Developing a research model for lecturer management in the context of higher education autonomy in Vietnam

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Abstract

This article inherits and develops Schuler's 5P model (1992), combined with other classic human resource management theories such as the Harvard model (Beer, Spector, Lawrence, Mills, & Walton, 1984), the AMO model (Appelbaum *et al.*, 2000) and specific legal factors of the Vietnamese education system, thereby proposing a comprehensive research model with specific elements and criteria synthesized and selected from previous studies and criteria proposed by the author himself. The study uses qualitative research methods, analyzes scientific documents, legal policies, and management practices from universities to build a lecturer management model consisting of 05 main components: (i) Management philosophy, (ii) Management policy, (iii) Management program, (iv) Management organization, and (v) Management process. Clear evaluation indicators specify each component. The research results have practical significance for policymakers, school leaders, and researchers in assessing the current situation, shaping strategies, and designing human resource management solutions that meet the requirements of innovation and integration. In the future, this model can be further tested and refined through empirical studies, thereby contributing to the professionalization of academic personnel management at higher education institutions in Vietnam.

Keywords: Human Resource Management, Research Model, Lecturer Management, University Autonomy

Introduction

The teaching staff is always considered the soul of the university because they are the ones who lead the thinking, shape the personality and inspire generations of students. In the context of globalization, digital transformation and international integration, the role of lecturers becomes even more crucial when the quality of this team has a direct impact on the academic reputation, research capacity, competitiveness and especially the quality of human resources of the country.

For the teaching staff to be able to fully develop their potential, the core lies not only in the lecturers themselves but also in the way the school manages, orients, trains and evaluates them. In addition, the policy of promoting university autonomy has created profound changes in the organizational and management models of higher education institutions. The direct consequence for schools is the pressure on operational efficiency and output quality according to market orientation. In practice, many schools have not yet adapted to the challenge of gradually shifting from a state-controlled model to a "business-like" operation, so they face difficulties in human resource management: recruitment policies are not flexible, remuneration mechanisms are not competitive enough, and lecturer evaluation is still formal and unsystematic (Ngan, 2018). Therefore, building an effective, systematic and flexible academic human resource management model that can be applied to the specific characteristics of each school is an urgent need in the current reality of higher education.

Lecturer management is essentially human resource management, an official science that was born in the 70s of the 20th century. Compared to other sciences, human resource management has a relatively young history of development, but has quickly become the key to the success of any organization. The fundamental theories have had profound impacts on management practices and are still being expanded and developed to suit many types of organizations and many different territories.

This article inherits and develops Schuler's 5P model (1992), combined with human resource management theories such as the Harvard model, AMO (Appelbaum *et al.*, 2000) [4] and specific legal factors of the Vietnamese education system, thereby proposing a comprehensive research model with specific elements and criteria synthesized and selected from previous studies along with criteria proposed by the author himself that can be applied in the practice of lecturer management at Vietnamese universities.

Theoretical Basis of the Research Model
Harvard model

The Harvard model is a direct consequence of the trend of public management innovation (NPM). This is an ideal model to solve the problems that exist in the public service sector such as work overload, budget cuts, unsafe working conditions and strict supervision mechanisms that are heavy on administrative procedures (Ackroyd, Kirkpatrick, & Walker, 2007; Adcroft & Willis, 2005) [1, 2]. In particular, the Harvard model is a testament to the impact of policy changes on the results of HRM, clearly demonstrated through the level of employee satisfaction (Adcroft & Willis, 2005) [2].

Beer's (1984) diagram is a concise, clear but complete overview of HRM issues in an organization. All HRM policies and activities are aimed at solving problems related to human resources, work arrangements, welfare regimes and personnel fluctuations.

An organization's human resources are never static but constantly changing. Therefore, HRM is also in fact managing changes in human resources due to the impact of both internal and external factors of the organization.
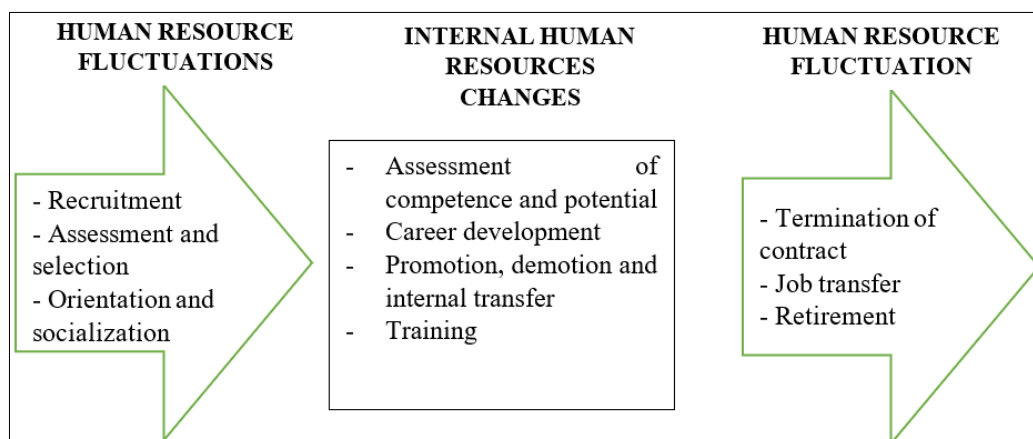
Fig 1: Human resource fluctuations in organizations (Beer, Spector, Lawrence, Mills, & Walton, 1984) [6]

Beer's (1984) diagram accurately reflects the flows of human resource fluctuations in the organization, and at the same time, poses the task of predicting and solving for human resource management activities. Beer's model was later widely applied

in practical research, leading to the emergence of new human resource management models based on the original model. A typical example is Sato's model (2020).
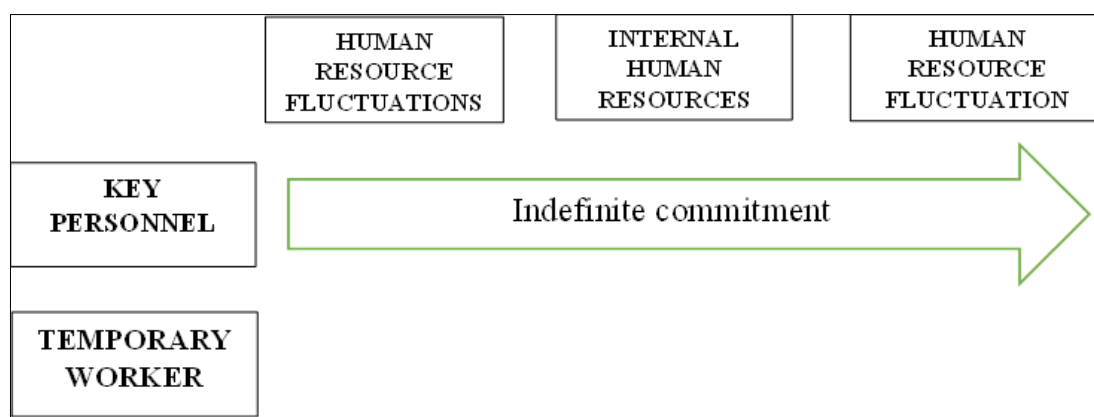
Fig 2: Application of Beer's Harvard model (1984) (Sato, 2020) [33]

Based on the flow of human resources, Sato classified human resources in the organization into two types: Key human resources and Temporary human resources. This is very important to help the organization plan effective management policies, at the same time, optimize costs.

Rigid and soft human resource management models (tight and loose)

The most popular and widely used model in human resource management is the rigid and soft management model (Soft and Hard Model) (Truss C., Gratton, Hope‑Hailey, McGovern, & Stiles, 1997) [41]. The two management models are built on the perspective of human nature and control strategies in human resource management. Accordingly, the rigid model uses Theory X with the notion that human nature is lazy, avoids responsibility and does not like to work. (Hattangadi, 2015;

Kopelman, Prottas, & Davis, 2008) [16, 21]. In contrast, Theory Y has laid the foundation for the soft management model with a humanistic, positive view of human nature such as autonomy, self-esteem and good self-control (Hattangadi, 2015; Kopelman, Prottas, & Davis, 2008) [16, 21]. Guest (1987) [14] and Storey (1992) [39] added to the theoretical basis of the hard and soft management model the concept of human resources as human or resource.

From different perspectives on human, the hard and soft management models propose opposite philosophies and methods of human resource management. The rigid management model proposes a method of managing human resources by threats, discipline and punishment to set goals (Guest, 1987; Storey, 1992) [14, 39]. This is also called the pragmatic management model (Truss, Gratton, Hope-Hailey, McGovern, & Stiles, 1997) [41]; quantitative and calculating

(Storey, 1992) [39]. This model takes organizational elements such as people, structure, policies, strategies, etc., and the interactions between those elements as the basis for human resource management (Baird & Meshoulam, 1988) [5] without considering the needs of employees as well as the influences of other important external factors such as the economic, cultural and social environment. The soft management model advocates using encouragement, motivation, guidance (Guest, 1987; Storey, 1992) [14, 39] and communication (Wood, 1996) [49] as the main management tools. The soft management model focuses on establishing relationships between people and people, at the same time, creating conditions and opportunities for each person to improve themselves and adjust themselves to the requirements of the organization instead of harsh, rigid sanctions. The soft management model is built on trust and respect for people (Wood, 1996) [49] and as a result can create a high-quality workforce, committed to the organization (Walton, 1985b) [48].

However, both the rigid and soft human resource management models have obvious limitations when only viewing people in a one-sided way, either positively or negatively. In reality, there is no comprehensive management model that is suitable for all organizations because each organization is influenced by different factors, has different human resource characteristics, and in particular, has its own goals associated with different stages of development. Therefore, the human resource management model also needs to be flexible and changeable to adapt to the actual situation.

5P model

In 1992, Randall Schuler published the famous 5-P model (Human Resource Philosophy - Human Resource Policy - Human Resource Program - Human Resource Practice - Human Resource Process) in the Organizational Dynamics magazine. Up to now, the 5-P model is still effectively applied by many organizations and businesses in human resource management because of its clarity, ease of implementation and evaluation. The model is described in the following figure:
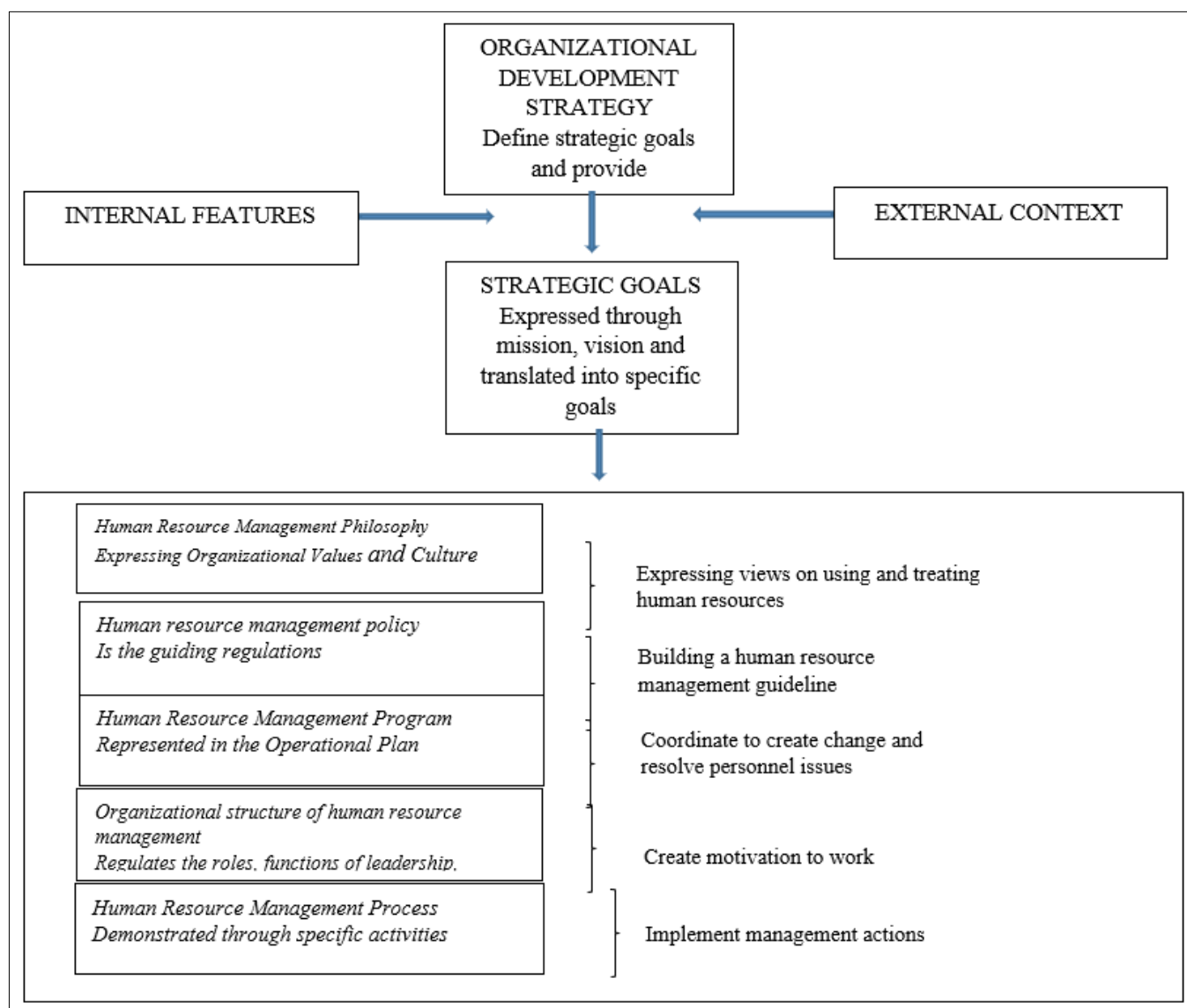

Fig 3: Randall Schuler's 5-P model (1992)

Before the 5-P model was born, the elements of human resource management were identified, analyzed and evaluated independently in different studies. However, the 5-P model has shown the complexity of human resource management because

the elements of the organization are closely related to each other, in which, the development strategy can affect the attitudes and behaviors of each individual as well as the entire management system of the organization. Therefore, when evaluating human resource management, it is impossible to consider and evaluate each individual element but must be placed in the relationship and impact of both internal factors (nature and culture of the organization...) and external factors (economy, society, policy mechanisms, etc.). The 5P model is considered a relatively comprehensive HRM model that is easy to apply in practice (Pal, 2024) [31] and most importantly, it points out the relationship between the elements to achieve efficiency while previous studies only considered and evaluated the impact of each individual element on the overall HRM activities of the organization. The 5P model (1992) has opened up new research directions, at the same time, creating a premise for applied theoretical research and practical research in the field of HRM later.

Schuler Randall and Sussan Jackson (2005) identified major changes in the social context through analyzing theoretical and practical studies such as competition in the labor market, the trend of shifting from domestic production and consumption to multinational production and consumption, which has posed many challenges for organizations and businesses in HRM. Therefore, it is necessary to continue researching the theory of human resource management as well as building a model to apply theory into practice in accordance with the development strategy of each organization. The authors emphasize the 2 elements in the 5P model that are directly related to the effectiveness/quality of human resource management but are most influenced by the context, which are the policy and practice of human resource management activities.

However, the 5P model is a purely theoretical general model, so its application in practice is difficult because it lacks specific instructions. In addition, each organization has its own characteristics in terms of personnel, culture or field of operation, and these are also obstacles that cause many management models, although highly appreciated, to fail when applied in practice without in-depth research associated with practice.

Later, Schuler Randall's 5P Model was considered the inspiration for Jackson, Schuler and Jiang (2014) [18] to continue to expand theoretical research and evaluate the impact of the social context on the organization's HRM system. The research work of the group of authors does not separate the elements of the 5P model from the context but examines, analyzes and rebuilds the HRM model based on the interaction between the elements and the elements of the internal and external environment of the organization. The elements of the internal environment are synthesized including strategic goals, culture, development history and structure of the organization. The elements of the external environment are economic development, labor market, traditional culture, legal policies, science and technology. However, the most meaningful result of the research is to provide a system of criteria for evaluating the ultimate goal of HRM. Accordingly, HRM needs to aim to satisfy the expectations of all stakeholders both inside and outside the organization such as human resources, leaders, and managers of the organization (internal members) and investors, customers, regulators, and the social community (external members) (Jackson, Schuler, & Jiang, 2014) [18].

Research Methodology
Research approach
This study uses a qualitative method combined with a document synthesis analysis to build a theoretical model of faculty management suitable for the context of university autonomy in Vietnam. The qualitative approach was chosen because the research objective is to explore and generalize the elements that make up the faculty management system, as well as to identify the relationships between them in the specific environment of Vietnamese higher education.

The document analysis method is used to synthesize relevant research works on human resource management, the 5P model, the AMO model, leadership theories and human resource policies in higher education. At the same time, the author also analyzes current legal regulations such as the Law on Civil Servants (2010, 2019), the Law on Higher Education (2012, amended in 2018), Circulars related to job positions and professional standards of lecturers (Ministry of Education and Training, 2024).

Secondary data sources
The main data sources are exploited from:
- Scientific works published domestically and internationally on human resource management, higher education and university autonomy.
- Theoretical models of Schuler (1992) [35], Appelbaum *et al*. (2000) [4], Pryor *et al*. (2007) [32], and scholars such as Guest (1987) [14], Boxall & Purcell (2016) [9], Torrington *et al*. (2017) [40].
- Legal documents system: Law on Civil Servants, Law on Higher Education, Circular No. 04/2024/TT-BGDDT on job description of lecturers.
- Practice of lecturer management at Vietnamese universities through reports, surveys and case studies.

Model building process
Based on the analysis of the system of theoretical and practical documents, the author conducts induction of factors and indicators related to the management of the teaching staff, then groups them according to the components of the 5P model (Schuler, 1992) [35] and AMO (Appelbaum *et al*., 2000) [4].
The steps to build the model include:
- **Survey of basic theory:** Synthesize human resource management models that have been recognized and applied in education and enterprises.
- **Analysis of practical policies:** Systematize current legal documents and policies in the field of higher education management.
- **Select appropriate criteria and indicators:** Based on the reality of Vietnamese higher education and specific factors such as organizational culture, lecturer capacity, and level of autonomy.

- **Integrate into a framework model:** Reorganize the elements into a research model consisting of 5 main components: philosophy - policy - program - structure - management process.

Orientation for model application

The research model, after being built, will serve as a basis for:

- Assessing the current status of lecturer management at higher education institutions.
- Providing a reference framework for building survey tools in empirical research (if the next step is implemented).
- Proposing solutions to improve the human resource management system in the context of university autonomy.

Proposed research model

Based on the theoretical framework of the 5P model (Schuler, 1992) [35] and the AMO model (Appelbaum *et al*., 2000) [4], the study proposes a model for managing the teaching staff in the context of university autonomy with five main components:

- Management philosophy (Philosophy);
- Management policy (Policy);
- Management plan (Plan);
- Management organization (People);
- Management process (Process).
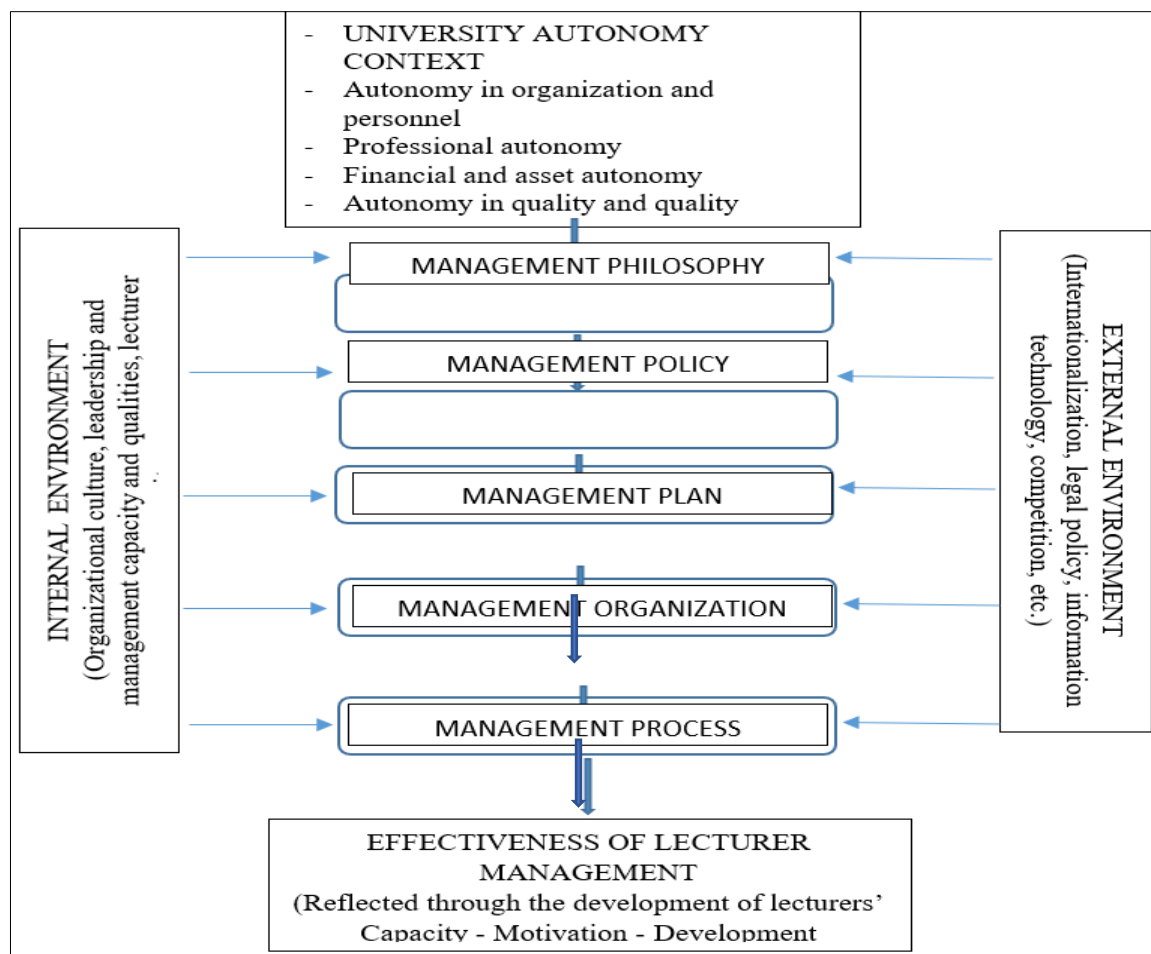
The model is shown in the diagram and explained below:

Fig 4: Model of managing teaching staff in the context of autonomy (Author)

Research results

Philosophy of faculty management

The philosophy of faculty management is defined as the organization's perception, evaluation, treatment, and management of its human resources (Schuler, 1992) [35]. Therefore, the philosophy of faculty management can be understood as the way faculty are identified, treated, and managed in the university. Any philosophy of faculty management must be based on an understanding of the nature, values, needs, and personality of each member (Shani, Divyapriya, & Logeshwari, 2011) [36].

The philosophy of human resource management is expressed through the way the organization treats and manages people as

follows (Schuler, 1992) [35]:

- Empower and trust the staff
- Nurture and train the best and most suitable staff to serve the development of the organization
- Create development opportunities for everyone
- Build a working group based on cooperation, support and sharing
- Build a fair and equal working environment to help each individual have the opportunity to develop to the best of their abilities.

The philosophy of human resource management is a relatively abstract concept and almost no university has specifically defined the philosophy of lecturer management (Van, 2023)

[47]. The philosophy of management can be identified through the mission, vision, core values, organizational culture, remuneration policies or statements expressing the school leaders' views on human resource management (Tuan, 2023) [43]. Specifically, the indicators to evaluate the philosophy of managing the university's teaching staff that need to be considered include:

- The viewpoint and strategy of managing the teaching staff are consistent with the mission, vision and development strategy of the school;
- The school's leaders always care, listen, respect and thoroughly resolve issues related to lecturers;
- The school's leadership team regularly affirms and honors the role of lecturers as vital to the development of the school;
- The school focuses on fostering, training and developing the capacity of the teaching staff;
- The school focuses on building a friendly, fair and equal working environment for lecturers;
- The school focuses on the balance between work and life of lecturers.

Teaching staff management policy

The policy is a set of tools to realize the university's human resource management philosophy. For managers, policies are also guidelines for specific activities and solving problems arising in the process of human resource management, but for human resources, policies are a handbook that describes in detail what can and cannot be done in each specific situation (Schuler, 1992; Gill & Meyer, 2011) [35, 13].

According to the Harvard model approach (Gues, 1987) [14], human resource management policies have two types: strict management policies and flexible management policies based on two opposing views on people studied by Theory X, Y (Hattangadi, 2015) [16]. Strict management policies advocate using discipline, punishment, and deterrence as human resource management tools, while flexible management policies emphasize people, so they focus on building a culture of communication, cooperation, support, and sharing in work.

The AMO (Ability - Motivation - Opportunity) model (Appelbaum, Bailey, Berg, & Kalleberg, 2000) [4] is widely used as a theoretical framework to help organizations develop HRM policies. Based on the AMO model, scholars divide HRM policies into 3 groups with the goals of improving capacity (A-Ability), creating work motivation (M-Motivation) or creating personal development opportunities (O-Opportunity) (Jiang, *et al*., 2012) [19]. To improve the capacity of human resources, organizations need to have fair recruitment and selection policies and systematic training and education. To motivate employees, policies focus on evaluation and reward. Finally, to create development opportunities, policy personnel are a legal environment that facilitates individual and group activities (Blom, Kruyen, Van Thiel, & Van der Heijden, 2019) [8].

Based on the context of Vietnamese higher education and legal regulations such as the Law on Civil Servants 2010, the Law amending and supplementing some articles of the Law on Civil Servants issued in 2019 and the Law on Higher Education 2012, higher education human resource management activities include: Recruitment - Use - Management of human resources. Therefore, human resource management policies also include: Recruitment policy; use policy and Management policy of teaching staff.

Human resource management policies are reflected through diverse assessment indicators such as fairness and transparency (Bratton & Gold, 2012) [10]; consistent with human resource development needs and development strategies (Boxall & Purcell, 2016) [9]; compliance with legal regulations (Marchington, Wilkinson, Donnelly, & Kynighou, 2020) [25]; improve the working environment and the material and spiritual life of the staff (Snape & Redman, 2010) [38]; increase labor productivity and product and service quality (Torrington, Hall, & Atkinson, 2017) [40]. Based on the results of theoretical and practical analysis of legal regulations on human resource management in higher education, the author builds criteria and indicators to evaluate the university's faculty management policy as follows:

- The management policy is always publicly disseminated, transparently and clearly to all faculty members;
- The faculty management policy is consistent with the mission, vision and development strategy of the school;
- The faculty management policy focuses on attracting and rewarding talented people who have made significant contributions to the school and the community;
- The faculty management policy contributes to building a healthy, positive working environment and improving the quality of life of the faculty members;
- The faculty management policy complies with legal regulations;
- The faculty management policy creates motivation and equal development conditions for all faculty members.

Faculty management plan

According to Randall (1992), the HRM program is a direct result of the HRM philosophy and policy and is understood as a system of initiatives, plans and coordinated activities between forces to solve problems related to people in the organization.

The HRM program is a dynamic element in the five elements of the 5P Model because it is initiated, disseminated and maintained in conjunction with the frequent and continuous changes of the organization (Schuler, 1992) [35]. In other words, the purpose of the HRM program is to solve human resource problems serving the development goals of the organization related to recruitment, dismissal, compensation, labor discipline, management skills, and training (Tsang, 1994) [42]. Each organization has its human resource issues (Buller & McMullen, 2003) [11], so the HRM program needs to be considered and evaluated in the actual operations of each organization.

According to the classical functional approach, human resources play the role of consulting, planning, establishing relationships, paying compensation, recruiting and replacing personnel. From there, Smith (1988) [37] proposed a human resource development program including 5 plans and activities:

training and coaching personnel, building organizations, supporting employees, developing careers and assessing competencies (Smith, 1988) [37].

Synthesizing the above analysis, the university faculty management program needs to be evaluated through the effectiveness and feasibility of specific plans as follows:

- Attractive lecturer attraction and recruitment plan, meeting the school's strategic human resource development goals;
- Work arrangement and assignment plan are all based on lecturers' capacity, job position requirements and legal documents;
- Training and development plan helps lecturers increase their capacity and career development opportunities;
- Fair and objective capacity assessment plan has a positive impact on lecturers' work efficiency;
- Reward and treatment plan is appropriate to the school's revenue and lecturers' expectations
- The school surveys lecturers' feedback on management plans for adjustment and change;
- The school publicly discloses legal, financial and strategic development bases when developing a faculty management plan.

Organizing the faculty management system

Randal (1982) describes the reality of human resource management through the study of organizational structure and hierarchical structure of roles, tasks and jobs of each group of subjects in the organization. Accordingly, a normal organization will include 3 groups of subjects associated with 3 groups of jobs with basic functions and tasks as follows: Leadership, Management, Staff. For universities, the 3 main human resource groups are: Leadership, Management, Lecturer. Leadership is the highest level manager who plays the role of guiding, leading, motivating, inspiring, connecting members to solve problems and create changes for the organization (Nadler & Nadler, 1998) [29]. Leadership is the only person who has the ability to create comprehensive changes from planning, motivating, organizing implementation to management style (Ajmal, Farooq, Sajid, & Awan, 2012) [3]. From the analysis of the context of Vietnam, Nguyen Thi Luyen (2005) stated that university leaders in the context of integration need new types of expertise such as the ability to operate, manage, establish cooperative relationships, understand the work, have a high cultural level, can be creative, independent and especially the ability to work and interact in the new information world, in the global information network to be confident and maintain competitiveness.

Nguyen Thi Kim Ngan (2018) added that the competencies of leaders and managers of universities need to be able to adapt, learn, be creative in the international environment, have the ability to use foreign languages, information technology and skills to establish good relationships, understand the culture and characteristics of the organization.

However, all qualities and competencies of leaders must be assessed through the level of completion of leadership roles, tasks and functions. The assessment indicators are as follows:

- Shaping the school's mission, vision and development strategy;
- Positively and profoundly influencing the working environment and organizational culture;
- Being able to mobilize resources inside and outside the school to improve the quality of services and the material and spiritual life of the staff;
- Using foreign languages fluently and being able to establish international relationships to serve the development of the school in the context of international integration;
- Being able to make quick, accurate and appropriate decisions in urgent or important situations.

In Randall's (1992) organizational structure hierarchy, managers are the intermediary between the leadership and the staff, so they are the ones who directly implement the strategic plans developed by the organization's leaders. In universities, the traditional role of school management is to carry out planning, directing, assigning and coordinating human resources to achieve organizational goals (Middlehurst, 2004) [26]. Kraut *et al*. (1989) [22] based on the functional structure and tasks of the university to divide management into 3 levels (Individual management, Group management, Overall management) including specific tasks: Assessing individual capacity; Guiding personnel; Planning the use and allocation of resources; Coordinating groups; Evaluating group performance; Building a working environment (Kraut, Pedigo, McKenna, & Dunnette, 1989) [22].

Luthans *et al*. (1998) [23] published the results of practical research on indicators and scales of managers' performance through two activities: Building connections with individuals and organizations outside and establishing political relationships with stakeholders. In addition, the roles and tasks of managers at all levels in the same organization are also different. If the ability to make decisions and adjust plans is considered the most necessary for senior managers, the ability to resolve conflicts is a necessary ability for middle and lower-level managers (Luthans, Rosenkrantz, & Hennessey, 1998) [23].

University managers play a very important role in ensuring that the human resources system can operate smoothly. They are the ones who plan the work in detail and directly control, operate, and coordinate resources so that the school's goals are achieved. Therefore, managers are evaluated through specific tasks and functions as follows:

- Develop clear and easy-to-understand principles, regulations, and operating rules for the school;
- Have the ability to plan the use and allocation of resources (human resources, material resources, financial resources) in general and in detail;
- Always be ready and enthusiastic to guide and support lecturers, staff and students in performing their work;
- Receive information, feedback and have the ability to quickly and reasonably resolve personnel-related issues;
- Proficiently use information technology applications in management;

- Establish and maintain good relationships with stakeholders inside and outside the school
- Perform work flexibly based on the spirit of autonomy;
- Have many management decisions bearing personal imprints, dare to do, dare to take responsibility.

Lecturers are the core human resources of the university, the ones who decide the academic reputation, quality of education and contribute to creating progress and development of society. Through teaching and research activities, lecturers directly influence learning outcomes, attitudes (Kazár, 2014) [20] and the comprehensive development of students (Mncube, Dube, & Ngulube, 2017) [27]. University lecturers bear the great responsibility of contributing to the training of high-quality human resources for society; therefore, they simultaneously take on 10 different roles such as: subject experts, program designers and managers, communication masters, academic advisors, motivators, research assistants, evaluators, self-managers and cultural ambassadors (Hall, 1996) [15]. This is also considered a criterion for evaluating and certifying the quality of university lecturers, as recorded by Hall (1996) [15] at Victoria University of Wellington, UK.

Opatha (2020) [30] asserts that the teaching capacity of lecturers affects the level of student satisfaction in learning. The capacity of lecturers is made up of different factors, which are: qualifications, teaching experience, research results and application in teaching; new teaching aids and learning materials (Opatha, 2020) [30], professionalism; understanding of psychology and style, behavior, and appearance of lecturers. Ngo Thi Hieu and colleagues (2024) assess lecturers' capacity through teaching activities; research; professional development; professional management and community service. Circular No. 04/2024/TT-BGDDT dated March 29, 2024, of the Minister of Education and Training guiding the description of leadership and management positions and job positions in the field of education and training in public universities and colleges of education stipulates that lecturers must perform 3 main tasks: teaching, research, management and service. Lecturer is a profession that requires strict training level, general capacity, professional capacity and management capacity in addition to requirements on moral qualities such as absolute loyalty, trust, serious compliance with the Party's policies, the State's laws, and regulations of the agency; High sense of responsibility for work with the collective, good coordination; Honesty, steadfastness but knowing how to listen; Calm, careful; Creativity, independent thinking.

In summary, the author builds the following criteria to evaluate the teaching staff:

- Fulfill the core role of creating the core values of the school (Teaching and scientific research);
- Meet the standards of moral qualities and capacity of the teaching position;
- Complete well the work requirements well according to the school's plan and regulations;
- Inspire students to study, practice ethics and professional qualities;
- Actively contribute to building organizational culture;

- Demonstrate a high level of autonomy and self-responsibility for expertise;
- Actively participate or contribute opinions to the school's activities;
- Be worthy of being the representative of the school's image and brand.

Lecturer management process

The human resource management process is a way to identify, build and implement all human resource-related activities (Schuler, 1992) [35]. The goal of this process is not simply to support leadership but also to create opportunities for lecturers and staff to participate in activities according to their assigned functions and tasks.

An easily recognizable feature of the Vietnamese higher education system is that most schools, both public and private, are deeply influenced by state management despite being in the process of strong autonomy (Tuan, 2023) [44]. Accordingly, managing the teaching staff is one of the core operational contents of the school, which is under strict inspection and supervision by legal regulations, in addition to financial, professional and organizational activities (Hang, 2020). Specifically, the state issues standards on the number, structure and competency framework of each job position, on that basis, schools develop plans, recruitment and use criteria, and human resource evaluation and reward mechanisms suitable to the characteristics and specific conditions of each institution (Duchiep, 2022) [12].

Based on theoretical and practical studies and the system of legal documents related to the management of human resources in Vietnam's higher education today, the author builds a model of the human resource management process consisting of 5 stages. These are:

- **Recruitment:** Determining job positions - competency standards - recruitment process;
- **Use:** Assigning teaching - research - service according to competency;
- **Training - Fostering:** Personal learning plans - training courses - professional development;
- **Evaluation:** According to KPIs - training output - student feedback - research results;
- **Treatment - Rewards:** Salary, allowances, academic rewards, promotion opportunities.

Conclusion

In the context of Vietnam's higher education strongly transforming towards autonomy, improving the effectiveness of managing the teaching staff is not only an urgent requirement but also a key factor to ensure the quality of training and competitiveness of educational institutions. The paper has inherited and developed the fundamental theories of human resource management, especially the Harvard model, the AMO model and the 5P model, to propose a comprehensive research model framework, capable of practical application in the specific conditions of Vietnamese higher education.

The research results have practical significance for policy makers, leaders of educational institutions as well as

researchers in assessing the current situation, shaping strategies and designing human resource management solutions suitable for the requirements of innovation and integration. In the future, this model can be further tested and perfected through empirical studies, thereby contributing to the process of professionalizing academic personnel management at higher education institutions in Vietnam.

In subsequent studies, empirical testing of the model at different public and private universities will help assess the level of suitability and effectiveness in specific conditions. In addition, research can be expanded to influencing factors such as organizational culture, financial autonomy, leadership style, as well as lecturer satisfaction and engagement. Developing a quantitative assessment toolkit for each component of the model is also a necessary direction to serve the management and improve the quality of the teaching staff in a sustainable manner.

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