 16 items receiving scores above 4.00, especially in the management of educational and training activities.

In comparison, the organisational department personnel had 12 of 16 items scoring above 4.00. Simultaneously, the training course managers assigned ratings of 4.17 for the educational and training service MC and 4.00 for the application of management theory. In contrast, the highest rating from the department head or deputy head pertained to the department's human resource MC. The assessment levels indicate the extent of each group's interest in particular management competencies; for instance, the deans' team shows greater interest in human resource management.

Table 21. Management competencies of the deans are in need

	L	O	C	Le	Mean
1) Personnel Management	3.88	4.69	3.58	4.83	3.99
2) Management of science and technology activities	3.75	4.56	3.50	4.33	3.84
3) Management of educational and training activities	3.68	4.19	3.33	5.00	3.76
4) Assess the managing staff, lecturers, and researchers of the faculty and participate in assessing the managing staff of the university	3.70	4.56	3.83	4.67	3.85
5) Management of materials, facilities and the conditions for ensuring training quality	3.47	3.88	3.67	4.33	3.57
6) Educate the politics, morals, and lifestyles for teaching staff, other staff and students	3.66	3.81	3.58	4.50	3.71
7) Using legal documents in the workplace	3.60	4.25	3.42	3.83	3.67
8) Implement international agreements	3.58	4.20	3.50	4.17	3.67
9) Put management theory into practice	3.70	4.06	4.00	3.83	3.77
10) The competency to manage services	3.55	4.25	4.17	4.17	3.71
11) Managing faculty with information technology	3.57	3.88	3.75	4.00	3.64
12) self-leadership competencies	3.50	4.00	3.75	4.50	3.62
13) Individual leadership competencies	3.57	3.88	3.75	4.50	3.66
14) The competencies to lead a team	3.63	4.50	3.50	4.67	3.76
15) Competencies for organisational leadership	3.68	4.81	3.83	4.67	3.86
16) Competencies to plan strategically	3.63	4.25	3.75	4.33	3.74

Notes: L = learner; O = organiser; C = course manager; Le = lecturer

Interviews with various deans indicate two clear trends: first, that these management skills are essential and interdependent in the management process; and second, that the skills pertinent to the responsibilities of this team of officials require more apparent prioritisation in management training initiatives. Moreover, while many perspectives prioritise human resource management, others contend that effective training service management is the critical determinant of contemporary departmental management operations. Consequently, it can be asserted that the competencies outlined in the questionnaire, encompassing those articulated through the DACUM methodology (the responsibilities of a university department head) and the management competencies frequently referenced in contemporary university administration, are all recognised as essential, with no distinction between the two categories.

### 6.7. Assess the outcomes of the refresher course.

The outcomes and efficacy of testing and evaluation serve as critical proof of the quality of training and training management. This thesis aims to evaluate the implementation level, focusing on the reliability of competency assessments conducted pre- and post-training, monitoring plans and processes, and the integration of evaluation techniques and scheduling.

Table 22. Checking and assessing the refresher course of the management competencies

	L		O		C		Le		Mean	
	N	%	N	%	N	%	N	%	N	%
1) The performance competency of the trainees	51	72.8	7	10.0	9	12.8	3	4.29	70	50.0
2) A plan for implementation and a monitoring system	42	68.8	9	14.7	8	13.1	2	3.28	61	43.5
3) Integrating several evaluation methods	41	67.2	10	16.3	5	8.20	5	8.20	61	43.5
4) Vigilant observation, assessment, and oversight	38	74.5	8	15.6	2	3.92	3	5.88	51	36.4
5) Unplanned testing and assessment methods	32	65.3	7	14.2	6	12.2	4	8.16	49	35.0
6) Performance evaluations of lecturers in lecturing	36	65.4	9	16.3	6	10.9	4	7.27	55	39.2
7) Assess the module's quality and degree of completion.	44	69.8	10	15.8	6	9.52	3	4.76	63	45.0

Notes: L = learner; O = organiser; C= course manager; Le = lecturer

The evidence acquired indicates markedly divergent evaluations of the inspection and assessment process designed to oversee competency growth for this team. The selection level is predominantly average, with each performance element showing a 50% selection rate, while the remaining factors fall below 50%. The results fluctuate across evaluators, with students or deans exhibiting the highest proportion, followed by organisational department workers and course management personnel, while lecturers exhibit the lowest percentage. Only one item scored 3.02 (mutual evaluation among trainees), while the other items scored 2.7, 2.8, or 2.9. When comparing the respondents' perspectives, the trainees in the training course received the lowest ratings for the utilisation of testing and evaluation methods, the second-lowest for the substance of learning outcome assessment instruments, and the third-lowest for the content of evidence.

Table 23. Levels of using methods of checking and assessing

	Levels										Total	
	1		2		3		4		5			
	N	%	N	%	N	%	N	%	N	%	N	%
<b>1. Levels of use of checking and assessing methods in learning results</b>												
1.1. Essay	19	70.3	5	18.5	3	11.1	0	0.00	0	0.00	27	100
1.2. Objective test	19	70.3	5	18.5	2	7.41	1	3.70	0	0.00	27	100
1.3. Practical test	15	60.0	6	24.0	2	8.00	2	8.00	0	0.00	25	100
1.4. Questions and answers	14	56.0	4	16.0	6	24.0	1	4.00	0	0.00	25	100
1.5. 1.5.Assessment by academic records	28	73.6	4	10.5	4	10.5	2	5.26	0	0.00	38	100

	Levels										Total	
	1		2		3		4		5			
	N	%	N	%	N	%	N	%	N	%	N	%
1.6.Project construction	21	60.0	8	22.8	4	11.4	2	5.71	0	0.00	35	100
1.7. Self-assessment	20	64.5	5	16.1	3	9.68	3	9.68	0	0.00	31	100
1.8.Mutual assessment between students	29	63.0	9	19.5	4	8.70	4	8.70	0	0.00	46	100
<b>2. Tools for assessing the learning results</b>												
Checklist; Scoring Scale; Level Scale; Skill Assessment Form	24	80.0	2	6.67	3	10.00	1	3.33	0	0.00	30	100
<b>3. The proofs of assessing the learning results</b>												
3.1 Observation sheet for performing a skill	18	81.8	2	9.09	2	9.09	0	0.00	0	0.00	22	100
3.2. Performance record form	21	77.7	4	14.8	1	3.70	1	3.70	0	0.00	27	100
3.3. 3.3.Observation form, quantifying attitudes during implementation	21	75.0	5	17.8	1	3.57	1	3.57	0	0.00	28	100
3.4.Tests on students' knowledge, attitudes and behaviours	27	75.0	5	13.8	3	8.33	1	2.78	0	0.00	36	100
3.5 Student competency development profile	31	70.4	10	22.7	2	4.55	1	2.27	0	0.00	44	100

The assessment indicates that the utilisation of procedures and tools for inspection and evaluation is graded low, mainly at level 01. To obtain precise information about the course, it is essential to evaluate the extent to which methodologies, instruments, and assessment evidence are utilised. Compared with other requested content, the answers exhibit lower levels across all three aforementioned features. Insights from conversations with relevant individuals suggest that the assessment was conducted effectively in line with the course objectives and training materials. Many viewpoints indicate that the assessment and evaluation process for managing CD for deans requires substantial enhancement in form, level, and, particularly, the instruments, which must be customised and comprehensible to meet individual needs.

**Summary of the management of competency refresher courses**

The findings of a practical survey conducted at six universities indicate that university deans have effectively managed CD, owing to policies that include specific regulations on the training of civil servants and public employees in management roles at universities. These policies ensure that annual training activities for this cohort are supported by funding and the requisite conditions mandated by the State. Moreover, the convenience arises from the swift evolution of the trend towards university management autonomy, necessitating training in management competencies to meet operational demands within the faculty. Another advantage is that service providers, both broadly and specifically in MC development, are

becoming increasingly professional and service-oriented. All institutions possess substantial expertise in human resources training and development across several industries. The aforementioned four schools are prominent teacher-training institutes in the country, so this middle management team possesses extensive training and development experience and has proactively engaged in training and self-development activities to enhance their personal competencies. Nonetheless, this work possesses inherent limitations that require additional scrutiny: (1) The training schedule remains inadequately aligned with the participants' needs and competencies, a deficiency attributable to both the learners and the training institution; (2) Training conditions necessitate an emphasis on the diversity of individual learner needs, and a comprehensive understanding of the specific management skills to be cultivated will facilitate the establishment of optimal training conditions; (3) Training content must exhibit flexibility in accordance with individual requirements while ensuring coherence with the overarching expectations of the management role; (4) Absence of a training management system designed to personalize learner experiences and enhance their active participation.

### ***Summary of Chapter 2***

This dissertation succinctly delineates the historical evolution of six universities relevant to the study, aiming to elucidate the practical dimensions of competency development management for university deans. Evaluation and appraisal of the existing training management for university department leaders, informed by an examination of the current circumstances. Furthermore, there are some overarching observations:

All efforts focused on developing the deans' competencies have achieved the necessary levels for them to perform their existing management responsibilities effectively. According to the procedure, instructional and managerial activities have been carried out effectively in these schools. Greater focus should be placed on international elements, including partnerships, joint ventures, and coordinated training. Moreover, conversely, higher education is swiftly aligning with international standards. Moreover, integrating international cooperation initiatives with objectives for enhancing MC aims to achieve minimal costs while maximising outcomes, particularly by ensuring effectiveness, such as identifying current domestic needs that remain unmet, and by evaluating the efficiency of training duration and the application of acquired knowledge and skills in the workplace post-training.

The study's content is not only more specific but also more detailed. However, it may also require strengthening business and service management competencies relevant to educational administration, given that higher education is a form of service, as Vietnam has pledged to the WTO. Furthermore, worldwide collaborative initiatives should be encouraged to draw resources and capitalise on the competency advantages of global higher education institutions through academic and expert exchanges, as well as specialised training. and so forth...These initiatives strive to optimise the utilisation of domestic resources while aligning with international norms and drawing on global practices, and to solicit cooperation from these organisations to enhance managerial capacity within Vietnamese institutions. A system of synchronised solutions is required, taking into account factors such as the number of universities and the roles and responsibilities of state management bodies in overseeing workforce training. Numerous perspectives emphasise the need to cultivate targeted management competencies, prioritise the learner, and tailor management skills to each individual to meet the overarching demands of practice.

## CHAPTER 3: SOLUTIONS TO ENHANCE THE MANAGEMENT OF THE REFRESHER TRAINING OF THE MANAGEMENT COMPETENCIES FOR THE VIETNAMESE UNIVERSITY DEANS

### 3.1. Guidelines for Solutions

Theoretical and practical studies emphasise the need for effective solutions to enhance the management competence of current university deans; however, the challenges that guide the proposed solutions must be explicitly articulated first.

#### 3.1.1. *The demands of educational innovation*

In light of the directives and objectives for a fundamental and comprehensive reform of education and training, particularly within teacher training universities and the higher education system as a whole, training plans must be formulated, with a specific emphasis on the continued professional development of deans. Managers within implementing agencies, as members of the educational management team, are tasked with supplying society with highly skilled human resources. They serve as consultants to their superiors (principals, vice-principals) and oversee school activities related to curriculum development, content, and training initiatives. They directly supervise educational activities within the school in accordance with their designated roles and responsibilities; thus, they require training to augment and refine their management skills.

Experience indicates that the team of deans comprises individuals from diverse backgrounds, resulting in varying levels of management expertise and experience, which may hinder effective management in this role. Moreover, the enormous workload associated with this post has significantly restricted these officials' possibilities for training and development, which are essential for improving their skills and managerial competencies required for the role. Consequently, acceptable solutions are needed to enhance the content and training programs, ensuring they are relevant, evidence-based, and contemporary; and to consistently incorporate the latest advancements in management science and educational administration. Seamless integration of program and content innovation with the advancement of training modalities and methodologies to cultivate independent and creative thinking within this staff.

#### 3.1.2. **Adhere to the legal documents of the state.**

Higher education, namely the enhancement of managerial competencies for university deans, must align with the stipulations outlined in the state's legal frameworks governing educational administration (Dang Ba Lam, 2005). Their respective personnel management governs the team of deans from universities within the civil service system. It is also influenced by the state's training and development management papers for civil servants and public employees. Moreover, the training of higher education management personnel must be an ongoing, long-term endeavour, as the higher education sector in our country is continually evolving, imposing progressively higher demands on the professional and technical qualifications, quality, and leadership and management competencies of educational administrators. Therefore, it is necessary to vigorously promote the effective implementation of the Party and State's policies and guidelines, with a focus on training and developing a team of university education management officials with sufficient qualities, competencies, teaching and scientific research skills, and management expertise.

### 3.1.3. Goals for augmenting the management team's competencies

Staff development<sup>9</sup> is to establish a team of proficient management personnel for higher education institutions with an appropriate structure that fulfils the demands for fundamental and comprehensive educational innovation, cultivates high-quality human resources, and advances science and technology for the nation, aligned with the imperatives of entrepreneurship, innovation, and the industrial revolution. 4.0 By 2030, aim for all management personnel to undergo competency-development training. Enhancing MC for administrative personnel: (a) Develop programs and materials for competency development in university management targeted at key management figures, including chairs of university councils, presidents, vice presidents (and equivalents), and management teams of affiliated units within higher education institutions; (b) Conduct training courses (both domestic and international) to augment MC for key personnel and management teams at subordinate units of higher education institutions—government of Vietnam, 2019.

### 3.1.4. Educational Development Orientation

The enhancement of MC for the team of deans is intrinsically linked to the distinct developmental conditions and environment of the school in which each department head conducts their managerial functions. This thread connects the school's development objectives to those of the departments, culminating in the goal of improving each department head's management competencies. Moreover, the urgency and viability of solutions depend not only on the legal frameworks governing higher education and the training of its personnel, but also on their alignment with the distinct developmental orientations of each university, as articulated in its mission and vision statements.

#### a) *Thai Nguyen University of Education*

Thai Nguyen University of Education<sup>10</sup> It is a premier institution dedicated to the training and development of educators and educational administrators. It serves as a hub for scientific and technological research and application, contributing to educational and training initiatives and to the socio-economic advancement of the nation, particularly in the Northern Midlands and Mountainous Region.

**Vision** - By 2030, Thai Nguyen University of Education aims to be a premier research-oriented and application-focused institution, comparable to universities in Southeast Asia and globally integrated; it will provide a professional learning and scientific research environment that guarantees graduates possess a comprehensive and profound educational foundation, adequate competitiveness, and the competency to adapt to an evolving educational system.

#### b) *Da Nang University of Education*

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<sup>9</sup> Decision approving the project to enhance the capacity of faculty and management staff at higher education institutions to meet the requirements of fundamental and comprehensive education and training innovation for the period 2019-2030. <https://luatvietnam.vn/giao-duc/quyet-dinh-89-qd-ttg-2019-nang-cao-nang-luc-giang-vien-can-bo-quan-ly-dai-hoc-170333-d1.html>, accessed 3 June 2019.

<sup>10</sup> Assessed on 25/6/2018 at <http://dhsptn.edu.vn/index.php?language=vi&nv=gioi-thieu-chi-tiet&op=Su-mang-va-tam-nhin>

**Mission** - Da Nang University of Education<sup>11</sup> is tasked with the critical responsibility of cultivating and developing high-calibre human resources, as well as engaging in scientific research and technology transfer across the educational sciences, natural sciences and technology, and social sciences and humanities; is dedicated to community service, with a commitment to maintaining educational quality and fostering international integration.

**Vision** - By 2030, the University of Education - University of Da Nang will be an autonomous higher education institution proficient in training and scientific research across several key disciplines, adhering to international quality standards; it will be highly stratified and ranked, securing a prestigious status in Southeast Asia and globally.

c) *Hanoi National University of Education*<sup>12</sup>

**Mission** - Hanoi National University of Education is dedicated to cultivating high-quality human resources at both undergraduate and postgraduate levels, fostering talent for the national education system and society; engaging in fundamental scientific research, educational science, and advanced applied science; and delivering educational and technological services to support the country's industrialisation, modernisation, and international integration. The school is integral to the network of teacher training institutions by educating and cultivating faculty and educational administrators, designing training programs, creating curricula, textbooks, and teaching resources for all educational tiers, and providing guidance to management on the formulation of educational policies.

**Vision** - By 2030, Hanoi National University of Education will be a distinguished research university both regionally and globally. Hanoi National University of Education is a premier institution for training and scientific research in the country, with esteemed specialists and lecturers, internationally recognized joint training programs, and state-of-the-art facilities and services.

d) *Ho Chi Minh City University of Education*<sup>13</sup>

**Mission** - "Ho Chi Minh City University of Education is a premier national institution for teacher training, offering undergraduate and postgraduate programs, engaging in educational and scientific research to proficiently address the demands for high-quality teacher training and advanced research, thereby contributing to the educational and socio-economic advancement of the southern provinces and the nation as a whole."

**Vision** - By 2030, Ho Chi Minh City University of Education aims to establish itself as a National Key Teacher Training University of great national renown, comparable to educational institutions in Southeast Asia. It will be a significantly higher education institution that will enhance the development of teacher training institutes in the Southern area and nationwide. It will serve as a convening location for a cadre of highly trained scientists, specialists, and educators. It will guarantee professional training and conducive scientific research environments, ensuring high-quality research and training activities. At the same

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<sup>11</sup> Assessed on 25/6/2018 at <http://ued.udn.vn/about/>

<sup>12</sup> Assessed on 12/9/2018 at <http://hnue.edu.vn/Gioithieu/Gioithieuchung/Sumangtamnhinvagiatri.aspx>

<sup>13</sup> Assessed on 12/9/2018 at [http://www.hcmup.edu.vn/index.php?option=com\\_content&view=article&id=2082&Itemid=9699&lang=vi&site=0](http://www.hcmup.edu.vn/index.php?option=com_content&view=article&id=2082&Itemid=9699&lang=vi&site=0)

time, graduates will acquire adequate practical skills, adaptability, creativity, and a commitment to continual improvement.

Universities clearly articulate their aspirations for their future advancement through their mission and vision statements. This will comprehensively delineate the prerequisites for team CD to fulfil the established expectations. For the solutions to be practical and highly effective, they must be executed in accordance with specific principles.

### **3.1.5. Adhere to the institution's organisational and operational regulations.**

Departments constitute an organisational unit within the university, characterised by a hierarchical structure, generally positioned at the fourth (Dong Thap University, 2013) or fifth level (Can Tho University, 2019; Ho Chi Minh City University of Education, 2013; Thai Nguyen University of Education, 2017; Hanoi University of Education; Da Nang University of Education). The universities' regulations delineate the state's documents regarding the allocation of tasks to departmental and university deans and their deputies. All possess fundamental prerequisites, including a doctoral degree, esteemed faculty, experience in teaching and scientific research, and management competencies. Consequently, those occupying the role of department chair must originate from the academic sphere.

## **3.2. Guidelines for Solutions**

### **3.2.1. Objectively**

The recommended solutions must prioritise purpose as the guiding concept for all actions in the competency development process for university department leaders. This guarantees that all management tasks proceed correctly, free of errors or superfluous actions, and also facilitates optimal resource allocation, enabling the department head to acquire essential management competencies. In the absence of defined MC objectives, it is unfeasible to create programs, lessons, activities, or facilities that advance management competencies. Consequently, the solutions must be both comprehensive in intent and precise in their objectives.

### **3.2.2. Systematically**

When grounded in general requirements, the answers may be classified as synchronous; nonetheless, in the realm of social sciences, each solution or system of solutions must be evaluated methodically. Ideally, this entails distinctly delineating the "hardware" – the core – and the "software" – the adaptability across solutions and the interrelated components within each solution.

### **3.2.3. Developmentally**

The solution framework is not delineated as a standalone entity; it is grounded in theoretical inquiry, drawing on concepts articulated by various authors, as well as empirical research from educational surveys and the insights of administrative personnel. Nevertheless, owing to the particular context of the dean training management, which is also encompassed within the training of civil servants and public employees, the solutions remain anticipatory to conform to the demands of university autonomy.

### **3.2.4. Urgency and Feasibility**

Management practices indicate that the nature and requirements of employment positions evolve rapidly, resulting in the obsolescence of many traditional roles, which are swiftly supplanted by new positions that impose higher, more stringent standards and demands,

accompanied by the inherent dangers of their development. Consequently, all management training initiatives must be connected to practical application, equipping university deans with specialised and valuable competencies to navigate ongoing change. The solutions must guarantee that the elements are feasible in a highly realistic context, signifying they are specified, measurable, reachable, practical, and time-bound.

### **3.3. Solutions**

#### ***3.3.1. Solution 1. Development of a communication plan***

##### *a) Objectives*

Formulate a communication strategy to highlight the significance of enhancing MC for university department leaders. Enhance awareness of the significance of MC development for university deans in the contemporary landscape of integration and internationalisation in higher education, targeting managers, leaders, deans, and individuals involved in training this cohort of middle managers within the university setting.

##### *b) Contents*

The plan must be established based on a comprehensive study of particular tasks, available time, and the logical order of task execution. Effective time management will prevent tasks from occurring concurrently or guarantee their simultaneous execution. The communication plan must account for essential factors, including financial resources, infrastructure, and staff involvement, and conversely, media planning must guarantee the subsequent factors:

- [1] Accurate forecasting requires analysing the interrelationships among entities within a scientific theoretical framework, ideally using data that reflects current and historical realities, trends in situational development, and mathematical models to predict future events. Consequently, forecasting can simultaneously employ short-term, medium-term, and long-term characteristics and must integrate several forecasting approaches.
- [2] Establishing objectives entails articulating the training course aims into the most explicit criteria or anticipated results; a prevalent methodology is the SMART concept: S – Specific; M – Measurable; A – Achievable; R – Realistic; T – Time-bound.
- [3] Managing unforeseen circumstances involves anticipating all potential scenarios that may arise during the communication process and devising solutions for them. This entails the competency to identify issues, analyse and synthesise information to achieve a thorough understanding of the problem, while simultaneously proposing alternatives, assessing them, and determining a course of action. To accomplish this, it is essential to: (a) consistently assess issues impartially and from diverse viewpoints; (b) possess the capability to synthesise and organise intricate information; (c) identify the problem within the broader context of training; (d) anticipate circumstances and deliver efficient, timely solutions, even in complex, ambiguous, or information-deficient situations.
- [4] Financial budgeting involves compiling a list of requisite tasks and classifying them into essential and non-essential expenditure categories. Develop a cash flow statement budget to manage cash flows during the planning period and to elucidate the effects of each financial choice.

- [5] Establish a schedule for activities and implement a monitoring system. This aims to establish mutually binding relationships and collaborate towards a shared objective.

*c) Implementation*

The university leadership instructed the Personnel Department to collaborate with pertinent groups within the institution to establish a communication plan, explicitly delineating the elements of the plan: Context analysis involves recognizing the issues inside media events, the objectives of the event (including its sequence and magnitude, such as a seminar or competition), timetables, and the personnel involved, both internal and external. The external environment—factors influencing the event must be identified, including political, socio-economic, and technological elements, among others.

SWOT analysis facilitates the rapid identification of issues; relevant stakeholders denote the quantity and influence of pertinent entities in the event, including the media, speakers, politicians, deans, etc. It also enables anticipating adverse effects stemming from unfavourable circumstances involving these entities or their interactions when discussing the dean's management competencies. Planning involves establishing objectives, such as enhancing awareness or modifying behaviour. The reverse will dictate future actions; target audience – organizational leaders experienced in training and development, deans recognized for their managerial skills, education and training journalists, and individuals engaged in pertinent social media platforms; strategy – communication execution instruments, active or passive implementation processes, sequence of communication issues, implementation strategies, communication messages, risk assessment, budget projections, evaluation metrics.

The steering committee responsible for executing the communication plan must focus on the content, specifically by creating communication initiatives on MC and its significance in the functions of middle-level officials, particularly deans at universities, amid ongoing challenges in higher education reform. This assurance stems from several factors, including: (1) possessing foreign language proficiency to engage in professional discussions with international colleagues, particularly through online platforms that facilitate interaction; (2) holding the requisite educational qualifications and the competency for international communication, which necessitates proficiency in a specialised domain while also being able to apply relevant knowledge within that field. (3) possesses specialized scientific works, evidenced by publications in esteemed domestic and international journals or books, and is adept at publishing and employing electronic means to disseminate information regarding their own publications; (4) possess a comprehensive awareness of contemporary management challenges – identify, assimilate, and implement management insights from diverse industries that impact the socio-economic landscape, and are capable of researching and applying this information to corporate management; Capable of managing practical scenarios encountered in the higher education workplace — adept in intervention and decision-making procedures across all circumstances, including crises. The Personnel Organisation Department will work with the faculties to demonstrate the efficacy of management competencies among the deans, specifically citing instances pertinent to their roles and responsibilities as defined by current state regulations, as well as new initiatives such as training partnerships, results-oriented management, and competency-based performance assessments conversely evaluate and assess the efficacy of competency-based management in relation to other management functions within the educational institution, including administrative, economic, and psychological aspects. and conversely. This can be derived from the school's annual reports on routinely conducted tasks for comparative analysis; for instance, with equivalent expenditure, the

influence of competency-based management may yield beneficial psychological outcomes for graduates (this method may employ a follow-up survey approach) and so forth...

To execute a communication strategy and coordinate exchange events or forums focused on MC for educational administrators broadly, and specifically for university deans and vice-deans. Formulate and distribute MC subjects on education and training via university media. Furthermore, initiatives should be established to assist schools in conveying information to the deans and to familiarise the deans with their responsibilities and positions. The vice-dean's perspective on persuading the faculty to alter their views regarding the training and management of this team. Furthermore, educational institutions utilise media to assess public sentiment before enacting policies that directly or indirectly impact this cohort of officials. Due to media influence, educational institutions are modifying their management strategies to enhance the training of administrative personnel and foster a strong agreement within the school community. The media enhances the transparency and accountability of educational institutions, administrators, and trainees by disseminating crucial information.

*a) Necessary conditions*

The school's organisational unit must formulate annual propaganda materials to emphasise the relationship between MC and various management techniques in overall school administration and within each department specifically. Each dean or vice dean must submit concise reports during departmental and university evaluations regarding the influence of their personal management skills on assigned duties.

**3.3.2. Solution 2. Better the policies on refresher course of the deans**

*b) Objectives*

Policy regarding universities: Formulate and complete policies that emphasise the enhancement of management competencies for university administrators within a legal framework, enabling the institution to establish adaptable yet stringent processes, mechanisms, and regulations for the development of MC. Develop, finalise, and disseminate an MC framework for university deans, and conduct training programs based on it. The supplied MC framework will provide a legal and scientific foundation for the development of both short-term and long-term training programs for this team of officials.

Revise rules to guarantee university autonomy, mandating that the president be legally accountable for enhancing the competencies of middle-level management personnel, including deans. Schools possess the authority and accountability to independently conduct all activities related to the development of management competencies for departmental leaders, in compliance with state rules.

Integrate CD and MC development for university deans as a critical aspect in assuring the quality of university accreditation. The university's general training and development funding for staff should be allocated to distinct initiatives for the management team. Universities must maintain autonomy and transparency about the expenses associated with training mid-level educational administrators, given the ongoing transformations in higher education aimed at fulfilling management demands.

*c) Contents*

University Policy: Formulate and finalise policies that emphasise enhancing MC for university administrators within a legal framework, enabling the establishment of adaptable yet stringent processes, mechanisms, and regulations for developing MC. Develop, finalise,

and disseminate an MC framework for university deans, and conduct training programs based on this framework. The supplied MC framework will provide a legal and scientific foundation for the development of both short-term and long-term training programs for this team of officials.

Revise rules to guarantee university autonomy, mandating the president to be legally accountable for enhancing the competencies of middle-level management personnel, including deans. Schools possess the authority and accountability to independently conduct all activities related to the development of managerial competencies for departmental leaders, in compliance with state rules.

Integrate competency development and MC development for university deans as a critical aspect in ensuring the quality of university accreditation.

The university's general training and development funding for staff should be allocated to distinct initiatives for the management team. Universities must maintain autonomy and transparency regarding the expenses associated with training mid-level educational administrators, particularly amid ongoing transformations in higher education aimed at meeting management demands.

#### *Policies on deans of universities.*

Gradually diminish and eventually eliminate financial assistance for deans to engage in training, adhering to the same principles; however, regulations must be established to distinguish expenditure levels for immediate management competencies from the costs associated with training management skills for the university's long-term objectives. Expenditure priorities must guarantee enduring investment value and economic efficacy.

A support fund can be established by an organisation to support the research, development, and testing of training programs specifically for middle-level managers in universities, particularly deans, using financial resources such as state research funds and university training funds. Delegate this fund to a management board for direct oversight, to evaluate programs requiring assistance, determine methods of support, and specify the extent of support provided. The management board may be located within the Vietnam Association of Universities and Colleges or another entity that advocates for universities' interests. To ensure the fund functions efficiently, financing efforts should focus on comprehensive programs with explicit objectives that directly enhance the competencies of deans and deputy heads. Support for individual training activities or for those addressing specific and urgent issues should be restricted to a minimum.

Translate management competencies into distinct cost/expense categories, establishing a foundation for rewarding individuals who achieve early completion or engage in self-development of their management skills. Conversely, proficiency level also serves as the foundation for applying financial penalties when deans fail to complete or perform inadequately in competency training as per the established competency framework—particularly in the assessment of civil personnel as mandated by the state.

A clear, transparent legal framework is essential for delineating the responsibilities and rights of service providers involved in training. This framework should acknowledge healthy competition among these organisations to enhance the selection of content and methodologies, thereby fostering MC for each trainee. Publicly disclose the competency assessment standards for organisations offering MC development, and establish policy frameworks to provide financial and material support to organisations demonstrating high training quality.

*d) Implementation*

Enhancing the policy for competency development management for university deans necessitates innovation at both macro and local levels.

State management agencies responsible for public servant training must publish management papers that enhance directive, administrative, and supervisory powers, addressing two fundamental needs. Initially, enable this by applying overarching principles that permit lower-level management agencies to exercise autonomy and optimise resource utilisation to enhance these officials' MC. Secondly, where required, direct interventions may be executed to facilitate the development of the MC demands that the state must cultivate within this team of officials.

The Ministry of Education and Training will spearhead the creation of an MC framework for deans, focusing on educational innovation, that delineates the basic MC system and the ancillary MC system. The development of this competency system must comply with legal documentation while also reflecting practical managerial competencies not addressed in those regulations.

The deans should amend the personnel organisation regulations to align with the trend of enhancing MC, with this objective explicitly stated in the regulations on recruitment, appointment, and utilisation for both current and prospective deans. The deans should proactively enhance their MC, engage in MC-focused training, self-evaluate their proficiency in current competencies, and determine suitable learning methods and formats to acquire any missing MC progressively.

*e) Necessary conditions*

Officials at all levels engaged in cultivating the team of university deans must possess a comprehensive understanding of the priority established by the Party: that educational management is the pivotal element for fundamental and comprehensive innovation in education and training, particularly in higher education, which foreign deans in Vietnam increasingly administer. State management bodies responsible for officer training and development, including the Ministry of Home Affairs and the Ministry of Education and Training, must elucidate and delineate the function of decentralisation in the organisation and administration of training for this cohort of officers. This may entail delineating the principal roles at each tier and the extent of coordination and accountability for specific work volumes, in line with the organisation's functions and duties. The success of training and development management is ultimately determined not only by the organisational structure as an administrative unit, but also by the form and effectiveness of relationships within the management of training and development.

University executives require not only drive but also a commitment to executing a management development policy for the institution's middle management team. The management of CD for the deans requires delineating functions and roles for all involved components and agencies from the planning phase through to the execution of the training plan. This must be explicitly illustrated, whether by the principal agency at the national level, the training and development institution at the grassroots level, or through the coordination between two agencies at the same level or between a higher-level agency and a subordinate agency. All components of the plan must guarantee two critical features of systemic importance: comprehensive generalisation and the intricate interrelation of each activity with one another.

Establishing an organisational framework that aligns with the objectives and strategies for overseeing the training process for the deans, explicitly delineating the scope, functions, and responsibilities of each entity (government management agencies, university staff training management units, and training service providers). Ensure equilibrium by removing duplicate or redundant duties and tasks, as well as those lacking clear responsibilities, all to promote specialisation and balance. Nonetheless, although the operational mechanisms among the components of the organisational structure are synchronised, clear, and cohesive, certain areas must remain flexible and adaptable to prevailing environmental conditions to attain optimal performance. For instance, the managerial competency framework of faculty heads must align with the demands of international integration in higher education. If training and development institutes are unable to fulfil the requirements, training courses may be outsourced to foreign institutions, either conducted in Vietnam or abroad.

Information transparency regulations are explicitly outlined in Circular No. 09/2009/TT-BGDĐT. Consequently, educational institutions must publicly disclose on their websites information about their personnel, human resources, tuition prices, annual reports, and accreditation outcomes, regardless of whether they are public or private. They must incorporate additional training initiatives for their management personnel. The transparent publication of this information helps refine the criteria for assessing officials' quality, thereby facilitating Vietnam's annual civil servant assessment process and aligning with global norms of openness, transparency, and accountability in universities.

### **3.3.3. Solution 3: The job analysis and need analysis of management competencies**

#### *a) Objectives*

Determine the professional attributes associated with the role of a university department head; Assess the existing management competencies of deans, focusing on both the quantity and proficiency levels as defined by the competency framework; Establish a scientific database for comprehensive team growth, particularly for university department leaders; Assess the MC development requirements of deans within the institution.

#### *b) Contents*

Formulate and execute a training requirements analysis procedure: (1) evaluate the context of the training needs analysis – industry assessment, particularly the significance of higher education (present and prospective outlook for the nation); Labour market analysis - indicators about labour supply and demand for middle management roles in universities, encompassing the position of dean; Analyze the profession by detailing the head of department's role or revising the job description, while addressing practical considerations pertinent to the profession. Assess training requirements. Detailed design and specifications of the training. The organisation of training delivery and evaluation necessitates adequate feedback. Professional Aspects: (1) Job Title; (2) Scope and Types of Work; (3) Job Structure; (4) Career Development Pathways; (5) Primary Job Functions; (6) Career Trends.

#### *c) Implementation*

Multiple strategies can be implemented or integrated to precisely and efficiently assess training requirements.

Leverage the organisation's historical documentation and expertise, which, depending on the size of each institution, encompasses developmental milestones and records detailing

people management and operational practices in real-world contexts. The reverse is also true... Offers extensive information for training needs assessment. This measure is deemed appropriate and beneficial for public training management authorities with extensive experience in personnel organisation at universities.

Observation techniques - informal observation (collecting factual data regarding the diversity of tasks, the duration necessary for each specific activity, and the degree of accomplishment while collaborating in groups, singly, or in pairs). and formal observations (task analysis, measurement, etc., for precise information). This approach depends on the observer's experience and conceptualisation skills. It is important to recognise that observations may require prolonged or repeated intervals to ascertain dependability.

Interview methodologies – integrating informal interviews (personal engagement, rapid information acquisition from select individuals) and formal interviews (administered to larger populations at various intervals but requiring time and financial resources). Moreover, telephone interviews may be utilised; nonetheless, they necessitate adept communication skills.

Employing questionnaires is advantageous for quantifying training requirements in knowledge, skills, and attitudes; however, several factors must be considered: identifying the target demographic, selecting a sample, creating data-collection instruments, gathering data, and processing and analysing the data. Moreover, one must possess the skill to develop surveys that effectively integrate general and specialised inquiries.

Alternative methodologies: CODAP (Comprehensive Occupational Data Analysis Programs), Delphi, DACUM.

#### *d) Necessary conditions*

It is essential to differentiate between job analysis and requirements analysis, as job analysis entails defining the current and future activities, duties, and responsibilities associated with a specific career. Training requirements analysis is the process of evaluating the gap between current and desired knowledge, skills, and attitudes within an organisation.

The extent of implementation will determine the pertinent factors; still, the following factors may be taken into account: Precisely ascertain the appropriate methodology for conducting the analysis, whether it pertains to the educational institution or the sector. (2) the extent of needs assessment for an individual school, a consortium of schools by profession, and other professional school groupings; (3) the degree of information to be gathered – this will affect not only the job description but also the execution of tasks within the profession; (4) the extent of the survey participants; (5) how the domain of the study group evolves? What elements are affecting it? (6) What is the duration permitted for the requirements analysis study? (7) Confidential information derived from the research findings; (8) What is the budget given for the training needs analysis? Create a matrix to determine the suitable approach.

### **3.3.4. Solution 4. Development of the module-based refresher courses**

#### *a) Objectives*

Create content focused on management competencies to update and enhance them. It provides a foundation for the school to formulate an MC training plan for deans, aligned with the requisite management competencies, and to extensively implement the development of

competency-based and modular learning materials. Implement innovative technologies to enhance the efficiency and scalability of MC training for university departments and faculty.

*b) Contents*

A module-based approach effectively illustrates alignment with management competencies, as modules represent distinct units of knowledge and competencies essential to management roles or necessary for deans to fulfil work requirements. A learning module comprises a collection of knowledge and competencies that learners can apply independently upon completion. This methodology necessitates substantial commitment, effort, and resources, and encompasses the following attributes: The competency framework connects behaviour; prioritises the enhancement of optimal job performance; underscores soft skills and their application of knowledge in the workplace; Customised, self-directed, and performance-oriented approaches provide continuous, autonomous personal development and self-chosen training materials. Module-based courses target specific skill clusters (e.g., the "creative development" training course aims to improve competencies such as strategic thinking) and self-improvement activities.

Developing learning materials grounded in a competency-based training framework will effectively address the primary shortcomings of educational management training programs. This strategy entails delineating the competency categories that learners must attain throughout the training course. The subsequent section delineates the precise requirements for the competencies, followed by the evaluation instruments for gauging the learner's attained level of competency. The fundamental principle of competency-based training is that learners must demonstrate proficiency in performing a specific management task upon course completion. Learning materials should be organised into modules ranging from half a day to three or four days, structured around a specific theme framework, enabling learners to select modules that align with their competencies and time constraints.

Create a preliminary training program for prospective officials in these managerial roles. Comprehensive training program on specific aspects of school management tasks. These programs serve as an enhancement and advancement of the fundamental training and growth. The intended audience for these seminars comprises department and faculty staff who have held managerial positions for an extended period and acquired relevant expertise. This program is subject to periodic updates and enhancements for training, with a retraining cycle typically every 3 to 5 years.

Thematic training programs addressing each contemporary challenge in school management. This program is intended for all departmental and faculty personnel. The subject matter pertains to specific management difficulties that have either emerged recently or are relatively recent and have not yet been incorporated into public training programs. Program for the enhancement of training and expertise in engineering and technology. These programs can be methodically structured, incorporating several tiers and diverse depths, and addressing the significantly disparate levels of deanship.

Enhance, broaden, and improve the requisite information technology infrastructure for online education. Developing, refining, and executing online training with fundamental requirements: training plans, resources, and a team of educators and helpers possessing appropriate competencies and methodologies for online instruction. Training programs must encompass four components: 1) instructor-led lectures, 2) comprehensive lectures accompanied by a list of reference materials, predominantly those available online, 3) a system of exercises and assessments for learners to evaluate their comprehension, and 4) an

online tutoring system. This system is further augmented with an electronic library system connected to the global electronic library network. In addition to the specialised knowledge and skills pertinent to each subject area, teaching and support staff must understand information technology, incorporate it into their instructional practices, be proficient in online training methodologies, and possess practical online communication competencies.

*c) Implementation*

The school leadership instructed the functional departments to formulate a plan for establishing an MC training program for the deans, structured around modules that address the MC requirements of their positions and the challenges they encounter within the framework of university autonomy.

The Training and Development Department will spearhead the formulation of the strategy, assigning tasks to each pertinent unit and individual to ensure the substance of the MC development program, as instructed by the school leadership. It will coordinate, solicit expert insights, and evaluate the program prior to its school-wide implementation.

Specialised departments will align their actions with school leadership directives to collaborate on developing the MC training program content. They will be chiefly responsible for identifying the essential MC content to support departmental management in both the present and the future.

*d) Necessary conditions*

Create and disseminate a standardized competency framework and MC system for university deans, permitting any qualified training and development organization to provide content, format, and training technique design alternatives for this group of officials; Training and retraining institutions to create modular programs that not only deliver training and retraining services but also examine, evaluate, or accredit the competency levels of learners, particularly university deans and deputy heads, based on these modules. The dean's office is to autonomously define the skills they require for training and select suitable learning methodologies tailored to their specific situations.

### ***3.3.5. Solution 5. Development of the assessment criteria***

*a) Objectives*

Clearly delineate the specific competencies to be evaluated for university department leaders. Aid the school in formulating a MC -development plan for deans tailored to their requirements (including instructional innovation, school demands, departmental necessities, and individual department head needs); Inform and educate training management personnel, leaders, and deans with the objectives, content, and methodologies for evaluating management capability in alignment with contemporary educational innovation demands; Clearly delineate evaluation methodologies while adaptively employing assessment activities associated with management competencies or clusters of competencies, tailored for university deans, to guarantee objectivity, precision, and to reflect competency levels prior to and following participation in training programs.

*b) Contents*

*Contents should be assessed.*

Evaluation Criteria: (1) Oversight of departmental personnel; (2) Administration of scientific and technological initiatives; (3) Planning and organizing the execution of educational and training activities in alignment with the institution's comprehensive strategy; (4) Assessment of managers, lecturers, and researchers within the faculty, as well as involvement in the evaluation of university administrators; (5) Management of facilities and enhancement of conditions to ensure the quality of training; (6) Education in political, ideological, ethical, and lifestyle matters for lecturers, staff, and learners; (7) Strategic planning; (8) Decision-making

Assessment Standards: Competencies are categorised into general and supporting competency groups. You may use numbers from 1 to 5, or select the boxes corresponding to the scale of 1 to 5.

Descriptive Classification:

- [1] I have not yet accomplished this or acquired knowledge through observation and imitation.
- [2] I can complete the assignment independently, with minor inaccuracies, and require further education. I am capable of fulfilling the work at the requisite standard.
- [3] I can execute the work to a competent level.
- [4] I can produce work that surpasses requirements, implement enhancements, and mentor others.

#### *Tools for Implementation*

Utilising fundamental instruments for assessing the management competencies of the departmental leadership team, which include:

Performance appraisal is a systematic procedure for periodically assessing and evaluating the degree of individual work completion. This assessment must be conducted regularly and ensure systematic adherence to: the educational institution's training objectives; the individual's training goals; standards derived from job descriptions and organizational objectives; and the application of performance evaluations in human resource planning and recognition, etc, of the institution; Learners must formulate a comprehensive personal development plan, with the competencies being nurtured centered on the realization of this plan; it must encompass the following fundamental parts: (Establish objectives; Determine priority objectives; Establish deadlines for target attainment; Identify your strengths; Pursue opportunities and confront challenges; Acquire new competencies; Initiate action; Request assistance; Evaluate progress)

Discussion with managers is the interaction between managers and learners concerning the studied material within various management scenarios, fostering debate and argumentation among learners with defined objectives and information. The training content is defined by a set of performance criteria that also serves as the foundation for assessing and evaluating trainees' competency development. Competency assessment centres are autonomous entities with specialised knowledge in competency measurement and evaluation, exclusively focused on assessing learners' competencies. Each learner should get a competency framework relevant to their employment, a personal competency framework, and the training content to facilitate self-assessment of their competencies.

Moreover, evaluation methods should be flexibly tailored to each training participant and the specific objectives of the educational institution whose staff are engaged in the training course. The methods encompass scoring scales, ranking, pairwise comparison, record keeping and archiving, behavioural observation, goal management, and occupational standards.

c) *Implementation*

*School Leadership:* Oversee the operational divisions of the school to formulate plans and allocate duties for organising research and developing a criterion system to assess the managerial competence of deans. Collaborate with relevant stakeholders, including parents, students, partners, and others. Contribute to the formulation of criteria for assessing deans' managerial competencies through joint efforts.

*Organisation Department:* Oversees the formulation of plans, collaborating with specialised units (Training and Development Centre, Graduate Studies Department) to examine the criteria system for assessing the managerial competencies of the deans. Instruct departments to establish criteria for assessing and evaluating deans' management competencies. Collect data from departments to formulate and refine the criteria for assessing deans' managerial competencies, both within individual departments and across the university.

The dean identifies content from the competency system that has been assessed as requiring additional training and study, and formulates a strategy for skill enhancement and self-improvement for those competencies. Implement an assessment framework that involves diverse stakeholders relevant to management responsibilities, including students, professors, colleagues, and partners. and so forth... To secure ongoing and prompt feedback, enhance management efficiency, and establish a foundation for modifying the content, format, and methodologies for assessing the management competencies of departmental leaders.

d) *Necessary conditions*

Devise a plan for the anticipated resources required to develop a comprehensive criterion system to assess the dean's management competencies. Enumerate each phase with explicit criteria and the requisite minimum and maximum resources necessary to attain the established objectives; Instruments are required to evaluate and enhance the managerial competencies of university deans methodically, encompassing a definitive implementation procedure from initial assessment to the evaluation of course completion (skill demonstration observation sheets; performance outcome recording sheets; learner CD portfolios, learner attitude-behavior quantification sheets, etc cetera).

### **3.3.6. Solution 6. Refresher course and development strategy of the deans**

a) *Objectives*

A solution for organising MC training for university deans, aligned with team development strategies—especially personnel organisation—to influence input factors, primarily the evaluation of MC for individuals preparing for training (learners—deans/deputy heads or personnel sources destined to become deans).

A comprehensive long-term human resources strategy is essential to cultivate a team of department leaders who are both competent and proficient in the requisite management skills, including recruitment, training, development, planning, and appointment, among other domains. Scientifically guaranteeing objectivity, equity, and efficacy, therefore enhancing the quality of the training process's inputs to fulfil the established training criteria.

b) *Contents*

In the contemporary landscape of educational innovation, university deans must possess the requisite management skills mandated by the state, which primarily emphasise academic qualifications and benefit individuals with a background in lecturing or university experience. Additionally, university deans should exhibit proficiency in management skills, as the shift

towards greater university management autonomy has become increasingly imperative. Example (1) necessitates not only the competency for innovative ideation and long-term strategic planning but also the growth of the department into an organisation that can adopt new ideas and is firmly dedicated to actualising novel concepts or development plans. Decision-making capability is no longer entirely informed; it must also account for contingencies and ramifications. and conversely

Considering both urgent and long-term needs, many difficulties must be addressed to provide MC training for university deans.

Long-term strategy for faculty personnel management - offering a model and standards for deans in the new context, encompassing required management experience and the MC model. What are the criteria and requirements for management competence? This forms the foundation for the pertinent components to execute and collaboratively oversee execution. Stage-specific planning involves functional departments organising personnel to select candidates for inclusion in the plan, ensuring that individuals with the appropriate skills and potential to complete the task are chosen.

Rotation, aimed at fostering an atmosphere to enhance management competencies, can be executed by positioning personnel in diverse settings to challenge them and pinpoint deficiencies in their practical experience and theoretical understanding that require augmentation; Pre-appointment training — refining and mastering essential management competencies prior to appointment, particularly the knowledge identified as requiring enhancement during the rotation of work positions or duties performed; Appointment as a dean - After completing the above steps, the relevant units will officially start the appointment process for the individual to assume the role of the deans.

*c) Implementation*

Several actions must be undertaken to guarantee the integrity of the aforementioned solution, including:(a)The Personnel Department is soliciting the views of the school leadership about the policy for investigating and formulating a strategy for the development of the deans. Upon receiving preliminary approval, initiate the formation of a steering committee tasked with drafting a proposal aimed at enhancing MC for deans within the current framework of innovation; (b)The Personnel Department, in conjunction with other university units, will execute surveys, conduct research, formulate ideas, and organize workshops to optimize participation from all university sectors. Prepare and present a proposal to enhance deans' management competencies within the current innovation framework. Relevant units collaboratively engage in formulating and executing the strategy, encompassing planning, training, development, and appointment.

**3.3.7. Solution 7. Refresher courses of the dean in the autonomous context**

*a) Objectives*

Enhance the degree of decentralisation, delegation, and autonomy in cultivating the competencies of mid-level management teams inside institutions. Augment managerial competencies to empower deans in executing their responsibilities proficiently, hence enhancing the quality of training within the department and the university.

*b) Contents*

The bottom-up management perspective posits that individuals possess a superior understanding of their own strengths and weaknesses compared to others. Consequently, they can articulate their requirements for content creation and appropriate pedagogical approaches, directing the planning, execution, assessment, and modification of educational demands. This approach displays the learners' dedication and initiative throughout the course. This method may emerge as a significant trend in the future as human resources challenges and the organisation of human resources within universities become increasingly dynamic.

Moreover, bottom-up management processes tend to be more effective as they stem from genuine needs, ensuring that training products address actual requirements. Additionally, identifying these needs facilitates the development and execution of other management activities, thereby enhancing effectiveness in achieving overarching objectives.

*Step 1: Examine the institution's aims and objectives.*

Entities, including members, groups of officials, or departments/divisions tasked with training deans in management competencies, should align their educational and training goals with the university's overarching mission of cultivating high-quality human resources to fulfil the nation's economic, social, and international integration demands. Nevertheless, various institutions must adapt their methodologies to their particular needs. All training activities must stem from these objectives, and all school objectives must be derived from departmental goals, which should be formalised into guidelines for the training objectives of each school administrator involved in the training.

*Phase 2: Requirements*

The unit tasked with the school's personnel organisation must ascertain that the primary aim of training the deans' team is to enhance the knowledge and skills of this cohort of mid-level administrators, thereby augmenting their potential in alignment with the faculty's and school's goals and objectives. The critical phase of the requirements assessment process for deans is determining the disparity between the competencies of this cohort and those deemed necessary. Demand studies must also incorporate predictions for human resource requirements. Consequently, the training management process must account for both the current competencies of the trainees relative to their job roles and the individual skills they must develop to assume positions of greater responsibility. Data collected during the personnel planning process, along with information from needs assessment methodologies, will provide the foundation for the objectives and goals that the training content must cover.

*Step 3: Ascertain the purpose and objectives of the training.*

The aims and objectives of educating the deans must continually evolve to address individual competency demands and the university's expectations. Factors to consider in establishing suitable training goals and objectives encompass:

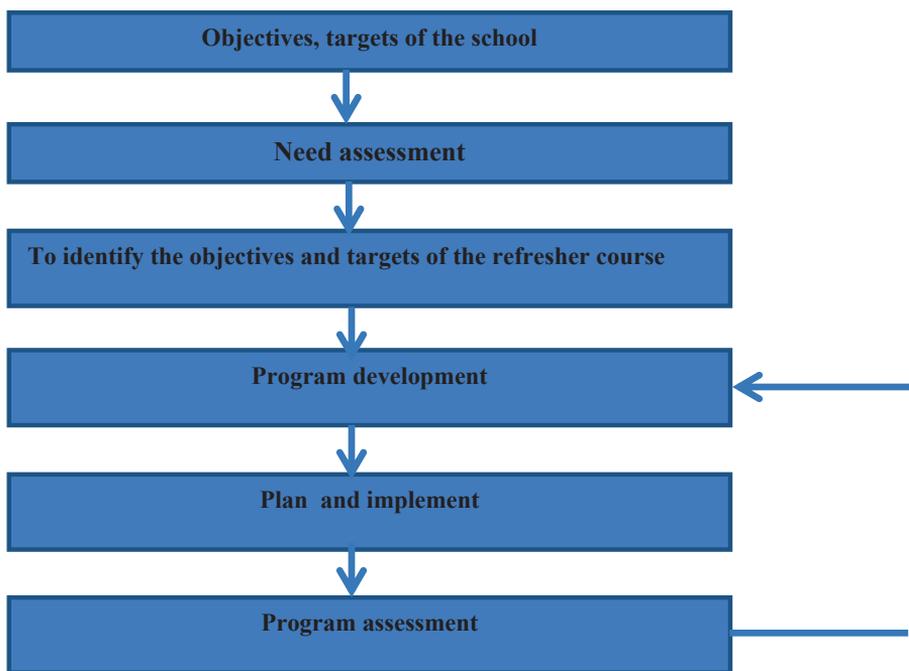
- [1] *Instructional competencies* - to assess and enhance the efficacy of the educational process, it is important to facilitate program leadership initiatives and ensure the availability of teaching resources. *Management skills* - the ability to establish objectives and evaluate the team's requirements. To detect problematic areas and devise appropriate solutions. To equilibrate the budget and assess priorities to utilize limited resources efficiently; *Interpersonal skills*- Establishing a reciprocal communication system among students, educators, parents, and other community stakeholders. Formulate strategies and techniques to involve stakeholders in the decision-making process. Foster a climate of trust within the school to motivate students, instructors, staff, and others to excel.
- [2] *Political and cultural awareness* – the competency to recognise school leaders and engage them in decision-making processes. Employ constructive strategies for managing conflicts

within the school environment and its associated contexts. Execute assignments centred on client requirements; Leadership competencies- Achieved through self-improvement initiatives, sustaining existing standards, and pursuing educational progress. Disseminate leadership competencies among peers and professionals from many sectors.

*Step 4: Formulate the training regimen*

Constructing or creating a training program transcends merely assembling activities that deliver requisite material; it should be regarded as a whole process of addressing needs with available resources through efficacious execution strategies. A training program is useless if it fails to account for how activities can fulfil needs, purposes, and objectives. Evaluating a program's effectiveness involves numerous factors, yet specific requirements warrant focus: it must be systematic, precise, and pertinent to the dean's responsibilities, encompassing both current and prospective duties; it should be continuous and tailored; flexible and adaptable to emerging needs; executed when trainees are not fatigued; and integrated within the overarching personnel policy. Employ the DACUM method to analyse the profession by task, thereby delineating the requisite knowledge, skills, and attitudes for training and development.

*Management of the refresher course of the deans*



***Training methods/forms often include:***

- |                         |                              |                             |                                     |
|-------------------------|------------------------------|-----------------------------|-------------------------------------|
| 1) Cultural experiences | 5) Exchange of officials     | 10) Field                   | 15) Research organizations          |
| 2) Visit and work       | 6) Study                     | 11) Survey                  | 16) Seminar                         |
| 3) Community activities | 7) Writing about expertise   | 12) Training camp           | 17) Conference                      |
| 4) Classes/courses      | 8) Professional-related jobs | 13) Exchange of experiences | 18) Head of Department Team Meeting |
|                         | 9) Read about the profession | 14) Personal workshop       | 19) Work in groups                  |

These training organisation methods are prevalent and effective for executing training programs; nevertheless, no single strategy will satisfy the needs of every member of a group, as different techniques address diverse requirements. Furthermore, training programs accommodating several participants can be conducted in both group and individual formats. After the groups convene and ascertain their shared competency requirements, they must be segregated into distinct groups for collaborative learning. Upon the completion of each group's tasks, there will be reporting sessions including the entire large group. It is essential to identify fundamental activities that enhance individual creativity, tailored to learners' specific interests and requirements, and consistently aligned with the goals and objectives of the department and the school.

***Step 5: Implementation***

A critical component of overseeing the training of university deans is the implementation phase. Even the most commendable objectives and strategies may falter if there is a lack of attention to aligning persons with appropriate conditions for involvement, judicious scheduling, and adeptly addressing prevalent organisational challenges. Therefore, this process must establish a systematic operational mechanism, in which (1) school leadership must play a decisive role in directing all units within the school to participate and implement – prioritising the shaping of deans' training activities as one of the requirements for lifelong learning, including self-training in management skills according to agreed-upon orientations or standards; (2) The Personnel Organisation Department will develop a plan for development procedures – and will be responsible for supervising the implementation and participating in the annual training procedures, development and updating the MC maps for each dean and those who are potential deans – and will coordinate with internal or external units that have MC training functions to conduct MC training activities that each dean still lacks; (3) Each dean must determine the current level of management competence and the training needs for each specific competence level, and identify learning methods and forms suitable for individual conditions.

Participants in training events, such as seminars or courses, often incur costs and receive certificates, reflecting the opportunity cost of their time. and conversely. Research consistently indicates that direct financial assistance significantly enhances the involvement of all pertinent stakeholders, and the opportunity cost becomes even more pronounced when evaluating the post-mentoring effects. Consequently, educational leaders must implement appropriate support policies that account not only for the extent of financial assistance or the dean's capacity to assimilate knowledge, but also for the effectiveness of management competencies when applied to everyday operations.

It is essential to identify an appropriate time for all, as this is vital for effective organisation and fostering involvement. Furthermore, several factors need examination, including: Clearly delineating the advantages for participants; Assessing whether the program is a time drain; Evaluating the program's inventiveness and novelty; Noting any alterations to the program's agenda; and the presence of an excessive number of attendance... If program managers address these difficulties effectively, participants will be more satisfied with the training program's content. This component requires the people organisation department to oversee the execution of the process, ensuring the system's rigour while preserving flexibility and the ability to adapt to specific requirements.

*Step 6: Evaluation*

This is the concluding phase of overseeing the deans' training; comprehensive evaluations may employ statistical techniques and quantitative assessments. It is advisable to integrate both approaches, as neither quantitative nor qualitative assessment can stand alone. From a managerial standpoint, the personnel department should not rely solely on assessment outcomes from training institutions; it must also proactively devise a strategy to collaboratively analyse or conduct post-training assessments for the deans dispatched by the university to participate. For the trainees, the focus extends beyond the competencies acquired throughout the training course; they also play a crucial role in assessing training management activities, including the evaluation of instructors, program content, organisation, timing, and venue. Evaluations are not only significant for future training management but also yield essential data to enhance the overall quality of training management.

*c) Necessary conditions*

According to legal documents from the National Assembly, the Ministry of Home Affairs, and the Ministry of Education and Training, each school must delineate its management autonomy for staff training and adopt a more proactive approach to formulating a human resources strategy for middle management, especially for faculty heads.

A training plan for deans will be formulated and executed, in accordance with the legislation governing job title standards and positions, as well as the university's strategic orientation and industry trends.

The Personnel Department and the Training and Development Department/Centre provide guidance to school leadership on competency development for deans and engage in the organisation, management, and implementation of training policies for them. Furthermore, it is necessary to assess and derive insights from the training management across the entire institution, each faculty, and each department head separately to modify the process or apply it in accordance with the actual environment.

### **3.4. Interrelationship among solutions**

The aforementioned options for cultivating leadership qualities among university deans are designed holistically and are intricately interwoven.

To implement any innovation designed to enhance management process efficiency or resolve practical management difficulties, certain concepts and guiding principles must be defined. Nonetheless, the foremost necessity is to convert pertinent issues into succinct, comprehensible, and unforgettable knowledge for execution, hence making awareness the paramount requirement. Consequently, when knowledge of the purpose and importance of MC development for university deans is effectively transmitted and understood, this ideological endeavor will serve as the impetus for subsequent measures.

Furthermore, the following solutions are developed based on management functions, incorporate new information from diverse perspectives, and remain interconnected within a system to ensure that the alterations specified in the solutions are executed concurrently and uniformly. Innovative methodologies and strategic content planning, including the identification of time and resources and the quantification of objectives, can substantiate this claim. However, it necessitates modifications in the organisational structure, as the components and roles of the links require redefinition. The subsequent elements of teaching and learning activities encompass innovations in content development, methodologies, and training forms. These activities must be supported by adequate resources, and their outcomes must be accurately assessed in accordance with the criteria for enhancing university deans' management ability, using suitable tools and methodologies.

Due to the intrinsic relationship among these solutions, their implementation must occur synchronously yet distinctly, ensuring that management effectiveness is evidenced not only throughout the management process but also in the competencies cultivated in learners and the beneficial influence of these competencies on the quality of operations within the departments led by trained and developed leaders.

**4. Evaluating and experimenting with solutions**

**4.1. The necessity and feasibility of the solutions**

To evaluate the necessity and feasibility of MC development solutions for university deans in addressing the demands of educational innovation in contemporary Vietnam, the author administered a survey utilising questionnaires distributed to deans and deputy heads of universities, instructors of competency development courses for university deans, personnel from university organisational departments, and management staff overseeing CD courses for university deans.

*Table 24. Necessity of solutions*

Solutions	Levels (%)					Mean	Ranked
	1	2	3	4	5		
<u>Solution 1:</u> Strengthen communication about the importance of training MC for the deans	5	6	47	47	-5	3.72	7
<u>Solution 2:</u> Perfecting the policy of training MC for university deans	2	3	46	51	2	3.86	6
<u>Solution 3:</u> Organise career analysis and analyse the need to foster MC of the deans	2	2	48	42	6	3.91	4
<u>Solution 4:</u> Organise. Develop a modular MC training program for the deans.	2	3	42	45	8	3.96	2
<u>Solution 5:</u> Develop a system of criteria to test and evaluate the MC of the deans.	3	5	38	46	8	3.94	3
<u>Solution 6:</u> Organise MC training for the deans aligned with the strategy for developing this staff.	3	3	39	57	2	3.89	5
<u>Solution 7:</u> Developing a process to foster MC for the deans in the autonomous context.	1	2	37	53	7	4.01	1

The table above indicates that the majority of solutions are classified as necessary or very necessary, with most ratings approaching 4.00. The lowest average score is for better communication at 3.72, while the highest is for establishing training management in accordance with the trend of autonomy; nevertheless, the priority ranking between these two options is inverted. Consequently, nearly all aspects of competency management content for university deans require adjustment, modification, and enhancement for greater efficacy. Furthermore, the content assessments of the solutions reveal a tendency towards more defined roles for stakeholders in management, alongside more tangible and adaptable program content and implementation structures, particularly affording increased autonomy to universities in accordance with Circular 01/2018/TT-BNV dated January 8, 2018, which elucidates several articles of Government Decree 101/2017/ND-CP dated September 1, 2017, concerning the training and development of cadres, civil servants, and public employees.

Table 25. The feasibility of the solutions

Solutions	Levels (%)					Mean	Ranked
	1	2	3	4	5		
<u>Solution 1:</u> Strengthen communication about the importance of training MC for the deans	4	6	45	61	-16	3.68	7
<u>Solution 2:</u> Perfecting the policy of training MC for university deans	3	4	46	63	-16	3.72	5
<u>Solution 3:</u> Organise career analysis and analyse the need to foster MC of the deans	3	5	57	39	-4	3.71	6
<u>Solution 4:</u> Develop a modular MC training program for the deans.	1	5	41	61	-8	3.84	2
<u>Solution 5:</u> Develop a system of criteria to test and evaluate the MC of the deans.	3	8	46	48	-5	3.74	4
<u>Solution 6:</u> Organise MC training for the deans, aligned with the strategy for developing this staff.	1	2	47	57	-7	3.84	3
<u>Solution 7:</u> Developing a process to foster MC for deans in the autonomous context.	0	4	38	54	4	3.98	1

The data from the table indicates that while the evaluation level is lower than that of necessity, the feasibility level remains very high. The solution "Developing a MC training process for university deans in the context of university autonomy" received the highest feasibility score of 3.98. In contrast, the solution "Strengthening communication about the importance of management development training for university deans " received the lowest score of 3.68. The organisation evaluated the professions and the necessity of MC training for university deans; the other solutions fell within the range of 3.71 to 3.84. These statements indicate a progressive elevation in assessment levels from solution 1 to solution 7, with level 1 deemed the most significant. However, the disparities among assessment subjects are minimal, with personnel from the organisational department receiving the highest evaluations, followed by course participants and course management staff, and teaching staff's opinions ranking last. Overall, there are substantial variations in perspectives regarding the necessity and feasibility of the measures proposed in the thesis. However, if grounded in the state's legal documents governing this team's training, numerous discrepancies will undoubtedly arise.

## 4.2. *Solution testing*

### a) *Objectives*

The experiment aims to assess the influence and effectiveness of the management development solution for university deans in meeting the demands of educational innovation in contemporary Vietnam. Numerous survey findings indicate that MC is challenging to define, quantify, assess, and evaluate, complicating the administration of MC training for university deans. Consequently, this is the primary rationale for formulating an MC development document for deans, derived from the findings of a theoretical and practical study. Facilitate the establishment of a criterion framework for evaluating the managerial competencies of university department leaders. Upon completion, the materials were evaluated to assess their viability and efficacy in facilitating CD for university deans in the contemporary landscape of educational innovation.

### b) *The scope and contents*

Despite the resolution, *establishing a criterion-based system for assessing the managerial competencies of selected university deans poses significant challenges for evaluating its feasibility and effectiveness*. This complexity arises from the broad scope of the issue, which encompasses the formulation and dissemination of guidelines and policies for human resources in higher education management by state educational authorities. Owing to constraints in the circumstances and timeframe for finalising the dissertation. Moreover, implementing a comprehensive evaluation of the solution necessitates altering numerous variables, including modifications to management regulations and the operational functions of the training management system at universities. Consequently, this paper was produced to optimise the MC development of university deans by addressing their most critical requirements.

- [1] The activities and responsibilities of a university department head, as delineated by law, constitute the definitive legal foundation and also encapsulate the employment prerequisites for the role.
- [2] The DACUM Approach is a systematic method for identifying competency frameworks by job role. This MC system has received significant acclaim from deans, training management personnel at universities, course management staff, and instructors involved in training programs.
- [3] Personalisation and problem sequencing are essential for generating resources that enable users to identify the broad competencies requiring improvement and assess their current competency levels, thereby facilitating the creation of an appropriate training plan.  
The primary contents analysed and assessed were based on input from the deans involved in the document testing.

### c) *Implementation*

- Target and Participants: The experiment involved the department head, key department personnel, and state education management officials from the universities examined in the dissertation. Furthermore, organisations excluded from the survey were incorporated for comparative analysis, specifically: Vinh University of Education and the Department of Teachers and Education Management. The survey was conducted within two months, from December 2018 to March 2019.

#### *Method of Implementation*

- ✓ Collaborate with school leadership to arrange a session focused on enhancing MC for university deans within the contemporary framework of educational innovation.
- ✓ Disseminate the initial measurement questionnaire to survey the enhancement of MC among university deans, grounded in the MC framework outlined in the dissertation, and to assess perceptions of the management role as department head and applicable regulations.
- ✓ Provide instructional resources to enhance management competencies for university deans, grounded in the MC framework outlined in the dissertation.
- ✓ Solicit feedback on the appraisal, evaluation, and observations of the use value for enhancing management ability among university deans, grounded in the MC framework outlined in the dissertation.

#### **d) Assessment**

##### *Instrument*

Solution number 06 outlines the application of activities in accordance with competency to create MC development materials for university deans, including:

- ✓ The knowledge assessment questionnaire for trainees on MC development for university deans, derived from the management competence framework outlined in the dissertation, was administered prior to and following the study of the materials: A guide for enhancing management ability for university deans, grounded in the MC framework delineated in the dissertation; Evaluation form regarding the utility of enhancing MC for university deans.

##### *Assessment Procedure*

- ✓ Provide a sample test sheet for the department head to conduct a self-evaluation: Assess managerial competencies across several tiers; 1 = I am unable to accomplish this; 2 = I have commenced this activity; 3 = I am capable of executing this proficiently; 4 = I possess a high degree of confidence in executing this task; 5 = I am capable of instructing people in this task.
- ✓ Upon collecting the test papers, disseminate self-study resources on enhancing management skills to the university's department leaders.
- ✓ Distribute an example test sheet for the department head to evaluate their competencies after reviewing the guiding materials. The department head receives a sample to assess the efficacy of enhancing management competencies for university deans.

#### **e) The experiment results**

##### **• Initial self-assessment results**

The data acquired indicate that the university's deans possess a comprehensive understanding of the competencies required to fulfil the responsibilities of this management role. The organisation's self-assessment indicates that the most proficient competence is in evaluating managers, lecturers, and researchers within the faculty, as well as in assessing managers across the institution (total score = 12.2). This is predicated on the annual standard evaluation procedures in accordance with the Civil Servants Law, the Public Servants Law, and Circular 47. On the contrary, that represents a very restricted capability. Capable of evaluating their existing management skill competency (total score = 8.8) and consolidating the requisite management competencies for the department head in accordance with prevailing legal restrictions (total score = 9.4). A departmental authority elaborated that tasks are addressed as they emerge, with little regard for the correlation between required competencies and the

work at hand. The department head team has attained adequate proficiency levels to ensure that departmental management activities align with current work requirements.

• **Self-assessment after studying the document**

The self-assessment results indicated a disparity in the comprehension of management competencies before and after each participant had examined the materials. The most significant change is the generalisation and systematisation of essential management competencies for department leaders in accordance with current legal restrictions (difference = 13.4). In contrast, the aspect that remains relatively unchanged is the design and organisation of facility management, as well as the enhancement of conditions to guarantee training quality. The difference of 3.2 was elucidated by the faculty management of the Department of Foreign Languages, indicating that students in this discipline necessitate greater physical resources, specifically classroom usage time, compared to their counterparts in other departments, resulting in persistent challenges in securing appropriate classroom arrangements and related conditions.

*Table 26: The results of self-assessment*

Management competencies	Experiment		Difference
	Before	After	
1) Understand the dean's job positions under the law.	11.0	16.2	5.2
2) Summarise and systematise the necessary MC for the deans in accordance with current legal regulations.	9.4	22.8	13.4
3) Understand the relationship between job requirements and corresponding MC.	10.6	14.4	3.8
4) Understand the relationship between training needs assessment and the required management competencies of individuals.	10.2	14.6	4.4
5) Analyse the level of proficiency in the MC you currently have.	8.8	14.4	5.6
6) Apply the selection of appropriate learning methods to develop the MC that need to be mastered or supplemented according to job requirements.	10.8	14.6	3.8
7) Apply concise, specific planning skills to develop or self-develop the MC for the dean position.	10.8	14.6	3.8
8) Apply knowledge in HRM of the faculty.	10.6	14.6	4.0
9) Apply knowledge of management of S&T activities.	11.2	15.0	3.8
10) Plan and organise educational and training activities in line with the school's overall plan.	11.8	15.2	3.4
11) Organise the evaluation of managers, lecturers, and researchers within the faculty, and participate in the school-wide evaluation.	12.2	15.6	3.4
12) Plan and organise facility management, and enhance conditions to ensure training quality.	11.4	14.6	3.2
13) Plan and organise political, ideological, ethical, and lifestyle	11.6	15.0	3.4

Management competencies	Experiment		Difference
	Before	After	
education for lecturers, workers, and learners.			
14) Apply MC as prescribed for deans to the tasks being responsible for in the faculty.	11.0	14.4	3.4
<b>Total</b>	<b>151.4</b>	<b>216</b>	<b>64.6</b>

***Outcomes of the assessment of the instructional materials' usability***

The materials were utilised to collect information that was assessed more positively, as respondents had increased time to review the materials, enabling them to offer succinct feedback on the materials' contributions as a scientific product of the dissertation, including:

*About relevance and the degree to which they fulfil the requirements of users ( deans, training management personnel) and conversely*

Positive comments indicate: (1) Suitability for the target audience (Đoan Thi Thong – Đà Nẵng University of Education, Pham Thi Huong – Vinh University of Education); necessary and practical, with practical value (Nguyen Thi Viet Ha – Vinh University of Education), meeting the needs for competency development of deans in accordance with the requirements of higher education innovation in Vietnam (Ha Thi Kim Linh – Thai Nguyen University of Education); (2) Can be used as a reference for middle-level university administrators (Hoang Thi Nga - Ho Chi Minh City University of Education, Nguyen Chien Thang- Vinh University of Education) or those who need these management skills (Hoang Hai Nam - Da Nang University of Education); (3) It can serve as a basis for developing MC programs or supervising MC training activities (Le Thanh Huy- Danang University of Education); (4) clearly demonstrates the relationship between legal regulations on the functions and duties of deans and the necessary management competencies to fulfil the job position (Hoàng Hải Nam, Nguyen Thi Tram Anh- Danang University of Education), (Hoang Thi Nga - Ho Chi Minh City University of Education), (Le Đức Giang - Vinh University of Education), (Nguyen Hai Thap- Department of Teachers and Educational Administrators), (Pho Đức Hoa - Hanoi University of Education)

Limitations concerning the pertinence of the materials: (1) Additional content is required as each department head possesses distinct duties and responsibilities specific to their respective majors and universities (Nguyen Chien Thang – Vinh University of Education, Bui Van Van – Da Nang University of Education); (2) it is rather ambitious to utilize this material for both management personnel in training courses and university organizational department staff tasked with training management personnel (Pham Thi Huong – Vinh University of Education, Le My Dung – Da Nang University of Education, Dinh Thi Phuong – Da Nang University of Education).

*Regarding the structure of scientific content and the volume of materials (Scientific, appropriate between theory and practice)*

The structure of the scientific content and the volume of materials demonstrate scientific accuracy and an appropriate alignment between theory and practice. The feedback is predominantly favourable, noting that the content of each section and the interconnections among sections are articulated clearly and logically, attributable to the meticulous research outcomes that effectively guide users. The relationship between theory and law texts to ascertain the management competencies system and to evaluate the training needs for

essential competencies, addressing the practical demands for enhancing MC for this cohort of officials.

The document comprises a moderate number of pages, covering all requisite information, categorised by component and application purpose, making it appropriate for reference materials and for fundamental instructions on instruction, assessment, and evaluation. Utilised for developing and enhancing management competencies. Clarify and delineate goals to facilitate the user's personal growth.

The work possesses a coherent structure and is of scholarly calibre. The content is current and precise in articulating elements of MC development, and it is also pragmatic about innovation in teaching university management personnel in Vietnam.

Nonetheless, the portions may be articulated more clearly with varied colours or instructive images; alternatively, additional information in the learning modules would enhance their practical value. On page 12, the competency framework chart incorporates the function of implementation organisation, in addition to planning.

*Presentation format (terminology, writing style, layout, etc.)*

The presentation is readily comprehensible and applicable on an individual basis. (a)The document parts promptly and precisely reflect the present management competencies of self-evaluated personnel. The linguistic and scholarly presentation guarantees precision and orderly organisation for the designated users and objectives, as well as within the scientific community. It communicates the substance and objective of the issue to be addressed; (b)The document is designed to fulfil its intended purpose, assuring scientific accuracy, appropriateness for the target audience, a coherent structure, and a basic writing style that adheres to criteria. The design is highly accessible and does not necessitate specialised knowledge to comprehend the basic content; (c)The academic language is appropriate for instructional materials and is comprehensible, facilitating both individual use and group study in bigger contexts. Nonetheless, it might be reorganised in this sequence: job duties - requisite competences and training or self-directed training plans and assessments, or to enhance information tracking. The content must be limited to one page and use fonts and tables appropriately. You are capable of superior performance. Furthermore, the system of associated terms needs enhancement (e.g., they might be positioned on the initial pages of the document).

*New characteristics*

This document offers guidance on identifying and cultivating the management competencies necessary for job roles, employing a learner-centred approach to CD, thereby enhancing autonomy, accountability, and the efficiency of university governance at the faculty level. Simplifying the prerequisites for MC and developing the dean's management skills. The document illustrates a strong correlation among the legislative framework governing the role of department head, the management competence system aligned with position responsibilities, and the competency for self-assessing training requirements based on individual learning patterns.

The document precisely delineates the existing challenges regarding the management competencies of university deans. Employing a learner-centred methodology, each dean can utilise this as a reference resource, a self-assessment instrument, and a means to evaluate the progression of requisite management competencies for the position. The competency approach is effectively used to fulfil the document's diverse objectives, including

understanding functions and responsibilities and correlating them with the management competence system to align with faculty-level management criteria at the university.

The content and presentation method are distinct from previous published publications, especially in delineating the MC framework for a particular management role. Targeted products for individual users do not address the general concerns found in other reference or guidance materials on the competency and CD of university deans. The materials illustrate two new aspects: they align with the prevailing trend of cultivating broad competencies and explicitly delineate the development of management competencies for the deans. The document generation method adopted a learner-centred approach; however, it can also facilitate monitoring individual or group success before, during, and after the training session. The document will also facilitate personal development, unit training strategies, and the assessment and ranking of the deans.

The document has elucidated numerous intricate issues in assessing the management competencies of the existing university department leaders. The competency-based approach corresponds with the context of educational and training innovation aimed at CD. It is crucial for the university's human resource development, especially for the management team, to fulfil academic requirements while adapting to changes in their managerial roles. The materials employ contemporary methodologies, including DACUM, to develop a competency framework and customise learning. Nonetheless, additional study is required to validate the managerial competency framework referenced in the document. Furthermore, there is a need to create additional resources focused on managerial competencies for deans in particular professional domains.

### Evaluation

The document is contemporarily constructed, precise in content, and beneficial for enhancing deans' management competencies. It delineates the managerial competency challenges faced by deans and outlines their development using a competency-based framework, making it highly relevant. The document is both instructive and accessible, elucidating the prerequisites for enhancing management competencies. The design methodology is straightforward, accessible, and user-friendly, particularly for individual utilisation.

The text is comprehensive, thoroughly fulfilling the criteria of a handbook for successfully and effortlessly utilising self-assessment to ascertain learners' demands. (1) The materials are created based on activities rather than theoretical concepts; (2) They are utilized for personal growth, applicable not only from first evaluations or prolonged usage but also for groups in determining shared training requirements; This material is designed for the deans as a reference for enhancing their management skills and can also serve as a basic for designing MC modules customized for learners' needs. Universities possess scientific and practical significance when governed by educational service management.

The document has suitable content and presentation format, which are beneficial for training and supervising the development of management competence among the deans. Understanding the staff responsible for human resources and organisational tasks related to CD management for deans, as well as for the university overall, will be markedly enhanced through the use of this content. The essential guiding knowledge referenced in this document also underpins more efficient management of university training.

Nevertheless, the content can be further refined in its presentation to enhance its efficacy, such as incorporating more effective illustrative design components, which would augment the ability to emphasise the pertinent topics. Moreover, other facets require additional

investigation and evaluation for extensive implementation. Moreover, the information is clearly articulated and appropriate for department leaders; however, if utilised by all three cadre groups, it would be excessive. The remaining subjects must create more comprehensive materials about their specific responsibilities.

*Other perspectives and recommendations:*

Numerous proposals exist to enhance the document and augment its practical application and ongoing development. The document identifies the issue but cannot resolve it, necessitating additional research. There is a necessity for supplementary tools to enhance the connection between MC development and the requisite management competencies of the school; (2) The materials will possess greater value when tailored and extensively implemented in practice, and when developed to address specific needs, they must be designed to augment their efficacy; (3) Certain presentation elements could benefit from improved alignment.

In terms of practical application, (1) endorsement from pertinent authorities or initiatives is essential for the extensive execution of MC development for university deans ; (2) additional pilot testing, modifications, and broad implementation are required. Contemplate the implementation of information technology to digitise and leverage this tool; (3) Pertinent training management organisations should promote the extensive utilisation of this guidance material, both individually and as a foundation for evaluating competency-based training programs associated with job roles.

Two reserve officers indicated that upon reviewing the materials, they recognised the complexity of the issue, which extended beyond general requirements and necessitated training, particularly in the ability to plan and organise political, ideological, moral, and lifestyle education for lecturers, employees, and students. This is elucidated by the intersection of youth union activities with the challenges posed by university school culture.

Despite variations in content and presentation across issues, widespread adoption of the material can significantly enhance CD for university management personnel at the individual level, within training organisations, or within departmental structures responsible for staff training. Additionally, it can partially support state-level training management for this personnel by aligning legal regulations with the required MC level.

### **The summary of Chapter 3**

A system of solutions aimed at enhancing management effectiveness, particularly a guide for developing MC for the deans, was formulated, tested, and highly appraised for its efficacy and usability, based on extensive theoretical considerations of competency and current status studies that underscore the deficiencies of practical management development tools or methods. Following the evaluation, analysis, and assessment of the existing MC initiatives for the deans, including a comprehensive examination of each management component and surveys of pertinent information (such as essential management competencies and the evolution of knowledge, skills, and attitudes among participants who have completed management training programs for department-level personnel), the training activities will provide a foundation for indirect evaluations of the current training management for deans. To enhance the quality and effectiveness of training management for this cohort of officials, seven solutions have been presented, each accompanied by a detailed description grounded in fundamental concepts. Solution 1: Improve communication to the deans about the significance of MC development. Solution 2: Enhance the policy for developing management training competency for the deans. Solution 3: Conduct a vocational analysis and assess

training requirements to enhance deans' management competencies. Solution 4: Develop a modular training program to enhance deans' management competencies. Solution 5: Establish a framework for evaluating deans' managerial competencies. Solution 6: Facilitate managerial competency training for the deans, aligned with the development objective for this group. Solution 7: Establish an MC training program for the deans within the framework of university autonomy.

The aforementioned solutions have been evaluated for necessity and feasibility by the primary stakeholders involved in administering the dean's training, including training course instructors, management personnel, university organisational staff overseeing deans, and participants in the training courses. Both the essential and practical elements are highly esteemed. The pilot solution exhibited its potential for (1) application, specifically the manual for overseeing the CD of the deans; and (2) proposing avenues for educational management science research, regarding MC grounded in DACUM theory and the practicality and applicability of the research outcomes.

## CONCLUSIONS AND RECOMMENDATIONS

From the dissertation's research findings on the management of training for deans' managerial competencies at universities, aimed at fulfilling the demands of educational innovation in contemporary Vietnam, the following fundamental conclusions can be derived from theoretical, practical, and proposed-solution viewpoints.

### 1. Conclusion

#### 1.1. Theory

A trend that has emerged and is being adopted in numerous nations, both developed and developing, is the enhancement of management competence and capacities of university deans through short-term training programs. These academic modules have improved deans' management competencies, regardless of prior academic experience, as this cohort of mid-level officials encounters various challenges, particularly at the middle management level within departments and faculties in contemporary higher education. Process management, intricately linked to management functions, provides a robust scientific-theoretical foundation for enhancing the management competence of university department leaders. This is due to its association of job positions with certain management activities during needs analysis, which are subsequently converted into learning modules, ultimately cultivating management competencies in learners applicable to the identified practices. This is very important for contemporary Vietnamese higher education.

#### 1.2. Practices

The managerial competence of university deans is perpetually enhanced through diverse modalities, including self-directed learning, training, experiential management practice, foundational management knowledge, and concepts derived from professional experience and training. and so forth. Training management should be consistent throughout the overall competency-development process, particularly in MC development, which has been

successfully implemented through various training courses and sessions across different programs. Nonetheless, practice is continually evolving, and both subjective and objective factors arise, influencing numerous facets of MC development for university deans, thereby rendering this endeavour less effective than anticipated by pertinent stakeholders. This also establishes a foundation for identifying and formulating solutions that, if implemented, will enhance competency development management for university department leaders in the future.

### **1.3. Solutions**

The research findings, derived from both deductive and inductive methodologies, focused on enhancing the effectiveness of MC development for university deans and underscore the urgency and viability of the identified challenges. Nonetheless, numerous challenges arise when implementing these solutions concurrently across multiple universities, as the solution descriptions suggest considerable demands regarding professionalism, adequate resources, operational mechanisms, and organisational structure. and so forth...

## **2. Recommendations**

### **2.1. *The Ministry of Education and Training***

Establish a national information system for MC tailored to this team of officials, encompassing comprehensive data to delineate the structure of mid-level management personnel at universities, including gender, age, educational attainment, field of study, work experience, and professional qualifications, among other factors, to inform human resource planning in university administration.

Formulate and disseminate precise criteria, standards, and competency frameworks tailored to specific career positions, while accounting for the challenges posed by the evolving landscape of higher education. This entails emphasising the new competencies that deans must acquire, as their roles require not only professional expertise but also a range of management skills with business, commercial, or service-oriented attributes.

### **2.2. *Universities***

Developing a suite of management tools for deans, specifically enhancing the managerial competencies of this group, which includes: a management competence framework for each school, job descriptions, and evaluation templates for leadership and management skills. The development management strategy for this team of officials should be autonomously determined by the school, as outlined in the seventh answer. The initiative must originate from the specific requirements of the school's management team, facilitate training, and ultimately benefit each school.

### **2.3. *Departmental leaders at the university***

Every individual must possess a clear understanding of the challenges and opportunities present in the current landscape of higher education in our country. Consequently, it is imperative to: - Engage in continuous learning and the enhancement of professional and technical skills to effectively lead and manage the most significant academic unit within the university; this should be regarded as a mission of growing importance. Recognising and enhancing one's MC framework, not solely within professional management but also by incorporating other economic management elements and other disciplines for application in departmental management.

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