Management of the objectives and content of the retraining of management competencies for university deans

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ABSTRACT

In the contemporary setting of higher education administration innovation, management ability has emerged as a critical concern for the deans in the university. As a result, it is critical to develop management competency for this team, particularly in managing how to achieve the goals and substance of developing management competency so that the dean of the faculty may successfully be adept in both theory and practice. The descriptive technique is used in this study, and questionnaires are used to gather comments on goal management and the substance of building management competency for university deans based on competence. The findings indicate that numerous theoretical components must be defined and firmly applied in the management process in order to accomplish both the content and the training objectives.

KEYWORDS: retraining, dean in the university, management competency.

1. INTRODUCTION

Although there is numerous research on retraining management, particularly theses and dissertations that focus on lecturers and beneficiaries, there are many management reference values. Management of competency development (Hạnh, 2015) involves (1) management of training objectives; (2) management of training material; (3) management of teaching activities during the retraining process; (4) management of trainees' learning activities; and (5) management of in-service training conditions. Management of pedagogical competency building management is defined as having six contents (Trần Ngọc Huy, 2014): planning; training objectives; training content; training forms; material conditions; and organization of inspection and evaluation.

In addition, there are a number of research topics on the management of teacher competency development in professional fields, mainly in technical pedagogy: (1) Determining the competency structure (Thắng, 2005) and (2) competency development management. (3) Researching solutions to manage and retraining the teaching staff of professional secondary schools (Nghê, 2005) based on the functions of the management process, including planning, organization, leadership, control examination, and professional standards for the title of professional secondary school teacher to determine the content of the training. (4) Also based on the functions of management, research on measures of management and professional development for teachers of Bac Giang Culture and Arts High School (Chuyền, 2005); (5) For the management of pedagogical training for secondary school teachers (Việt, 2009), it is determined according to the management function and influencing factors, thereby proposing measures to make the management work. training more effectively, which focuses on raising awareness, developing plans, organizing implementation, directing facilitating implementation, and checking - evaluating training results.

Remarkably, there are topics close to the research direction of this research, such as (Mai, 1996) developing a management model for the development and retraining of educational staff to serve the requirements of education and training reform in Vietnam; (Nguyễn Thị Thu Hà., 2011) In the faculty collective, the dean is like

the leader, both having the roles of leading, guiding, giving a common orientation, gathering solidarity, promoting the collective as well as each individual; performing management functions: assigning work, monitoring, checking, evaluating, coordinating, resolving conflicts, rewarding, disciplining ect. The dean has the role of maintaining and promoting tradition of the unit as well as the future development orientation of the faculty,…". With more in-depth content (Thảo, 1997), there are general comments about the need for training managers from managers and policymakers, and at the same time, there are specific descriptions of content-methods, retraining management staff at continuing education centers in Nam Dinh province.

Or (Bình, 2014) renovate the training and retraining of managers of the education and training department to meet the requirements of the fundamental and comprehensive reform of education and training. (Đặng Bá Lãm – Phạm Thành Nghị., 1999).. The fact that competency management is usually determined according to (1) quality orientation (Hà, 2014); (2) training management model according to the process, including: input management, teaching process management, output management; (3) DACUM model and (4) management functions.

Management of retraining goals is both a goal and an outcome-oriented retraining activity. If viewed in terms of the first possible process, identifies the goal to be achieved, specifically expressing the general goals and objectives. Specific targets are clearly defined according to the following indicators: (1) Accurate - to measure the required information to the best extent; (2) Measurable – to ensure that information can be easily obtained; (3) Convergence - ensure that each measurement step is associated with the level of competence achieved; (4) Factual - ensuring data is up-to-date and reasonable according to practice; (5) Purpose – having a specific purpose. Moreover, the objectives are also the basis for developing criteria, standards of knowledge, skills and competencies that have been and will be fostered to evaluate the results and evaluate the training process. Management of retraining goals is also shown in general in aspects such as: (1) The overall goal of the retraining program is determined by specific competency goals; (2) The overall goal of the program is a generalization; (3) The goal of each lesson is based on the student's proficiency level after learning; (4) The goals are described by the verb to indicate the level of proficiency; (5) Each module includes knowledge and skills to create a specific competency; (6) The level of achievement of the objectives is monitored throughout the retraining process; (7) Objectives can be adjusted during the retraining.

Based on the nature and characteristics of the training of management competence of the university dean, in order to identify specific training contents suitable to the actual development requirements of higher education in Vietnam and the challenges of international integration economy of higher education in particular and the requirements of international integration of Vietnamese society for the higher education system in general. This management activity must ensure that the training content corresponds to the management competency requirements for this management staff. If based on functions and tasks, the content of training for university deans should include the following topics: (1) human resource management of the faculty; (2) management of scientific and technological activities; (3) managing the educational and training activities of the school; (4) assessing administrators, lecturers, and researchers in the faculty and participating in the assessment of school administrators; (5) Facility management and improving conditions to ensure training quality; (6) Political, ideological, ethical, and lifestyle education for lecturers, workers, and students;(7) The competency to apply relevant legal documents in management; (8) The competency to apply international commitments on higher education; and (9) The competency to apply management theories (ISO, TQM, and so on).(11) Competency to use informatics in faculty management; (12) Self-leadership ability; (13) Personal leadership competency (another person); (14) Ability to lead a team (teamwork); (15) Capability to lead the entire organization (the faculty); (16) Strategic planning capacity

2. METHOD

This study was conducted using questionnaires for four groups: (1) students of the refresher course of the Training Program for faculty managers, university departments, colleges, or faculty-level staff; (2) personnel staff, head of the university; (3) training course managers for faculty and department managers of universities and colleges; and (4) lecturers of the training course for managers of faculties and departments of universities and colleges. The evaluation criteria for target management, the content of training management competency for university deans, are based on the competency (very good, good, quite good, poor, very poor) and scoring according to the principle of 5 -4-3-2-1.

The survey was conducted at four universities including, Can Tho University, Dong Thap University, Da Nang University of Education, and Thai Nguyen University of Education. The respondents to the survey have the following characteristics:

At Can Tho University, the ethnic composition is primarily Kinh, accounting for more than 88% (90 people), with people of other ethnicities accounting for nearly 12% (12 people), primarily Dao ethnic group working at Thai Nguyen University of Education and Khmer ethnic group working at Can Tho University; (3) In terms of gender, statistics show that there is little difference between 14 men and women, despite the fact that men outnumber women in both proportion and number; (4)The number and percentage of votes are quite equal among Can Tho University, Thai Nguyen University of Education, and Danang University of Education, ranging from 27% to 34%, especially since Dong Thap University has 07 responders who are trainees.

3. RESULTS AND DISCUSSION

The management goal of competency development

In terms of administration, the management of training objectives also demonstrates a thorough grasp of the requirements of training activities so that learners can understand, implement, and follow the general regulations toward the set goals. In addition, through that, to strengthen propaganda, encouragement, and awareness-raising for faculty and staff about the goal of fostering management capacity. In addition, the management of training objectives also reflects the context and specific conditions of human resource management in the current period of higher education innovation for schools in general and for each school in particular. Even the context of each position within each type of university in which the dean is a member is important.
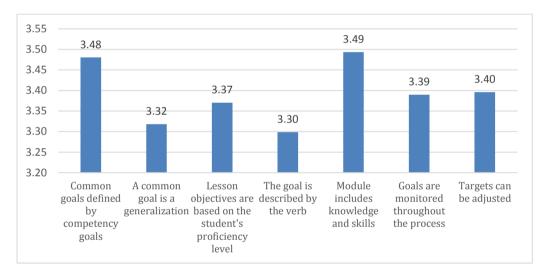
Figure 1 Opinions on determining the management goal of competency development

The aim of competency development for university deans is critical in setting the direction of each activity of the training process from start to finish. The parts of the objective indicated in the questionnaire not only identify the needs, but also lead the actions of turning the goals into the skills of the learners during the refresher management implementation process. As a result, all of the viewpoints reflect a very high level of this work, with the lowest mean value of 3.4 on the goals stated by verbs to illustrate the degree of action and the highest, 4.1, since the overall aim of the training program is determined by particular competencies.

It can be noted that the lecturers rated pretty well for components linked to setting the training objectives, with four subjects scoring 4.0 or above and just two scoring 4.1. The course administrator assesses the common goals set by particular goals, and the organization staff assesses (= 4.0) each module, including knowledge and abilities to develop a specific competency. Based on this data, it is possible to infer that the process of establishing training objectives has been fairly successful in practice. Furthermore, this demonstrates that the management process is well-executed and may imply that management competency has been created in the trainee's competency system.

Management of the content of competency development

Based on the nature and characteristics of the training of management competence of the university dean, in order to identify specific training content suitable to the actual development requirements of higher education in Vietnam and the challenges of international integration. The economy of higher education in particular and the requirements of international integration of Vietnamese society for the higher education system in general.

This management activity must ensure that the training content corresponds to the management competency requirements for this management staff.

Deans of universities are often not only those who are fostered and equipped with the knowledge, skills, and professional qualities but also those who manage training and retraining activities. This leads to the urgency for this group of staff, not a professional issue but a management issue, so management competency development is not an activity to re-train or help the deans update. knowledge related to their field of study. Moreover, the management competency of the university dean is formed through the process of fostering activities according to the content identified in the program.

The contents that affect the quality and effectiveness of the retraining process, as well as the competency, are formed and then affect the dean's job when managing the daily activities of the faculty. Thus, fostering university deans is a process that takes place when they themselves, the university, and the quality of educational training have a need to supplement and improve the missing knowledge and skills to develop more competency. Dean to meet job requirements. The trainees participating in the training are the dean of the faculty or the source staff, who will be the faculty (preparing to do management work).

Management of training content is actually identifying the content that needs to be fostered for university deans, through job analysis, the analysis of the management work for which they are responsible, and from there, identifying the skills that need to be retrained, respective management. Training content management can also be described as focusing on training needs analysis. This is a critical stage in achieving the goals set for improving students' learning and working efficiency, or for a school or organization. Needs analysis is key to designing training programs to create the new, capable workforce required by management. It is also a requirement that university deans need to know to complete their management work. Furthermore, an effective training needs analysis will contribute to promoting learner-centered retraining activities by developing learning content based on learners' knowledge and experiences. If the training needs are not identified, the effectiveness of the training activities will not be demonstrated.

A number of elements of the direction to determine the content of competency building management for the university dean, include: (1) the activity of determining the content of training management, approved by the steering committee; (2) the guidelines, principles, and plans are clearly defined in order to achieve the necessary management content; (3) clear instructions on defining management content so that decisions can be made or arising; (4) The content of management training is determined by supervision activities. (5) The training content is developed in accordance with the reality of management competency; (6) The dean's key management competencies are clearly identified; (7) New knowledge of management capacity is updated in the program; (8) The training program content is flexible and can be adjusted to meet the needs of students; and (9) The training content is built in accordance with the competency requirements.

If based on functions and tasks, the content of training for university deans should include the following topics: (4) Evaluating faculty administrators, lecturers, and researchers, as well as participating in the evaluation of school administrators; (5) Facility management, including strengthening conditions to ensure training quality; (6) Political, ideological, ethical, and lifestyle education for lecturers, workers, and learners; (7) The competency to apply relevant legal documents in management; (8) The ability to apply international commitments on higher education; and (9) The competency to apply international commitments on higher education) enhancing service management competency; eleven) Knowledge of how to use informatics in faculty management. (12) self-leadership competency; (13) personal leadership competency (another person); (14) ability to lead a team (teamwork); (15) ability to lead the entire organization (the faculty); and (16) strategic planning competency.
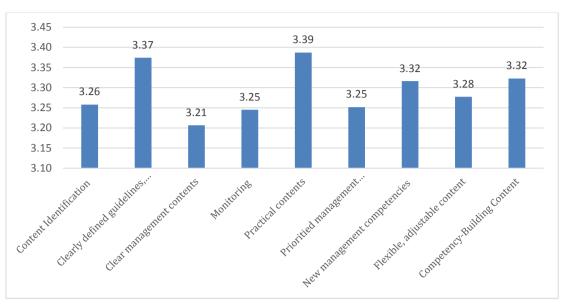
Figure *2 Opinions on determining the content of competency development management*

Directing to determine the training content is a combination of activities to not only develop the necessary training content but also ensure that the training content must contribute to the formation of the competencies needed by the dean. Therefore, there is a need for directing activities to indicate guidelines, principles, and plans. Furthermore, there need to be clear guidelines and monitoring activities, which are mandatory requirements for the implementation of the project. Directing the identification of successful retraining content—the average score of these aspects is 3.0. The remaining items represent more specific requirements in developing refresher content, such as being relevant to practice, defining priorities, updating knowledge, flexibility, and the competency to adjust, based on ability force, = 3.4-3.5.

The competency-based training content is highly valued by course administrators and instructors (4.2 and 4.0, respectively). This similar tendency may also be seen in the area of content creation in accordance with the criteria, according to management competency practice, which equals 3.8. In general, the trainers and managers of the refresher course place a high value on the direction of selecting the content of the training, followed by the employees of the organization department and, ultimately, the trainees' viewpoints. This material in competency development management for university deans, like other components, may be considered to be pretty well executed and can be evaluated to have satisfied the demands of strengthening management competency. In order to manage this cadre in the context of contemporary university governance reform.

4. CONCLUSION

In summary, the management of the goal of retraining the dean's management competency according to the competency approach must meet two basic requirements: one is to define or develop the goals to be achieved and the second is to be realistic. Identify the goals to be achieved in the management competencies outlined in the training program as identified needs. The direction to determine the content of retraining management competence of the dean according to the competency approach is to organize activities to determine the management competency system derived from the analysis of the profession (job position) of the dean in the University. To be effective, the direction must also be evident in the structure and relationships between the implementing departments. If the manager creates a program to increase the dean's management competency, the manager must first describe each management responsibility for which the dean of the university serves as the foundation for selecting the content of the training as well as the activities. Other managers put the program into action in order to create a system of management skills in which the university dean must be adept in order to apply it to day-to-day management activities. Notably, the way in which the content of training is determined is dependent on the degree of autonomy and the training needs of each university.

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