# A Training Roadmap for Civil Servants in Ho Chi Minh City in the Context of Administrative Decentralisation in Vietnam

Nguyen Khac Hung, Ph.D.
*President, Management Consulting*
*and Development JSC (MCaD), Hanoi*
Vietnam

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### Abstract

Vietnam has conducted a comprehensive public administration reform pro-gramme since 1993, in which political and administrative decentralization in Vietnam was born of the transition to a market economy. The redefinition of central-local authority relations has made considerable changes in the structure as well as func-tioning of public agencies at all levels of the administration.

Civil service reform is critical in the PAR programme as it is a supporting strat-egy for more general decentralization in government operations or service delivery. As a whole the civil service can be seen as one of the main instruments with which the government fulfills its obligations. Decentralisation thus intensifies the need for capable staff and increases the importance of capacity building programs, most nota-bly through training and retraining of the civil servants. At the local level, new civil service training initiatives have emerged and contributed to policy changes at the central level.

In such context, this paper introduces the current government efforts in decen-tralizing training and retraining of the civil servants, discusses the attempts of Ho Chi Minh City (HCMC) administration in redefining competencies required for its civil service and developing new competency-based training (CBT) programs in a training roadmap up to 2020, and concludes by presenting some ideas of how to conduct civil servants training effectively at the local authority level. It is expected that the initia-tive will also cascaded at other localities throughout the country.

## Introduction

This paper examines the current allocation of decision making responsibilities, authorities, and administrative capacities between central and local authorities in Vietnam. The paper will also look into the extent to which the aforementioned authorities support achievement of state programs or public service outcomes. The term "local authority" refers to units at the provincial, district and communal level.

As argued by Nguyen Khac Hung (2009: pp. 225–244), political and administra-tive decentralization in Vietnam was born of the transition to a market economy. Political administration focuses on the division of decision making and planning power while the new development administration shifts the emphasis from bureau-cratic-oriented to citizen-and-market-oriented service provision. Administrative decentralization focuses on the delegation of power from one administrative level to another. The policy of decentralization in Vietnam has by now concentrated on the delegation of administrative tasks (*phan cap quan ly*) with the emphasis going to administrative responsibilities. Besides, the delegation of work to the private and

non-governmental organizational sectors, known as "socialization" (*xa hoi hoa*) has also been expanded.

The redefinition of central-local authority relations has been a significant element of the Public Administration Reform program (PAR) that was initiated in the early 1990s. Since then, the Government of Vietnam (GoV) has announced the PAR Master Plan for the period of 2001–2010 and the recent PAR MP for the period of 2011–2020. At the beginning, the PAR program focused on the simplification of administrative procedures, the restructuring of the organization of the government machinery, the rebuilding of the civil service system, and the improving of the public finance system. In a later stage, the reform was expanded to cover the modernization of the public administration by introducing IT and ISO into the operations of administrative agencies, the widening propaganda on PAR, and the intensifying of PAR leadership and management.

Civil service reform is critical in the PAR program in Vietnam as it is a supporting strategy for more general decentralization in government operations or service delivery. As a whole, the civil service can be seen as one of the main instruments with which the government fulfills its obligations. Civil services at all levels of government need a capable, motivated, and efficient staff in order to deliver quality services to citizens. When civil service functions and structures are decentralized, existing bureaucratic patterns must be reorganized as roles and accountability are shifted. Decentralization thus intensifies the need for capable staff and increases the importance of capacity building programs, most notably through training and re-training of the civil servants.

This paper introduces the current government efforts in decentralizing training and re-training of the civil servants, discusses the attempts of Ho Chi Minh City (HCMC) administration in redefining competencies required for its civil service and developing new competency-based training (CBT) programs in a training roadmap up to 2020, and concludes by presenting some ideas of how to conduct civil servants training effectively at the local authority level.

## Chapter 1: Decentralization in civil service training in Vietnam

### 1. *Overview of the civil service in Vietnam*

Administratively, Vietnam is divided into four levels of government: the central level, the provincial and city under the direct control of the central government level (63 units), the district and town level (698 units[1]), and the communal, ward and township level (by December 3th 2011, there were 11,112 units). As defined by the 2008 Law on Civil Servants described above, there are civil servants working for public offices at all the levels.

At the present time, there are more than two million public employees working for the state machinery of Vietnam from the central down to the grassroots levels (including the staff of authorities of all levels, party organizations, mass organizations and the armed forces). The employees count for 2.8 percent of the country population and are paid from the state budget. However, the number of civil ser-

vants and public servants[2] is approximately 1.7 million, out of which, 203,000 are involved in state management activities. This number is not very large when measured against the responsibility of a country of approximately 87 million inhabitants.

It is possible to argue that the size of the civil service is not large. Figure 1 below illustrates the breakdown of the total number into different sectors. While the majority of civil servants work in the different service sectors, the number of civil servants working for state administrative agencies (*cong chuc hanh chinh* — administrative civil servants) is only more than 203,000 people. In the service sectors, the largest numbers of civil servants work for education and health sectors and the least of the number are in scientific researches.
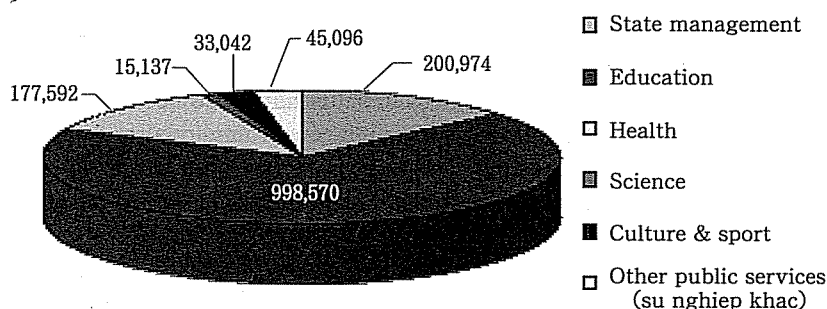


Figure 1   Number of civil servants in different sectors in Vietnam

At the central level, administrative civil servants work in 22 ministries and equivalent agencies. The number of civil servants in the ministries varies depending on the tasks and responsibilities assigned to each. While the large ministries such as the Ministry of Defense or the Ministry of Agriculture and Rural Development have the staff of few hundreds to thousands, small ministries such as the Ministry of Home Affairs has nearly three hundred of civil servants. At the local levels, administrative civil servants work in the People's Committee and different departments. These administrative civil servants are seen as most important resources of the civil service as they are involved in state management activities.

Civil servants in Vietnam are classified into different corps which are further divided into steps for remuneration purposes. For example, with regard to administrative civil servants, there are four corps: administrative officers (*can su hanh chinh*), experts (*chuyen vien*), principal experts (*chuyen vien chinh*), and senior experts (*chuyen vien cao cap*). Similarly for the training sector, there are three corps of trainers, principal trainers and senior trainers. This classification does not only reflect the complexity of the work and level of obligation of the different types of civil servants but also imply great differences in the salary level. In order to be promoted from a lower corps into a higher corps, civil servants must pass through a highly competitive promotion examination.

## 2. Civil service training and re-training

Training and re-training of public servants inevitably play an important role in

PAR since they provide and improve knowledge and skills to meet the new demands of the transition to a market economy. In Vietnam, the system of training institutions for the civil service include the National Academy of Public Administration (NAPA) and the Ho Chi Minh National Political Academy at the central level, 63 provincial schools of politics, 30 professional training colleges at different ministries and about 700 training centers at the district level. These institutions provide training activities within the framework of the Decision No. 1374/TTg issued on August 12th 2011 governing HRD for the civil service.

For the past decades, the number of public servants undertaking training has increased remarkably. Counting in general for the whole country, if in 1998, 15 per cent of public servants from central government agencies and 10 per cent from local authorities attended training courses, the figures rose to 20 per cent and 12 per cent respectively in 1999 (The Secretariat of the Government Steering Committee for PAR, 2000). Together with this, training curricula have also been improved in the direction of reducing theory and focusing more on professional and management skills. Qualifications of the training staff have been strengthened both in terms of subject matters they teach, and the more interactive, participatory methods of training they apply in the classroom.

As a key civil service training institution, the NAPA has had a history of 45 years performing the key functions of: (i) training and retraining of civil servants; (ii) scientific research on state, law, public administration and public administration reform; and (iii) providing advice to the Government on legal and regulatory issues, state management and administrative reforms. However, in 2007, the academy was merged with Ho Chi Minh National Political Academy and part of the former civil service function was moved to the political training center, particularly the training for senior corps of civil servants.

## 3. Recent decentralization policies in civil service training

The first time ever in the nation, a Law on Cadres and Civil Servants was enacted in 2008 that provides clear definition of civil servants and training of civil servants. The law promotes larger meritocracy in the system and provides duties and obligations, the rights and ethics, and things civil servants should not do, while performing their tasks. With regard to training of civil servants, Article 25 provides *"Training and retraining of cadres and civil servants should base on the standards, post, position of the civil servant, requirements of tasks and suitable to the cadre master plan."* This is further elaborated in Article 47 which provides the form of civil servant training and retraining including *"a. Retraining in accordance with criteria of the corps; and b. Training and retraining based on positions of managers or leaders."* The law was officially put into practice since 2010.

In order to realize the law, Decree No. 18/2011/ND-CP of March 5th 2010 of the Government provides firmer background for further decentralization in civil service training. Three out of the five main principles of such training concentrate on providing more autonomy to the user of civil servants and greater choice of civil servants of types of courses. Article 4 of the decree provides: *"... (2) To ensure the*

*autonomy of the management agency and user of civil servants in training and retraining; (3) To combine decentralization and competitiveness in organization of training and retraining; and (4) To promote self-study and the right of civil servants in choosing training programmes in accordance with work posts...*" In this way, the provision has allowed training institutions from other sectors to involve in civil service training which used to be a territory of public training institutions only.

In addition to compulsory training and retraining in accordance with corps of civil servants, the decree (Article 5) also defines new types of training and re-training for those who hold leader and managerial positions. This is a significant change as civil service training before was, to a considerable extent, focused on political theories and policies. In the context of transition to a market economy, it has increasingly been recognized the importance of leadership and management knowledge and skills applied in the state sector. The article also requires *"annual compulsory retraining of professional knowledge and skills (a week every year; counting for 05 class-room days, each day of 08 training periods)"*. The provision, inevitably, implies new demand of the civil service operations.

Another move away from the centralized civil service training system is that the decree allows a greater autonomy of training institutions in terms of designing curricula, developing materials, and delivering courses. In 2010, only central training institutions (e.g. Ho Chi Minh National Political and Administrative Academy) were entitled to design curricula and materials for civil service training throughout the country. Nowadays, the central training institutions are responsible only for the senior corps of civil servants while training institutions of different ministries and central agencies, as well as provincial schools of politics, may (articles 10, 13) design curricula, develop materials, and deliver training and re-training courses for civil servants of lower corps (principal corps, expert corps, and officer corps). One may argue that civil service training design is, therefore, brought closer to meet the needs of the clients — the civil servants in the field.

In terms of budget for civil service training, Decision No. 1374/QD-TTg of August 12th 2011 of the Prime Minister on approval of the training plan for 2011–2015 specifies that the budget includes: *"State budget; loan and ODA projects; contribution from the agencies sending trainees; from the participants and other sources"* (Article 1, p. 6). Since then, civil service training is no longer fully free of charge as in several programs, the user agencies and the civil servants who participate in the courses are obliged to pay part of the fees.

## Chapter 2: The civil service in Ho Chi Minh City and training of the officials

### 1. *Background of the city*

As the key economic centre in Vietnam, Ho Chi Minh City (HCMC) has provided crucial contribution to the growth and development of the nation. The city has also been famous with initiatives and pilots in Public Administration Reform (PAR) including One Stop Shop (OSS)[3], application of Information Technology (IT) in the

public service, and block grant[4] in the 1990s; and report card survey[5] and Perform-ance Management System (PMS)[6] in the first decade of 2000s.

In the context of increasing decentralisation and devolution of responsibility to the city government, the pilot removal of People's Council and direct appointment of People's Committee Chairperson and members at district and ward levels, which in turn leads to the need of accordingly vertical realignment of city line departments in public management, there is a critical need in capacity building of civil servants at all city administration levels. Besides, the management of a megacity with rapid development like Ho Chi Minh City expects high requirements for leadership, man-agement, and performance capacity, such as the capacity in immediate and long-term socio-economic development planning, capacity in urban development plan-ning and management, as well as diligent and efficient performance of civil servants.

## 2. The civil service and training of the civil servants

The City has a large force of civil servants comprising a total of 104,762 cadres, civil servants, and public employees. Of the said number, 11,907 are administrative civil servants. The number is basically sufficient for the city administration. How-ever, there are still shortcomings and gaps in certain aspects such as capacity of public management and knowledge in social issues, market economy, laws, admini-stration, performance skills, as well as, the capability of applying modern science and technology. The awareness of responsibility and discipline in a part of the city civil servants is still weak. The inadequacy of personnel of different generations in state agencies is common. There is a lack of policy-makers and core successive personnel with high qualifications at different levels.

The capacity building for civil servants of the city administration is still frag-mented and does not closely link with the needs to develop a professional human resource to meet the requirements of the reform process. The training contents are not focused on enhancing skills that link with responsibilities and functions of the trainees. Traditional training modality does not encourage the active participation of the learners. Trainers are not equally qualified in terms of training methodology, skills, and practical experiences[7].

In the review of the PAR Master Plan for 2001–2010, the review report on the training and upgrading of cadres and civil servants revealed that there were consid-erable attempts in training and upgrading which results in large numbers of cadres and civil servants trained. However, there were also noteworthy constraints found with the training as the report shows that thousands of cadres and civil servants have attended different types of training programmes in the last decade. The main weakness was stated in the report *"Trainees are not taught what they need, and worse still, they may not be able to bring trained knowledge into real practice."* Yet, the draft socio-economic development plan 2006–2010 still laments that "many officials are not capable and cannot perform their tasks properly." Indeed, 43% of the cadres and civil servants and 33% of the citizens and businesses surveyed by the Institute of Justice Science Research said that public officers were not adequately qualified and capable to handle their tasks. Thus, the report[8] recommends that *"the contents and measures*

*to train civil servants and cadres need adjusting. The thing is to focus on training and retraining of the current working civil servants and cadres in the organisational structure, prioritizing skills training within a specific and practical programme".*

HCMC has recently paid special attention and efforts to enhancing the quality of civil servants through training. Strong commitment of the leadership is seen in the city training program for future leadership for 300 doctors and masters of science/art, the training program for 1,000 business managers, and the current new program for 500 doctors and masters of science/art. The efforts are more meaningful in the context of the current economic down turn.

Numerous in-country and overseas training programs have been conducted every year in the city. Most of the civil servants have undertaken part-time degree training to meet requirements of standardization of civil servants[9]. According to a summary report made by DOHA[10], particularly in 2006,31,489 person/time of cadres and civil servants underwent in-country long-term and short-term training, and 1,863 studies overseas. The numbers were 38,775 and 205 in 2007; 33,651 and 164 respectively in 2008 were. In-country courses were organized on professional skills, state management, political theory training, information technology (IT), and foreign languages. Those civil servants who undertook in-country training included senior experts, principal experts, experts, administrative officers, officials listed in the source for promotion, officials in the waiting list, key staffs at the communes, wards and townships, heads of socio-political organizations, professional staffs, and heads of neighborhoods. Overseas courses were organized for professional and operational training, foreign languages and study visits for the period from several days to more than a year. Those civil servants who were sent overseas for training include leaders and managers of city departments and district (those at the vice head of division upward) ; corps of administrative civil servants (senior experts, principal experts and experts) ; and officials listed in the source for promotion.

Accordingly, the annual budget HCMC has devoted for training and retraining of cadres and civil servants was huge. In 2006, the total budget used for in-country training was nearly 12,423 billion VND including funds from the central budget, the city budget, and other sources; and the budget used for overseas training was 49,897 billion VND including funds from the city budget and other sources. The figures in 2007 increased to 16,722 billion VND and 17,084 billion VND; while in 2008, itdecreased to 12,109 billion VND and 2,478 billion VND. The reason for the total budget going down reflected the more difficult economic situation in 2008.

Given the enormous efforts and budget the City has provided on training of civil servants, it also recognized several limitations and constraints in the aspect. The City authority provided a number of recommendations to improve civil service training in HCMC, including: (1) the need to issue specific requirements on qualification and training before promotion and rotation of civil servants; (2) MOHA to coordinate with the Ministry of Foreign Affairs (MOFA) and the Ministry of Industry and Trade (MOIT) to develop syllabus for economic integration and WTO compliance; (3) MOHA and NAPA to concentrate more on problem solving and avoiding overlaps in curricula; (4) NAPA to decide upon the incremental training *(dao tao lien*

*thong*) from secondary vocational degree in public administration to bachelor degree in public administration to avoid wastingof time; and (5) the need to renew training methods to make participants more involved in the process.

# Chapter 3: Competency-Based Training and Development of a Civil Service Training Roadmap for HCMC

## 1. *An analysis of competencies for civil servants*

### a. Concept of competency

Competency as a concept is used in psychology, education, and training sciences. The concept (as originated from Latin word "competentia", meaning meeting) is frequently understood as a complex individual psychological characteristics, including required skills developed on the basis of knowledge and that is closely linked to motive, making the person able to act responsively and effectively in certain contexts.

Competency is a centerpiece of a number of elements such as knowledge, skills, experience, and readiness for action and responsibility. The concept is connected to the ability to act thatis formed on the basis of understanding and knowledge, therefore, these two are not separate from each other. The ability to act is a competency, therefore, competency development also implies action. In addition, the competency of an agency or organization is often associated to its systemic elements such as its functions, tasks, organisational structure, and resources appropriate for the organization to operate smoothly and effectively[11].

In order to form and develop competency, it is necessary to define its components and structure. There are different competencies, thus competency structures and elements are not the same. The general structure of action competency is described as a combination of the four following elements:
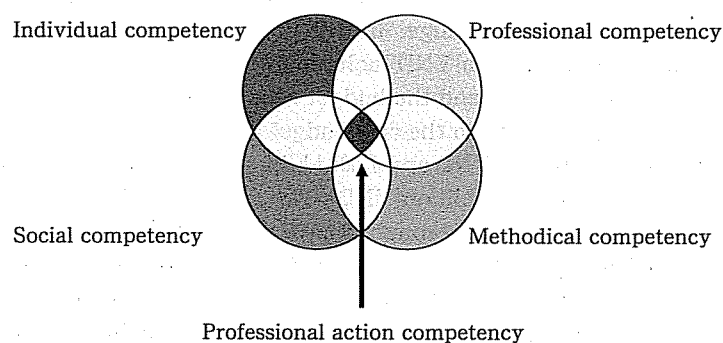


Individual competency — Professional competency

Social competency — Methodical competency

Professional action competency

**Figure 2** Professional action competency

### b. Competency-based training

Nowadays, competency-based training (CBT) and competency development are new approaches in human resource management and development. The approach

includes three steps: (1) defining work contents and requirements; (2) defining competencies required for the work (knowledge, skills and attitude), and (3) conducting training and development activities to enhance the competencies (see figure below).
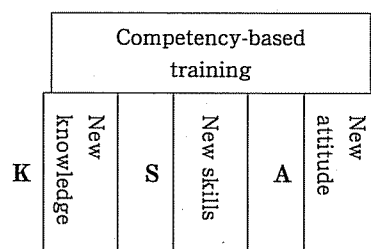


**Figure 3**   Competency-based training

For training to develop competency, the contemporary widely applied methodology for adults is student-centered and highly participatory approach (mobilizing knowledge, skills and experiences of the participants, attracting them into the training process, and organizing training activities for them). Thus, the role of the trainer has changed from teacher to a facilitator of the process of competency formulation and development for the participants through guiding the learning process, summarizing and systemizing the new knowledge, and rehearsing the new working skills for the participants. This is significant in civil service competency development that requires changes in all steps of the training process of civil servants[12].

According to a report by a Swedish Consulting and Training Company (SIPU) International in 2002, CBT requires a radical approach that is different from the centrally-planned formal courses and upgrading training programs. The report states that *"Competency-based training is based on the reality of the workplace. CBT is designed to enable the participant to do their work better. CBT is designed to enhance the capacity of an individual to do his or her job. Unlike an upgrading programme where it is desirable for trainees to acquire basic knowledge of all state sectors it is not necessary to acquire skills that are not relevant to their job"[13].*

Given the advantages of CBT for training of civil servants, the methodology is suggested to deploy for training roadmap and plan in HCMC. The target of the Training Roadmap is the needed capacity to equip public staff/servant of HCMC (most especially the leaders of city departments and districts, experts, and communal civil servants) ; and enable them to have capacity to implement well their assigned functions and tasks, hence, contributing to meet strategy objectives laid out by HCMC authority under context of integration and modern urban development.

**c. Capacity required for public staff/servants in HCMC**
   —Understand the main principles in state administration, systematically approaching the principles of state institutional organizations in relation to politics, organizational science and administration science;
   —Have capacity to adopt knowledge and principles in working practice;

—Have independent judgment in task implementation, following regulations and being creative to fit in practical conditions;

—Could identify, define, analyze, and assess problems quickly; process data/information fast, use right tools to find right solutions, be creative in work, follow laws as well as fit it in practical conditions.

—For staff working in positions as advisor; researcher, or in policy making, they need capacity in envisioning the future, vision, and the use of tools in strategy design and making, policy making, and action planing.

—For staff in leading and managing positions, they need to have capacity on visioning, strategy building (for sectors, organizations), set up feasibility objectives with available resources and conditions;

—All public staff/servant need to have communication skills, cooperation, and effective team-working, skills in listening and understanding, and ability to choose right actions.

—Public staff/servant need to have high responsibility, principles, good attitude, and ethics in in the performance of public task.

### d. Target of the training roadmap "Competencies to be developed for civil servants in HCMC"

Target of the training roadmap is competencies essentially developed for civil servants of HCMC, assisting them to be able to fulfill better their functions and tasks in order to contribute to the achievement of the strategic goals set forth by the city leaders in the context of integration and modern city development.

Competency is understood as ability of civil servants to:

—Master and fulfill tasks in real contexts;

—Master and deal with emerging situations in the process of task implementation;

—Overcome difficulties and constraints in the process of task accomplishment;

—Identify and predict tendencies and changes in the future while implementing tasks in order to work out effective solutions, avoiding damages.

In this context, competency can be defined as: *"a combination of knowledge, skills, and attitude which affect the work (role or responsibility); they correlate each other in the task implementation and can be enhanced through training and development".*

### 2. Competencies required for civil servants in HCMC

—Understand fundamental principles of state administration, systematically approach principles on the organization of the state administrative machinery in the relationship with politics, organizational sciences and administrative sciences;

—Be able to apply knowledge and principles into actual work;

—Be able to think independently in performing the tasks effectively, in accordance with rules and regulations to suit the practice;

—Be able to discover problems; analyze, synthesize, process information in a prompt manner, able to use suitable tools to provide suitable solutions, be creative in the process of civil service, at the same time to follow the law and ensure the suitability with the practice;

—For advisory civil servants, being the experts in the field of policy making: it is necessary to have the competency in forecasting the future, with wide vision, able to use tools in making and implementing strategies, policy making and making plans for implementation;

—For leading and managing civil servants: it is required to have vision, be able to develop strategies for the sector, field, or organization, to develop highly feasible objectives, suitable to the resources available, and the reality;

—Civil servants must have the competency to communicate, cooperate and work with others effectively, communication skills, listening, understanding and acting properly;

—Civil servants must be highly responsible with self-discipline, morale and good will in conducting civil services.

**Supplementary competencies to help civil servants to master and be confident to accomplish their tasks in real situations**

—Skills to define and analyze problems in making action plans;

—Planning skills;

—Skills to analyze problems and establish objectives in the process of task accomplishment;

—Skills to work effectively: to priorities; manage time; make and monitor work schedules; archive; and quantify outputs...

—Skills to use technical tools in modern management: analyze and set objectives, evaluate (SWOT, problem and objective tree, GANTT chart and FISHBONE etc.);

—Presentation skills and skills in persuasion;

—Skills to use foreign languages;

—Skills to use IT in work (filing, storing, presenting), to use networks and internet in the work;

—Team skills;

—Communication skills;

—Effective meeting management;

—Reporting skills;

—Project planning and implementation skills;

—Etc.

**Conditions needed to ensure that civil servants can deploy competencies**

In order to promote the inherent competencies of civil servants, the followingare the essential conditions:

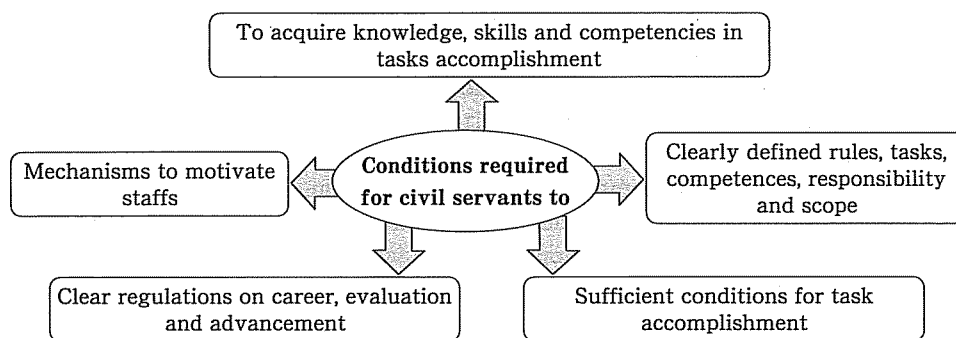➤To ensure conditions for task performance in a precise, adequately resourced

**Figure 4**  Conditions required

and disciplined manner;
➢To motivate them to devote to their tasks, foster competencies, believe and
trust in best task accomplishment;

As such, training and retraining would satisfy the need for knowledge and skills
provision for tasks accomplishment. In order for them to do the work well, there are
other conditions beyond training and retraining.

**Fundamental management competencies for civil servants include**
  —Thinking competency
  —Acting competency
  —Competencies in relationship, communication, persuasion, leadership, and work
  with others
  —To learn, accept, renovate and be creative.
   These should be developed on the basis of suitable qualities, attitude, and behav-
ior to assist civil servants to be able to accomplish tasks correlative to the position



**Figure 5**  Competencies required for civil servants

and in a proactive manner within the context of increasing complexity and requirements of the current tasks.

Table below shows that core competencies ofcivil servants to be able to accomplish their tasks in a proactive and creative manner within the context of increasing complexity of work at the present and in the future.

Table 1  Types of competencies

| | Core Competencies | Training and retraining to enhance competency | Particularly relevant to management techniques and practices in: |
|---|---|---|---|
| 1. | **Thinking competency** | | |
| | —Ability to study, analyze, summaries, discover problems, understand cause of problems to be addressed while implementing tasks | —setting strategic direction | —Policy formation and appraisal |
| | —Ability to perceive problem in a flexible manners, objectively approach to problems, understand the logics while analyzing problems | —modeling and system diagramming<br><br>—abstract thinking<br><br>—visioning | —Creative thinking and problem solving |
| | —Ability to develop solutions to overcome problems, to carry out tasks in a creative and flexible way, suitable to real circumstances | —critical path analysis<br><br>—ability to relate policy to implementation | —Organizational development and change management |
| | —Ability to think strategically with vision and direction to the future | | —Human Resource management and development |
| 2. | **Action competency: ability to organize effectively work, accomplish tasks in complicated conditions** | | Strategic Management |
| | —Ability to organize and carry out work proactively and flexibly | —effective management skills | —Managing people |
| | —Ability to deal with problems in an effective and suitable manner while implementing tasks | —seeing the perspective of other stakeholders<br><br>—planning and organizing skills | —Project management, work planning, scheduling, performance monitoring |
| | —Ability to be proactive; know how to cope with difficulties to accomplish task requirements | —anticipating outcomes and managing feed back | —Financial management |
| | —Ability to bear responsibility at work, ensuring that errors will not occur at work | | —Monitoring and evaluation |
| 3. | **Relationship, communication, persuasive, leadership and work with other competency** | | |
| | —Ability to interact with others at work, orienting to customers | —communication skills; active listening and | Advocacy and policy review |

| | | | |
|---|---|---|---|
| | —Ability to communicate effectively, to listen and learn, to persuade and encourage people to accomplish tasks | learning<br><br>—drafting and writing, presentation<br><br>—team working skills | Participative planning |
| | —Ability to support others | | Leadership and management |
| | —Ability to build confidence in other while working together | —negotiation skills | Team working |
| | —Ability to influence others making them devote efforts to accomplish tasks | —leadership skills, delegation and supervision, motivation | Negotiation skills |
| 4. | **Competency to learn, innovate and develop** | | |
| | —Ability to update information, acquire knowledge and learn during work, and communicate; find new ideas | —listening and earning<br>—scientific research methods | Policy analysis and making skills |
| | —Ability to renovate and be creative at work; be ambitious | —conceptualization<br>—analyzing and summarizing skills | Project and Program Monitoring and Evaluation, data analysis |
| | —Ability to change to suit task requirements; self develop | —knowledge management | Interactive teaching/learning strategies |

The table below shows qualities, attitudes, and behavior of civil servants as basis to foster the above core competencies.

**Table 2** Quality, attitude and behavior of civil servants

| Quality, attitude and behavior | Explanation |
|---|---|
| Political quality | Firm, loyal to the political principles of the organization and work environment.<br>Ability to analyze and understand the internal and external political context of the organization in order to work out suitable solution or action |
| Awareness of responsibility | Ability to define and hold the obligation in the process of objective implementation, at the same time be accountable on the definition and holding the obligation |
| Argument and analysis | Ability to collect, analyze and summaries systematically and logically information from different sources in order to understand core issues, to predict and work out solutions to solve problems |
| Faithfulness | Be committed to the expectations of the community<br>Ensure the observance of moral rules in the organization<br>To motivate and create confidence through fairness with all individuals |
| Firmness, decisiveness and consistency | Ability to make decision at right time after reviewing available information, assess the importance of decisions and hold responsibility for any risks that may occur to the decisions, and be accountable once decision is made<br>Be consistent to achieve the target even if the circumstances are tough |
| Self-relient, confident and self-disciplinary | Ability to know oneself, maintain individual balance, and manage stress. |

| Energetic and enduring | Ability to fulfill tasks and work in a dynamic, energetic and enduring manner; be ready to cope with constraints and difficulties |
|---|---|
| Open and flexible | Ability to understand and accept ideas and decisions different from one's belief and adapt to the new ideas |
| Willingness to learn and discover | To learn and develop in order to create continuous development in competencies and skills for civil servants to meet new requirements in the new context of the public sector |
| Have a flair for technology | Ability to see the potentials of new technology and integrate effectively new technology to improve the method of public service delivery of the organization |
| Be creative and innovative | Ability to ask questions on working methods, seek for and encourage new working methods as well as create new solutions for practical problems. Ability to understand and accept new situations or complexities, be adaptive to them and get most benefit from change and effective management of the changes in the organization/unit. |
| Morality | Ability to define, understand and respect the values of the organization, to manage, appreciate and disseminate the values. Discipline in work, and respect of discipline |
| Be objective | Ability to process information and transfer information from clearly defined facts, independent from one's likes. |
| To listen and be emotional | Ability to listen to practice of the dialogue person, understand their messages both within the messages and behind the messages, test one's understanding of the messages given. |
| Be sociable | Ability to develop and maintain active individual constructive with others. |
| Belief in others | Ability to delegate members of the organization or unit, provide resources needed to ensure and evaluate the outputs. |
| Focus on results | Ability to manage service delivery methods of the organization and unit in line with predetermined results through optimal use of resources and in continuous improvement process. |
| Customer-centered | Ability to assess and respect needs of customers in the operation and service delivery of the organization/unit; find out ways to satisfy the needs and respect boundaries and tights of the organizations. |
| Teamwork | —Cooperate and work well with others in pursuing the team objectives<br>—Be cooperative and share information<br>—Show interest, appreciation and respect to feelings and ideas of others<br>—To assist others to work well and improve their working styles<br>—To encourage solutions to solve conflicts within the team |

Based on the requirements of the functions and tasks of each group of civil servants, suitable qualities can be developed in order to assist them to strengthen effectively new knowledge and skills in their work.

Qualities, attitudes and behaviors of civil servants will be developed through:

—Integration of contents and methods of training course on knowledge and skills with relevant qualities required for each group of civil servants.

—A system of suitable regimes and policies developed to encourage and support civil servants in rehearsing the required qualities;

—Test in the job to assist the civil servants to orient at the qualities.

## Competencies needed for each group of civil servants based on the requirements of functions and tasks

The training roadmap will focus only on strengthening of new skills for groups of civil servants, a part of the overall picture of required competencies for civil servants in HCMC, in order to assist the civil servants to be able to act and accomplish well their tasks in the new and challenging environment. The roadmap is especially relevant for: (1) Leaders and managers of city departments and sectors (i.e. Directors and Deputy Directors), Chairpersons and Vice Chairpersons of district level People's Committees; (2) Those who carry out advisory tasks (i.e. Section Heads and Vice Heads, and principal experts) ; (3) Executive civil servants (experts and technicians) ; and (4) Key civil servants in communes, wards and townships.

The table below indicates the required function-based/task-based knowledge and skills for each different HCMC category of civil servants.

Table 3   Required knowledge and skills for each HCMC category of civil servants

| 1. Main duties of Directors and Deputy Directors, Chairpersons and Vice Chairpersons of district level People's Committees | KNOWLEDGE (*Added to the professional training knowledge*) | SKILLS (*Serving application of basic competences*) |
|---|---|---|
| —Being responsible for the overall professional and technical activities in the field based on the functions and duties of each city departments and sectors, and district level People's Committees<br>—Leading the subordinate civil servants to implement tasks of respective city departments and sectors, and district level People's Committees<br>—Contributing to proposals and being responsible for decisions on organisation, machinery and personnel of respective city departments and sectors, and district level People's Committees and their subsidiaries<br>—Directing, operating, supervising and monitoring all activities of respective city departments and sectors, and district level People's Committees and their subsidiaries<br>—Making decisions within the scope given to respective city departments and sectors, and district level People's Committees | a) Knowledge of laws and state management:<br>—General knowledge of state and public administration<br>—General principles of laws and the legal system<br>—Regulative documents on state management of specific fields<br>—Regulative documents on state management of land and urban environment<br>—Professional updates in the fields in charge<br><br>b) Knowledge of urban development in a new context:<br>—Objectives and strategies for economic development of Vietnam and HCMC in the context of international integration<br>—Integration into international economy (World Trade Organisation): opportunities and challenges to HCMC development goals<br>—Management and development of modern cities in | a) Leadership and management skills:<br>—Leadership and management<br>—Strategic management<br>—Human resource management and development<br>—Organisational analysis<br>—Change management<br>—Policy analysis and policy making<br>—Knowledge management<br>—Information management<br><br>b) Operational and settling skills:<br>—Output based management skills<br>—Communicative skills<br>—Presentation skill<br>—Decision making & problem solving skills<br>—Skill of using IT in management (email, on-line management and control) |

| | the context of international integration and coping with environment issues<br>—Public services, public administration reform, and the role of the state in public service delivery for modern urban government | |
|---|---|---|
| **2. Duties of advisory civil servants** (Section Heads and Vice Heads and principal experts) | **KNOWLEDGE**<br>(*Added to the professional training knowledge*) | **SKILLS**<br>(*Serving application of basic competences*) |
| —Managing, ensuring implementation of technical jobs and duties of their respective section, serving the state management duties of their city departments and sectors, and district level People's Committees<br>—Attending and proposing ideas and solutions, settling and organizing implementation of directions given by the leaders at city departments, district level People's Committee, and giving advice to the City People's Committee on the fields their departments are in charge of;<br>—Assisting the leaders of their city departments and sectors, and district level People's Committees in their professional and technical fields;<br>—Giving advice to district level People's Committee on directing implementation of local socio-economic tasks.<br>—Organization deployment of regulatory documents, directions by leaders and higher level organs on the fields they are in charge of<br>—Relating with and coordinating with subordinate units in organization, instruction, and supervision of the duties in charge<br>—Organizing and operating professional and technical duties of the section;<br>—Presiding over and monitoring the drafting of regulatory documents within the scope of responsibilities<br>—Organizing implementation and supervision of implementation of administrative procedures as prescribed | **a) Knowledge of laws and state management:**<br>—General knowledge of state and public administration<br>—Law on public administration, other related laws<br>—Regulative documents on state management of specific fields<br>—Regulative documents on state management of land and urban environment<br>—Professional updates in the fields in charge<br><br>**b) Knowledge of urban development in a new context:**<br>—Integration into international economy (World Trade Organization): opportunities and challenges to HCMC and specific fields of state management and localities (urban/rural districts)<br>—Management and development of modern cities<br>—Public services and Public administration reform | **a) Performance management skills:**<br>—Performance based management skills (effective organisation of performance, time management)<br>—Document drafting skill<br>—Policy study and analysis skills<br>—Project management skills<br>—Performance based management skills<br>—Quality management skill<br>—Decision making & problem solving skills<br>—Supervision and Evaluation skills<br>—Organizational and planning skills (organisation, duty assignment, supervision and monitoring, mobilization of participation)<br>—Work motivation generating skills<br><br>**b) Performance based communicative skills:**<br>—Document drafting skill<br>—Communicative skills<br>—Presentation skill<br>—Team-working skill<br>—Performance based IT skills (Internet explorer, MS Word, Excel, email) |
| **3. Duties of executive civil servants** (experts and technicians); | **KNOWLEDGE**<br>(*Added to the professional training knowledge*) | **SKILLS**<br>(*Serving application of basic competences*) |
| —Implementing professional and technical job assignments according to respective positions and functions | **a) Knowledge of laws and state management:**<br>—General knowledge of state | **a) Performance management skills:**<br>—Professional skills (based |

| | | |
|---|---|---|
| —Implementing directions given by leaders and higher level organs on the fields in charge<br>—Drafting documents in the professional and technical fields in charge<br>—Collecting and processing information, making reports within the technical scope of assignments;<br>—Making plans for the activities of direction, guidance and monitoring of the city department or district level People's Committee on deployment and implementation of regulatory documents and duties;<br>—Making reports assessing implementation of technical duties of the section;<br>—Attending and proposing ideas and solutions, organizing implementation of directions given to section heads;<br>—Participating in dealing with One Stop Shop administrative procedures | and public administration (experts and principal experts)<br>—Law on public administration<br>—Regulative documents on state management of specific fields in charge<br><br>**b) Knowledge of urban development in a new context:**<br>—Integration into international economy (World Trade Organisation): opportunities and challenges to HCMC and specific fields of state management<br>—Professional training knowledge<br>—Management and development of modern cities<br>—Public services and Public administration reform | on the field in charge)<br>—Document drafting skill<br>—Project management skills (organization of execution)<br>—Performance-based management skills<br>—Performance based quality management skills<br>—Organizational and planning skills<br><br>**b) Performance based communicative skills:**<br>—Document drafting skill<br>—Public service communicative skill<br>—Presentation skill<br>—Team-working skill<br>—Performance based IT skills (Internet explorer, MS Word, Excel, email) |
| **4. Duties of key civil servants in communes, wards, and townships** | **KNOWLEDGE**<br>*(Added to the professional training knowledge)* | **SKILLS**<br>*(Serving application of basic competences)* |
| **a) Main duties of key commune level civil servants:**<br>—Taking overall responsibility for activities of commune level People's Committee<br>—Managing, organizing, directing and operating activities of commune level People's Committee<br>—Leading the subordinate civil servants in communes, wards, and townships to realize duties of commune level People's Committee<br>—Settling local issues and problems within the scope of responsibility of communes, wards, and townships<br><br>**b) Main duties of commune level civil servants**<br>—Implementing state management duties as assigned;<br>—Organizing deployment of directions by leaders and higher level organs on the respective professional fields in the respective locality<br>—Giving advice to their commune level People's Committee in directing implementation of local socio-economic tasks. | **a) Knowledge of laws and state management:**<br>—General knowledge of state and public administration<br>—Regulative documents on state management of cities and urban environment<br><br>**b) Knowledge of urban development in a new context:**<br>—Integration into international economy (World Trade Organisation): opportunities and challenges<br>—Management and development of modern cities<br>—Public services and Public administration reform | **a) Performance management skills:**<br>—Leadership and management skills: (for key civil servants in wards, communes and townships)<br>—Decision making & problem solving skills<br>—Document drafting skill<br>—Performance based management skills<br>—Organizational and planning skills<br><br>**b) Performance based communicative skills:**<br>—Document drafting skill<br>—Public service communicative skill<br>—Presentation skill<br>—Team-working skill<br>—Performance based IT skills (Internet explorer, MS Word, Excel, email) |

| | | |
|---|---|---|
| —Giving advice to leaders' settlement of arisen local problems within the field in charge<br>—Collecting and processing data and making reports on the local situation of the field in charge<br>—Taking part in settling commune level administrative procedures<br>—Implementing communication and propagandization of laws to local people | | |

The table shows that capacity building for each of the four different categories of civil servants should be based on two types of training:

### Training through training courses, which include:

—Knowledge-based training courses aimed to update them with new knowledge and provide them with necessary and updated information that serve their daily work and, at the same time, serve to standardize the civil servants as prescribed. The knowledge-based training area has been covered by some civil servant and cadre training institutes. However, a number of updated programmes such as the knowledge of international integration, management of modern cities, and sustainable development management remain in need of updating and development.

—Training and/or re-training courses on improvement of modern managerial skills: This training category is aimed to provide civil servants with new methods and tools enabling them to act confidently, actively, and creatively during their course of performance; to propose ideas, approach problem solving in practice wholly, systematically and logically. This category of training is to some degree lacking and thus requires the HCMC public administrative program and its human resource bodies to provide adequate investment so as to cover that gap. This is also the main theme the Training Roadmap focuses on to develop.

### Hands-on training through work

Hands-on training through work is aimed to help a civil servant to apply the knowledge, methods, and tools learned from the training courses into the practice of his/her own work position. This is a quite new training form to the civil service of Vietnam. To develop a hands-on training program, it will require some changes in administrative as well as training provider procedures. These include both policy changes and systems changes. The full advantage of hands-on training requires a system of performance assessment that in turn requires job descriptions for each post or category of post, a competency framework [as set out above], performance criteria for each kind of job, an evaluative mechanism, and supporting regulations and policies. This hands-on form of training is nevertheless the key to further promote training effectiveness.

**f. "Demand-based training" approach**

In order to ensure development of respective necessary competences for each and every categories of civil servants, training development should be supported by the principle of "demand-based training". Hands on training through work should be based on demands rather than on the availability of the supply; that is, training demands of working civil servants should be suitably met rather than being fed with already available programs provided by training institutions unilaterally.

According to a demand-based training approach, a training demand derived from practice should always be considered to be the background for any development, addition, and modification of contents and methods of training courses. Training demands can be traced from the following sources:

—A demand for improved performance results may originate from civil servants of different levels once they have found current shortcomings and thus raised their own training demands. The development vision set by the HCMC leadership has led to the demand of capacity development for civil servants who manage the process of deployment and implementation of this vision. This vision is supported at all levels if agencies and units from the city departments and sectors, districts, communes, wards and townships. Individual civil servants, on their own, can propose training for capacity building aimed at improving their own performance.

—Demands of new skills and competences can be identified:
   o through external professionals who analyze the reality of requirements of current administrative jobs and help the government to draw necessary supplementing competences.
   o through workshops where civil servants discuss experiences at work so as to directly exchange ideas and arrive at training demands.
   o through human resource assessment.

Competence appraisals can be held through the competency framework suggested above. The framework provides competences and skills that will help the civil servants in implementing their duties and achieving set goals[14]. The competence framework and the appraisal system focus on "soft" skills and competences so that civil servants will work more effectively in different roles they handle.

**Training demands of an individual or a unit** can be identified through:

—Part of civil servants' yearly work appraisal. Higher level civil servants outline objectives for their subordinates to achieve; discuss with the latter the required skills to attain the set goals; propose training when it is necessary, and evaluate attained results as well as identify gaps of competences. This method is possible only after necessary skills and competences for a job have been clearly defined and such staff appraisal is to be performed by a qualified higher level civil servant;

—They can also be assessed when a candidate for promotion or transfer to a

new position needs certain administrative competences such as ability to have insights of political sensitivity, or sensitivity to mass media;

—A Training Needs Assessment (TNA) which is either held by the unit and implemented by staff internally or conducted by an outside training institution.

Results of such TNA can form either an individual's training plan or an overall training plan of the whole agency/unit, which points out a need for a specific training program to meet identified training needs.

Training institutions are also encouragedto conduct TNA and help civil servants improve their work motivation and performance through their training activities. Therefore, a competency-based training programme requires an interaction between the respective training institution and those civil servants in need of improved skills or competences. Upon demand and as a result, training activities shall be expanded to include new contents; that is, there will be more new courses rather than merely the 10 modules proposed by the consultants after their recent training need assessment[15]. A number of courses cab be shelved when there is no more need of them while the course list shall be increased as shown in the following figure.
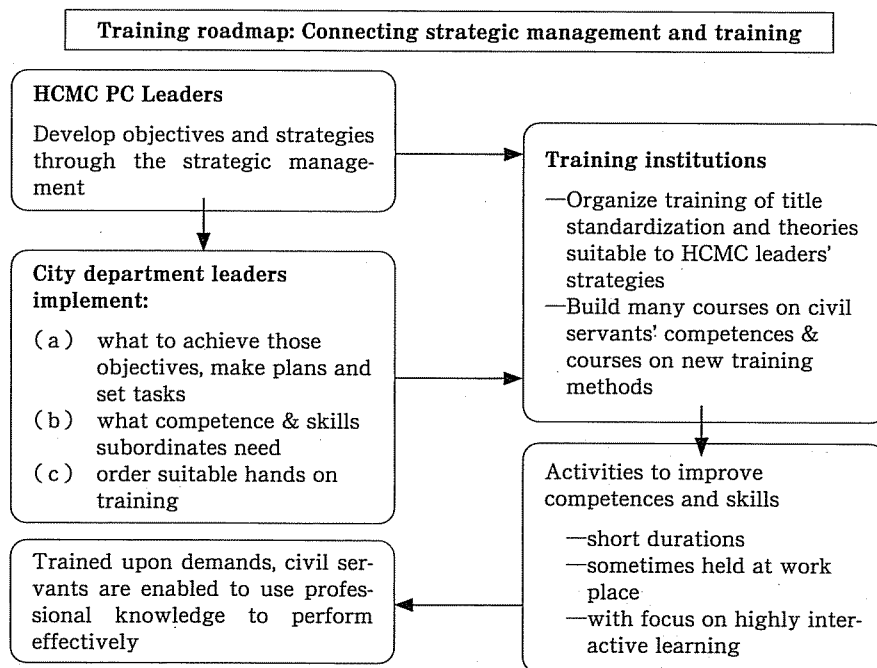


**Figure 6**   Connecting strategic management and training

**3. The training roadmap for civil service training and retraining up to 2020 in HCMC**

**a. Roadmap objectives: training HCMC civil servants up to 2020 is aimed at the following:**

- To overcome the shortcomings of competences currently seen among civil servants that can not be settled by current training and retraining programs;
- To develop new competences, mainly in form of new skills made suitable with different civil servant groupings respectively. This is derived from the requirement of the tasks of city management in the new context to attain its development objectives;
- To develop new skills required by the development needs (development objectives) of the city by 2020.

**b. Roadmap contents:**

The roadmap contents shall propose a "passage" from the reality of the City's civil servants' competences with a focus on new skills training programs, which is necessary and critical but currently still absent in the current training programmes, in order to gain required competences for the civil servants. Its purpose is to provide civil servants with new competences to fulfil their tasks in the new and continuously challenging context and increasingly high demands and requirements of management of the City's development goals.

The training roadmap is directed at settling a dual objective of capacity building for the city's civil servants, that is, (1) Supplementing and updating with immediately required competences so that the civil servants are able to implement their duties in the present time; and (2) Developing training programs to provide new competences for future tasks. Based on the city's strategic vision and development, and the results of the recent training need assessment of the city's civil servants, the HCMC civil servant training roadmap to 2020 tentatively proposes the following:
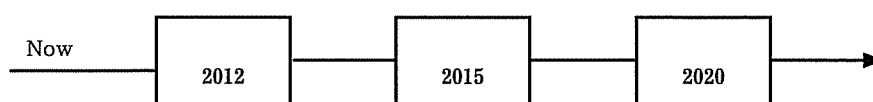


Figure 7   Roadmap

<u>Between 2010 and 2012:</u> Focus is given on the objective of providing the four categories of civil servants with knowledge and skills that form necessary competences and enable them to implement their duties in the present context, hence, contributing to the settlement of competence shortcomings for:

—60% of the civil servant leaders of city departments, sectors, district and commune level governments

—50% of the advisory civil servants from city departments and sectors, urban/

rural districts

—30% of the executive civil servants

During this phase, training programmes should focus on a large number of civil servant leaders of city departments, sectors, district, and commune level governments so as to provide them with new awareness and approaches to enable them to effectively lead their offices, encourage, and facilitate the application of the new methods and skills into practice.

.The success of this phrase is decisive to the achievements of the whole roadmap as it is the first step in the whole training roadmap. The phase objective is to persuasively prove through actual results of the training courses and thereby help public employers confirm the correctness and effectiveness of the roadmap.

**Between 2013 and 2015:** Further deploying the existing CBT modules for the rest of the city's civil servants:

—40% of the civil servant leaders of city departments, sectors, and district level governments

—50% of the advisory civil servants from city departments and sectors, urban/rural districts

—70% of the executive civil servants

More modules were added mainly to train civil servant leaders of city departments, sectors, district, and commune level governments. The purpose of the new modules is to supplement and improve the effective management competence and prepare learners to meet development requirements of the city in the next phase (2015–2020).

The period between 2013 and 2015 is an important milestone to improve awareness and expand competence-based training to other groups of civil servants (including the four identified groups and others). By that time, the 2010 Law on Civil Servants will have deeply penetrated into practice with the new management and development of civil servants, alongside with merit-based and competitive examinations in employment in government. As a result, the current standardizing training for civil servants will be reducedas competence and skills training will be increased. Training institutions will increase their teaching staff and facilities providing competence training and modules to meet the requirements of practical development and public administration reform of the time. The Training Plan for HCMC Civil Servants to be presented in a later part of this Report shall focus on the period between 2010 and 2015. It is planned that, by 2015, all the civil servants at different administrative levels of HCMC (approximately 11,000 now) will have been trained of competences and skills corresponding to their respective titles.

**Between 2015–2020:** Building and deploying many more new modules that are aimed to build capacity for the city's civil servants so that they can meet the requirements of development management of the city by year 2020. By 2015, the city will have developed and gained new successes and status compared to the present con-

text; at the same time, its civil servants will have improved competence. To further improve their competence in preparation for next development strategy of the city, this phase will need new modules focusing on management competence for sustainable development of a modern city and a new economy.

During this period, those modules of the previous period remaining will be continued on one hand, and other CBT modules shall be deployed on the basis of reassessment of the training need. This new phase is aimed to prepare for the necessary competences ofthe city's civil servants to apply from that time to 2020 and afterwards. Some modules of the previous period will give way to new modules that will better serve the new development phase of the city.

The knowledge and skills requiring a focus during this period is possibly economic management, land management, urban planning and management, construction planning and management, and environment management in the period of improved integration.

It is predicted that between 2015 and 2020 will be the period for the HCMC to be gaining its strategic objectives by 2020 and to prepare for the period afterwards. By this period, competence and skills training for civil servants (based on organisational and individual needs) has become a requirement. Public organisations and individual civil servants will have been able to identify competence training needs adequately for their work and to select a suitable training service provider respectively. Hopefully the application of the Law on Civil Servants will allow more flexibility in using training budgets and in seeking financing for training civil servants. Apart from the existing modules at the time being, it is expected to have many different training programs available, as well as several training institutions able to design tailor-made courses with focus on such contents as change management and management of new problems as they will undoubtedly arise. Cooperation of training with non-state sectors and with other countries will also hopefully have been expanded to result in high provision of suitable skills and competences for civil servants according to their titles.

## Conclusions

Decentralization can be a way of improving access to services, tailoring government actions to private needs, and increasing the opportunities for state-society interactions. Sub-national authorities, however, will be only effective if they have access to the necessary human competencies and financial resources to undertake the services they have been conferred.

Administrative decentralization in Vietnam was born due to its transition to being a market economy. During the economic opening, the central government relinquished control over some of their activities and offered greater administrative and, to a lesser extent, political independence to sub-national entities. The approach Vietnam adopted is "crossing the river by feeling the rocks", allowing local authorities to experiment with local autonomy and address problems before moving on to the next stage of decentralization. Local authorities (in this case, Ho Chi Minh City

administration) have formulated innovative responses along the way.

The PAR Master Programs call for developing a capacity-building plan to provide better training opportunities at central as well as local levels, refresh the curriculum and methods, and align the content more closely with needed on-the-job skills. HCMC administration has recognized that enhancing the reach of training opportunities will be important in addressing the low capacity of local staffs. The Civil Servant Training Roadmap up to 2020 was developed in such context, upgrading the knowledge, skills and proper attitudes of civil servants in line with the needs of the market economy as among the top priorities in the City. The roadmap encourage skills development, performance incentives, and innovation through "learning by doing", which is generally a more sustainable and individualized approach than occasional courses developed without close attention to the specific tasks performed by civil servants.

To realize the roadmap, there are critical factors: (1) The related central agencies which provide effective legal framework for CBT in the civil service; (2) The will of the city political leaders who support and allocate sufficient resources for such training and retraining; (3) The demand side (employers of the civil servants and the civil servants sent on training) shows clear needs for the knowledge and skills of the type of training and re-training required for specific job titles; and (4) The supply side (training institutions), while operating within a framework for the categories and number of staff that the nation requires and in accordance with established guidelines and standards on the content and curricula of training, improved design and delivery capacities to fulfill the given autonomy.

### Notes

1  See http://vi.wikipedia.org/wiki/Huy%E1%BB%87n_ (Vi%E1%BB%87t_Nam)

2  According to the 2008 Law on Cadres, Civil servants (Article 4), civil servants are those employees who are recruited to work in corps for the agencies of the three branches of the state, i.e. the National Assembly, the Government, the People's Court and the People's Procuracy (excluding several types of supportive staff, such as drivers, security guards). Those, who are elected to work according to tenure for party organisation, for socio-political organisations (i.e. the Fatherland Front, the Trade Union, the Youth League, and the Women's Union) are cadres. At the communal level authorities, there are two types: (1) cadres are those who are elected to hold positions in tenure; and (2) professional staffs who are recruited to hold a position, are considered civil servants.

3  One Stop Shop is an unit in administrative agency where administrative procedures are settled for citizens and organizations. In Vietnam, it is also called Dossier Receiving and Result Returning Section.

4  (Insert brief description of block grant) Block grant is an attempt in administrative decentralization whereby an administrative agency is allocated certain budget and staff to perform its duties. Leaders of the agency are asked to use the resources in an efficient manner. The agency can keep parts of the saving from the use of the resources to improve the income and operations.

5  (Insert brief description of report card survey) Report card survey is used to survey citizen satisfaction in public and administrative services, e.g. grant of birth certificates, construction permits, or land right use certificates.

6   (Insert brief description of PMS) Performance Management System — PMS is a tools of leaders of administrative agencies focusing on outputs, linking inputs with objectives and priority outputs, and developing indicators to measure and report the results.

7   See the Training Need Survey Report for civil servants in HCMC conducted by the Management Consulting and Development (MCaD) in 2009.

8   UNDP (2006). *Report on PAR Mater Plan Review: The Way Forwards.*

9   The figures are provided by DOHA (meeting on 27 January 2010)

10  HCMC DOHA *Summary report on training of cadres and civil servants* (2006).

11  Nguyen Khac Hung (et al.) (2006). *Assessment of the capacity to implement Programme 135 Phase II and Training Plan up to 2010.* A report to the Committee on Etnic Minorities.

12  See ADB (2004). *ADB Loan Program for training and retraining of cadres and civil servants in Vietnam*; and MOHA (2005). *TNA report* prepared by the Department of civil servants.

13  SIPU International (2002). *Final Report: A Traning Vision and Strategy for Ho Chi Minh City Administration.* p. 8.

14  There is likely a need to organise yearly competence appraisal, in addition to the current yearly work assessment. The current work appraisal of civil servants review their behaviour against eight contents such as honesty or service orientation, their learning or performance results. Though those values are important, they unnecessarily contain details of competence issues.

15  See the list of the 10 modules in Training need assessment report of HCMC civil servants, Jan 2010.

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