

DOCTORAL THESIS IN BRIEF

TRẦN VĂN TÙNG. *Training management in Vietnam universities by managerial approaching through results*

Specialization: Education Management

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Integration and competition are inevitable trend of human history. Competition regarding to commodities and technology leads to human resources competition, so education reform is an indispensable consequence in order to promote education to develop and meet the human resources demand of the society.

Education competition directly results in education management innovation to create a new development force for the whole education system as well as each department of education and training, and each university. Due to the demand for increasingly improvement in structure and quality of human resources from the area which uses undergraduates, reform in education management in universities is the first step to create a new driving force for universities and improving quality and training effectiveness in universities.

To make contributions to solve and realize the above requirement, the PhD candidate Trần Văn Tùng chose “*Training management in Vietnam universities by managerial approaching*

through results “as his study for his dissertation.

Beside the introduction, conclusion and list of publications by the author, the dissertation includes 4 chapters.

Chapter 1: *Theory of training management in Vietnam universities by managerial approaching through results*, clarifying issues related to the study, which acts as an important basis and guidelines for carrying out the author’s research activities in the following parts.

At first, the author overviewed all the research that has been done locally and internationally regarding to the issues of the dissertation; then, introduced a management model based on the results (RBM), including 5 main stages: input, activity, output, result and social impact. An overview of studies on training management forms applied in universities all around the world is also mentioned, in which tuition fee increasing models and enterprise models are the trends of university management models in the world in order to meet the requirement of training quality competition.

In this chapter, the dissertation provides the theoretical basis for training management in Vietnam universities by RBM approach. The term competency, management competency, as well as 14 basic criteria to assess management competency of universities are clearly

pointed out. Logical framework (management tool 1) and Balanced Scorecard (management tool 2) are management tools to support for the implementation of RBM in Vietnam universities. The dissertation proposes guiding principles and basic actions for the implementation of RBM in training management in Vietnam universities; RBM implementation procedures to improve management competency, training quality in Vietnam universities; RBM and influences to promote the process of management innovation in Vietnam universities.

Chapter 2: *The pragmatic grounds of Training management in Vietnam universities by managerial approaching through results*. Firstly, in period 1, the dissertation studies the current situation of training management in Vietnam universities through 3 parts of Vietnam, South, Central, and North in such aspects as: Training management model in Can Tho University, training management model in Hanoi National University, training management model in Da Nang University, and 10 solutions to improve the quality of credit-based training system in Vinh University. These universities specify the functions and duties of each department, apply the advanced training management method from other countries which has been adapted to Vietnam universities, proposes strategic action program, deploy accurate management software, and publicize the program outcomes and conditions to ensure the university quality.

The author then surveyed the assessment of international experts about the current situation of training management in Vietnam universities like: Assessment of leading experts from American Academy at universities of agriculture, universities of information technology, electrical engineering – electronics, telecommunications and physics (period 2); at the same time, assess the current situation of training management in Vietnam universities to find out strengths, weaknesses and the causes (period 3).

At last, period 4, the author analyzed and affirmed that the need for a training management reform in Vietnam universities is a social need and an urgent need in the period of development for Vietnam universities with the purpose of *overcoming weaknesses, creating new driving forces for teaching staff and students, developing an appropriate teaching and learning environment in order to improve training quality and effectiveness, meeting the social requirement*.

Chapter 3 *proposes a management procedure in Vietnam universities to improve the training quality by managerial approach through results including 7 phases and 32 steps to implement in detail*. Phase 1: Activities to create input of universities consist of 8 steps, in which step 5 is to develop strategic plan of the implementation of RBM in Vietnam universities. Phase 2: Activities to create products of

universities consist of 7 steps. *Phase 3:* Training results of universities include 2 steps. *Phase 4:* RBM input factors of universities include 7 steps. *Phase 5:* RBM activities create products of universities including 5 steps. *Phase 6:* RBM output results of universities consist of 2 steps. *Phase 7:* Analysis and risk management consist of 1 step.

In addition, the author proposes solutions to implement training management by RBM approach with principles on developing solutions, researching basic requirements for a successful implementation of RBM in Vietnam universities and proposes specific solutions to training management in Vietnam universities. After all solutions are applied, the dissertation studies advantages and disadvantages of each RBM steps in Vietnam universities. After applying RBM method to improve management competency in Vietnam universities, the dissertation provides basic criteria to assess the results of RBM implementation.

Chapter 4 presents the *scientific experimental results*.

On the basis of implementing “Building a strategic framework to develop Banking University of Ho Chi Minh City according to RBM” in order to identify strengths, weaknesses, challenges and fundamental causes of management in Vietnam universities, the author identified that: Building the strategic plan at institutional level according to RBM model is a new and

difficult task, because the indicators of tertiary education outcomes are controversial when criteria and indexes do not have a firm scientific explanation; This is only the first step in the process of applying RBM model into Vietnam universities (period 1). At the same time, the author proposed strategic framework to develop Banking University of Ho Chi Minh City in a medium term based on the model RBM (period 2).

The author concluded:

- The backward of Vietnam university quality is the alert from government body leaders and socioeconomic sectors.
- The causes for this backward which are clearly pointed out in resolutions, decrees, and especially in the development strategy of Vietnam education to 2020 are the weaknesses in education management system. Innovation in education management is considered as the solution to make a breakthrough in order to fundamentally and comprehensively innovate Vietnam education.
- Education innovation is actually to improve the management competency for Vietnam education system. If education management competency of Vietnam at macro and micro levels cannot be improved, all investment, all strategies and guidelines to develop the education system regardless of how proper they are will finally take no effect because of a incompetent and corrupted management system.

- Improving management competency is a duty which consists of synchronous solutions, but the most important with the greatest impact is to reform the management model in order to make a synchronous change in the management system from the input to the output of a government body, a university.

- Innovation in education management and improvement in management competency to improve Vietnam university training quality is an important duty and an urgent task in this period to make contribution to the reform of Vietnam university education management in the course of industrialization and modernization.

Finally, the author recommended:

As for the Ministry of Education and Training: It is necessary to create a legal

framework which allows universities to apply RBM model to improve management competency and training quality so that they can meet the requirement of industrialization and modernization of the country.

As for Education College, Hanoi National University: Key duties should be done: Innovating training management in accordance with RBM approach to create a driving force to reform the university training activities in the direction of improving quality and social effectiveness of tertiary training.

The thesis was successfully defended at thesis Assessment Council of National University level, at Education College, Hanoi National University, 2013.

Introduced by
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