

Enterprise Needs for Human Resources and some Problems Facing Training Institutions in Vietnam today

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SUMMARY: Faced with trends in job demand, in order to meet the requirements of businesses and prepare a strong suitcase when entering the labor market, enterprises' requirements for human resources do not stop at just training basic knowledge that students also need to fully equip themselves with the necessary knowledge, qualities/attitudes and professional skills in accordance with the job position competency framework for workers in Vietnam now.

Keywords: Competency framework for job positions; Business needs.

I. ASK THE PROBLEM

The entire job position competency framework will focus on clarifying and handling problems and situations that employees may face while working at enterprises and appropriate solutions. Faced with trends in job demand, in order to meet the requirements of businesses and prepare a strong suitcase when entering the labor market, enterprises' requirements for human resources do not stop at just training basic knowledge that students also need to equip themselves with the necessary knowledge, qualities/attitudes and professional skills Employment or work that is not in line with your professional qualifications while studying at school is very common in Vietnam. In general, the newly graduated human resources team still lacks the skills, qualities and knowledge required of human resources personnel, as well as, has not clearly envisioned their own career portrait and development orientation in the future. future.

The article focuses on researching, building a framework of job position competencies from the author's perspective and analyzing the requirements of enterprises when choosing this source of labor to work at the organization.

II. ANALYSIS OF BUSINESS REQUIREMENTS FOR VIETNAM HUMAN RESOURCES

Modern economic theories have shown that human resources are one of the most important resources of an organization. Human resources are the goal, the driving force for activities in the organization, the basic element constituting the organization, the condition for the organization's existence and development. Therefore, an organization is assessed as strong or weak, development or lag depends largely on the quality of its human resources. In the context of socio-economic development, human needs are increasingly higher requirements with the criterion that the price is constantly decreasing, while the quality of products and services is constantly increasing. Therefore, organizations that want to survive and develop must focus on technological innovation, applying advanced scientific and technical methods in production, and improving the value of products and services. To do this requires a team with dynamic employees, always sticking to the needs and tastes of customers, proactively and promptly responding to such changes.

Therefore, it can be affirmed that the quality of human resources is an extremely important and necessary factor for any organization in the development process. A high-quality workforce is always a solid competitive advantage for businesses and an opportunity for businesses in the process of development and international integration. Therefore, enterprises will always set standards for input personnel according to the criterion "Right job, right person, right time".

Each industry, position, title, and enterprise has specific standards for the competency framework for that position according to the modern ASK model. Specifically, ASK is a model that is very commonly used in human resource management to train and develop individual competencies in association with strategic goals and the development of the business. The model is based on three main groups of criteria: Qualities or attitudes (Attitude), Skills (Skills) and Knowledge (Knowledge).

Attitude: belongs to the range of emotions, feelings (Affective)

Skills: manipulative skills (Manual or physical)

Knowledge: belongs to the ability to think (Cognitive)

Based on the ASK model, it is possible to summarize a number of requirements and skills that students need to meet requirements from businesses, including:

The first is general knowledge. General knowledge is the knowledge about the major that students learn in school. This is a prerequisite that students need to achieve after graduation. The result from this requirement is the academic achievement that students achieve during the study period, besides, extracurricular activities are also an important measure, any organization pays attention in the process. personnel recruitment.

The second is professional skills. This is a factor employers always focus on for candidates. Occupational skills include two types of hard skills and soft skills. In which, hard skills can be mentioned such as computer skills and software applications, foreign language skills. Soft skills include cooperation skills, independent or team work skills, communication skills, problem solving skills, etc. For each job position from employee to manager, besides general skills, leaders also require advanced skills such as management skills, leadership skills, risk management skills,

Third is work-related experience. It is the experience that students accumulate during their studies at the school when participating in volunteer activities, extracurricular activities, clubs, and field-related practice sessions. their profession and the part-time jobs of students in the society.

Fourth is the corporate culture. Employers believe that, in order to recruit a candidate suitable for the job that the business needs, the first thing they see the most in the candidate is the ability to fit and adapt to the cultural environment of the employer. enterprise. The manifestation of this requirement is reflected in the interview process that candidates often ask: "Why do you feel you are suitable for this job?" or "What do you know about our Company?"

Fifth is the attitude to work. This is a factor that businesses appreciate in today's work. The most obvious manifestation of this factor is the initiative to learn at work, discipline and a sense of responsibility for the assigned tasks.

III. SOME RECOMMENDATIONS FOR UNIVERSAL EDUCATION INSTITUTIONS TO IMPROVE THE

QUALITY OF STUDENT TRAINING BY CAPABILITY FRAMEWORK POSITION

The process of students being trained at the University is an opportunity for young human resources to equip themselves with the necessary knowledge, skills and attitudes before entering the labor market. Therefore, the school needs to have clear and specific training goals and output standards to meet the needs of the labor market and the requirements of businesses.

From the perspective of businesses, the author would like to propose some recommendations for the University to improve the quality of student training according to the job position competency framework as follows:

The first is to innovate and improve the quality of specialized training content close to reality, to meet the goal of training students after graduating with a profession to be granted a practicing certificate with sufficient legal elements. The school cooperates with enterprises to design comprehensive cooperation programs, focusing on developing training content for each discipline in accordance with the requirements of the labor market. In addition, the University can invite senior experts from enterprises to directly participate in teaching practice of specialized subjects, guiding graduation topics, dissertations, and scientific research. On the contrary, from the University side, it is possible to send lecturers to have working experience, participate in part-time activities at enterprises to improve the lecturer's practice for teaching and scientific research. learn. At the same time, strengthen the organization of career orientation sessions according to the training major, so that after the completion of the first and second year general education program, students can learn about jobs related to their major. .

The second is to improve learning and teaching methods in computer science classes in general and office computing in particular. Today, with the development of the industrial revolution 4.0, besides professional knowledge, computer skills are one of the important and necessary skills to perform jobs at enterprises. The organization of teaching informatics classes at the University is not too strange for many students, however, the rate of personnel applying informatics to work at enterprises is considered to be not high. According to a survey by the Ministry of Labour, War Invalids and Social Affairs in recent years, of the total number of graduates every year, more than 13% must be retrained or supplemented with skills, nearly 40% must be tutored. pair at work and 41% need time to get used to the job, whereby only 6% of graduates can do well at work right after graduation is very low.

Therefore, the subject of informatics should be considered compulsory and be granted an output standard informatics certificate, ensuring 100% of students after graduation to use office computer skills fluently. The learning process requires students to focus on the practical part, not having to read too many documents or take too detailed notes like theoretical subjects. Students need to equip a computer to study and practice directly on it. Some basic office computer software and software applications that students need to master in the learning process such as: Microsoft Word, Microsoft Excel, Microsoft Power Point, Sticky notes, Edraw, Xmind,... In addition, students Teachers need to be equipped with skills in searching, writing emails, synthesizing and analyzing information from the Internet, etc. To achieve that result, the school needs to cooperate with businesses to have data and practical situations to apply. used in teaching for students to early access the above skills and apply in work.

Thirdly, the school needs to organize the teaching of specialized English in addition to the general English training as before. In the current globalization context, English is considered as the most common common language in the world to help people exchange information on a global scale. Therefore, students need to be confident enough to communicate and use the four language skills (listening, speaking, reading, and writing) effectively to communicate information and solve problems in a working environment. necessary skills to increase competitive advantage for today's workforce. School

It is necessary to develop standard specialized English training textbooks for each industry group such as: Economics, Accounting, Human Resource Management, etc. From there, guide students to read and look up specialized documents in the world, to access modern knowledge globally. The learning process must always be associated with practice and practical application in the business environment. Moreover, along with it are periodic tests with output standards and English certificates when completed.

Fourth, is to expand and develop soft skills courses such as communication skills in the office, teamwork skills, etc. The survey results at enterprises show that many new graduates have difficulty going to work. in integrating corporate culture. In addition, schools need to equip students with skills that are frequently used in work such as presentations, critical thinking, etc. In order to have a basis for building subjects in accordance with the output standards, the school needs to regularly Regularly take feedback from businesses to update the necessary skills for each industry group, from which it is necessary to have a plan to adjust, update, supplement and perfect the training curriculum.

Fifthly, the school regularly organizes connection and exchange programs with businesses such as job fairs, career orientation days, employer dialogues, so that schools and students can grasp the demanding needs of enterprises. increasing labor market. On the contrary, businesses also have the opportunity to access recruitment sources and "order" training right when students are studying at the school. Therefore, it is necessary to form a specialized department (department) to establish and maintain relationships with businesses according to specific functions and tasks. At the same time, assigning and assigning tasks to each teaching staff is responsible for directly participating in these activities and considers this a criterion to evaluate teaching quality. In other words, it is necessary to organize a systematic apparatus in the school in charge of connecting with businesses. Specifically, the school needs to assign targets to the unit on the number of input students with the number of businesses to connect, the number of students per enterprise, the number of students officially accepted at the enterprise. To ensure the completion of the above targets, the school needs to expand connections, organize programs such as luggage for third-year students, field trips at enterprises or internships. born in the enterprise.

Finally, considered the golden key for fresh graduates is the attitude and level of readiness for work. Every student needs to cultivate a positive professional attitude. When students have a positive mindset and attitude, they can quickly integrate with businesses and have the opportunity to promote faster. So right from the first year, the school should build a positive, optimistic, proactive learning culture in the spirit of steel discipline and form good habits. For example, in the classroom, there should be regulations such as not using mobile phones in the learning process, committing to fully participating in skill courses opened by the school and having to pass entrance exams to be eligible for admission. issue standard output certificates.

The above is the entire simulation picture of the business's needs for the quality of the output of its personnel. In order to shorten the gap between training and industry reality, to improve the quality of human resources, and to create jobs for graduates, the link between the University and the Enterprise is an inevitable trend in the environment. current education and training. This has been self-perceived by many schools and has gradually shifted in a positive direction over the years. Determining the output standards after training is a method of vocational training close to the requirements of enterprises, helping graduates have a confident and passionate start about their career. With the desire for a qualified human resource quality, the implementation process

needs to be synchronous and extensive, and especially with the deep attention and support of the School Board of Directors and staff, lecturers and staff. Employees are willing to change their minds and bring about the most practical results.

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