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## Training Human Resources in Vietnamese Public Sector

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### Abstract:

Public sector human resources are regulated by law in terms of political standards, ethics, qualifications, capacity and performance of public duties associated with the standards of job titles and positions recruited and approved in agencies and organizations. In the context of the development of digital technology, digital government, and digital society today, the apparatus and human resources of public sector agencies and organizations will be streamlined and need to be equipped with and supplemented with new knowledge and skills to become high-quality human resources to meet the development trends of the times. That also requires innovation in training content and methods to achieve the goal of training high-quality human resources for the public sector and for society. This study analyzes the characteristics of the public sector, high-quality human resources in the public sector, and issues that need attention when developing human resource training programs to provide high-quality human resources for the public sector and for society. The research results are presented in theoretical aspects, have theoretical significance and reference value for managers in the process of building and implementing human resource development training policies in Vietnam.

**Keywords:** Public sector; Human resources in the public sector; High quality human resources; Vietnam.

### 1. Introduction:

The public sector is a concept, a category of historical, political, legal nature, subject to the influence of political and social relations, regulated by state law and beyond the usual theoretical concept. In each different country, each different historical period, the concept of the public sector may also change. In modern administrative science, the concept of the public sector is unified by researchers, including agencies and organizations operating under the regime of serving the state, society and citizens, carried out by cadres, civil servants and public employees based on the provisions of law.

In Vietnam, the public sector is constitutionally defined (VNA, 2013), including agencies and organizations in the political system (the

Communist Party of Vietnam, the Vietnam Fatherland Front, the Socialist Republic of Vietnam, socio-political organizations) and a number of other organizations, with their own characteristics in accordance with the political regime of Vietnam. Public sector human resources include cadres and civil servants in agencies of the Communist Party of Vietnam, the Vietnam Fatherland Front, the State, socio-political organizations and civil servants in public service units of these agencies and organizations. These are subjects subject to the provisions of the Law on Cadres and Civil Servants (VNA, 2008) and the Law on Public Employees (VNA, 2010); Their activities are associated with the performance of public duties based on standards of professional qualifications and public ethics prescribed by law, serving the political goals of the state, serving to best meet the legitimate demands of the people.

In the context of the development of digital technology, digital government, and digital society today, the apparatus and human resources of public sector agencies and organizations will be streamlined and need to be equipped with new knowledge and skills to become high-quality human resources to meet the development trends of the times. That also requires innovation in training content and methods to achieve the goal of training high-quality human resources for the public sector and for society. With the above characteristics, the development of high-quality human resource training program content needs to be based on the characteristics of the public sector, which is the reason that attracts the author's attention in this study.

## **2. High quality human resources in the public sector:**

The term "high-quality human resources" is used in association with organizational management activities in modern society. The connotation of this term is still a matter of debate among many researchers and managers. In order to build the concept of high-quality human resources to serve the research on training high-quality human resources in the public sector, the author approaches the viewpoints of many researchers.

In the world, since the time of C. Mac, in his theory, although the term "high-quality human resources" has not been officially mentioned, C. Mac's idea of human development, which in the words of contemporary society is high-quality human resources, has been formed, that is: People with qualifications, capable of applying scientific and technical achievements to the production process, people with comprehensive development capacity, intelligence and the ability to quickly grasp the production system in practice. In China, the Great Dictionary of Market Economy of this country defines high-quality human resources as people with certain professional knowledge, high professional capacity and skills, creativity and the ability to contribute to the development of society.

In Vietnam, in the field of social sciences and humanities, Vietnamese researchers have also begun to form concepts surrounding the issue of high-quality human resources, such as: High-quality human resources is a concept used to refer to a workforce with education, high professional qualifications, and the ability to quickly adapt to changes in production technology (Chuan, N.T., 1990); or according to Hac, P.M. (2003), high-

quality human resources are a workforce with good physical strength, high qualifications and capacity, and are the shock force to receive advanced technology transfer, and effectively apply technology to the conditions of our country. Similarly, Dinh, T.G.T. et al. (2011) affirms that high-quality human resources are workers with high educational and professional qualifications corresponding to a specific profession according to the criteria for classifying workers in terms of certain expertise and techniques (college, university, postgraduate, skilled technical workers), and in fact have good labor skills. These workers have the ability to quickly adapt to the constant changes in the working environment, have the desire to contribute their talents to the common development of the collective; moreover, they are workers who have the ability to apply the knowledge and skills they have been trained in to the production process in order to be creative, improve productivity, quality and bring high efficiency in work. Or, as Loan, N.T.B. (2022) defines high-quality human resources as human resources with good intelligence, skills, and abilities, who have received basic and specialized training to meet the requirements and tasks of the country's reality and the current labor market; Phong, T.V. et al. (2023) identify high-quality human resources as workers with good physical and mental health; have high professional qualifications, good working ability and good professional skills in the profession; have good social qualities, such as humanity, team spirit, integration, and adaptability to working in a multicultural environment.

Thus, the common point in the viewpoint of the above researchers when discussing the issue of high-quality human resources is: Having good health, having high qualifications in both education and professional qualifications demonstrated through work performance, besides, they must be able to adapt quickly to changes in the working environment; this is also an issue of concern for managers in the process of human resource management. But in the public sector, high-quality human resources, in addition to the above identifying characteristics, determining the criteria for high-quality human resources must also be based on the characteristics of the public sector of each country: Characteristics of the political nature and service nature of public service activities. Therefore, to serve the state, to serve society, high-quality human resources in the

public sector must have good social awareness (good education level), must have good professional knowledge and skills (good professional qualifications); at the same time, must have practical working capacity to meet high requirements on progress, quality, and efficiency of work. According to some recent researchers, it is the result of work performance (progress - fast, accurate time; quality - meeting requirements, complying with the law); the spirit of readiness to work; dedication, serving the common interests of the state and people, demonstrating the spirit and attitude of serving the people; proactive learning, training to update, supplement knowledge, skills and quickly adapt to changes in society. From the above analysis, the author establishes the viewpoint and research content, that high-quality human resources in the public sector, in addition to health and public ethics, have high educational level, high professional qualifications, good working capacity, proactive learning, training to update, supplement knowledge, skills and quickly adapt to changes in society.

In the above concept, it can be seen that the basic characteristics when referring to high-quality human resources in the public sector are good health, high education level, high professional level, good ethics, good working capacity, proactiveness and creativity in the process of performing tasks. This characteristic is an issue that needs to be considered by human resource training institutions when building training programs to provide high-quality human resources for the public sector and for society.

### **3. Discussing the issue of training high-quality human resources for the public sector in Vietnam:**

Training high-quality human resources for the public sector, carried out systematically and seriously, will be one of the important solutions to improve the quality of cadres, civil servants and public employees, contributing to the successful implementation of the goal of state administrative reform. From the characteristics of high-quality human resources in the public sector as mentioned above, the author suggests and discusses a number of issues when building and implementing the content of human resource training programs in Vietnam, specifically:

- Firstly, choosing specialized training for candidates with high education level. In theory, educational level is the basic knowledge of nature

and society that each individual acquires at the high school level, which is the foundation for learning specialized knowledge. Individuals with high educational level, meaning having a good learning process, good training at the high school level; their social awareness, awareness of the world around them is affirmed at a good level and is a good foundation for the specialized learning process. In other words, educational level directly affects the specialized learning process and normally, people with good educational background will have good professional qualifications when they are trained in a specialized field. And so, choosing specialized training for candidates with high education level is necessary and has important significance, directly affecting the results of specialized training to train high-quality human resources for society, for the state apparatus - public sector.

- Second, the training program design ensures that the output standards form in learners public ethics and knowledge and skills suitable for the job requirements of the public sector in modern society: Ability to use specialized foreign languages to meet the job requirements of the public sector in the integration trend; digital knowledge and skills; communication knowledge and skills in performing public duties; knowledge and skills in policy consulting.

Forming public service ethics for learners, setting requirements on the content of the training program designed for learners to acquire knowledge, skills, attitudes of compliance, and compliance with political guidelines, policies, laws and regulations of agencies and organizations; acquiring knowledge and skills in performing public duties and forming working styles and manners suitable for the public service regime, a spirit of readiness to work, passion, serious working attitude, spirit of dedication, and service to the state and society. Because public service activities are to implement policies and laws, to implement the policies and guidelines of the political party and the state; therefore, public sector human resources must strictly comply with political guidelines, policies, laws - public service ethics. On the other hand, a basic characteristic of a rule-of-law state is its democratic nature, its nature of serving the people. The state is established by the people and given the power to govern society, so public sector human resources are responsible for performing their duties for the common good, honestly and wholeheartedly

-serving the people, and ready to serve and meet the legitimate demands of the people. And in the current trend of state reform, which is shifting from a governing administration to a serving administration, public sector human resources must put the national interest first, must demonstrate a spirit of dedication, serving the goals of the state, the interests of the community and society.

Forming the ability to use specialized foreign languages for learners to meet the job requirements of the public sector in the integration trend, posing requirements on the design of learning and practice content so that learners have the opportunity to access new knowledge, expand exchanges and learn international experiences. Because international integration is a development trend of the world; public sector agencies and organizations need to exchange, learn experiences and cooperate internationally, posing requirements for public sector human resources on foreign language proficiency as a key to integration; requirements on foreign language proficiency to research and summarize international practical experiences to serve policy advisory work. And this is the output standard for training programs to train and supply high-quality human resources for the public sector and for society.

Forming digital knowledge and skills for learners to meet the requirements of developing digital government and digital society, requires the content of training programs designed for learners to acquire knowledge, skills, and attitudes to adapt to technological changes of the times. Because the fourth industrial revolution is having a direct impact, changing the way the government and people interact, the trend is mainly implemented in the digital environment. Therefore, developing digital human resources is a necessary requirement to build a public sector workforce with digital knowledge and skills so that they can truly master the connection and interaction with customers who are people with diverse perceptions, cultures, ethnicities, and religions, satisfying both the legitimate needs of the people and the need for innovation, improvement, and improved management efficiency. And so, current human resource training needs to ensure output standards of digital knowledge and skills to provide high-quality human resources for the public sector and society.

Forming knowledge and communication skills in

public service performance for learners, setting requirements on the content of the training program designed for learners to acquire knowledge, skills, and attitudes to serve the people. Because, public sector human resources directly contact and resolve people's requests, ensuring progress, quality of assigned work and people's satisfaction. Therefore, they must have high requirements for communication skills and behavior in public service activities. And so, training needs to form knowledge, skills, attitudes of communication and behavior to serve the people: Polite attitude in communication, in accordance with the concepts and social rules of contemporary society; having standards and politeness in communication with each subject - with the people, with superiors, subordinates and with colleagues. And when public sector human resources have good communication and behavioral abilities and attitudes, it will create harmony in work resolution, create satisfaction for the people, improve the operational efficiency of agencies and organizations, and contribute to protecting the political and state regimes.

Forming knowledge, skills in advising and implementing policies for learners, setting requirements on the content of training programs designed for learners to acquire knowledge, skills, attitudes to adapt to problems arising in practice and actively transform them into policy ideas and policy advice content. In theory, problems arising in society are solved by policies in a timely manner, creating stability and social order in the country and locality. However, when problems arise in society, the basic requirement for managers and public sector human resources is to have an objective and positive attitude towards approaching and solving problems. Therefore, they need to have knowledge, skills, and attitudes to adapt to problems arising in practice, in order to transform them into appropriate policy ideas and policy advice content. The dialectical issue here is that policies are implemented effectively and efficiently when they are scientifically formulated, suitable for practice and feasible when solving problems arising in practice; therefore, the requirement for public sector human resources is to demonstrate research capacity, synthesis, and advisory capacity to transform arising problems into policies. And this is the issue of output standards for training human resources for the public sector and for society.

Forming the ability of learners to research and advise on policy decisions: Public service activities of human resources in the public sector are often activities associated with advising on policy planning and implementing policies and laws of the state. Policies and laws are implemented effectively when they are scientifically planned and suitable for practical situations. Therefore, the requirement for them is to demonstrate good research capacity in order to promptly advise and propose to leaders in making policy decisions to serve as tools for management and administration or to serve the management and administration of the state. To ensure this requirement, the content of the training program for human resources in the internal affairs sector needs to be designed in the direction of forming learners' ability to conduct comprehensive research and the ability to advise on policy planning to serve their professional activities after graduation.

Thus, in the context of the development of digital technology, digital government, and digital society today, the apparatus and human resources of public sector agencies and organizations will be streamlined and need to be equipped with new knowledge and skills to become high-quality human resources to meet the development trends of the times. This reality requires innovation in training content and methods to achieve the goal of training high-quality human resources for the public sector and for society. Training high-quality human resources for the public sector, first of all, requires specialized training for candidates with high educational qualifications. Along with that, the training program needs to be designed to ensure that output standards form in learners public ethics and knowledge and skills suitable to the job requirements of the public sector in modern society, such as the ability to use specialized foreign languages to meet the job requirements of the public sector in the integration trend; digital knowledge and skills; communication knowledge and skills in performing public duties; knowledge, policy advisory skills.

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