

The Collaboration between Schools and Firms in Training Human Resources for Socio-Economic Development in Vietnam

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Abstract—From the current situation the paper has made some recommendations for the State of Governors, Schools, Firms and Learners to enhance the cohesion link between schools and firms. Accordingly, it has been increasingly necessary to renovate and strengthen the management of the State in establishing such a very strong cohesion link between the school and the firm recently. The School should be working side by side and be associated with the Firm in developing the training programs. At the same time the Firm needs to obtain specific scheme with long-term plans for developing and training human resources by sending their people to study abroad, go to schools, centers, foreign training centres and developing more of special programs for talented people or via enhancing process of recruitment. Simultaneously for learners, when selecting the school and the field of studies for their career, it is necessary to determine the importance of the relevant industry, the sectoral shifts of employment market in order to ensure for a secured appropriate job with a bright future of their career path.

Index Terms—Vietnam, the school, the firm, human resources, socio-economics development, career path

I. INTRODUCTION

In a modern society, human resources can be seen as one of the most important resource for the development of any nation generally and Vietnam particularly because if there are talented people, the exploitation and the effective use of other resources would bring much more benefits to the society. From the perspective of the quality of human resources, this paper would analyze on the collaboration/relationship between the School (where human resources are being educated) and the Firm (where human resources are being employed) in the training and the use of human resources. In terms of benefits for schools, firms and learners, there are some recommendations for a tightening co-operation between the School and the Firm so that human resources can effectively be employed and trained to make a better socio-economics development.[1]

II. CONCEPT, ROLE AND DEVELOPMENT OF HUMAN RESOURCES

A. Concept of Human Resources

Human resources can be expressed in two meanings: In a broad sense, human resources are a source of labor for social production, providing human resources for development. Therefore, human resources are to include the entire population which can develop normally. In a narrow sense, human resources are the working capacity of a society, a resource for socio-economic development, including groups of elderly, capable of participating in labor and production. Social production, which means all individuals involved in the labor process, are the overall physical factors, their mentality is mobilized into the labor process. Physically, it depends on the health status of the person, living standards, income, diet, working regime, resting, health regime, age, working time, gender, etc. In terms of mentality which including talents, as well as views, beliefs and personality. From the above concept, we have come to realize that human resources have had the following characteristics:

Firstly, human resources are a living resource. This is what everyone knows, human values for society are mainly expressed in the form of labor capacity. An employee who has got the professional capacity, the factors of production with a spirit of positive working attitudes and a sense of new creation is able to adapt to the organizational and cultural environment of the firm and all that are important resources to the Firm itself.

Secondly, human resources are known as a key factor to create profitability for the Firm. [2] The added value of the product is basically created by the labor. The higher the value-added of the firm, the greater the profitability of the firm it brings, and the higher the value added, the better the quality and the results of human resources are [2]

Thirdly, human resources are strategic resources. Human resources, especially knowledgeable human resources and high-tech scientific knowledge, have always become the most important resources with strategic significance in today's society and for the following centuries.

Fourthly, human resources are an endless resource. Society is constantly moving forward, firms are always developing and human resources are endless.[3]

Moreover, the new creative cycle through intellectual labor will be shorter. The development of intellectuals is infinity and the exploitation of human resources is also unlimited. [4]

B. The Role of Human Resources

Firstly, human resources are one of the most important factor for all economic activities. In order to create products for consumers, it would have to be a process of processing, combining types of resources, in which human resources play a crucial role, if it were not, it would not be able to produce products that meet the increasing needs of consumers in the society or able to achieve production efficiency.[5]

Secondly, human resources are an important factor that determine the success of the country's industrialization and modernization.

Thirdly, human resources are a priority condition for shortening the lagging gap for developed countries, promoting economic growth and sustainable development.

Fourthly, human resources are utmost conditions for international economic integration.

C. Human Resource Development

Human resource development is understood in the perspective of improvement, improving the quality of human resources and rationally adjusting the number of human resources. In order to develop human resources, from the macro perspective of the economy; there must be effective rules and regulations, mechanisms and policies affecting human resources. Thus, the following concepts of human resource development are drawn as: Human resource development is an constitution of an overall law, mechanism, policy and completed measures to improve the quality of human resources of the whole society and rationally adjust the number of human resources to meet the demand for human resources for socio-economic development in each period of development.

III. CURRENT SITUATION OF HUMAN RESOURCES OF VIETNAM

The problem of human resources is actually human problem. Developing human resources in Vietnam means developing Vietnamese people with enough stature, qualities, standards, virtues and ability to undertake the assigned tasks. Vietnam's population has just reached 90 million people, ranking 13th in the world in terms of population. According to the United Nations Population Fund, by the middle of the 21 st century, the population of Vietnam could reach 100 million people. The World Bank (WB) assesses the quality of Vietnam's human resources currently reaches 3.79 points (10 point scale), ranking 11th among 12 countries in Asia participating in the ranking. The competitiveness index of Vietnam human resources reached 3.39/10 points and the competitiveness of Vietnam's economy ranked 73/133 ranked countries. (See figure 1)

The average life expectancy of Vietnamese people is now 80. Human resources from farming, Vietnamese

farmers account for more than 65 million people, equal 75% of the nation's population. The country has had about 115,800 farms, 8,250 agricultural, forestry and fishery cooperatives; There are nearly 300 trade villages, 45% of products from farmers' industries and trades are exported to more than 100 countries all over the world. Thus, in comparison to previous time, Vietnam has made such real positive changes.

Labor resources from workers, for the number of working-class Vietnamese workers today has reached more than 10 million people (including about 800,000 workers working abroad, all over 50 countries and territories with more than 40 industry groups of professional overseas and 2.5 million individual firm and households). Number of workers with college and university qualifications in Vietnam are estimated about 400,000 people. In general, skilled workers account for a low proportion of the workers in general. In the labour industries, the rate of mechanical workers and workers working in heavy industrial factories has still been low, containing only 20% of the total number of workers in the country, meanwhile, for the public sector in the lighter industries such as food processing is to account for a high proportion, around 45%.

Because of low wages, workers are not able to live their entire life with a job, but they have to take up another job such as working as a motorbike taxi in the evening and on holidays, doing crafts, doing partime jobs. Thus many people are workers but also not being seen as workers themselves because they are taking up several jobs simultaneously.

In general, after nearly 30 years of renovation, along with the process of industrialization and modernization of the country, the working class of Vietnam has made positive changes, increasing rapidly in terms of quantity, diversity of structure, the quality has been increased step by step. In the process of socio-economic development in Vietnam, employment and life of the working class are increasingly improved. Besides, the development of the working class has not met the requirements on quantity, quality, and professional skills; lack of many technical experts, skilled workers; Industrial style and labor discipline are still limited; Most workers come from farming sector, they have not received basic and systematic training. The political status of the working class has not been fully reflected.

Human resources from intellectuals, civil servants and officials, according to the latest statistics of the Ministry of Education and Training, as of 2017, have 24,000 doctors are lecturers of colleges, 15,000 doctors are university lecturers according to the Ministry of Science Statistics & Technology, the country has 15,000 doctors (PhD) and 201,000 masters. Compared to 2007, this team had increased an average of 20.6% per year, in which Phd doctors increased by 10% per year, masters increased by 20% per year; about 18,000 professors and associate professors ... Vietnamese intellectuals abroad, currently have accounted for nearly 800,000 people out of nearly 6 million overseas Vietnamese. (See figure 2)

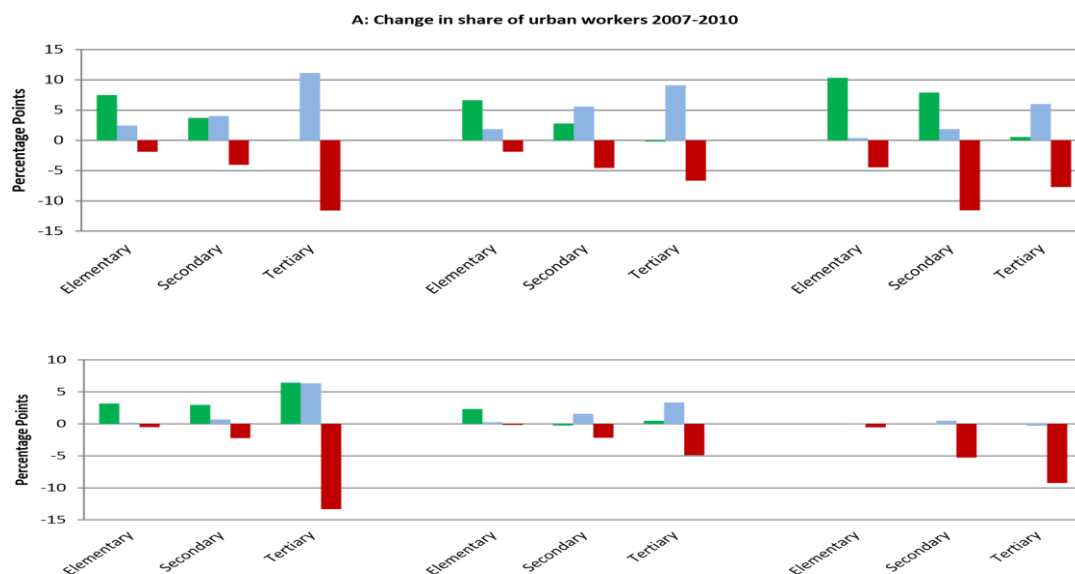


Figure 1. Change in share of employment by education group and urban/rural, 2007-2010

Source: World Bank staff calculations using labor force survey data

Investments in the qualifications of staff and equipment will help universities and vocational schools to more effectively respond to the information on employer needs. At present, few staff in higher education have advanced academic degrees. Strengthening the graduate education and advanced training system as well as scholarships and programs to retain students in universities and incentivize them to choose academic careers can help raise the overall qualification profile. Creating attractive conditions for research can help attract Vietnamese overseas PhDs back to Vietnam. Likewise, a strategic strengthening of the science, technology and innovation system can create a better environment for attracting and retaining researchers and for promoting a growing, capable critical mass of international-level professors at higher education institutions. But capacity is not limited to teaching and research, investments in managerial capacity will enable university and vocational school leaders to take advantage of greater autonomy.

Better information, incentives and capacity are mutually reinforcing. Government can use regulatory or financing incentives to promote partnerships between providers and industry and the generation and dissemination of better information on graduates' employment successes. In turn, better information makes providers more accountable. Ambitious and successful universities and vocational schools want to demonstrate that they have strong linkages with industry and that their graduates find good jobs and do so quickly. Investments in their managerial and teaching capacity can enable them to do so.

Modern skill-intensive jobs are becoming more prominent in Vietnam's labor market and carry high returns. Most non-farm jobs in Vietnam today are in blue collar occupations (craftsmen, machine operators and manual workers) and in the service and sales sector.

Better educated professionals and technicians make up less than a quarter of the non-agricultural workforce. However, young graduates are increasingly entering professional and technical occupations. Workers in these

occupations report that they need a number of attributes for their jobs: they have to solve problems, learn new things frequently, present ideas or persuade clients at work or interact with non-colleagues.

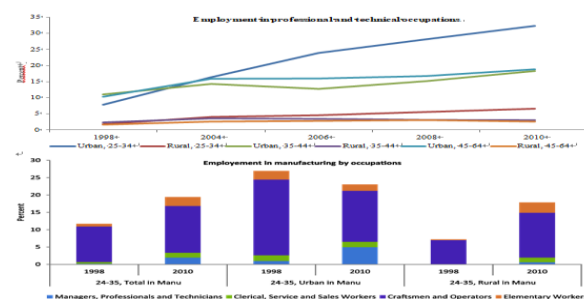


Figure 2. Employment in technical and professional occupations has been growing for the youngest cohort

Source: World Bank staff calculations using VHLSS

Evidence presented in this report suggests that the nature of tasks performed by Vietnamese workers has been changing from predominantly manual and routine tasks, where workers are asked to perform the same function on a regular basis, towards more analytical, interactive and non-manual tasks where the type of tasks changes regularly. Workers performing these tasks are also better remunerated than their peers in traditional jobs.

However, Vietnam's employers struggle to find the right workers for these modern jobs. Despite impressive literacy and numeracy achievements among Vietnamese workers, many Vietnamese firms report difficulties in finding workers with adequate skills as a significant obstacle to their activity.

Thus it can be arrived to make some conclusions on the current situation of human resources in Vietnam:

- Human resources in Vietnam are quite plentiful, but have not been given adequate attention, have not yet been planned, exploited, upgraded, and at the same time training has not been available, many human resources have not been utilized and professionally trained.

- The quality of human resources is not that high, leading to a contradiction between quantity and quality.

- The combination, supplement and interweaving between human resources from farmers, workers, intellectuals has not effectively been taken advantage of, still partly divided, lack of community integration to implement the policy of industrialization and modernization of the country.

- Facing the current situation of human resources in Vietnam, we need to understand the causes which are affecting human resources. In terms of human resource training, there are many influencing factors, but in general, there are four main factors: Factors belong to learners; Factors belong to the training scheme; Factors belong to the employer and the Factor belongs to the State.

- Vietnam should not be concerned about the existence of skills gaps and occupational skill shortages, but about the ability of the skills development system to overcome them. Skills shortages and gaps are indicators of a dynamic economy which creates new, more skill-intensive jobs.

- The real concern is whether the education and training system is equally dynamic in adjusting quickly to supply graduates with the technical skills to keep up with a constant and accelerating evolution in the demand for technical skills. One indicator of responsiveness to expanding demand is the strong expansion in enrolments and in the supply of universities, colleges and vocational training institutes. But gross enrolments in tertiary education remain lower than those in neighboring countries, suggesting that supply can and will need to expand further. Moreover, another indicator is whether the rising numbers of graduates and job applicants bring the skills that employers demand. And the evidence provided in this report suggests that they often do not.

- Vietnam's skill development system today is not as responsive as it needs to be and is suffering from "disconnects" between employers, students and universities and vocational schools an unresponsive, under-performing skills development system is a disconnected system in which actors make choices and act in isolation and do not sufficiently interact with each other.

-Schools may offer programs and produce graduates with skills that do not fully reflect the needs of the labor market. Students and parents may not be demanding the types of programs or teaching methods and content which would give them the skills they or their children need to succeed in the labor market. Like many countries around the world, Vietnam suffers from such system disconnects.

A. The Requirements of Current Human Resource Organizations in Vietnam

For recruiting organizations, they expect to receive from units that train students with strong knowledge and expertise. Through surveys of employers, there are some major requirements(See figure 3):

Firstly, knowledge training "must go hand in hand", that would mean the theory must be linked to practice. Training schools need to allocate and organize the

curriculum to match the ratio 50% between theoretical and practical time.

Secondly, training and improving foreign language skills, equipped solid informatics for students, so that they will be qualified to serve higher professional jobs.

Thirdly, train communication and presentation skills. In addition to some other soft skills students need to acquire are art of communication, handling practical situations..

Fourthly, Work ethics. Working ethics for workers needs to be paid attention. When assigned tasks, especially those that require honesty, confidentiality, loyalty. If they lack of working ethics are easy to make mistakes.

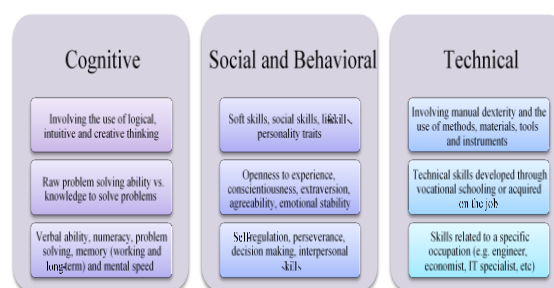


Figure 3. The three dimensions of skills measured in the STEP survey

Source: Pierre, Sanchez Puerta, and Valerio (forthcoming), STEP Skills Measurement Surveys. Innovative Tools for Assessing Skills

Fifthly, Passion, accepting hardship, and willingness to face and dare to take on new challenges and difficulties. All these things will give the learners the motivation to pursue their careers path they have chosen.

What skills are in demand today (and will be in 2020)? A worker's skill set comprises different domains of skills: cognitive skills, social and behavioral skills, and technical skills. These domains cover job-specific skills that are relevant to specific occupations as well as cognitive abilities and the various personality traits that are crucial for success in the labor market.

Cognitive skills include the use of logical, intuitive and critical thinking as well as problem solving using acquired knowledge. They include literacy and numerical ability, and extend to the ability to understand complex ideas, learn from experience, and analyze problems using logical processes.

Social and behavioral skills capture personality traits that are linked to labor market success: openness to new experiences, conscientiousness, extraversion, agreeability, and emotional stability. Technical skills range from manual dexterity for using complex tools and instruments to occupation-specific knowledge and skills in areas such as in engineering or medicine.

Vietnamese employers are looking for a mix of high quality cognitive, behavioral and technical skills. Employers in greater Hanoi and Ho Chi Minh City surveyed for this report identified job-specific technical skills as the most important skill they are looking for when hiring both white and blue collar workers. [6]

Such technical skills include, for example, the practical ability of an electrician to do his or her job. However, like

employers in more advanced middle and high income economies, employers report that they are equally looking for employees with strong cognitive skills and behavioral skills. For example, next to job-specific technical skills, team work and problem-solving skills are considered important behavioral and cognitive skills for blue collar workers. When they hire white collar workers, employers are expecting that they are critical thinkers, can solve problems, and communicate well.

Basic cognitive skills such as literacy and numeracy feature are less prominently. That does not mean that they are not important – but it may mean they are simply taken for granted. In short, Vietnam's employers require that workers are good readers, but also good problem-solvers.

With the requirements set by the recruitment agencies, the training schools need to consider and reconsider to create maximum conditions for learners to have the opportunity to learn and practice to meet the increasing needs of organizations recruitment.

IV. THE NECESSITY OF SUSTAINABLE ENGAGEMENT BETWEEN SCHOOLS AND FIRMS IN TRAINING HUMAN RESOURCES

A. Basic Benefits

Firstly, for the School

The school has been recruited by the recruiting organization on the revision and construction of the training program's content. Contributing to improving the capacity and professional qualifications for the learners.

Participate in scientific research topics and organize seminars and general seminars. Exchange information on advanced science, technology and needs of human resources in the present and future. The school has improved the quality of training as well as found a rich output for the learners, thereby enhancing the prestige of the school before the requirements of the diverse and ever-changing labor market. The school has a reputation in education and training, creating prestige as well as maintaining sustainable links between schools and firms. The school can enhance the autonomy of financial resources as well as the current and future facilities.

Secondly, for the firms

Firms are assured that a solid workforce is supporting them when they have needs. At the same time, firms should spend less resources on recruiting and testing jobs, because the internship is the time when students are showing their ability and the firms job is to evaluate the abilities, capabilities and qualities of the students. In other words, firms are having more rights and opportunities to select and use qualified labor resources, thereby solving the problem of human resources.

It is allowed to evaluate the quality of training (promote the strengths of overcoming weaknesses) and contribute ideas to the development of the training program of the school. Financial support, facilities for the school and participation in the training process as a form of investment and development initially. Firms will benefit when the quality of the school's training products is ensured by the output of the school's training process

which is the input of the recruitment and the employment process of the firms itself. Since then, firms would have more opportunities to promote their brands and images. The Firms would receive information on science and technology soon. Firms can order quality and practical scientific research projects from the University to improve their business performance in general and improve the product quality of firms in particular.

Thirdly, for students

Students have the opportunity to select appropriate internship locations that will make them grasping practical experience, develop skills to solve arising problems. Students themselves will have more flexible, soft and elementary of skills in society. Practicing and training at firms would help students expand their relationships. Practical internships would help them better understand theoretical lessons. By having internship experienced they would have been confident, ready to accept the assigned work after graduation. Internship is also such a survey, a challenge to them in the process of making a career. Whether achieving more or less results, internships also give students many different opportunities.

Helping students grasp the opportunity to seek scholarships and early access to recruitment agencies is to create employment opportunities after graduation.

B. Drawbacks

The reality of the relationship between schools and firms in Vietnam today has not been closely linked and is still currently facing many shortcomings. Firms still have not yet participated and commented on building a detailed and regular training program. Therefore, almost knowledge of students received after graduation has not met the needs of employers. The main cause deriving from the perception is not enough, not right about the need for cohesion and cooperation between schools and firms, there is no harmony in thinking, stemming from the lack of information, ignorance of benefits and strengths of each other.

The State of Government hasn't had specific policy to develop and maintain the connection between schools and firms yet.

The connection between schools and firms has not really been seen an urgent need. The school is still seen as being passive, not aware of the necessary development for themselves with the effective contribution of cooperation from the firms.

On the firm side, many firms that need high quality, qualified and capable human resources to meet development requirements in the context of regional and international economic integration which are facing difficulties, all have come to agree that this is an unsolvable problem and in order to solve this problem there are many different ways in which the most optimal way is to associate with the firm, then it may be overlooked or less interested.

Schools and firms lack talented leaders with vision, visionary ability. Both schools and firms lack experience in working together. Lack of trust and mutual trust between schools and firms and all these can also be a

reason why the bond between the two sides is still a loose, patchy, and not being considered seriously.

V. RECOMMENDATIONS

Firstly, to renovate and strengthen the state management in building sustainable links between schools and firms. The State should have policies and mechanisms to closely coordinate human resources between schools and firms. Increasing autonomy for the school. The school needs to be autonomous and proactive in training scale, improving forms of enrollment, building training programs and collecting financial resources.

Encouraging competition among training institutions to increase development motivation among each other in terms of quality of training products, prestige as well as image and brand of school. It is necessary to have a center for forecasting the need for coordinated training of human resources with local branches and the participation of schools and firms to ensure a close link between training and utilizing. [7]

It is necessary to have state mechanisms and policies to promote coordination and close coordination between schools and firms and stipulate the responsibilities of firms in providing information on labor demand and support in the training process.

In general, renovating and strengthening the state management on building sustainable links between schools and firms mainly promote in three aspects: Orientation, Encouragement and Support.

Secondly, for the School.

Being associated with firms in developing training programs. The school needs to improve its own training capacity, build effective output standards for learners that need to consult market needs and the firms. From the demand of the market and the firms' needs, the school must build a curriculum framework, comply and improve the curriculum to meet the requirements of practical side and the requirements of each stage of development.

The school needs to implement well the guideline of training what the society needs, not training what the school has, train the learners to be the center. In addition to training according to the needs of firms, the school needs to ensure the advanced and modern training programs, to train people who have the ability to study for life. In addition, from the referendum, the school can research and develop training programs and open training industries to suit the needs of firms. Closely examine students' quality, implement external assessment methods (employers) in conjunction with internal assessment (school).

Implement the socialization of education by linking financial and material foundations, creating conditions for entrepreneurs to directly participate in teaching. The financial resources of most schools in Vietnam has still relied on the state budget and tuition fees. Both of these funds are basically enough for the school to maintain training activities. Therefore, the school wants abundant financial resources, it is necessary to well implement socialization based on firms and donors in the following forms: scholarships for excellent students or poor

students who overcome difficulties and supply human resources for teaching, scientific research contracts.

Linking the management of personnel and participating in the training process by prioritizing the recruitment of experienced lecturers working in firms, setting up standards for classrooms for lecturers based on professional qualifications subjects, majors, practical experience. depending on the curriculum, the school has assigned and selected teachers accordingly.

Promote cooperation in scientific research and commercialization of research results. This is the highest form of cooperation between schools and firms. Strengthen more closely the relationship between alumni and the school, creating a mechanism for alumni working at the firms to contact the school regularly, can hold exchange seminars experience between theory and practice. This is a solid bridge between schools and firms, it can be very effective and very practical. Through this connection, the school will improve the training program from time to time to suit the needs of the firms.

Thirdly, for the firms.

Firms need to have specific and long-term plans for developing human resources for firms in many different ways that can send people to study at schools, centers, to study abroad, invite or recruit using people with high professional qualifications ... but the most effective way is the close connection between firms and schools in the training and use of human resources.

Firms participate in training by commenting on the development, evaluation and improvement of the training program through providing information and criticizing the curriculum content through which the school can modify for in accordance with reality. Firms provide financial support as well as facilities in the form of scholarships for students, signing of consultancy contracts, scientific research. [8]

On the other hand, firms can provide financial support to the school by establishing companies, technology parks, practice areas, lecture halls, laboratory equipment for teaching and learning.

Firms should appoint experts, engineers, skilled workers to directly teach or guide practically at the school or at the firm. In addition, firms need to have goodwill and facilitating the reception of lecturers, managers to the firms itself to study, learn from experiencing or discussing problems, exchanging industry information between training programs and requirements in the reality.

Firms should facilitate the reception of academic and exchange lecturers. The next content is to promote the cooperation model through linking the administration of personnel and participating in the training process by prioritizing the recruitment of experienced trainers in the firms, formulating standards for classrooms for lecturers, based on their professional qualifications and practical experience.[9]

Depending on the module, the firms reserve the right to assign and select lecturers accordingly. Firms participate in training by providing comments on the development, evaluation and improvement of the training

program by providing information and criticizing the curriculum content, through which the school can modify for in accordance with reality.

Fourthly, for the students.

When selecting schools and majors, it is necessary to clearly identify the importance of careers to have a proper way to receive and study. In addition to learning content in class, learners need to learn and learn more knowledge from other resources such as books, newspapers, friends, Internet., participating in specialized forums, presentations and seminars between schools and firms.

Do participate in scientific research groups to increase thinking ability, detecting and solving problems; participating in practical internship according to training majors at the firms in order to apply the knowledge at the school to the reality of the firms, improve the experience, confidence level and bravery to find employment opportunities after graduating. [10]

On the other hand, learners must create a stable mind and stable psychology and must have the passion for career, a clear goal and orientation in the learning process.

VI. CONCLUSIONS

In a developed market economy, Vietnam has been increasingly developing and deeply integrating in the region and in the world, thus the connection between schools and firms is very important from the objective requirements of the law, economic, law of supply and demand, ensuring harmonization of benefits from three parties: State - School - Firms.

It can be affirmed that the sustainable connection between schools and firms is that it is particularly important in ensuring and improving the quality of training products for the schools and at the same time as a quality human resource of the firms.

Therefore, building and strengthening sustainable links between schools and firms at developing human resources is an urgent requirement, a mandatory task and a requirement of society.

Schools and firms need to obtain optimal and synchronous solutions to build and develop this sustainable connection.

CONFLICT OF INTEREST

The author declares no conflict of interest.

AUTHOR CONTRIBUTIONS

I hereby confirm that there is only one author whose name is Tam Thanh Nguyen as mentioned above under the paper's title.

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