Building And Developing A Team Of Teachers To Meet The Needs Of Comprehensive Innovation In Education: A Study And Evaluation At The Higher Education

Anh Ngoc Ho[1], Giang Chau Nguyen[2*]

[1]Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam. anh.hn@ou.edu.vn
[2*]Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam. chau.ng@ou.edu.vn

Corresponding Author: Giang Chau Nguyen
Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam. chau.ng@ou.edu.vn

ARTICLE INFO	ABSTRACT
	Higher education plays an important role in training high-quality human resources for national development. To develop this level of education, building and developing a team of teachers plays the key and most important role. The purpose of this study is to clarify the current situation of building and developing a team of lecturers, the contents, and methods of building a team of lecturers. Research results show that there are still many inadequacies and limitations in the process of building and developing a lecturers' team, including objective and subjective reasons. Surveying 157 people, up to 67% of people answered that it was due to subjective reasons, 33% answered that it was due to objective reasons, and 81% of people answered that it was due to both objective and subjective reasons. Based on the survey results combined with the research and evaluation of previous studies, especially the evaluation of the Ministry of Education and Training, this study proposes solutions and at the same time examines the necessity and feasibility of proposed solutions. From there, it shows that solutions can be applied to improve the quantity and quality of lecturers, meeting the need for comprehensive innovation in Vietnam's education system. **Keywords**: Building and developing, lecturers' team, needs of comprehensive. innovation in education, higher education

1. Introduction

Building and developing university lecturers' team is the most important task to meet the current trend of innovation in higher education. These are the purposeful and planned impacts of the management entity to build and develop a team of lecturers with enough, reasonable structure, high quality, perfect qualities and individual abilities force. Research results have shown that, to develop university lecturers' team to meet educational innovation, it is necessary to focus on planning; selection and use; training and fostering; checking; developing policies and creating a working environment and work motivation for lecturers. The research results are the basis for practical research and proposed measures to develop university lecturers to meet the current trend of innovation in higher education.

In the context of fundamental and comprehensive educational innovation being promoted, setting innovative requirements on the role of teachers is becoming increasingly urgent, especially when the educational goal is to form personality and develop personal abilities for learners. Assessing the quality of the current lecturers' team, the Ministry of Education and Training (2022) believes that the quantity is basically sufficient, meets standards and above training standards, is relatively reasonable in structure, has good moral qualities and political awareness, love for the job, a sense of responsibility in work, actively study and foster to improve professional qualifications and meet the requirements and tasks of the schools.

The work of building and developing a team of teachers is carried out according to the system of legal documents implementing the Law on Public Employees. Many localities have done well in developing job placement projects and organizing the transition from rank to rank for teachers according to professional title standards; Evaluate public employees to review, screen and streamline according to the direction of Resolution

No. 39-NQ/TW of the Central Government and Decree No. 108/2014/ND-CP of the Government. The work of planning, recruiting, arranging, using, appointing, and dismissing staff has been strengthened and implemented quite well. Many localities have had plans to arrange managers, teachers, and staff. schools flexibly to save and effectively use staff; regimes and policies for teachers are guaranteed.

In recent years, the Party and the State of Vietnam have had many policies and guidelines to implement fundamental and comprehensive innovation in education and training, including determining the team of educational management officials. and teachers are the central factor, decisive for the quality and effectiveness of education and training as well as ensuring the success or failure of the country's education system. Therefore, developing a team of teachers with sufficient quantity, quality, and reasonable structure plays an important role and is a driving force to improve the quality of education and training. In particular, it is necessary to focus on building planning and training plans for teachers and educational managers in association with the needs of socio-economic development, ensuring security, defense and international integration; standardization of teachers according to each educational level and training level (Central Executive Committee, 2013). To meet the requirements of current higher education innovation, lecturers need to have qualifications and profession along with high pedagogical capacity, the ability to synthesize, generalize and have developed pedagogical thinking, has moral qualities.

Studies by Leonard Nadler (1989), Do Minh Cuong and Nguyen Thi Doan, Nguyen Van De (2001), Cao Tuan Anh (2014), Ho Duc Hiep, et al. (2022), Vu Hong Van (2022&2023), etc., pointed out that building and developing a team of teachers is an important, regular task in managing and developing educational human resources. However, to improve the quality of human resource training at universities to meet the requirements of social development, there is a need for specific research on developing university lecturers to meet higher education innovation. This article provides some comments, analysis, and evaluation related to the development of a team of lecturers to meet current higher education innovation, thereby pointing out the contents of developing a team of lecturers. Universities respond to higher education innovation. The research results are the basis for understanding practice and proposing measures to develop university lecturers to meet the current trend of innovation in higher education.

2. Literature Review

2.1. Lecturers' team

There are many different views about the lecturers' team: The lecturers' team is a group of people in charge of education and teaching who meet the prescribed ethical, professional standards, and are the decisive force. educational activities of the school (Hien, Giao & Quynh, 2001). According to author Cao Tuan Anh (2014), lecturers are people with the same functions and occupations in an organization and are human resources in higher education institutions. The lecturers' team is a group bound together by a system of goals with the same mission of teaching and educating students in universities and colleges and are bound by the same administrative rules of the industry and the State".

Author Nguyen Van Thai (2020) said: "The lecturers' team is a group of lecturers who are selected, trained in expertise, skills, and pedagogical professional qualities, organized, assigned, Arrange and arrange universities and colleges to carry out tasks and powers according to the provisions of law and the training goals, requirements and tasks of the schools".

Thus, the teaching team is a collection of teachers responsible for teaching and scientific research at higher education institutions, linked together by a system of educational goals. The lecturers' team directly teaches and educates students, bound by administrative regulations, rules and regulations of the State and directly of the Education sector. The main lecturers' team are people who work in the teaching and education profession at colleges and universities. They are organized into a force and work according to a plan and are closely linked to each other through material and spiritual benefits according to the provisions of law and social institutions. When referring to the lecturers' team, we refer to the scale, structure, and cohesion between people in an organization with common tasks and actions toward certain goals. The lecturers' team of an educational institution (university) is the number and structure of that educational institution's lecturers who form the organization to carry out the general tasks and goals of the educational institution as determined.

From the above concepts, it can be understood a lecturer's team is a group of people working in the teaching and education profession organized into a force and performing the common tasks of teaching, education, and research. science in a certain major at the University or College level.

2.2. Build and develop a team of lecturers

Author Nguyen Bach Thang (2015) believes that: Developing a team of lecturers is a solution for managers to build a team of lecturers with sufficient quantity, strong quality, and synchronization in structure. The focus and top priority in the comprehensive development strategy of universities. Good and appropriate management practices will create a strong team, effectively serving the process of training high-quality human resources.

Developing the lecturers' team is specific to human resource development in education and training. That is, building a team with sufficient quantity, synchronization in structure, type, and solidarity, based on the Communist Party of Vietnam's (CPV's) educational guidelines, and becoming increasingly strong in politics,

expertise, and professionalism. quality implementation of educational goals and plans, and personal satisfaction with the school and a healthy, comfortable working atmosphere (Tam, Mui, & Phat, 2022).

Authors Ho Duc Hiep, et al. (2022) and Vu Hong Van (2022 & 2023) said that building and developing a lecturers' team is the process of training and fostering staff working in the field of education. The main task of this team is to do teaching, scientific research and apply the achievements of science and technology in the process of training a highly qualified workforce for the construction and development process. develop the country.

From the above concepts, it can be understood that developing university lecturers to meet higher education innovation is the sum of the purposeful and planned impacts of management entities at all levels through the implementation of present policies and guidelines to create change in the direction of sufficient quantity, reasonable structure, and high quality; Regularly supplement and improve the qualities and capabilities of each person and lecturers' team to meet the university's educational and training requirements and tasks.

3. Research Methods

3.1. Theoretical research methods

Analyzing and evaluating theoretical issues is very important; That is the basis for clarifying issues related to concepts such as: Lecturers' teams, building and developing lecturers' teams; Some requirements for developing lecturers' teams at universities in the current trend of comprehensive innovation in education, etc. Research the State's legal documents related to comprehensive reform of general education; University development, which focuses on building and developing the lecturers' team, is a must. The State's anti-regulation documents need to be clarified from the perspective of the orientation and foundation of solutions to build and develop the lecturers' team; Some requirements for developing lecturers' team at universities in the current trend of comprehensive innovation in education.

3.2. Survey method

Number of surveys: 157 people (including managers and lecturers working and teaching in universities).
Survey period: From October 2023 to February 2024.
Survey questions related to the following contents: (i) Some requirements for developing lecturers' team at universities in the current trend of educational innovation; (ii) Current status of building and developing a team of lecturers; (iii) Contents and methods for building a team of lecturers; (iv) Inadequacies and limitations in the process of building and developing a team of lecturers; (v) Causes of inadequacies and limitations in the process of building and developing the lecturers' team; (vi) Solutions to improve the quality of construction and development of lecturers' team.

Scale convention: The scale used mainly in survey forms is the nominal scale to determine the name and some characteristics of the survey object; ordinal scale and interval scale to calculate parameters in descriptive statistics such as average value, and percentage. The question is divided into five levels with conventional scores (Table 1).

Table 1. Table of scale conventions

Medium score	$1.00 \leq \overline{X} \leq 1.80$	$1.81 \leq \overline{X} \leq 2.60$	$2.61 \leq \overline{X} \leq 3.40$	$3.41 \leq \overline{X} \leq 4.20$	$4.21 \leq \overline{X} \leq 5.0$
Convention points	1	2	3	4	5
Level of achievement	Least	Weak	Medium	Rather	Good
Rate the level of agreement	Totally disagree	Disagree	Partially agree	Agree	Very agree

To facilitate the assessment and analysis of data in a reasonable and scientific manner, the information collected from the survey questionnaire is based on the average value on a 4-point Likert scale with an interval value. = (Maximum – Minimum)/n = (5-1)/5 = 0.8, so the average values in the scale are conventionally from 1 (Not important/Disagree) to 5 (Very important/ Very agree).

$$\overline{X} = \frac{\sum_{i=n}^{k} X_i K_i}{n}$$

Processing survey data: Use the formula to calculate average score*:* . In which: Average score. X_i: Score at level i. K_i: Number of participants rated at level X_i. n: Number of people participating in the evaluation. The author uses SPSS and Excel software to process survey results.

4. Research Results

4.1. Some requirements for developing lecturers' team at universities in the current trend of comprehensive innovation in education

The legal documents of the Ministry of Education and Training clearly stipulate the quantity, structure, and quality of the lecturers' team. These are mandatory requirements for an educational institution (school) to operate effectively. To better evaluate these requirements, the author conducted a survey of 157 people with the following conventions: (1). Totally disagree; (2). Disagree; (3). Partially agree; (4). Agree; (5). Very agree. The

author also combined the calculation formula in the research methods section to produce XTB results. At the same time, combined with previous research and State regulations, many requirements for developing lecturers' team at universities have been identified in the current trend of comprehensive innovation in education. The results are shown in Table 1.

Table 2. Some requirements for developing lecturers' team at universities in the current trend of comprehensive reform of education

Order	Request Content	Analysis Results	XTB
1	Quantity requirements of university lecturers' team	When planning the university lecturers' team, we need to consider two groups: those directly involved in teaching and those not directly involved in teaching (principals, vice principals, consultants, supervisors, librarians, etc.). At the same time, standards are determined according to the ratio of titles associated with duties for lecturers, so the planning of university lecturers in terms of quantity must be placed in relationship with the building of a support team, serving teaching, etc. Therefore, every year, based on the enrollment plan, training scale, and industry structure, we determine the number of lecturers needed for a subject, a faculty, and a university. From there, based on the number of existing lecturers (minus the number of lecturers who retire, quit, transfer outside, and add the number transferred from outside), from these determine the number of lecturers needed to be added.	3.71
2	Structural requirements of university lecturers' team	To develop the university lecturers' team, it is necessary to apply measures to transform the team's structure (transfer, dismissal, recruitment, additional training, etc.). The structural components of the lecturers' team considered are the structure of majors (by training major group); structure of training qualifications; and social structure (gender structure, ethnic composition, religion, age of lecturers). Thus, from the structural requirements of the lecturers' team, there needs to be balance and synchronization. If this balance is broken, it will affect the quality of university lecturers' teams to meet current higher education innovation.	3.73
3	Quality requirements of university lecturers' team	The quality of the lecturers' team, a decisive factor in the development of the organization, should be considered a key criterion for evaluating the university lecturers' team. Whether the quality of the lecturers' team meets the task requirements depends greatly on the size of the team, the synchronization of the team, and the capacity and qualities of each member of the team. Analyzing the quality of university lecturers' team to meet current higher education innovation must be expressed as follows: Lecturers must have the knowledge, understanding, scientific spirit, always exploring, innovative, critical thinking, appreciating reality, and constant learning; the lecturer must have the values of harmonious development between humans and nature; the lecturer must have values of harmonious development between people and society, creating cooperation, concern, and solidarity between subjects; Teachers must have values that affirm their creative subjectivity, awareness, and improvement of the world around them, and constantly strive to improve themselves.	3.67

(Source: Author's survey results and analysis)

The survey results in Table 2 show that all 3 surveyed contents are in the range of $3.41 \leq \overline{X} \leq 4.20$, meaning everyone "Agrees" with the "requirements for developing lecturers' team at universities in the current trend of the comprehensive reform of education". That shows that: "Quantity requirements of university lecturers' team"; "Structural requirements of university lecturers' team"; "Quality requirements of university lecturers' team" are mandatory requirements for developing tutor's teams at universities in the current trend of comprehensive reform of education"

4.2. The content and methods of building and developing a team of lecturers meet the comprehensive innovation of higher education

In 1989, Leonard Nadler introduced a human resource management chart consisting of 3 main tasks, which are: Human resource development (education and training, fostering, development, research, service); Using human resources (recruitment, screening, placement, evaluation, compensation, labor planning); Human resource environment (expanding job types, expanding work scale, organizational development) (Nadler & Nadler, 1989). Leonard Nadler's research results have been used by many countries around the world in human resource development.

In Vietnam, in recent years, the development of university lecturers in our country has been paid attention and researched from many different angles, including some typical studies of universities. Authors such as: Do Minh Cuong and Nguyen Thi Doan, Nguyen Van De (2001), Cao Tuan Anh (2014), Duchiep, et al., (2022), Van (2022), etc. These studies all agree that developing teachers is an important, regular task in managing and developing educational human resources; All studies discuss, analyze and clarify the management,

construction and development of teachers; provide measures to build, manage, and standardize to develop a team of teachers following the organizational characteristics and educational and training tasks of each specific school and training facility. Research projects have proposed relatively comprehensive and synchronous measures from raising awareness and responsibility of relevant forces to implementing the selection, training, fostering and use of, improving remuneration policies, creating a favorable working environment, limiting and preventing the negative and hindrances of factors affecting the development of teachers. In particular, special emphasis is placed on measures to build and promote the role, positivity, and self-discipline of the teaching staff. However, to meet the requirements of reforming higher education in Vietnam today, it is necessary to conduct in-depth research on the planning, training, fostering, selection and use of teaching staff in universities.

When developing the content of developing university teaching staff to meet current higher education innovation, the author applied the human resource development theory of Nadler & Nadler (1989). According to this theory, human resource development is understood as one of the basic elements of human resource management. The three main groups of human resource development activities include: education and training of human resources, including education and training, fostering for employees and self-improvement activities of each individual. Using human resources includes selecting human resources to ensure reasonable quantity and quality structure. During the process of using human resources, it is necessary to evaluate, promote and transfer to improve the quality of the human resources team. organizational strength; Create a development environment for employees, focusing on creating motivation for employees through creating a favorable working environment.

Thus, human resource development includes three main elements, which are: training and fostering human resources; Using human resources and nurturing them so that human resources can be developed. Based on inheriting the views of the authors: Nguyen Van Thai (2020), Nguyen Thanh Xuan (2020), Nguyen Duc Huy (2020), Ngo Thi Hieu, et al. (2022), Hoang Thi Cuong (2022), Ho Duc Hiep, et al. (2022), Vu Hong Van (2022&2023), etc., regarding the content of developing university teaching staff, we believe that developing teaching staff meets educational innovation. University education includes the following 5 main contents (Figure 1).
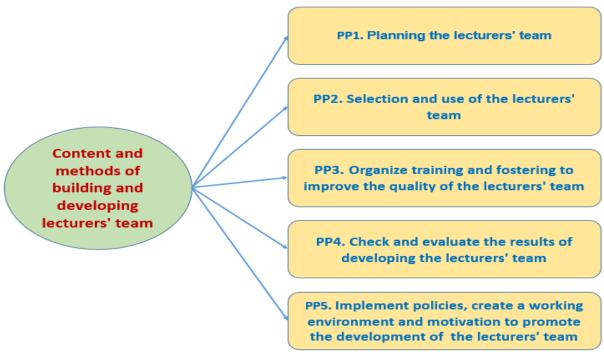

Figure 1. Content and methods of building and developing a lecturers' team to meet comprehensive innovation in higher education

To analyze the current status of content and methods of building and developing a team of lecturers to meet comprehensive innovation in higher education; Based on the summary results shown in Figure 1; combined with actual surveys; At the same time, using the calculation formula of Habing et al (2003), each measurement variable needs at least 5 observations. Therefore, the minimum number of samples needed is 30 x 5 = 150. However, this topic has 33 observed variables that require factor analysis, so the authors studied with a sample size of 157 people through Google Drive. After evaluating the scale's reliability using Cronbach's Alpha coefficient with 33 scale variables, limitations and obstacles in assessing the quality of civil servants according to Vietnamese law were included in the analysis. Through EFA analysis, we identified 5 elements that represent the content and methods of building and developing a lecturers' team to meet comprehensive innovation in higher education. The results are shown specifically in Table 3.

Table 3. Testing Cronbach's Alpha scale

Order	Content (scale)	Number of variables accepted	Cronbach's Alpha
1	Planning the lecturers' team	7	.769
2	Selection and use of the lecturers' team	7	.752
3	Organize training and fostering to improve the quality of the lecturers' team	6	.698
4	Check and evaluate the results of developing the lecturers' team	7	.726
5	Implement policies, create a working environment and motivation to promote the development of the lecturers' team	6	.687

(Source: Authors' survey results, 2023 and 2024)

Based on the results of Table 3 (Testing Cronbach's Alpha scale), the author surveyed the current status of content and methods of building and developing a team of lecturers to meet comprehensive innovation in higher education. Number of 157 people with conventions: (1). Weak; (2). Least; (3). Medium; (4). Rather; (5).

Good. The author also combined the calculation formula in the research methods section to produce $\overline{X}$ results. At the same time, combined with previous research and State regulations, some requirements for developing lecturers' team at universities have been identified in the current trend of comprehensive innovation in education. The results are shown in Table 4.

Table 4. Status of content and methods of building and developing lecturers' team to meet comprehensive innovation in higher education.

Oder	Content	Rate the level of agreement					$\overline{X}$	Rank	Cronbach's Alpha
		1	2	3	4	5			
1	Planning the lecturers' team	1	8	39	76	33	3.84	1	.769
2	Selection and use of the lecturers' team	7	22	53	55	20	3.38	5	.752
3	Organize training and fostering to improve the quality of the lecturers' team	3	12	47	67	28	3.67	3	.698
4	Check and evaluate the results of developing the lecturers' team	3	10	48	69	27	3.68	4	.726
5	Implement policies, create a working environment and motivation to promote the development of the lecturers' team	2	9	44	75	27	3.74	2	.687
	Total average	3.20	12.20	46.20	68.40	27.00	3.66	5	x

The survey results in Table 5 show that, with $\overline{X}$ s = 3.71, it is in the range of $3.41 \leq \overline{X} \leq 4.20$. Thus, the "Content and methods of building and developing a team of lecturers to meet comprehensive innovation in higher education" is only "Rather" level. Among the assessed contents, the content "Selection and use of the lecturers' team" was rated the lowest with $\overline{X}$ =3.38, equivalent to level 5 (lowest level), and the content "Organize training and fostering to improve the quality of the lecturers' team" rated 2nd lowest with $\overline{X}$ = 3.67, equivalent to level 3 (second lowest level). Next, the content "Check and evaluate the results of developing the lecturers' team" with $\overline{X}$ =3.68, is underrated number 4.

The content "Planning the lecturers' team" was rated the highest with $\overline{X}$ =3.84, generally equivalent to level 1 (the highest level). The content "Implement policies, create a working environment and motivation to promote the development of the lecturers' team" is rated 2nd with $\overline{X}$ = 3.74 (rated level 2). Among the contents of the review, none of the content was within the range of $4.21 \leq \overline{X} \leq 5.0$. Thus, none of the content was rated as "Good" level.

4.3. Discuss solutions

From analyzing the content and methods of building and developing a team of lecturers to meet comprehensive innovation in higher education; Based on the guiding documents of the Ministry of Education and Training (2022); Based on the strategy for comprehensive reform of education (2013); Based on the scientific comments and assessments of colleagues, some issues need to be discussed about solutions to improve the quality of lecturers in the coming period as follows:

PP1. Planning the lecturers' team:

Team building and development is an important content in the development of university lecturers, to help universities ensure human resources and meet the needs of university education innovation. Every year, based on the proposed functions, tasks and human resource needs of each subject and each faculty, the school will plan and regulate the lecturers' team so that it is balanced, appropriate, and ensures stability and development. Planning for the university lecturers' team is carried out according to the following steps:

Step 1: Evaluate the lecturers' team: When evaluating the lecturers' team, you need to focus on the following contents:

Regarding quantity: Consider whether the school's current number of lecturers is enough. Every year, based on the development orientation and training scale of the school, we determine the school's need for the number of lecturers to maintain a sufficient and stable number of lecturers and ensure continuity, legacy, added

annually; ensure the ratio of the number of lecturers according to regulations; Ensuring that lecturers complete their teaching and scientific research tasks, creating conditions for individual lecturers to have time to study and research to improve their professional qualifications and skills.

Regarding structure: The structure of the university lecturers' team is calculated to ensure the ratio of lecturers of each subject, without missing or excess lecturers, is reasonable in terms of training level, gender, and age. Regarding quality: To meet the requirements of current higher education innovation, university staff must meet professional qualifications such as: mastering the basic knowledge of the assigned subject. teaching merit; have general knowledge of many related subjects in the assigned training major; Implement the correct objectives, plans, content, and programs of assigned subjects in the training major. In addition, each lecturer needs to effectively and safely use teaching aids and have effective teaching methods suitable to the subject content; be capable of scientific research; apply technology to teaching and assigned tasks; fuent in foreign languages, etc.

Step 2: Planning the lecturers' team:
This is the process of determining goals for developing university lecturers' team and how to achieve those goals over a specific period in the future. In this step, it is necessary to clearly identify who is the subject implementing the lecturers' team development plan. For this activity to achieve good results, the school needs to analyze the current situation of the existing lecturers' team, forecast the need for lecturers' team in the short-term, medium-term and long-term plans, and from there propose solutions. Solutions to implement plans to develop lecturers' team in schools.
Thus, to well implement the planning of the university lecturers' team to meet current higher education innovation, it is necessary to clearly define each goal such as: short-term (6 months, 1 year), medium-term from 2 to 5 years, and long-term from 5 to 10 years. At the end of each goal, it is necessary to evaluate and learn from experience so that the implementation of the next plan is convenient and effective. At the same time, it is necessary to pay attention to the conditions in planning organization because any planning requires human, material and financial resources to implement and this is the decisive factor in implementing development planning human resources in general and developing university lecturers to meet current higher education innovation in particular.

PP2. Recruitment and use of lecturers' team:
This is the process of evaluating and screening qualified lecturers, pedagogical skills, ethical qualities, and teacher's behavior to participate in the recruitment to select the candidates most suitable for the job demand for innovation in higher education. The selection process will affect the quality of university lecturers. The selection of lecturers at each school will depend on the school's reputation and prestige, the school's culture, and the school's relationship with local social organizations.

The selection process includes the following steps: planning, determining selection sources, selection method, time, etc. The selection of lecturers is carried out in many ways such as: Recruitment announcements on mass media, credentials of reputable lecturers in each specific major, and exchange of lecturers between domestic and international schools. To meet the requirements of reforming higher education, the process of selecting lecturers needs to stem from the school's plan; Selecting lecturers must meet the standards of training qualifications, professional capacity, and professionalism for university lecturers. Use: Using the lecturers' team is the process of university managers and leaders exploiting and promoting the working capacity of the lecturers' team to the maximum to achieve high efficiency in the implementation lecturer's duties.

In the process of using a team of lecturers, it is necessary to ensure the right number, the right people, the right place, the right place, the right time, etc. Only then can the strength and positivity of each lecturer be promoted. Using a team of lecturers effectively will promote the active work of each lecturer and will create motivation and confidence for each lecturer to try to develop their abilities and strengths.

Using university lecturers often includes Assigning tasks: This is the activity of transferring tasks, responsibilities, or jobs to each lecturer, or specific group of lecturers in each subject or department of the university. school. In essence, this is a work distribution activity, ensuring that each lecturer understands the purpose, meaning, and responsibilities as well as the content, methods, favorable conditions, and difficulties when performing tasks, their specific work, thereby helping to increase the work efficiency of the entire team. Organizing and controlling activities: This activity is to maintain the organization's activities by guiding, directing, coordinating, and encouraging so that the school can achieve its set goals most effectively. In this activity, school managers and leaders need to monitor the implementation of plans by the lecturers' team and urge and guide the lecturers' team to carry out their tasks. If lecturers encounter difficulties or obstacles while performing their duties, timely help and support are needed so that each lecturer can complete his or her duties. In addition, it is possible to mobilize, rotate, and transfer lecturers' team within the school to suit each specific task.

PP3. Organize training and fostering to improve the quality of lecturers:
Training and fostering are activities to maintain and improve the quality of university lecturers to meet current higher education innovations. Training and fostering the lecturers' team must be carried out in a purposeful, organized and planned manner to create changes in the professional quality of the lecturers' team.
Regarding training and fostering goals: To improve the capacity and working ability of each lecturer, to maximize the use of existing lecturer human resources and to improve the quality of education and training of the school. Training and fostering the lecturers' team to meet the school's survival and development needs in an ever-changing environment, while also meeting the regular and continuous learning needs of the lecturers' team.
Regarding training and fostering content: Including professional training, especially in-depth expertise of each major and each module in which lecturers participate in teaching and research; Training on identifying practical issues and trends in training and research development of the major at home and abroad; Training on the effective use of modern teaching facilities and equipment, appropriate to the subject content; Fostering scientific research capacity; apply scientific and technical advances and information technology into teaching; training and fostering foreign languages for lecturers' team, etc.

Regarding the form of training and fostering: Send lecturers to study to improve their qualifications (master's, doctorate, intermediate, advanced political theory, etc.); training at school through lecture activities, study organizations, thematic seminars, professional activities, scientific research, etc.; participate in teaching, seminars, and seminars of other agencies and units domestically and internationally; cultivation through self-study and self-training.

PP4. Check and evaluate the results of developing the lecturers' team:
Inspection and evaluation is a systematic comparison and contrast between the level of work performance and the previously developed plan. Each university will have different forms of testing and evaluation, but all must ensure the principles of democracy, openness, fairness and accuracy. Checking and evaluating the level of work performance aims at two basic goals, which are to improve the work performance of the lecturers' team and to help managers at all levels make resource decisions. proper human resources such as training, fostering and development, compensation and promotion, discipline, termination, etc.

Testing and evaluating lecturers in universities is a complex process and is influenced by many factors. For this activity to ensure objectivity, fairness and motivation for the lecturers' team, it is necessary to have specific and clear evaluation criteria and the evaluation criteria need to be public and transparent and be consistent with the regulations the practical situation of each school. Criteria need to be specific such as: level of performance in teaching, scientific research, and scientific instruction; Evaluate the quality and work that lecturers undertake.

In addition, the evaluation of university lecturers needs to be done by getting feedback from students and other units and organizations in the school. The process of evaluating the lecturers' team is conducted according to the following steps: first is to develop evaluation criteria, next is to choose an evaluation method, select and train evaluators, and determine the evaluation cycle, adjust the evaluation process.

PP5. Implement policies, create a working environment and motivation to promote the development of lecturers, and create a favorable working environment:
This means building the school into a learning organization, each member of the school becomes an important link in the school's development goal, creating a working environment with a positive spirit, Favorable facilities, information, technology, etc., so that lecturers, managers and university staff have the best working conditions. To create a favorable working environment, management levels must determine the current conditions that the school has, paying special attention to spiritual factors.

A favorable working environment is a condition for each lecturer to maximize his or her abilities. In addition, the school has a system of modern facilities, techniques, and equipment that will require the lecturers' team to have corresponding levels of professional knowledge. A favorable working environment is a place that attracts dedicated and professional people. Because of the dedicated and professional lecturers' team, they really need a school that can guarantee them working conditions and personal development conditions. Motivating the lecturers' team: To complete their duties well, each university lecturer must not only work out of responsibility but also have motivation to work.
When motivated to work, lecturers will be proactive, self-aware, work hard, actively self-study and research to improve their qualifications, professional capacity and skills to better complete tasks. Practice shows that each lecturer has different job needs such as: stability with a reasonable time; development of personal capacity; having a certain position at work; high salary, and satisfactory remuneration policy, etc. Therefore, satisfying the individual needs of each lecturer, administrator and university employee is extremely important. Satisfying the needs of university lecturers will create motivation to help lecturers complete their work goals.

5. Conclusion

Building and developing the lecturers' team is an important and necessary task, contributing to improving the training quality of universities. Building and developing the lecturers' team at universities to meet higher education innovation is the purposeful, planned impact of management staff at all levels in the school to build a sufficient number of lecturers, reasonable structure, and high quality; regularly train, foster and motivate lecturers' team to complete assigned tasks.

To build and develop a lecturers' team to meet higher education innovation, it is necessary to: plan for the development of the lecturers' team, with special emphasis on evaluating the quantity, structure and quality of the lecturers' team existing and planned lecturers' team; select and use appropriate and effective lecturers' team; organize training and fostering to improve the quality of university lecturers; check and evaluate the results of developing the lecturers' team; implement policies well, create a working environment and motivation to promote the development of lecturers' team. The above theoretical content will be the basis for managers to conduct practical research and propose measures to develop university lecturers to meet the current trend of innovation in higher education.

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