

Management the Retraining of Management Competencies of the Deans in Vietnam's Higher Education



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ABSTRACT: Managing competencies have been becoming the most important concern of the deans in the universities as the higher education of Vietnam has considerably integrated into the world's education with quite a few challenges from within. This research represents the results of how organizational activities of the retraining for the deans in the universities have been carried out by questioning people working in some of the higher education institutions. Findings show that management competencies' retraining has achieved many achievements, but there are some actions that could be taken to improve the quality of this activity these days.

KEYWORDS: Higher Education, The Dean, University, Management Competency

I. INTRODUCTION

Along with professional competencies, management competencies have become an urgent need for intermediate-level managers, especially the dean of the universities. Management competencies are not only demonstrated through understanding and applying new state policies on higher education but knowledge and skills that help managers at this level be proactive also or at least better respond to changes inside the school such as the trend of decentralization, decentralization, etc. Retraining is a process of continuing to improve the competencies and necessary professional qualities for managing staff. Theory of education in schools in the higher education system. This is a process of purposeful, organized activities in order to form, develop, and systematize knowledge, skills, attitudes, etc. Thus, it can be said that retraining and improving management competencies is to improve the quality of training and at the same time improve the ability to successfully integrate with the higher education of other countries. Challenges to higher education from the trend of internationalization and globalization coming from abroad and changes in education policy and human resource needs and economic development in the country make the management of higher education in general and especially the role of the dean, in particular, is facing more difficulties than ever. It is not only academically responsive but also proficient in management activities.

II. METHOD

The survey participants included 106 people (including the deans/deputy deans of the universities; the personnel staff of the university; the managing staffs of the refresher courses; the lecturers who taught the refresher courses) in 06 universities; mainly have master's and doctoral degrees with the title of lecturer and main lecturer; most of them have 11 or more years of work experience. In addition to studying existing policy documents and documents, this study also applies the Linkert 5-level scale to the questionnaire. The average values of the answers represented the level of respondents' agreement on the given judgments. The given judgments include: Procedures, schemes at the central level; Procedures, schemes at the school level; Schemes of coordination; Each member understand its roles; A Steering Committee of the retraining activities; The managing plan of the retraining; The autonomy of universities.

III. RESULTS AND DISCUSSION

Organizations for retraining management competency for university deans need both departments and agencies with specific functions and tasks, and at the same time, the nature of the organizational apparatus must also take into account relationships or

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interactions, purpose-oriented and quality of training, which includes: (1) Process and operating mechanism of the organizational structure of management and training for deans of universities at central level; (2) Operational process and mechanism of the organizational apparatus implementing the grassroots (school) training management; (3) Operational mechanism of coordination agencies (central, retraining agencies, etc.) directing the implementation of training management; (4) Each participant in retraining management knows his or her role as well as the role of others.; (5) Steering committee for retraining activities for university deans; (6) Training management plan from the central level to the schools; (7) The degree of autonomy of universities to manage and foster their faculty deans.

It is difficult to determine the rank or level of the competency management apparatus for the deans in the university, the reason is that the training activities according to the current regulations of the state do not clearly specify the role and the level of the organizations involved. Therefore, the competency development of university deans can be entirely undertaken by the state management agency or in coordination with other organizations, or the management can be managed by three agencies (training institutions). – training; facilities that provide facilities and organize training courses; state management agencies) jointly manage. For example, the Academy of Education Administration provides training services (lecturers, materials, etc.), and Can Tho University is the unit that provides learning locations for all students (office staff, faculty members, etc.) in the Mekong Delta, the Ministry of Education and Training is the agency that approves the training program and supervises the implementation of the training courses. The same method is also used at the Ho Chi Minh City University of Pedagogy.

Whether seen in a variety of concepts, such as developing a team towards common goals or as the art of cohesive cooperation among diverse elements to jointly achieve a more specific, defined goal, then the organization is the expression of the structure of responsibilities of its all members. Organization issues can increase the efficiency of management and governance; good organization makes management-governing functions easy and convenient, ensuring efficient use of resources, using human resources based on competencies. The success of an agency depends heavily on the competencies of its managers to use resources effectively. The organizational process will involve the formation and construction of departments, divisions, and related jobs. A good organization promotes the positive aspects of its members, helps to shape detailed requirements and categorizes, motivates creativity, speeds up work, is easy to connect and decentralize, makes the most of resources. power, while making it easy to control, communicate, enhance ethical values, etc.

Table 1 the opinions of the organizational issues of retraining activities of the deans in the university

	Trainee	Personnel staff	Retraining course's managing staff	Lecturer	Mean
1) Procedures, schemes at the central level	3.18	3.19	3.67	3.00	3.19
2) Procedures, schemes at the school level	3.25	3.50	3.33	3.19	3.27
3) Schemes of coordination	3.12	3.19	3.42	3.05	3.14
4) Each member understands its roles	3.23	3.44	3.50	3.33	3.28
5) A Steering Committee of the retraining activities	3.24	2.81	3.58	2.90	3.18
6) The managing plan of the retraining	3.10	3.00	3.42	2.76	3.07
7) The autonomy of universities	3.41	3.38	3.75	3.38	3.43

With the information obtained from the survey questionnaires, it was found that most of them highly appreciated the organizational issues of the retraining apparatus, all of them had opinions at >3.00 or higher, of which notably many opinions consider a very good level of autonomy of universities to manage and foster the dean staff with =3.43 and vice versa, the training management plan with = 3.07. The opinions also show that there is not much difference between the process and operating regime at the grassroots level and at the central level, respectively = 3.27 and = 3.19. Comparing the opinions of the respondents to the questionnaire shows that apart from the opinion of the staff of the organizing department, the Steering Committee for the training activities is rated at = 2.76, the remaining opinions are from = 3.00 or more.

According to the central level, the process and operating mechanism of the organizational structure of management and retraining for the deans in the university at the central level include ministerial or ministerial-level state management agencies, followed by the following: operating procedures and mechanisms of the organizational apparatus to manage the retraining at the university. In addition, the organization of the apparatus also includes the operation mechanism of the coordinating agencies (central, retraining agencies.) directing the implementation of retraining management. Some basic requirements of the organizational structure, such as each participant in the management of retraining, knows their role as well as the role of other components or establishing a steering committee for retraining activities for the deans of the university or retraining management plan represents the relations from the central level to the schools. Moreover, the degree of autonomy of universities to manage and foster their deans is also reflected in their organizational structure.

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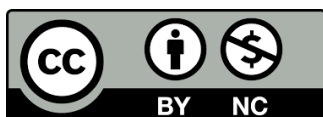
The interview opinions show that the problem of organizational structure is difficult to accurately evaluate without performing analysis according to each specific content, especially the relationship or the level of interaction efficiency between agencies at all levels or at the same level when they jointly conduct a refresher course or a retraining activity.

IV. CONCLUSIONS

Organize management competency retraining for the deans in the university in particular, and university staff in general, even more generally; all elements are linked together systematically to carry out the retraining process. This is also reflected in aspects of general understanding, legal documents, and the most common format for retraining of the deans in the universities. In summary, the organization of the apparatus for retraining the management competency of the dean according to the competency approach is an organizational requirement like related agencies, and at the same time, the organization must be expressed through relationships in order to guide for the success of the training objectives. However, the organizational apparatus is also expressed through methods and forms of accretion; creating conditions for facilities and environment for management of energy conservation; Learning management - teaching in management competency development for university deans, and responding to the effects of context on retraining management.

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