ASIA LEADERSHIP ROUNDTABLE 2012

TRENDS IN DEVELOPING LEADERSHIP CAPACITY IN VIETNAM

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Outline

- **General trends of *leadership* development in Vietnam during the past 10 years**
  - ✓ Leadership capacity development in Vietnam during the past 10 years *in business*
  - ✓ Leadership capacity development in Vietnam during the past 10 years *in education*
- **Trends of *educational leadership* development in the next 10 years**
  - ✓ Educational leadership development and education reform in Vietnam
  - ✓ Education reform and "*Right Roles First*" Approach
  - ✓ Princiapal development and "*3-Role Principal*" Portrait
- **Challenges in educational leadership development in Vietnam and proposed solutions**

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Leadership capacity development in Vietnam during the past 10 years in business

- 1975: Vietnam was **unified**
- 1975-1986: **Centrally planned economy** (# Market economy) => No business
- 1986: "**Open the door**" => Market-oriented economy
- 1990: **The first corporate law** was established. The law mainly stated that *people can do business which the government allows to do*.
- 2000: About **30,000 enterprises**. Most of them are state-owned companies and there were not many private companies or foreign companies.

Leadership capacity development in Vietnam during the past 10 years in business

- 2000: Enacted a **new Law on enterprises**. It was a revolutionary idea: *people are allowed to do business in whatever industries or enterprises which the government does not forbid*.
- 2011: About **600,000 enterprises** (According to MPI). Most of them are privately-owned small and medium enterprises.
- 2000-2011: The number of businesses **increased by 20 times within 10 years**.

Leadership capacity development in Vietnam during the past 10 years in business

- Around 2000: Business leaders felt weird to go to school to learn about leadership.
- Now: It would be strange if a business leader does **not** go to school to learn about leadership
- In 2001: **PACE Institute of Leadership and Management** was established. It was the first school for business leaders in the country

  => In the first few years: The number of students was very modest.

  => In recent years: About **10,000 students** (leaders and managers of businesses) each year

Leadership capacity development in Vietnam during the past 10 years in business

- Trend in leadership development in business:
  - ✓ 10 year ago: Mostly, learn for degree, diploma, or certificate…
  - ✓ Now: More and more, learn for real capacity, new knowledge, new attitudes…
- Trend in leadership development in business:
  - ✓ 10 year ago: The world's classic books on leadership and management in Vietnamese language **was limited**
  - ✓ Now: Vietnamese business leaders **can easily find** the world's influential books on leadership and management in Vietnamese

Leadership capacity development in Vietnam during the past 10 years in business

Trend of leadership development in Vietnam:

Integrating into global community

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Leadership capacity development in Vietnam during the past 10 years in education

2010-2011 school year (MoET and GSD)

- **29,005 schools**
- **180 universities** (132 public universities and 48 private universities)
- **232** 3-year colleges and VET schools
- More than **90,000** education leaders
- More than **21,000,000** students (*18,000,000 K-12 students* and *3,000,000 university students*)
- Population of Vietnam: Nearly 90 millions

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Leadership capacity development in Vietnam during the past 10 years in education

- There have been a number of training programs for principals. However, the time length and training quality are still limited.
- 2008: One of the largest training programs for principals is organised by Vietnam’s MoET and Singapre’s MoE and sponsored by Tamasek Foundations.
- 480 Vietnamese trainers have been developed under the “*Educational Leadership Program for Vietnam*” (ELPV).
- To date, 14,000 school principals have been trained by ELPV trainers in 2009 and a further 14,000 principals was trained by end 2010.

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Leadership capacity development in Vietnam during the past 10 years in education

- Until October 2009, MOET established a regulation stating **standards of principals** of secondary and high school (**3 standards with 23 criteria)**
- In 2011, **standards for school leaders** of kindergartens and primary schools were published (**4 standards with 18 criteria)**

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Leadership capacity development in Vietnam during the past 10 years in education

For example, **Standards of principals:**

- Standard 1: Political characteristics and professional ethics
- Standard 2: Specialized competencies and pedagogical expertise
- Standard 3: School leadership competence

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Leadership capacity development in Vietnam during the past 10 years in education

- The feedback from the public and media outlets state that these standards and criteria are **important and necessary** to the current education reform, but they are **complicated, hard to measure, too general and hard to apply**.

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Leadership capacity development in Vietnam during the past 10 years in education

- Measure the leadership capacity:
  - ✓ Based on their competencies and characteristics, the evaluation may be misleading or irrelevant
  - ✓ Based on the results of their work, it would be more appropriate and accurate
- However, we need to emphasize that establishing these standards is an **encouraging signal** and **important step** in developing the leadership competence of school leaders.

Leadership capacity development in Vietnam during the past 10 years in education

- Trends: The transition and change of **perspectives and mindset** that principals are not only **government officials**, they are also **educators** and **leaders**.
- School leaders are expected to lead their schools with not only **experience and intuition**, but also **scientific methods**.
- Change in the mindset => Skills and knowledge principals should have => Principals are gradually supported to take training courses to learn what and how to be a good principals in the modern time.

Leadership capacity development in Vietnam during the past 10 years in education

- During the past 10 years, while leadership development in business has been taking place **strongly**, developing educational leadership competence has been a **slow process**.
- In sum, the system is looking for a way to transition to a new phase so that education quality can be improved. It's still a struggling process. But policymakers are making some positive moves towards improving the capacity of school leaders.

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Trends in educational leadership development in Vietnam in the next 10 years

- Educational leadership development & Education reform in Vietnam
- Education reform and "***Right Roles First***" **Approach** (an approach for education reform in developing countries like Vietnam proposed by IRED)
- Introduction to the "***3-Role Principal***" **Portrait** (a Portrait of Principal proposed by IRED)

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Educational leadership development & Education reform in Vietnam

- Developing educational leadership capacity in the next 10 years in Vietnam will be a tendency **more relevant for education reform**.
- The communist party of Vietnam and the Vietnamese Government mentioned that there was a need to **change the education system "completely and fundamentally"** (education reform) (Resolution of the CP, 2011)

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"*Right Roles First*" Approach (Proposed by IRED)

- "**Right Role First**" (RRF) what does it mean?
- First, ***reinventing the right roles for key actors in education system***.
- Education reform can be successful when there is a reinvented education:
- The **goals** of education should be redefined:
  - ✓ Create human beings or some other kinds of being?
  - ✓ Create the citizens with full national ownership capacity or citizens with slavish mind?
  - ✓ Create workers with full working capacity or workers with degree/diploma/certificate only?
- The **roles of key educators** should be redefined:

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The roles of key educators

- 5 key actors in education system:
  - ✓ Government (local and central)
  - ✓ School leaders (Principals and Administrators)
  - ✓ Teachers
  - ✓ Students
  - ✓ Students’ Families
- **Principal is one of 5 key actors in a education system**

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“3-role Principal” (Proposed by IRED)

- How to develop principals? How to develop the principals’ leadership competencies?
- The transition from “***one-role principal***” (as a government official) to “***3-Role Principal***”:
- **3-role Principal** includes
  - ✓ ***Educator***
  - ✓ ***Leader***
  - ✓ ***Government Official (in Vietnam)***

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“3-role Principal” (Proposed by IRED)

Principal = Educator + Leader + Government Officer (in Vietnam)

- Educators – who he is?
  - ✓ Who know how to educate someone to become a real **human-being**, a **wise citizen** and a **successful worker**.
  - ✓ Who know how to change and develop people.
  - ✓ Who know how to make students’ learning happy and successful
  - ✓ ...

“3-role Principal” (Proposed by IRED)

Principal = Educator + Leader + Government Official (in Vietnam)

- Leader – who he is?
  - ✓ Leader = Setting Strategy + Building Team
  - ✓ Leader = Give staff the *right jobs* to do + Make them *love to do these jobs*
  - ✓ Leader = Get all objectives with the minimum resources
  - ✓ …
- Government Official – who he is?

  => To protect the political objectives in education

Current challenges in educational leadership development in Vietnam

- Many principals want to take the right roles but they face many barriers.
- Many of them are school leaders or university administrators, but they don't often do tasks of a leader. Why? There are several reasons.
  - ✓ They don't know what are the right jobs of a real leader
  - ✓ They know what needs to be done, but they don't have capacity to do these.
  - ✓ They know what to do, how to do it, and have capacity to do it, but they can't do it (Mechanism and policies of the government have not yet encouraged or allowed them to do so).
  - ✓ They know what to do, how to do it, but they don't want to do it. They may be afraid of risks or just want to play safe…

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Challenges and Solutions

To develop school leaders, first of all, each principal and Government should need to answer the following questions:

- *Have principals realized their right roles or not?*
- *Do they have enough capacity to carry out these right roles?*
- *Have they had the rights and conditions to carry out these right roles?*
- *And how can educational leadership competencies be developed?*

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Challenges and Solutions

Change is hard to make.
But once we know **why** to change, we can do it!

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Challenges and Solutions

"You must be the change you wish to see in the world"

(Mahatma Gandhi)

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Thanks you very much for your attention!

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