

## Requirements for the Integration Period Regarding Training and Development of Officials in Vietnam



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**ABSTRACT:** International integration has exerted profound and far-reaching impacts on various facets of Vietnamese societal life. Leveraging the capabilities of emerging technological ecosystems, the state has gained additional effective tools for enhancing societal governance. Given that globalization represents an inherent and objective progression, and the Communist Party of Vietnam advocates comprehensive international integration, active participation from the cadre corps is imperative. Cadres possessing the adeptness to operate within international contexts are poised to assume a pivotal role in cadre activities across governmental bodies, organizations, and the broader political framework. Furthermore, the intergenerational transition within the current cadre corps necessitates an elevation of competencies in navigating international environments to establish standards and benchmarks for cadre performance. In order to cultivate a robust, proficient, and contemporary cadre and civil service cohort capable of meeting the exigencies of the integration era, Vietnam must intensify its efforts in bolstering the training and development initiatives targeting this demographic.

**KEYWORDS:** fostering, official, training, integration

### I. INTRODUCTION

During the time of President Ho Chi Minh, the role of cadres was highly regarded. He stated, "Cadres are the chain of the machine. If the chain is not good, not running, then even if the engine is good, running, the entire machine will be paralyzed. Cadres are the ones who implement the policies of the Government, of the organizations within the people. If cadres are incompetent, then even good policies cannot be implemented" (Ho Chi Minh, 2011). The selection of cadres must adhere to certain standards, such as: having revolutionary ethics, being absolutely loyal to the Party, to the Fatherland, to the revolutionary cause of the People; having a close relationship with the people, understanding them, always paying attention to their interests; cadres must have leadership capacity, organize the implementation of the Party's line and policies, possess intelligence, professional competence, and selfless dedication... "Government agencies from national to local levels are servants of the people, meaning they are there to share the burdens with the people rather than to oppress them. Whatever benefits our people must be done with all efforts. Whatever harms our people must be avoided with all efforts" (Ho Chi Minh, 2011). These requirements can be considered the most basic and universal standards of revolutionary cadres in all periods. Currently, Vietnam is entering a period of integration, where most sectors of society are undergoing restructuring in coordination between data, processes, and people to create new value, "which is the application of the ever-changing, rapid nature of technology to solve problems" (Lankshear, Colin, Knobel, Michele, 2008). In the context of international integration, the management apparatus of the country relies heavily on its cadre team for the endeavor of innovation and development. The standards for cadres serve as regulations used to evaluate and classify them, serving as a measure to assign tasks to each cadre. If a cadre does not meet the standards or lacks good qualities, they will face difficulties in implementation and may even disrupt the task at hand. Leaders and managers are the ones guiding the masses in carrying out political tasks, bearing responsibility before their superiors for the activities of the localities, agencies, and units under their charge. However, looking at the big picture, "the cadre team in Vietnam is currently large but not strong; there is a situation of both surplus and shortage of cadres occurring in many places; the coordination between levels and sectors is still limited. The Central Resolution of the 8th term, session III, on the cadre strategy during the period of promoting industrialization and modernization of the country, bluntly pointed out: "the level, capacity, knowledge of market economics, legal knowledge, foreign languages, state management ability, and social management ability of many cadres are still inadequate; the ability to forecast and direct development is still weak" (Communist Party of Vietnam, 2009). There is also a shortage of competent leaders, managers, scientists, and leading experts in many fields. The capacity of cadres is uneven, with many cadres, including high-ranking ones, lacking professionalism, working outside their expertise; their foreign language proficiency, communication skills, and ability to work in international environments

## **Requirements for the Integration Period Regarding Training and Development of Officials in Vietnam**

are still limited" (Resolution No. 26-NQ/TW, 2018). Therefore, it can be seen that in the face of deep and broad international integration, the task of training and fostering cadres is facing many new challenges that need to be addressed.

### **II. BACKGROUND AND RESEARCH PURPOSE**

Training and development of officials and civil servants in the current period represent a new trend that emphasizes the competency of these individuals. Relevant to this theme, several notable works, topics, and articles can be listed, such as Nguyen Van Trung's (2009) "Training and development of civil servants in some countries," *State Management Journal*, Issue 03/2009; Ngo Thanh Can's (2014), "Reforming the training and development process of officials and civil servants to enhance the capacity of public service execution," *State Management Journal*, Issue 05/2014; Dang Thi Ha's (2017) "Discussion on the training and development of officials in response to the requirements of state administration in the fourth industrial revolution," *Proceedings of the International Conference "The Fourth Industrial Revolution with State Management,"*... Through these works, the issue of training and developing the cadre of officials in Vietnam has been studied from various perspectives. These works have also addressed theoretical and practical issues regarding the cadre of officials and civil servants, as well as proposed solutions to improve the effectiveness of training and development activities. However, these works and articles only touch upon training and development of officials and civil servants in general, without delving deeply into specialized research on training and developing the cadre of officials in the era of higher demands and deep international integration. The article primarily utilizes two research methods, Historical and Logical methods, to outline the process of training and developing the cadre of officials in Vietnam in recent times. It highlights existing shortcomings and suggests some solutions to enhance the quality of training and developing the cadre of officials in the era of digital technology.

### **III. THE CHALLENGES OF THE INTEGRATION PERIOD TO VIETNAM'S CADRE OF OFFICIALS**

The period of integration, characterized fundamentally by artificial intelligence and machine learning advancements, enables humans to remotely control everything without spatial or temporal limitations, facilitating faster, better, and more accurate interactions. Vietnam's official cadre plays a decisive role in accelerating the nation's industrialization, modernization, and international integration endeavors, contributing significantly to the success of the country's construction and defense against the impact of international integration. In the current context, the generation of knowledge through innovation occurs on a large scale. The utilization of scientific and technological knowledge in social management, along with the processing and dissemination of knowledge and information, happens rapidly and extensively, thanks to the achievements of modern science and technology, particularly information technology. Officials who do not engage in lifelong learning quickly become outdated in their profession and their surroundings. Without daring to change their mindset and approach, officials cannot keep up with the rapidly changing pace of science in general and national management science in particular. Vietnam's official cadre have the opportunity to actively contribute to the country's economic development during the integration process while also upholding the nation's core values, namely patriotism and the rich cultural heritage that forms the national identity. As state administrators, officials can propose solutions, contribute, and debate economic policies, strategize on leveraging developmental advantages, mitigating risks, and offering scientific insights. This not only enhances the quality of the national workforce but also elevates the political system's credibility throughout the international integration process.

### **IV. THE EXISTING SHORTCOMINGS IN THE TRAINING AND DEVELOPMENT OF VIETNAM'S OFFICIAL CADRE IN RECENT TIMES**

Taking an overarching view, the official cadre in Vietnam currently exhibits limitations and weaknesses. "Many officials, including senior officials, lack professionalism, working outside their expertise and strengths; their language proficiency, communication skills, and ability to work in international environments are also significantly deficient" (Resolution No. 26-NQ/TW, 2018). Many young officials lack competence and are reluctant to undergo training. A considerable number exhibit fading ideals, diminishing willpower, engage in casual work, shy away from challenges, and experience moral and ideological deterioration, displaying signs of "self-evolution" and "self-transformation." "The ideological, ethical, and lifestyle deterioration leading to 'self-evolution' and 'self-transformation' is a short, even very short, alarming step that could potentially aid or collude with malicious forces, hostile elements, betraying the Party's revolutionary ideals and the nation's cause" (Communist Party of Vietnam, 2016). The current quality of Vietnam's official cadre is low due to the reasons below:

Firstly, the development of training programs for official cadre has not been effectively aligned with the actual training needs and essential job requirements. Many programs are lacking, weak, and their implementation is not consistent and efficient. Some agencies, units, and localities lack full awareness and proactive engagement in training and development activities; they have not yet established training plans to meet the standards for each position, serving both planning tasks and workforce development. They are passive in arranging tasks and nominating officials and civil servants to participate fully in training courses. A portion of officials and civil servants are hesitant to pursue further education, lacking focus on research to enhance their expertise, specialized knowledge, and dependency thinking.

## **Requirements for the Integration Period Regarding Training and Development of Officials in Vietnam**

Secondly, the current training and development of officials are rarely based on job demands and the necessity to enhance essential knowledge and skills required for serving their own work. Instead, it primarily aims to fulfill standard certification and academic degree requirements. Consequently, while the number of individuals sent for training and development has increased, they often fail to meet job requirements upon their return. The organization of training and development for officials, civil servants, and employees is still scattered and diverse; coordination lacks flexibility, smoothness, and consistency from initiation to completion. The content tends to be theoretical, light on practical application, and detached from reality, emphasizing achievements rather than ethical education, lifelong learning consciousness, and responsibility. Some local agencies and units opt for in-house training through bidding processes rather than collaborating with reputable training institutions with expertise in official training and development, thereby affecting both the quality and the state budget. Educational methods, examination, assessment, and evaluation are not sufficiently effective and lack substance. Infrastructure and facilities for research, teaching, and learning are inadequate due to education investment being superficial and perfunctory.

Thirdly, the teaching staff of training institutions for official cadre have not been regularly updated and enhanced in terms of capacity, qualifications, and pedagogical methods. Many training institutions still struggle to keep up with the country's industrialization and modernization process. Planning for the development of teaching staff and educational management officials has not received adequate attention. There are still many shortcomings in the training and development system due to a lack of coordination between different educational levels. Training programs are theoretical-heavy, lacking coherence, inheritance, and containing redundant content, thus lacking practicality and failing to delve into honing the skills and professional competencies of officials and civil servants. Educational methods and training approaches still emphasize formality and lag behind the trends of the digital age, digital transformation, and digitization. Infrastructure and equipment for training purposes remain insufficient. Additionally, the mobilization of guest lecturers, including experienced leaders, managers, and experts with both knowledge and skills, to share management experiences and execute tasks at various levels of government, departments, and localities, also faces many challenges (Nguyen Minh Phuong, 2018).

Fourthly, there is a lack of mechanisms and policies to encourage officials to actively engage in learning and self-improvement to enhance their qualifications and competency in fulfilling assigned tasks. These policies are not closely linked to the responsibility of leadership in creating and maintaining a culture of learning within state agencies. Although there has been attention given to training policies for officials and civil servants, the limited budgetary capacity of localities poses challenges in providing financial support for officials attending training programs. Remuneration policies for educators and educational management officials are inadequate to ensure a decent living standard. Planning for the development of the teaching staff and educational management officials is not receiving sufficient attention. Inspection, examination, supervision, and corrective actions are not conducted regularly and promptly. The directives on education, training, and the development of officials and civil servants are still slow to be detailed, and the implementation is not synchronized.

Fifthly, the evaluation of the quality of training and development for officials mainly stops at collecting feedback from learners after the training courses. This approach to evaluating training and development does not effectively help officials improve their skills and competencies compared to before the training. Increasing international cooperation in the training and development of officials and civil servants has not provided sufficient motivation for the development of domestic training and development efforts. The training and development activities, both abroad and domestically with foreign lecturers, have not been prioritized or promoted.

## **V. THE IMPLICATION OF SOME SOLUTIONS TO IMPROVE THE QUALITY OF TRAINING FOR VIETNAM'S OFFICIAL CADRE DURING THE INTEGRATION PERIOD**

In the context of integration, training and developing an official cadre that is both versatile and professional, capable of shouldering and successfully completing assigned tasks, requires focusing on the following solutions:

Firstly, it is necessary to innovate the perception of the role of training and development for officials. This entails shifting the focus from managing human resources to emphasizing quality and efficiency in task execution in the context of integration. Training officials should not adhere to traditional standards set by managers, but rather aim to enhance their capacity to fulfill assigned duties. Training should be seen as a continuous organizational task, and participation in training programs to enhance task performance is both a right and a responsibility of officials. Training activities should prioritize updating knowledge, equipping skills, and methods for task execution. Emphasis should be placed on training professional skills and ethics for officials. Granting autonomy to the heads of agencies, units, and localities in managing and utilizing officials ensures their proactive, timely response, and adaptability to changes in the working environment. Agencies, units, and localities should decide on the content of training programs based on the need to enhance the skills for task execution of officials. Training programs should be expanded to provide opportunities for officials to undertake tasks beyond their regular duties, enabling them to perform related tasks as necessary, thereby not only enhancing their current work capabilities but also preparing them for future challenges.

Secondly, there is a need for innovation in the processes, content, and methods of training and development for officials. Fundamental innovation in the content, programs, materials, and methods of training and development for officials, civil servants,

## Requirements for the Integration Period Regarding Training and Development of Officials in Vietnam

and public employees should continue, incorporating international training and development standards and enhancing collaboration with other countries in improving the quality of human resources. The legal framework regarding training and development should be promptly improved to align with the principles of autonomy and international integration, emphasizing transparency, openness, and specificity to ensure the legitimate rights and interests of learners. A scientific training and development process must address key questions such as: the knowledge and skills required for the position; the existing knowledge and skills of the officials; and the knowledge and skills gaps of officials for the position. To achieve this, programs and materials must closely align with the learners' needs, and during teaching, instructors must continue to understand learners' needs to guide training and development continuously to fill competency gaps. Regarding training content and development, a clear distinction should be made between two levels of innovation: reforming the overall training and development program system and innovating the structure and content of each specific training and development program. Accordingly, program reform should focus on selection, practicality, alignment with the target audience and training objectives, reducing general knowledge and academic content, and enhancing guidance on skills, experience, and new knowledge and skills.

Thirdly, reorganizing the system of training and development institutions for officials is essential. This restructuring should aim for efficiency and alignment with the functions, tasks, and scale of training and development, without necessitating that every administrative level—province, district, or department—has its own training and development facility. Alongside system optimization, there should be an internal restructuring within each institution, moving away from rigid organizational structures towards greater use of guest lecturers. To ensure the effective implementation of this system optimization, a gradual process should involve attracting and transferring the task of organizing official training and development to both internal and external public service providers. Efforts should be made to establish a network of training institutions capable of participating in official training and development activities, with mechanisms allowing economic entities and social organizations to engage in training and development activities. Training and development institutions need to expand and enhance international cooperation in official development, increase activities such as lecturer exchanges, reporting, participation in forums, workshops, and seminars with training institutions in different countries worldwide. There should be hierarchical management of official training and development activities. Within this management hierarchy, there needs to be a unified authority overseeing official training and development activities to avoid fragmentation and overlapping, as seen in the current situation. The decision-making authority for enhancing the working capacity of officials through training and development should be delegated to the heads of agencies and units utilizing the officials. Learners should be empowered to choose their training and development programs and content based on their job requirements and career aspirations.

Fourthly, it is also vital in terms of strengthening international cooperation in the training and development of officials. Mechanisms should be established to engage foreign organizations and individuals with capacity and credibility in teaching for training and development courses, particularly those aimed at updating knowledge, skills, and experience to enhance international integration capabilities. Efforts should be made to promote and diversify forms of cooperation in official training and development, combining domestic training with study and research abroad, and sending lecturers to participate in training and development courses abroad. In training, there should be an emphasis on applying advanced teaching methods from foreign countries by diversifying international cooperation forms in organizing training courses, thereby enhancing integration capabilities, given the limited funding available for training and development activities in Vietnam. Additionally, conducive legal environments should be created to allow foreign investors to establish high-quality educational institutions in Vietnam, especially in the context of Industry 4.0. Comprehensive and fundamental innovations in training and development forms for officials, placing learners at the center, especially prioritizing the application of information technology in lesson design and delivery, are crucial factors in the international integration trend.

Fifthly, there is a need to enhance the quality of the teaching staff in training and development institutions for officials. Teachers in training and development institutions must have appropriate professional qualifications, practical management experience, and pedagogical capacity. To achieve these core factors, there should be regular plans to update and enhance the capacity, qualifications, and pedagogical methods of teachers, increasing teachers' responsibilities as not only program operators but also program creators for training and development. Ministries, sectors, and localities should establish detailed regulations specifying the responsibilities of the management and teaching staff participating in teaching. There should be increased self-development and skill training, as well as practical experience exchange for permanent faculty members in training and development institutions, providing opportunities for teachers to go on long-term practical assignments in central and local administrative agencies. Additionally, there should be increased practical research activities for the teaching staff, providing opportunities for teachers to gain practical and effective learning experiences closely related to training and development activities suitable for the integration period. Attention should be given to reviewing allowances, benefits, salaries, and implementing plans to consider promotions and advancements for experienced teaching staff. Furthermore, there should be supplementation and improvement of the welfare regime for officials when sent for study to ensure it is appropriate to the new situation, allowing officials to study and enhance their professional qualifications with peace of mind. The evaluation and classification of officials should be transparent, based on annual training and development results and tasks completed according to the assigned work task sheet, serving as criteria

## Requirements for the Integration Period Regarding Training and Development of Officials in Vietnam

for commendation, promotion, job upgrading, consideration for awards, and honorary titles to encourage timely efforts and contributions to the organization.

### VI. CONCLUSION

The current period of integration presents a pivotal opportunity for Vietnam to leverage the intellectual, technological, managerial, and educational achievements of humanity, facilitating a proactive stance in industrialization, modernization, and national governance. Hence, the decisive factor lies in elevating the construction and development of the training and nurturing system for cadres to a new level. Accomplishing this endeavor will yield graduates from training and nurturing facilities who possess a full spectrum of ethical qualities, steadfast political acumen, proficient professional expertise, and a high degree of professionalism in executing tasks amidst the influences of the integration era. This aims towards the establishment of an effective administrative apparatus, capable of meeting the demands and tasks of socio-economic development and international integration in the new context.

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