



International Journal of Management & Entrepreneurship Research
P-ISSN: 2664-3588, E-ISSN: 2664-3596
Volume 6, Issue 2, P.No.243-253, February 2024
DOI: 10.51594/ijmer.v6i2.750
Fair East Publishers
Journal Homepage: www.fepbl.com/index.php/ijmer



MANAGEMENT OF TEACHING STAFF AT LOCAL UNIVERSITY BY JOB POSITION

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Article Received: 14-12-23

Accepted: 19-01-24

Published: 01-02-24

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ABSTRACT

Managing lecturers at local universities is an ongoing process to help them become more and more complete in all aspects, meeting the quality of education and training requirements in the conditions of industrialization - modernization, and international integration. The article analyzes and clarifies the importance and content of the management of lecturers in local universities according to job positions, thereby proposing measures to manage lecturers, contributing to improving the training quality of local universities in the current context.

Keywords: Teaching Staff, Job Placement, Local University.

INTRODUCTION

In team management, access to management by job position is the orientation implemented by the Party, State, Ministries, and Sectors in all fields in recent times. The 2010 Law on Public Officials defines activities related to recruitment and use of staff based on job positions: *"The recruitment of employees must be based on job needs, job positions, professional title standards and salary funds of public non-business units"* [4]; Decree 106/2020 ND-CP of the Government regulating job positions and the number of people working in public non-business units determines the principles and grounds for determining job positions, the number of people working and the structure of employees according to professional titles [2]. Lecturers are an essential force in the staff of local universities. Along with the requirements and trends of team management in general, the management of lecturers according to job positions so that these

staff can ensure their qualifications and capacity and perform their assigned functions and tasks according to the requirements of job positions is an essential task of schools.

In the past, the management of lecturers at local universities has achieved many significant results; however, in general, this work still needs to be completed. The current problem is that in order to improve the quality of lecturers, local universities must clearly define the structure and job position of lecturers in each department and professional group in the direction of improving professionalism, develop a system of competency standards and specific descriptions of lecturers' tasks; From there, manage and evaluate lecturers according to the assigned workload and job position.

CONTENTS

Definition.

In human resource management, there are many approaches, including the approach to job placement. According to this approach, each agency, organization, unit in general, and local University in particular must clearly define and describe the team's requirements, jobs, and tasks when managing their human resources. From there, develop a capacity framework for each job position and use this capacity framework to develop a strategy for team development, selection, use, training, fostering, evaluation, and remuneration of university lecturers. Thus, the job placement approach is the approach that comes from the requirements of each job position to build the corresponding competency framework and use this competency framework in the team management process.

Management of lecturers according to the job placement approach is a standardized method that integrates the elements of knowledge, skills, and attitudes into a standard system of lecturers' professional competence, thereby "standardizing" the content of lecturers' development activities according to the process from planning, development plan, recruitment, use, training, retraining, evaluation, reward policy, remuneration, motivation for the team..., all based on the professional competence standards of lecturers according to the job position.

It can be generally understood that the management of lecturers at local universities according to their job positions is based on the description of the lecturers' tasks to build the capacity framework of these lecturers, thereby implementing the stages of planning, recruiting, using, training - fostering, testing - evaluating and implementing remuneration policies in order to create a sufficient and synchronous number of lecturers in terms of structure (organization, age, gender), ensuring the quality (qualifications, qualities and competencies) to help lecturers perform well the assigned functions and tasks as required by the job position.

The importance of managing the teaching staff of local universities by job position

- Help lecturers identify the competency requirements needed to meet the requirements of each job position

One of the contents of the management of lecturers by job position is to develop the required competency framework for lecturers. A competency framework is a set of competencies - the knowledge, skills, and personal characteristics needed to fulfill a role or job successfully. Based on the competency framework, lecturers research, review, and self-assess and identify strengths, limitations, weaknesses, and missing competencies, thereby developing training and self-training plans to develop their competencies.

- As a basis for recruiting lecturers:

According to the provisions of Clause 3, Article 38 of the Law on cadres and civil servants,

specifically: *"Selecting the right people to meet the requirements of tasks and job positions"* [5].

Four main parts make up an employment position: the name of the employment position (position), the duties and powers that the person in charge of the employment position must perform (functions), the requirements on qualifications and professional skills that the person in charge of the employment position must meet (standards) and the salary (according to the theory of the employment position, the salary is paid commensurate with the position, function, and standards of the person in charge of the job). In addition to the above departments, there are other constituent parts, such as the regime applicable to unique employment positions (functional requirements, standards, and allowances) or conditions to ensure the performance of tasks (workplaces, equipment, coordination). When recruiting, individuals themselves apply for recruitment, and managers need to identify the above factors to self-assess/comment, self-assess/evaluate in order to select candidates suitable for the job position to be recruited. Thus, the job position is an essential basis for recruiting lecturers.

- *As a basis for training and retraining of lecturers:*

Decree No. 101/2017/ND-CP on training and retraining of cadres, civil servants, and public employees clearly states: *"Training and retraining must be based on the position of employment, the standards of the rank of civil servants, the standards of leadership and management positions, and the needs of building and developing human resources of agencies and units"* [1]. It shows that the guidelines of the Party and the State all affirm the importance of training and retraining cadres and civil servants and require them to renovate and improve the quality and efficiency of this work in the past. At the same time, it is determined that training and retraining must be based on each job position. Based on the needs of lecturers and the requirements of the capacity of the job position, universities orient and organize training and retraining for lecturers.

- *Help managers accurately assess the teaching staff*

Assess their work completion level based on the position's requirements and each lecturer's actual work results. Based on the competency framework of the job position, managers can objectively assess the quality and capacity of the lecturers. When lecturers are evaluated objectively, the assessment results will be used in all stages of this team development process, especially in training and retraining.

Content of Management of Lecturers of Local Universities by Job Position

Develop Planning and Plans to Develop Lecturers of Local Universities according to Job Positions

The planning of lecturers is the process of analyzing the current situation, determining the objectives of lecturers, and the measures taken to ensure sufficient quantity, quality, and structure of lecturers to meet the training needs of the University and ensure the practical arrangement of lecturers.

In order to develop the development plan of lecturers at local schools according to job positions, it is necessary to generalize the list of job positions of lecturers based on the development strategy of the school based on the forecast of the development of the University's training disciplines, ensuring the requirements of quantity, structure, and quality.

The process of planning lecturers at local universities according to job positions can be built into the following steps:

Step 1: The University organizes a study on the regulations of superiors on staff planning (including lecturers) by job position:

Step 2: Analyze and evaluate the current situation of lecturers by job position:

Step 3: Determine the objectives of planning the teaching staff in terms of quantity, structure, and quality by job position:

Step 4 Organize the development of the planning for the development of lecturers by job position:

Step 5: Implement and evaluate the planning of lecturers according to job positions associated with the proposed solutions.

Some notes to pay attention to when developing planning and planning for lecturers according to job positions include:

- The planning and plan must clearly show the responsibilities of each department and individual in the planning for the development of lecturers according to job positions;
- Officers and lecturers are allowed to contribute comments to the implementation steps to ensure the feasibility of the plan;
- Identify the conditions and resources to ensure the implementation of the planning and plans for the development of lecturers according to their employment positions;
- Periodically review, supplement, and adjust planning and plans to ensure feasibility and practicality;

Recruitment of Lecturers of Local Universities by Job Position

Recruitment attracts candidates to the organization so employers can screen and select qualified people to work in a specific position. The recruitment must be based on the school's human resource development plan and suitable for the position. To recruit faculty by job position, schools must:

- Determine the position of lecturers to be supplemented for each department and unit
- Develop a job description and performance standards for the job position to be recruited.
- Determine the qualifications and competencies required for recruiting for the job position.
- The recruitment announcement is clear, public, and transparent.
- Develop a plan to recruit lecturers to meet specific and feasible job position requirements.
- Organize examinations for lecturer recruitment by the process, seriously, objectively, and effectively.
- Publicize recruitment results publicly and transparently in various forms.

The recruitment of lecturers must be carried out based on the principle of competition, focusing on the capacity required by the job position. In the current autonomous context, local universities need to renovate the content and forms of lecturer examinations according to job positions, focusing on interviewing and practicing mainly to identify and select candidates with qualities, competencies, skills, attitudes, and communication appropriate to the job position. In particular, it is necessary to pay special attention and focus on pedagogical practice capacity to recruit lecturers because lecturers have different characteristics and requirements, requiring practical testing.

Use of Lecturers at local Universities by Job Position

The use of lecturers is the arrangement and assignment of lecturers to job positions with specific tasks and positions in order to maximize the capacity of lecturers to accomplish the goals of the University. The use of lecturers according to job positions directly determines the quality and performance of this team. Schools should carefully direct the effective use of lecturers. Some contents to be implemented in the process of using lecturers include:

- Organize propaganda and thoroughly grasp the job position project for school officials and lecturers.
- Direct the faculties to assign tasks to lecturers according to the job description under the capacity and requirements of the job position
- Directing the faculty to assign lecturers to support trainees:
- Promote the initiative and creativity of lecturers in the working process as required by the job position.
- School leaders always encourage lecturers in the process of performing their tasks.
- Ensure necessary conditions and resources for the performance of lecturers' tasks.

Financial conditions and resources, facilities, teaching equipment, and working environment are important factors that significantly affect the performance of lecturers. School leaders must direct functional departments to regularly monitor, supervise, and ensure the conditions to create a favorable environment for lecturers to complete their assigned tasks. In addition, in the employment position scheme, the necessary conditions for the working process of the employment positions are also mentioned. Therefore, lecturers must be associated with meeting the requirements and conditions to ensure their convenience in the working process.

The use of lecturers is often closely linked to other elements of lecturer management, such as recruitment, training, retraining, and creating a development environment (policies, remuneration regimes). Schools must develop criteria for arranging and using lecturers to ensure the quality, capacity, and readiness to perform assigned tasks.

Training and Retraining of Lecturers at Local Universities according to Job Positions

Training and retraining of lecturers is one of the primary and essential activities of managing lecturers. The process of organizing training and retraining lecturers by job position can be summarized as follows:

- Organize surveys and statistics on training and retraining needs of lecturers from faculties
- Using the assessment results of lecturers as a basis for organizing training and retraining to meet the requirements of job positions
- Develop a training and retraining plan for lecturers to ensure specificity and feasibility
- Select training and retraining methods suitable to the needs of lecturers
- Organize the evaluation of training results, summarize and draw experiences after the end of each training and retraining activity

In addition, local universities need to pay attention to the conditions of facilities, equipment, and financial resources for training and retraining activities to ensure this work maximizes efficiency. In addition, these conditions must be ensured for job positions so that they can perform their assigned functions and tasks as required by the job position.

Self-training is an indispensable activity for each lecturer; the University must train and develop lecturers to improve their capacity and working ability to achieve the expected results. The

training and retraining of lecturers must be by the strategic plan for human resource development of the University and management, considering the training results as a criterion for evaluating lecturers.

Evaluation of Lecturers at Local Universities by Job Position

Evaluation of lecturers by job position is the collection of information and evidence on the activities that lecturers must do according to the functions and tasks prescribed for lecturer professional titles in comparison with the standards and criteria set out to comment on the advantages and limitations in the performance of lecturers' tasks, thereby proposing measures to help lecturers progress.

The current trend of team evaluation (including lecturers) is to evaluate according to KPIs - assessing through data, quantitative indicators, and ratios compared to the set goals to accurately assess the performance of individuals, a functional department, or the whole organization within a specific time frame. KPIs are set by the manager based on the position, title, and responsibilities of the team based on the job description, thereby establishing goal parameters to require the employee to perform. Based on the results of KPIs, the organization will have an appropriate reward and punishment regime. Evaluate the teaching staff according to KPIs to ensure accuracy, objectivity, and fairness. Developing assessment tools and guiding the evidence for clear and appropriate assessment and evaluation is necessary. When evaluating lecturers, it is essential to do the following:

- Directing the development of a plan to evaluate lecturers by job position:
- Identify the objectives and contents of the assessment of lecturers by the requirements, functions, and tasks of the job position:
- Establishment and development of standards and criteria for testing and evaluation of lecturers by job position:
- Publicize and disseminate standards, criteria, and processes for evaluating lecturers by job position:
- Select appropriate assessment forms, methods, and processes
- Organize serious, objective, and fair assessment
- Publicize the assessment results of lecturers: The assessment results must be public to ensure they are objective and fair.

Some notes when evaluating lecturers: Develop a system of evaluation criteria according to the job position by the regulations of the state and the school; develop a scientific evaluation process; mobilize many forces to participate in the evaluation; The assessment results must be publicly notified to lecturers.

Creating Motivation for Lecturers at Local Universities according to Job Positions

Work motivation is *“internal factors that stimulate people to work in conditions that allow them to create high productivity and efficiency”* [3]. Motivation directly impacts employee performance, so motivating employees to give their best is necessary. Motivating employees in an organization is the process of influencing managers employees to create enthusiasm and responsibility for employees so that the tasks assigned to them by the organization are completed at the highest level.

For the teaching staff, creating motivation is also very important. Motivating lecturers is creating a legal environment, working environment, mechanisms and policies, and remuneration regimes for lecturers to develop and contribute to the University, in which

remuneration is an essential factor in helping lecturers feel secure and motivated to motivate lecturers to complete their tasks. In order to motivate the teaching staff, schools need to:

- Develop legal policies to create favorable conditions for lecturers to perform their tasks confidently;
 - Ensuring the salary and remuneration regime commensurate with the job position;
- Applying reasonable socio-economic policies that contribute to improving the lives of lecturers;
- Building a school culture that promotes learning, sharing, and cooperation in the work of lecturers;
 - Ensure the conditions of facilities, teaching, and research equipment for lecturers;
 - There are many policies to attract, maintain, and develop lecturers: salary regime; training and retraining; promotion opportunities;
 - Recognize and praise the achievements and results of lecturers

Creating work motivation for lecturers is an indispensable activity in managing lecturers. Schools should issue policies to attract highly qualified lecturers to work at the unit and have a timely form of reward or discipline for each lecturer after evaluating the results of their activities. Local universities are granted financial autonomy, so it is very convenient to issue remuneration policies based on making the most of their autonomy to decide spending norms according to the Internal Expenditure Regulations of the unit.

Measures to Manage Lecturers at Local Universities according to Job Positions

Develop a Strategy to Develop the Teaching Staff of Local Universities in association with the Needs and Requirements of the Job Position

- *Raising awareness of managers and lecturers on the meaning and importance of developing strategies for developing lecturers according to job positions:* The thorough awareness raising for managers and lecturers is carried out through practical activities such as Sharing in staff conferences; Approving the development of job placement schemes of units/organizations in the school; Discussing in briefing meetings with leaders of units.

- *Determine the basis for building a strategy to develop lecturers according to job positions:* In order to develop a strategy to develop lecturers according to job positions, local universities need to base on the following factors: Mission, vision, and strategic plan of the school; List of employment positions of units/organizations in the school; Requirements on qualifications, qualities, and competencies for each job position of lecturers; Situation of building a strategy to develop lecturers in local universities according to job positions.

- *Process of developing strategic plans to develop lecturers of local universities according to job positions*

Step 1: Survey and analyze the current situation of lecturers in local universities by job position.

Step 2: Identify strategic and specific objectives for each area of activities to develop the teaching staff of local universities. Identify the issues that need special attention in building the teaching staff of local universities.

In the current context, the issues that need attention to develop the teaching staff by job position are:

- + Determine the specific tasks to be performed by the teaching staff according to the requirements of each job position.
- + Determine the required competency framework of lecturers to meet the requirements

of good performance of the job position being held.

+ Ensure the inheritance between young lecturers and senior lecturers to meet the needs and requirements of future employment.

+ It is necessary to have a roadmap/time to implement activities; assign the central unit (person) in charge and coordinate the implementation, expected results, guaranteed resources, and supply conditions.

Step 3: Identify strategic solutions to develop the teaching staff by job position.

Step 4: Develop a strategy to develop lecturers in local universities according to job positions in each stage. Developing a strategy should clarify the following contents:

- Determine the objectives of developing a strategy for the development of lecturers in local universities in each period;

- Forecasting the increase or decrease of lecturer positions in specialized faculties in the University; forecasting the change of job positions due to the restructuring process of the University, expansion/addition of training industry codes; forecasting the appearance of new job positions implemented by the University in its development strategy;

- Determine the number of lecturers who must be recruited for new positions. Based on the scheme of job positions of the schools and the needs of the faculties, the schools forecast the number and structure of lecturers according to the requirements of job positions;

- Determine the number of lecturers to be trained to meet the requirements of the job position;

- Determine the resources to be exploited to implement the development planning of university lecturers (facilities, teaching equipment, finance, time.)

- Expected results achieved after the development planning of lecturers of local universities according to job positions.

Use of Academic Staff Based on their Responsiveness to the Position

- Organize the recruitment of lecturers based on the requirements of each job position:

The recruitment process of lecturers by job position should be as follows:

+ Step 1: Determine the job position to be added and recruited:

+ *Step 2: Develop a plan to recruit lecturers by job position:*

+ *Step 3: Develop a recruitment notice and publicize the recruitment notice:*

+ Step 4: Establish a Recruitment Council:

+ Step 5: Recruitment organization:

+ Step 6: Decide to recruit and sign a working contract:

- Arrange and use lecturers following the capacity and requirements of the job position:

In order to arrange and use teachers of local universities according to influential job positions, it is necessary to determine some of the following factors:

- Determine the principle of assignment and arrangement of work: Assigning the right teaching expertise to be trained; ensuring the suitability between the capacity of the lecturer and the requirements of the job position; ensuring fairness and equality among everyone; The assignment must come from the requirements to ensure the quality of training; paying attention to the circumstances and aspirations of individuals; creating motivation to work and promoting the potential development of each lecturer.

- Organize the assignment and arrangement of work for lecturers according to their job positions:

+ Identify and evaluate the capacity of lecturers to assign appropriate work: Leaders of schools and professional faculties need to identify and understand the capacity and expertise of lecturers. Ways to identify and assess the capacity of lecturers include synthesis of qualifications and majors trained through diplomas and certificates, annual evaluation and ranking of officials, feedback of learners and colleagues, and observations of school administrators.

+ Assign appropriate work to lecturers based on promoting the capacity of each individual: Assign work by the capacity of each lecturer and their development ability in the future; Create opportunities for them to do the work by their qualities; Create conditions for lecturers to promote their abilities, potential and creativity; Assign work associated with the results of work design and analysis.

- Guide lecturers to familiarize themselves with the assigned work and tasks:

It is a significant activity, helping lecturers familiarize themselves and understand the assigned tasks, thereby better performing them. School leaders need to direct the faculties to arrange people with good experience and expertise to support and tutor the newly assigned lecturers and discuss and clarify the tasks that lecturers need to perform according to the requirements built into the job description and performance standards. It is necessary to have a regime of material and spiritual encouragement for supporters to ensure their rights and encourage their sense of responsibility.

- *Empowering autonomy in the performance of the lecturer's duties*

Empowerment of autonomy encourages lecturers to work with increased responsibility, helping them to be more creative in their work and assigned tasks. Empowerment means giving lecturers the freedom to create and do work in their way and way of thinking, which is especially necessary for teaching in schools, aiming to develop the capacity of teachers and learners.

Organize Capacity-Building Training for Lecturers who meet the Job Position Requirements

- *Survey on training needs:* Periodically direct professional faculties to organize lecturers to register for training courses according to annual needs; organize surveys and statistics on training needs from faculties; use the results of surveys on training needs of lecturers as a basis for organizing training;

- *Determining the training objectives:* When determining the objectives of the training activities, it should be noted that the objectives must be associated with the results of the analysis of the training needs of the teaching staff to ensure the effectiveness and practicality of the training activities; Determining the objectives must be based on the professional competency framework that the teaching staff must meet at present and in the future (medium-term and long-term objectives); The objectives must be based on the school development strategy with orientations on scaling up and developing the training industry; The training objectives must be clear and practical, meet the needs, and aim to develop professional capacity for the teaching staff.

- *Determination of fostering content:* The selection of fostering content must be based on the education sector's orientation, guidelines, and innovation requirements. It is necessary to closely follow the guiding documents and policies of education and training renovation, helping lecturers understand the spirit of the renovation process and thereby practically updating lectures and scientific research.

The refresher content must be based on the refresher needs of lecturers: The capacity, forte, and experience of lecturers are different, which requires local universities to understand the information about the refresher needs to determine the appropriate refresher content to ensure the practicality of the refresher activities, helping lecturers meet the requirements of the job position.

- *Selection of training forms*: Organizing training sessions to help lecturers consolidate, expand, and update knowledge and skills to serve to teach; Diversifying forms of training and retraining (face-to-face, online, combined); Sending lecturers to professional training courses and specialized scientific seminars organized by state management agencies in education, universities or other units; Directing academic, professional activities in the Departments to ensure regularity, continuity, practicality, and efficiency.

Develop and Complete a Set of Criteria for Evaluating Lecturers according to their Employment Positions

Motivate Lecturers by Job Position

- *Completing regimes and policies for lecturers*

Regimes and policies are essential in creating motivation to work for cadres and employees in general and lecturers of local universities in particular. In addition to the general regimes and policies of the State and the Education and Training sector, depending on the actual conditions of each school, there may be different regimes and policies for lecturers. Regimes and policies focus on several issues, such as training and retraining to improve professional qualifications according to job positions; Creating conditions for accumulating standards/criteria for upgrading; Completing and improving welfare regimes; Creating conditions for promotion opportunities; Having access to modern equipment.

- *Clearly define the objectives, working methods, and ways to evaluate the teaching staff according to each job position.*

- *Determine the "output standards" of the job position from the beginning*: "Output standards" show the specific results and products for each position. For lecturers, the output standards are shown through regulations on the quantity and quality of teaching hours, scientific research hours, guiding learners, testing and evaluating learners' learning results, self-study - and self-training. These regulations must be clearly defined and publicly announced to lecturers as a basis for striving and evaluating. Lecturers are more proactive in determining the objectives and contents of the work to be performed. It is also a factor that shows openness and transparency in team management, thereby promoting and motivating lecturers to work.

- *Empowering autonomy in the process of performing the tasks of the teaching staff*: This job is to create positivity and initiative for the teaching staff by the nature and characteristics of the work of this team. Empowering autonomy helps lecturers take the initiative and promote creativity and flexibility in performing work, thereby improving work efficiency and assigned tasks.

- *Promptly recognize the achievements and contributions of lecturers*:

A creative and effective professional working environment also requires school leaders to recognize each individual's achievements and contributions promptly. It is a motivating factor, motivating the teaching staff to continue to put more effort into their work. Faculty leaders need to use various forms of recognition of individual achievements and contributions to the unit: from praise and commendation to consideration and proposal of high-level emulation titles,

from spiritual incentives to material incentives.

- *Fair and objective assessment*: This is the most critical factor to maintain the motivation of lecturers. Equity assessment motivates this team and vice versa. In order to assess pretty, it is required that schools develop a transparent system of evaluation criteria and publicize the evaluation criteria for lecturers to know and implement. Assessment results are used as a basis for making decisions related to the team, such as reward, discipline, and appointment.

- *Encourage innovation and creativity*: Lecturers will feel more motivated if they work in an environment where they are challenged and have the opportunity to innovate. The context of educational innovation requires lecturers to be encouraged to have more ideas for how to work and, simultaneously, create opportunities and support all conditions for them to apply these initiatives to their work.

- *Building a friendly working atmosphere*: The friendly working atmosphere is a positive manifestation of the school's cultural environment. Leaders of the school, faculties, departments, and divisions need to understand the views and needs of each individual and create reasonable work arrangements to balance the life and work of lecturers. Understanding, sharing, exchanging thoughts and aspirations, and being willing to help each other will motivate everyone to work and contribute to the common goal of the school.

CONCLUSIONS

Managing the teaching staff at local universities is an ongoing process to help them become more and more complete in all aspects, meeting the requirements of quality education and training in the context of industrialization - modernization, and international integration. In the current context, local universities must pay attention to and research solutions to improve the effectiveness of management of lecturers according to job positions, thereby improving the quality of lecturers and training quality of universities.

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