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Enterprise Needs for Human Resources and Some Issues Caused for Training Facilities

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Abstract

Faced with trends in employment needs, to meet the requirements of businesses and prepare strong preparations when entering the labor market, businesses' requirements for human resources do not stop at just providing basic

knowledge training, but students also need to fully equip themselves with the necessary knowledge, qualities/attitudes and professional skills corresponding to the job position's competency framework.

Keywords: Job Position Competency Framework, Business Needs

1. Introduction

The entire job position competency framework will focus on clarifying and handling issues and situations that workers will likely face when working at businesses and appropriate solutions. Faced with trends in employment needs, to meet the requirements of companies and prepare strong preparations when entering the labor market, businesses' requirements for human resources do not stop at just training basic background knowledge, but students also need to fully equip themselves with necessary knowledge, qualities/attitudes and professional skills.

In fact, the situation of students not being able to find a job after graduating or not working according to their professional qualifications while studying in school is very common in Vietnam. In general, new graduates still lack the skills, qualities and knowledge required of human resources workers, as well as, have not clearly envisioned their own career portrait and development orientation in the future. Future.

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

2. Analysis of Business Requirements for Human Resources

Modern economic theories have shown that human resources are one of the most important resources of an organization. Human resources are the goal, the driving force for activities in the organization, the basic element that constitutes the organization, and the condition for the organization to exist and develop. Therefore, whether an organization is considered strong or weak, developing or lagging behind depends largely on the quality of its human resources.

In the context of socio-economic development, human needs are increasingly demanding with the criterion that prices are constantly decreasing, while the quality of products and services is constantly increasing. Therefore, organizations that want to survive and develop must focus on technological innovation, apply advanced scientific and technical methods in production, and enhance the value of products and services. To do this requires a team of dynamic employees who always closely follow customers' needs and tastes, proactively and promptly respond as quickly as possible to those changes.

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

Each profession, each position, and business has specific standards for the competency framework for that position according to the modern ASK model. Specifically, ASK is a very commonly used model in human resource management to train and develop personal capabilities associated with strategic goals and business development. The model is based on three main groups of standards: Attitude, Skills and Knowledge.

Attitude: Belongs to the range of emotions and feelings (Affective).

Skills: Operational skills (Manual or physical).

Knowledge: Belongs to thinking ability (Cognitive).

Based on the ASK model, we can summarize a number of requirements and skills students need to meet requirements from businesses, including:

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

Second is professional skills. This is a factor that employers always focus on for candidates. Professional skills include two types: Hard skills and soft skills. Among them, hard skills can include information technology skills, using software applications, and foreign language skills. Soft skills include collaboration skills, independent or group work skills, communication skills, problem solving skills... For each job position from employee to manager, in addition to general skills, leaders also require advanced skills such as management skills, leadership skills, and risk management skills.

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

Fourth is the culture of the enterprise. Recruiters believe that, in order to recruit a suitable candidate for the job the business needs, the first thing they look at most in the candidate is the ability to fit and adapt to the cultural environment of the company. Enterprise. The manifestation of this requirement is shown in the interview process where candidates are often asked the question: "Why do you feel you are suitable for this job?" or "What do you know about our Company?"

Fifth is attitude towards work. This is a factor that businesses emphasize in today's work. The most obvious manifestation of this factor is proactive learning at work, discipline and a sense of responsibility for assigned tasks.

3. Some Recommendations for Higher Education Institutions to Improve the Quality of Student Training According to the Job Position Competency Framework

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

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

The first is to innovate and improve the quality of specialized training content closer to reality, meeting the goal of training students to have a career with a practicing certificate with enough legal elements after graduating. The

school cooperates with businesses to design comprehensive cooperation programs, focusing on developing training content for each major in accordance with the requirements of the labor market. In addition, the School can invite senior experts from businesses to directly teach and practice specialized subjects, guide graduation topics, theses, and scientific research. On the contrary, from the University's side, it is possible to send lecturers to experience working and participate in part-time activities at businesses to improve lecturers' practice for teaching and scientific research. Learn. At the same time, increase the organization of career guidance sessions according to the training major, so that after finishing the first and second year general education program, students can learn about jobs related to the major.

The second is to improve learning and teaching methods in computer science classes in general and office computer science classes in particular. Today, with the development of the 4.0 industrial revolution, besides professional knowledge, information technology skills are one of the important and necessary skills to perform work at businesses. Organizing the teaching of information technology classes at universities is no longer strange to many students, but the rate of personnel applying information technology in their work at businesses is considered to be not high. According to a survey by the Ministry of Labor, War Invalids and Social Affairs in recent years, of the total number of graduates each year, more than 13% must be retrained or have additional skills, nearly 40% must be tutored. Couple at work and 41% need time to get used to the job, accordingly only 6% of graduates can do a good job right after graduating, which is very low. Therefore, the subject of information technology should be considered mandatory and be issued with a standard information technology certificate, ensuring that 100% of students after graduation can use office information skills proficiently. The learning process requires students to focus mainly on the practical part, without having to read too many documents or take too detailed notes like theoretical subjects. Students need to be equipped with a computer to study and practice directly on it. Some basic office information software and software applications that students need to master during the learning process such as: Microsoft Word, Microsoft Excel, Microsoft Power Point, Sticky notes, Edraw, Xmind, in addition, students need to be equipped with skills in searching, writing emails, synthesizing and analyzing information from the Internet, etc. To achieve that result, schools need to cooperate with businesses to have data and real-life situations to apply. Used in teaching students to quickly access the above skills and apply them at work.

Third, the school needs to organize specialized English teaching in addition to general English training as before. In the current context of globalization, English is considered the most popular common language in the world to help people exchange information on a global scale. Therefore, students need to be confident enough to communicate and use four language skills (listening, speaking, reading, writing) effectively to convey information and solve problems in the working environment. Necessary skills to increase competitive advantage for today's workforce. The school needs to develop standard specialized English training textbooks for each industry group such as Economics, Accounting, Human Resource Management,

etc. From there, guide students to read and look up specialized documents around the world. World, to access modern knowledge globally. The learning process must always be associated with practice, with practical application in the Enterprise environment. Furthermore, along with that are periodic tests with output standards and English certificates upon completion.

Fourth is to expand and develop soft skills courses such as communication skills in the workplace, teamwork skills... Survey results at businesses show that many new graduates have difficulty going to work. In integrating corporate culture. In addition, schools need to equip students with skills that are regularly used in work such as presentations, critical thinking... To have a basis for building subjects consistent with output standards, schools need to regularly get feedback from businesses to update the necessary skills for each industry group, from which it is necessary to have a plan to adjust, update, supplement and complete the training curriculum.

Fifth, the school regularly organizes connection and exchange programs with businesses such as job fairs, career guidance days, and employer dialogues, so that the school and students can grasp the needs and requirements. Increasing level of the labor market. On the contrary, businesses also have the opportunity to access recruitment sources and "order" training right while students are studying at school. Therefore, it is necessary to form a specialized department to establish and maintain relationships with businesses according to specific functions and tasks. At the same time, assign and assign tasks to each teaching staff who are responsible for directly participating in these activities and consider this as a criterion for evaluating teaching quality. In other words, it is necessary to organize a systematic apparatus within the school to take on the task of connecting with businesses. Specifically, the school needs to assign targets to the unit on the number of incoming students, the number of businesses that need to be connected, the number of students per business, and the number of students officially accepted at the business. To ensure the completion of the above targets, the school needs to expand connections and organize programs such as training for third-year students, field visits to businesses or internships. Born at the enterprise. Finally, considered the golden key for new graduates is attitude and job readiness. Every student needs to cultivate a positive professional attitude. When students have a positive mindset and attitude, they can quickly integrate into businesses and have the opportunity to advance faster. So right from the time you are a first-year student, the school should build a positive, optimistic, and proactive learning culture in the spirit of iron discipline and form good habits. For example, in the classroom, there should be regulations such as not using mobile phones during the learning process, committing to fully participating in skills courses offered by the school, and having to pass entrance exams to be admitted. Issue output standard certificates.

Above is the entire simulated picture of the business's needs for the output quality of human resources. To shorten the gap between training and industry reality, to improve the quality of human resources and create jobs for graduates, the connection between schools and businesses is an inevitable trend in the environment. Current education and training. This has been recognized by many schools and has gradually moved in a positive direction over the years.

Determining output standards after training is a vocational training method that closely matches the requirements of businesses, helping graduates have a confident and passionate start about their career. With the desire for standardized human resource quality, the implementation process needs to be synchronous, extensive, and especially require the deep attention and support of the School Board of Directors, staff, and lecturers. Members are willing to change their thinking and bring the most practical results.

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