

## Literature Review: Factors Affecting Training Program Management

Author's Details: <sup>(1)</sup>Thi Thanh Hoa Nguyen <sup>(2)</sup>Manh Tien Tran

<sup>(1)</sup><sup>(2)</sup>University of Economics - Technology for Industries, Vietnam

Correspondence: **Thi Thanh Hoa Nguyen**, 456 Minh Khai, Hai Ba Trung, Ha Noi

### **Abstract:**

*The objective of this paper is to review the factors affecting training program management. From the review studies, the factors affecting training program management, we orient future empirical studies on this topic. With the context of higher education in Vietnam, future studies can be done in the context of a university or many universities in the country.*

**Keywords:** Training program management

### **1. Introduction**

For generations, Vietnam has been recognized as a country with thousands of years of culture and of the people who have a traditional fondness of learning. Those who are knowledgeable and capable have always been praised and extolled through folk songs and allegories, from generation to generation to remind the future generations. Those who achieved high grades were named in the rolls of honor in the Temple of Literature in Hanoi or the temples and communal houses in their motherlands to be worshiped and remembered for ever.

Therefore, much importance has always been invested in education, by the leaders of Vietnam. The 11th National Congress of Vietnamese Communist Party affirmed: "The development of education and training together with the development of science and technology is a top national policy." According to the Department of Planning and Finance, the Ministry of Education and Training: "in the last 12 years (1998 - 2010), the investment in education and training increased from over 13% to 20% of the total national budget. At the current rate of expenditure on education and training, Vietnam is a country with one of the highest rates of investment. Like all other education systems in the world, after a certain time, the Vietnamese education system needs changes and development to meet the needs of socio- economic development of the country. The 11th National Congress of the Vietnamese Communist Party emphasized: "comprehensively innovate the basic education of Vietnam in the direction of standardization, modernization, socialization, democratization and international integration."

However, education and training in Vietnam today retains a large gap between training and application, between supply and demand for human resources, or in other words, effectiveness of training is low. This "disease" has been mentioned for tens of years, since the Government began referring to the policy of social education, but so far it has not been overcome, if not tending to worsen under the pressure of international integration. The said "disease" is a dual result of an education system which not only is heavy on vainglory, formal examination competition and degree preference, as in feudal times but also reflects the retreat of education, separating education from community needs and practical business like a model practiced by the former Autonomous Soviet Socialist Republic. Moreover, this "disease" has caused a serious imbalance in the structure of educated human resources which has long been known as the state of "teacher redundancies and worker shortage". This refers to a circumstance where many university graduates cannot get jobs while business sectors severely lack workers trained in accordance with their needs, especially in the rural areas, mountainous areas, islands, and difficult areas, where most of the graduates do not want to work.

Along with the development of the market economy and international integration, Vietnam's formal accession to the World Trade Organization (WTO) with commitments to open the higher education market have put direct pressure to force us to change our thinking on education and training. One of the obvious forms of evidence is that we need to understand the concept of the education market in its full meaning. It can be seen that in order to implement our WTO commitments, if we do not urgently and radically change our thinking on education and

training and put education in the center of development and integration, the educational crisis of backwardness and human resource shortages is going to continue. Therefore, Vietnam has defined the education innovation policy as a fundamental and comprehensive improvement.

First of all, we need to identify training objectives, changing from "offer training on whatever we have" to "offer training on what society needs" to meet the demands of society, specifically, we should pay attention to the demands for development of high quality human resources for the rural, mountainous, island and disadvantaged areas.

## **2.1. Literature review**

### **2.1. Management**

Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. (Business Dictionary. Retrieved 29 November 2012).

Kleinman, Lawrence S. (2010) mentioned that management operates through various functions, often classified as planning, organizing, staffing, leading/directing, and controlling/monitoring and motivation.

- Planning: Deciding what needs to happen in the future (today, next week, next month, next year, over the next five years, etc.) and generating plans for action.
- Organizing: (Implementation) pattern of relationships among workers, making optimum use of the resources required to enable the successful carrying out of plans.
- Staffing: Job analysis, recruitment and hiring for appropriate jobs.
- Leading/directing: Determining what must be done in a situation and getting people to do it.
- Controlling/monitoring: Checking progress against plans.
- Motivation: Motivation is also a kind of basic function of management, because without motivation, employees cannot work effectively. If motivation does not take place in an organization, then employees may not contribute to the other functions (which are usually set by top-level management).

According to lectures of Prof. Dang Quoc Bao (2012), Education Management consists of four functions: planning, organizing, leadership, and checking and assessment.

Keynes, John Maynard (2007) considers that management has the following basic roles:

- Interpersonal: roles that involve coordination and interaction with employees.
- Informational: roles that involve handling, sharing, and analyzing information.
- Decisional: roles that require decision-making.

Wasley R. (2001) determined that Effective Management should use the following skills:

- Political: used to build a power base and establish connections.
- Conceptual: used to analyze complex situations.
- Interpersonal: used to communicate, motivate, mentor and delegate.

- Diagnostic: ability to visualize most appropriate response to a situation.
- Technical: Expertise in one's particular functional area.

Prof. Dang Quoc Bao explained that management components should be analyzed from different viewpoints such as the following:

- One viewpoint on the function of management (M), management activities is described by the formula:  $M = \text{POLCI}$  (planning; organization; leading; controlling; information).

In education, information has the EMIS definition. That is Educational Management Information System.

- On the situation of management, management activities are described by the formula:  $M = \text{SWOT}$  (strong; weak; opportunity; threat)
- On the process of management, management activities are described by the formula:  $M = \text{CIPO}$  (context; input; process; output).
- On the components of management, management activities are described by the formula:  $M = 5m$  (man over; money; materials; machinery; marketing).

According to this formula, the purpose of management is combine manpower (human resources), money (financial resources) and machinery (equipment resources) to process materials (input) with appropriate marketing (output). And output must be higher than input.

- On total management, management activities are described by formula (7S):

$$M = S1 + S2 + S3 + S4 + S5 + S6 + S7$$

Where: S1 = Staff; S2 = Structure; S3 = System; S4 = Skills; S5 = Style; S6 = Strategy; S7 = Super-priority.

## ***2.2. Training program management***

“Management in Education” is a quarterly peer-reviewed academic journal that covers issues concerning management in the field of education. Education Management is interpreted as the impact of management subject to active management in the field of education or in other words. An Education Management system is the intended impacts, plans, and rules of the management in the education system (Edmonds, 2009).

People are constantly learning everywhere and at all times. Not a single day goes by that does not lead to additional skills, knowledge and/or competences for all individuals. For people outside the initial education and training system, adults in particular, it is very likely that this learning, taking place at home, at the workplace or elsewhere, is a lot more important, relevant and significant than the kind of learning that occurs in formal settings. (Nguyen Canh Toan, 2011).

In 1996, The Organization for Economic Co-operation and Development (OECD) and education ministers of the European Union (EU) agreed to develop strategies for “lifelong learning for all”. The approach has been endorsed by ministers of labor, ministers of social affairs and the OECD Council at ministerial level. The concept of “cradle to grave” includes formal, non-formal, and informal learning. It is an approach whose importance may now be clearer than ever and non-formal and informal learning outcomes are viewed as having significant value. Policy-makers in many OECD countries, and beyond, are therefore trying to develop strategies to use all the skills, knowledge and competences – wherever they come from – individuals may have at a time when countries are striving to reap the benefits of economic growth, global competitiveness and population development. They defined the main training type as:

Formal learning is always organized and structured, and has learning objectives. From the learner’s standpoint, it is always intentional: i.e., the learner’s explicit objective is to gain knowledge, skills and/or competences.

Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual.

Informal learning is never organized, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance. This definition, with a few exceptions also meets with a fair degree of consensus.

Mid-way between the first two, non-formal learning is the concept on which there is the least consensus, which is not to say that there is consensus on the other two, simply that the wide variety of approaches in this case makes consensus even more difficult. Nevertheless, for the majority of authors, it seems clear that non-formal learning is rather organized and can have learning objectives. The advantage of the intermediate concept lies in the fact that such learning may occur at the initiative of the individual but also happens as a by-product of more organized activities, whether or not the activities themselves have learning objectives. In some countries, the entire sector of adult learning falls under non-formal learning; in others, most adult learning is formal. Non-formal learning therefore gives some flexibility between formal and informal learning, which must be strictly defined to be operational, by being mutually exclusive, and avoid overlap.

Although all definitions can be contested (see below) this article shall refer to the European Centre for the Development of Vocational Training (Cedefop) 2001 communication on "lifelong learning: formal, non-formal and informal learning" as the guideline for the differing definitions. That was described as follows:

**Formal Learning:** Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective. (Cedefop 2001)

**Informal Learning:** Learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is not-intentional (or "incidental"/random) (Cedefop 2001)

**Non-formal Learning:** Broadly, learning outside the formal university system, taking place through planned activities (e.g. with goals and timelines) involving some form of learning support.

If there is no clear distinction between formal and in-formal learning where is the room for non formal learning. It is a contested issue with numerous definitions given as following:

"It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two." (McGivney, 1999, p1).

Similarly, Hodkinson et al. (2003), conclude after a significant literature analysis on the topics of formal, informal, and non-formal learning, that "the terms informal and non-formal appeared interchangeable, each being primarily defined in opposition to the dominant formal education system, and the largely individualist and inquisitional conceptualizations of learning developed in relation to such educational contexts." (Hodkinson et al, 2003, p.314). Moreover, he states that "It is important not to see informal and formal attributes as somehow separate, waiting to be integrated. This is the dominant view in the literature, and it is mistaken. Thus, the challenge is not to, somehow, combine informal and formal learning, for informal and formal attributes are present and inter-related, whether we will it so or not. The challenge is to recognize and identify them, and understand the implications. For this reason, the concept of non-formal learning, at least when seen as middle state between formal and informal, is redundant."(p. 314)

Eraut's classification of learning into formal and non-formal concluded: This removes informal learning from the equation and states all learning outside of formal learning is non-formal. Eraut equates informal with connotations of dress, language or behavior that have no relation to learning. Eraut defines formal learning as taking place within a learning framework; within a classroom or learning institution, with a designated teacher or trainer; the award of a qualification or credit; the external specification of outcomes. Any learning that occurs outside of these parameters is non-formal (Ined 2002).

The European Commission (EC) (2001) Communication on Lifelong Learning: formal, non-formal and informal learning. They placed non-formal learning in between formal and informal learning. This has learning both in a formal setting with a learning framework and as an organized event but within a qualification. They defined that: "Non-formal learning: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective." (Cedefop 2001).

Livingstone's adults' formal and informal education, non-formal and informal learning were described as: This focuses on the idea of adult non-formal education. This new mode, "informal education" is when teachers or mentors guide learners without reference to structured learning outcomes. This informal education learning is gaining knowledge without an imposed framework, such as learning new job skills. (Infed, 2002).

Billet's definition states there is no such thing as non-formal and informal learning. He states all human activity is learning, and that everything people do involves a process of learning. "All learning takes place within social organizations or communities that have formalized structures." Moreover he states most learning in life takes place outside of formal education. (Infed, 2002).

Cedefop has created European guidelines to provide validation to a broad range of learning experiences, thereby aiding transparency and comparability across its national borders. The broad framework for achieving this certification across both non-formal and informal learning is outlined in the Cedefop European guidelines for validating non-formal and informal learning; Routes from learning to certification.

European countries are increasingly emphasizing the need to recognize the full range of an individual's knowledge, skills and competences – those acquired not only at school, university or other education and training institutions, but also outside the formal system.

This requires new approaches to validate such learning experiences (i.e. identify, document, assess and/or certify), making them usable for further studies or advancement in work. Helping people in this way could also make a contribution to smart, sustainable and inclusive growth.

In the Philippines, the mission of Non-formal Education (NFE) is to empower the Filipino with "desirable knowledge, skills, attitudes, and values that will enable him/her to think critically and creatively, act innovatively and humanely in improving the quality of his/her life and that of his/her family, community and country." NFE aims to reduce the number of illiterate out-of-school youth and adults with need-based literacy programs, plus continue education through basic development projects. Activities that fall under this system of education range from vocational training to adult reading classes, from family planning sessions to cultural and leadership workshops for community leaders. (Sevilla U.P., 2004).

This branch of education is governed by the DECS Bureau of Non-formal Education (BNFE) and its history can be traced as far back as 1908 when ACT No. 1829 was created to provide for the delivery of civic educational lectures in towns and barrios. Six years later the act was amended to assign teachers in public schools to give the lectures. The New Commonwealth government passed Act No. 80 in 1936 to create the Office of Adult Education as part of the then Department of Instruction. A decade later, this branch was transformed into the Adult and Community Education Division of the Bureau of Public Schools. After the declaration of Martial



Law, the Marcos government's Philippine Constitution of 1973 created the position of the Undersecretary of Non-formal Education.

In Vietnam, there are the following training types:

- Formal or full time training types: Learning typically provided at the college or university and leading to graduate degree. All of the students undertake their learning activities full time at the college or university.
- Non-formal training types: Learning is provided at the college or university outside the time of formal training courses or in cooperative training centers. There are some non- formal training types such as: Distance training, part-time training, opening training...

Part-time training acts as the most important type of non-formal training types. The intent of part-time training courses is:

- + To provide funding for part-time training to help local working officers with low income acquire the skills they need to obtain sustainable employment, improve their employability and self-sufficiency through increased income.
- + To ensure increased access to training opportunities for individuals who are unable to participate in full-time training programs or for those who part-time training may be the most appropriate option (Phillips J. and Stone R., 2007).

### **2.3. Infrastructure**

Infrastructure of an area is the sum of all relevant economic data such as rules, stock and measures with the function of mobilizing the economic potential of economic agents.

Infrastructure systems include both the fixed assets, and the control systems and software required to operate, manage and monitor the systems, as well as any buildings, plants, or vehicles that are an essential part of the system. Also included are fleets of vehicles operating according to schedules such as public transit buses and garbage collection, as well as basic energy or communications facilities that are not usually part of a physical network, such as oil refineries, radio, and television broadcasting facilities. That can be categorized into hard and soft infrastructure. (Fulmer, Jeffrey, 2009, page: 30-32)

Georg Indest (2009) summarized that the list of hard infrastructure is limited to capital assets that serve the function of conveyance or channeling of people, vehicles, fluids, energy, or information, and which take the form either of a network or of a critical node used by vehicles, or used for the transmission of electro-magnetic waves.

So the Hard infrastructure includes following components: transport, energy, water management, communication, solid waste management, and Earth monitoring and measurement network infrastructure.

While, the Soft infrastructure includes both physical assets such as highly specialized buildings and equipment, as well as non-physical assets such as the body of rules and regulations governing the various systems, the financing of these systems, as well as the systems and organizations by which highly skilled and specialized professionals are trained, advance in their careers by acquiring experience, and are disciplined if required by professional associations (professional training, accreditation and discipline).

Unlike hard infrastructure, the essence of soft infrastructure is the delivery of specialized services to people. Unlike much of the service sector of the economy, the delivery of those services depend on highly developed systems and large specialized facilities or institutions that share many of the characteristics of hard infrastructure.

The Soft infrastructure includes governance, economic, social, and cultural, sports and recreational infrastructure. (Fulmer, Jeffrey, 2009, page: 30-32).

Infrastructure may be owned and managed by governments or by private companies, such as sole public utility or railway companies. Generally, most roads, major ports and airports, water distribution systems and sewage networks are publicly owned, whereas most energy and telecommunications networks are privately owned. Publicly owned infrastructure may be paid for from taxes, tolls, or metered user fees, whereas private infrastructure is generally paid for by metered user fees. Major investment projects are generally financed by the issuance of long-term bonds. (The New York Time, November 2008)

Following the Theory of employment, interest and money of Keynes, John Maynard (2007), the method of infrastructure asset management is based upon the definition of a Standard of service (SoS) that describes how an asset will perform in objective and measurable terms. The SoS includes the definition of a minimum condition grade, which is established by considering the consequences of a failure of the infrastructure asset.

The key components of infrastructure asset management are:

- Definition of a standard of service
  - Establishment of measurable specifications of how the asset should perform
  - Establishment of a minimum condition grade
- Establishment of a whole-life cost approach to managing the asset
- Elaboration of an Asset Management Plan

**Training infrastructure** is analogous to the teaching laboratory in biology and is a vital tool for educators and students. Training infrastructure contents institutional, personal, and material type. The function of infrastructure in training is concluded as below (Peter McCawley, 2010):

Institutional infrastructure to be provided by the state comprises the rules as well as facilities and procedures guaranteeing and implementing the rules with the function of activating the economic potentialities of economic agents. This category of infrastructure comprises all customary and established rules of the community as well as the facilities and procedures for guaranteeing and implementing these rules by the state.

Personal infrastructure is represented by the number (quantitative personal infrastructure) and the properties (qualitative personal infrastructure) of the working population that influence the economic potentialities of the economic agents. The realized potentialities determine again the properties of the economic agents (learning by doing in a wide sense). Personal infrastructure or human capital has marked references to institutional and material infrastructure (for example, consider the implementation of the policy of the economic order or the supply of qualified labor for the production of material infrastructure goods).

Material infrastructure refers to the capital stocks that serve the function of mobilizing the economic potentialities of economic agents. This type of infrastructure is understood to represent capital goods in the form of transportation, education, and health facilities, equipment of energy and water provision, facilities for sewage, garbage disposal, and air purification, building and housing stock, facilities for administrative purposes and for the conservation of natural resources. Due to its public provision often given in reality, in the literature material infrastructure is also referred to as social overhead capital, social amenities, or public facilities. The economic agents contribute – individually and in interaction with each other – to the creation of the social product, which is attributed to the national community. These productive contributions are based on the provision of infrastructure. Let us concentrate here on material infrastructure, since the influences of this category can most easily be understood. The generalization of our considerations to include also institutional and personal infrastructure does not create any additional problems of substance.

Material infrastructure has the function of rendering possible the opening and development of the economic agents' activities. It puts into action the potentialities of economic units for the benefit of society. This is a dynamic view that goes beyond the realization of precautions for the human beings' existence in the sense.

It comprises the number and the relevant properties of the working population (for example, general and special education, qualification in different functions). That is, we have to deal with population as a stock variable and the labor participation rate that are changed by the birth rate, death rate and migration (quantitative aspect of personal infrastructure) as well as with the characteristics of the working population (qualitative aspect of personal infrastructure).

The National Institute of Building Science, United States (2012) considers professional's need for education and training does not end upon completion of his or her formal schooling years. Today, more than ever, continuing education is paramount to maintaining and enhancing one's skills, especially in response to changes in technology that impact virtually every profession. While most state licensing agencies and professional associations require continuing education credits for professional certification, individuals may seek educational opportunities to achieve other personal and career objective.

Training facility for adult professionals must have flexible and technologically – advanced learning environments that are safe, healthy, comfortable, aesthetically – pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the training program and curriculum. Support spaces geared toward adult needs, such as a business station that allows students to carry out some business functions during their training sessions, must be seamlessly integrated into the facility as well.

Types of spaces are: 1- Classrooms: Auditoriums, Conference room, Seminar rooms, audio/Visual-equipment rooms, Computer Training rooms, Dry laboratories; 2- User Support Space: Trainee Storage Spaces, Library, Observation room, Business Stations, Convenience store, Bookstore, Lobby, Common space, Cafeteria or Dining Hall, Infirmary, Restrooms; 3- Administrative Support Spaces: Administrative offices, Trainer offices, General storage, Food preparation area or kitchen, Computer/ Information technology closets, Maintenance closets. Thus, the training facilities are considered as a part of soft infrastructure with emphasis on training assets.

#### **2.4. Classroom climate**

Classroom climate may be considered as educational environment such as atmosphere, ambience, ecology, milieu, and comfortable facility. The impact of classroom climate on students and teachers can be beneficial for a barrier to learning. School Climate or Educational Climate is an important part of the larger focus on school improvement. That defines how teachers interact with each other and with administrators. This is different from Classroom Climate, which identifies relationships among students with each other, the teacher and how this translates into learning.

Elizabeth Soby mentioned that: When students have been asked to describe effective classroom managers, researchers report that these are teachers who set clear expectations and consequences early in the year. They also describe teachers who consistently (and predictably) follow through with consequences, as opposed to merely threatening consequences. These characteristics appear essential in establishing good classroom environment in terms of social support and mutual respect. Additionally, the amount of time a teacher spends in teaching organizational behaviors impacts the classroom environment. Researchers have found that students in classrooms that spent more time early in the school year on organizational instruction substantially increased the amount of time students spent in student-managed activities later in the academic year. Intentionally providing organizational instruction at the start of the academic year is a characteristic of an effective classroom environment manager.



The Center for Innovative Teaching and Learning of Indiana University defined classroom climate as: Students experience the classroom as not just an intellectual space, but also as a social, emotional, and physical environment.

Huston and Di Pietro (2007) defined that classrooms are subtly or indirectly exclude certain groups of students tend to be common from the students' perspectives; students have a particularly negative reaction to instructors who fail to acknowledge consequential local or national events.

Instructors' attentiveness to the intellectual, social, emotional, and physical environments creates a classroom climate conducive to student engagement with the content and skills of the discipline. In terms of the intellectual environment, instructors provide content in an organized and engaging manner and give students motivating and challenging practice so that they are able to do authentic tasks in the discipline. From the emotional aspect of classroom climate, instructors create an encouraging atmosphere where students feel safe taking risks, receive support when events intrude on learning, and believe they can succeed if they put forth effort. And instructors foster approachable and supportive social interactions with students and among students so that learning is a collaborative and not competitive endeavor. With respect to the physical environment, instructors reduce and remove disruptions and barriers to learning so that all students can equally access course material.

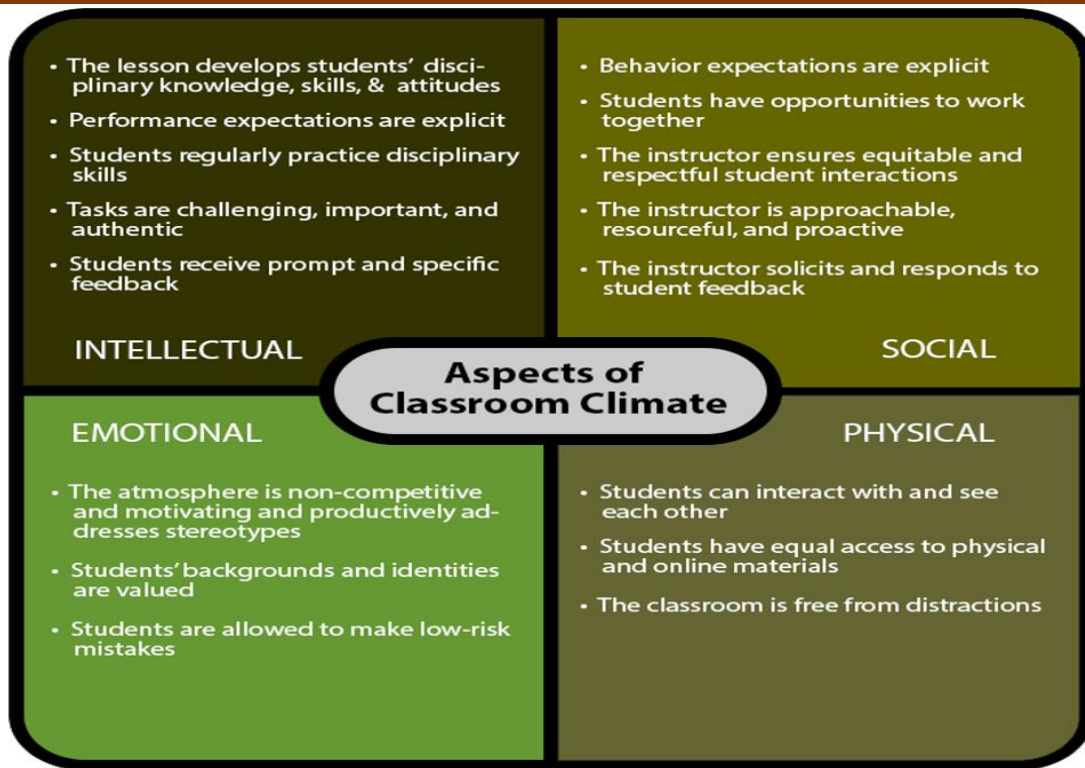
Ambrose et al., (2010) mentioned that these implicitly marginalizing classrooms have a negative effect on students' motivation to learn and cognitive development.

Brookver and Lezotte (2009) assisted that classroom should be student-centered, but recognizes that students need guideline to feel comfortable.

Adelman and Taylor (2009) defined that classroom climate is a perceived quality of the setting. It emerges in a somewhat fluid state from the complex transaction of many immediate environmental factors (physical, material, organizational, operational, social ...). Both the climate of the classroom and the school reflect the influence of a school's culture, which is a stable quality emerging from underlying, institutionalized values and belief system, norm, ideologies, rituals and traditions. Therefore, classroom climate and culture are both a shapes by the school's surrounding and embedded political, social, cultural, and economic context.

Moos (2009) defined classroom climate by following factors:

The structure of the classroom climate is described as following scheme:



**Figure 1:** Structure of classroom climate

(Source: Center for Innovative Teaching and Learning of Indiana University)

- Relationship: the nature and intensity of personal relationship within the environment; the extent to which people are involved in the environment and support and help each other.
- Personal development: basic direction along of which personal growth and self enhancement tend to occur.
- System maintenance and change: the extent, to which the environment is orderly, clear in expectation, maintains control, and is responsive to change.

Classroom climate is seen as a major determiner of classroom behavior and learning, understanding how to establish and maintain a positive classroom climate is seen as a basic to improving schools.

Lee (2009) advocated a welcoming, caring, and hopeful atmosphere; social support mechanism for students and staff, an array of options for pursuing goals; meaningful participation by student and staff in decision making; transforming a big, classroom into a set of smaller units that maximize intrinsic motivation for learning and are not based on ability or problem-oriented grouping providing instruction and responding to problems in a personalized way; use of a variety of strategies for preventing and addressing problems as soon as they arise. Logan, et.al (2001) cited that instructional grouping and teacher behavior suggest may be an important variable and that whole class be divided into smaller groups.

On measuring of classroom environment we can use the Classroom Environment Scale (Rudolf Moos, 1979). That based on three essential areas of classroom environment: (1) Relationship dimension, which focuses on the interpersonal relationships between students and students and the teacher in a classroom; (2) Personal Development dimension, which centers on individual characteristics of the classroom member; and (3) System Maintenance and Change dimension which includes attributes such as classroom control and order as well as responsiveness to change.

At present, following models can be applied at universities for making up the learning environment:

- Instructional System Design (Clark, D. R., 2004):

Instructional System Design is considered a plug and play model in that it allows other model and frameworks to be plugged into it so that it can adapt to almost any learning situation or environment.

- Agile Design: An Ethos for Creating Learning Platforms - One of the criticisms of Instructional System Design is that it is too process orientated and does not focus enough on the people. Using Agile Design in conjunction with ISD helps to make the design process just as much an art as science. The model includes a Rapid Instructional Design iteration) method for creating an Agile and Blended learning model where people are above processes and documentation.

- Instructional Design Framework: The Instructional System Design model is quite comprehensive as it covers the entire spectrum of the learning or training platform being built. Since ISD is so broad in nature, it does not go into a lot of design detail (which in turn makes it a great “plug and play model”). This framework plugs into the Design phase of ISD for creating richer and more interactive learning environments.

- Extending Instructional System Design: The Instructional System Design was built for simple to complicated environments. However, as our world and the organizations within it get more complex, ISD is just not enough at times. This model shows how to extend the ADDIE model for designing learning platforms in complex environments.

- Instructional Design: The main goal of an Instructional Design model or process is to construct a learning environment in order to provide the learners with the conditions that support the desired learning processes.

Instructional Design models differ from an Instructional System Design model in that Instructional System Design models are broader in nature. On the other hand, Instructional Design models are less broad in scope and normally focus on the first two phases of the Instructional System Design model - analysis and design. They focus on the analysis of a to-be-trained skill or knowledge-acquisition and then convert the analysis into a training strategy (design of the learning environment). While Instructional Design models normally only account for analysis and design, Instructional System Design models normally cover five- phases:

1- Analysis; 2- Design; 3- Development or Production; 4- Implementation or Delivery; 5- Evaluations.

### **2.5. Teaching activity**

At every university, the teacher and students are basic components to build up the university. Where, the students play center role, while the teachers play decisive role.

Ernest Melby said: “The authentic teacher is a person who takes out from students the anxiety and sadness, and brings to them the joy and faith of a bright future”.

The Education Innovative Program of Vietnam wrote: “The University’s teachers not only to teach what they have, but also must teach which society needs”.

Explaining the teacher’s role, Kaplan and Owings (2002) classified the attributes of a good teacher into three characteristics: (1) good interpersonal relations; (2) able to relate to students’ needs; (3) Professionalism.

In order for learning to take place the teacher must be able to help students to understand the purpose of the lessons and to relate to the student’s needs. Different individuals have different learning styles so the teacher will need to adapt the teaching to the learning style of the student.

Asuncion (2003) asserted that the personal, social and professional characteristics of the teachers as perceived by students significantly influenced their academic performance. The personal, social and professional characteristics of teachers were significantly related to the academic performance of the students. Thus she concluded that there is a significant relationship between the teacher's personal, social and professional characteristics and the student's performance.

Marzan (2004) concluded that a teacher's personality has an incalculable impact on her pupils. It is in a teacher's power to inspire her pupils, to encourage and challenge them to create a sense of responsibility and perseverance and to develop their imagination.

Beck (2004) suggested that lessons need to be devised in a way that will reflect what is known about learning strategies. It is also important to promote self-learning skills in order for students to be able to learn independently.

Gilligan (2004) stated that ultimately a teacher should demonstrate tremendous professionalism. A teacher is a professional and needs to act accordingly. He is willing to seek and/ or accept feedback from colleagues and supervisors. A good teacher is able to express himself clearly in oral and written communication. One needs to identify any factor which helps or hinders her or his development as a teacher.

Noddings (2004) said that college class will prepare the teacher. As a professional, the teacher will comply with the policies, procedures and requirements of the particular school in which she is teaching. Punctuality, reliability, appearance and behavior are all a part of professional conduct.

Acigoz (2005) stressed personal teaching efficacy, modeling, caring, and having high expectations are personal characteristics that can increase student motivation. Teachers who are high in teaching efficacy believe they are able to help students to learn, regardless of the student's background knowledge or other factors.

Herhman (2009) emphasis the teacher's role as a leader has much more importance that they sometimes realize in the classroom climate. As a leader, they must guide, shape, teach, motivate, correct, direct, and encourage their students.

Prof. Dang Quoc Bao (2010) described the teaching activity by the following formula:

$$F(\text{teacher}) = f(M + D + L + A)$$

Where:

- D = Designing
- L = Leading
- A = Advising
- M = Monitoring

This formula shows that the teaching activity is demonstrated by four main activities: Monitoring, designing, leading, and advising.

At present, most Vietnamese universities and colleges are trying to execute the training philosophy following the Total Quality Management (TQM) spirit. According to this spirit, the teacher at university should try to become a student's leader, manager, trainer, and the highest is "TEACHER". (Dang Quoc Bao and Vu Trong Quynh, 2012).

According to their opinion, with the behavior of a student's Leader, the teacher should implement four main works such as: "Du (to entice) – Tro (to help) – Khai (to awake) – Phat (to develop)". Where: "Du" is meaning that to stimulate correct learning motive for students; "Tro" is meaning that to help students to overcome all difficulties in learning; "Khai" is meaning that to awake student's latent ability during their learning and self-improvement; and "Phat" is meaning that to develop student's comprehensive and harmonious personality.

With the behavior of a student's manager, the teacher should to implement four main works such as: "Ke (to plan) – To (to organize) – Kiem (to control) – Hoi (to feedback)". Where: "Ke" is meaning that planning teaching content, communicating for students systematically; "To" is meaning that organizing implementation of teaching plan; "Kiem" is meaning that testing student's academic records periodically; and "Hoi" is meaning that giving back all tested results to students and related experts.

With the behavior of a student's Trainer, the teacher should to implement four main works such as: "Huan (to educate) – Luyen (to train) – Luong (to evaluate) – Boi (to cultivate)". Where "Huan" is meaning that implementing carefully designed teaching knowledge for students; "Luyen" is meaning that forming practical skills for students; "Luong" is meaning that to evaluate student's performance and self-improvement in time; and "Boi" is meaning that additional training for students to fulfill weak lack of qualitative ability.

With the behavior of a student's TEACHER, the teacher should implement four main works as following: "An (favour) – Uy (power) – Duc (virtue) – Phap (legal). Where: "An" means to treat students with a generous and big-hearted spirit; "Uy" means knowledge for building up their proper power with the students; "Duc" means knowledge of using motivation methods in order to motivate the students to achieve positive learning driving force; and "Phap" means that the teacher can apply regulations and laws in order to hand students into discipline norm. The Center for Teaching Effectiveness at Pennsylvania State University mentioned that: "Plus FRAMEWORK designed to help instructors optimize classroom civility, generate productive

responses to classroom incivility, and promote a constructive learning environment that will discourage disruptive behaviors".

They adapted following tips for teaching activity:

1. Start class on time, sending a message that being there is important. If a student arrives late several days in a row, say something before it becomes a habit.
2. End class on time. If you begin letting students out early, they will begin routinely packing up their backpacks before class is over; if you go over time on a regular basis your students will become resentful.
3. Announce your office hours and keep them faithfully. Being accessible can prevent many problems.
4. Set policies at the beginning of the course. In particular, make sure attendance and grading policies are clear, preferably in writing.
5. Be conscious of signs of racial or sexual harassment, whether by you, towards you, or towards other members of the class. Make it clear by your words and actions that put-downs or derogatory comments about any groups for whatever reason are simply not acceptable.
6. Refer students with psychological, emotional, academic, or financial trouble to the appropriate counselors. You can be sympathetic and supportive, but becoming a student's counselor can cause problems.
7. When acting as a teaching assistant, involve yourself only to the extent that you are expected to be involved. If the professor you are assisting is in charge of determining grades and you receive complaints about grades, have the students deal with the professor. Do not foster a "me against you" attitude, and do not side with the students against the professor.

The Article 72 of Education Law (2005) of Vietnam concluded teachers' duties such as:

1. Educating and teaching according to educational objectives, principles and curriculum;
2. Being exemplary in the fulfillment of civic duties, regulations of law and school charters;



3. Maintaining moral quality, prestige and honor of teacher, respecting learners' dignity, to treat learners equally, and protect legitimate rights and interests of learners;
4. Studying continuously to improve moral quality, ethics, and professional qualification and being good example for learners.
5. Performing other duties as regulated by laws.

In order to improve the effectiveness of teaching activity, every university or college should base on their concrete conditions and educational objective to select available model of teaching.

### ***2.6. Learning activity***

Learning activities, as the name suggests, are activities designed or deployed by the teacher to bring about, or create the conditions for learning. The difference between Learning by Design approach to employing various learning activities and other approaches to teaching relates to the pedagogical character or focal intent of the activities selected. What do I want to achieve with this activity? How will I achieve my aims? Which Knowledge Process is best suited to achieving my aim? With Learning by Design the teacher mindfully designs or chooses particular learning activities based on which Knowledge Process is activated by that activity. Some learning activities stimulate experiential learning, others mobilizes conceptual thinking, while still others prompt students to engage in analytical discussion. The pedagogical effectiveness of a Learning Element – a teacher's overall design – can be traced to (1) the mindful selection of learning activities based on the knowledge processes which those activities set in motion; (2) the establishment of direct links between those activities and the intended Knowledge Objectives; (3) and the careful sequencing of those activities such that they build on, or contribute to, the learning of earlier or later activities (Coherence and Through-line).

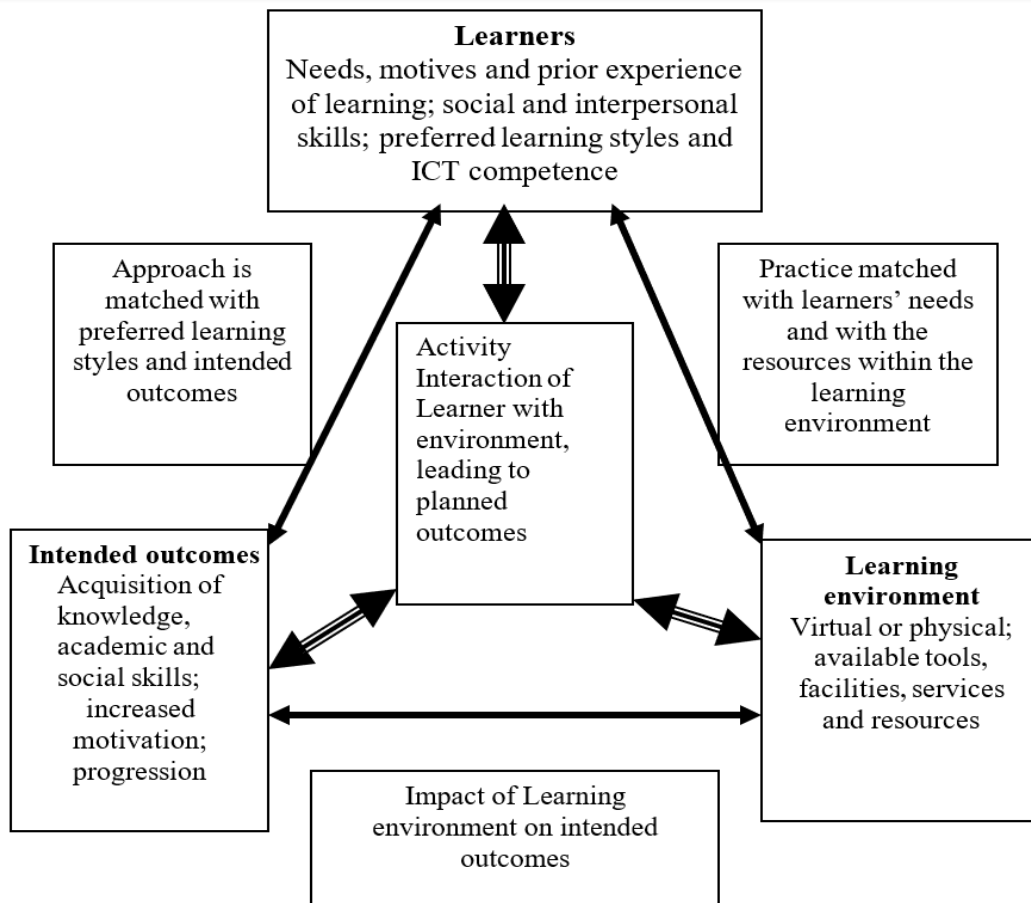
In the old day, Confucius (Kong Fuzi) concluded learning activity such as: great learning – deep asking – careful thinking – clear distinguishing. This philosophy of learning was applied for very long time in most countries of the East of Asia.

In the modern society, the purpose of learning clearly describes its' activity: To learn to know; to learn to do; to learn to be; and to learn to live together (Jacques Delors, 2002).

Anvin Toffler built up the model with 4 main elements of learning activity: learning to aware; learning to connect; learning to select; and learning to adapt. And European higher education system developed this idea by "3C model" of learning such as following: Collecting (C1), Calculating (C2), and Communicating (C3).

If the learning is going on the side C1-C2 only and that has not communication (C3) then the learning has nor positive results. If the learning is going on side C2-C3 only and that does not collect (C1) then has not anything for calculating and communicating. If the learning is going on side C1-C3 only and that does not know how to calculate then the collecting and communicating have a little results only. Thus, the learning activities should combine all collecting, calculating and communicating on time.

Beethan (2004) had designed the model of learning activity. That is described by the following paradigm:



**Figure 3:** A model for learning activity design adapted from Beethan (2004)

Most universities in the United States applied learning model “POWER” for “Smart school” model. That is planning (P), organizing (O), working (W), evaluating (E), and recognizing (R). This model advises that students have to do five works as following:

- How to plan their learning activities (P).
- Have to organize implementation designed learning plan (O).
- How to work scientifically in order the carried out aims has got effectiveness and quality (W).
- How to evaluate their performance and professional achievements (E).
- How to recognize new awareness (R).

According to social learning theory of Sharon K. Gibson, the complexity of the domains of human resource development requires knowledge of learning theories that can inform the development of human resource development theory building, research, and practice. Social learning (cognitive) theory identifies learning as a dynamic interplay between the person, the environment, and behavior. This article explores the elements of social learning theory that are most relevant to human resource development and identifies theory-building, research, and practice arenas in human resource development that have incorporated one or more social learning theory propositions. Implications for future human resource development theory, research, and practice are proposed. SLT/SCT is shown to have high potential use for human resource development due to the comprehensive nature of this theory for explaining learning and behavior.

Developing this theory, Catherine M. Sleezer had built up the Adult Learning Theory to human resource development. She concluded that Adult learning theory and practical research in the field illuminate the processes by which adults acquire knowledge and skills and apply new learning in many venues. One important venue for the application of learning is the workplace. In spite of the frequency with which human resource development professionals say they rely on adult learning, the contributions of adult learning theory and research to human resource development theory, research, and practice have never been fully explored. No comprehensive and comparative analysis and synthesis demonstrates how adult learning theory informs human resource development theory, research, and practice. This issue is dedicated to filling a gap in the human resource development literature by presenting the major adult learning theories and drawing implications for the field.

While Vietnam has got a similar model: To learn to eat (apprehend); to learn to speak (present); to learn to pack (finish); and to learn to open (operate).

Professor Nguyen Khanh Toan (2010) concluded learning activities by “6 EVERY’s model”. That is described such as: Learn every where; learn every time; learn every thing; learn from every body; learn by every ways; and learn in every situation.

Vietnamese president Ho Chi Minh summarized learning activity by formula “4H” such as: Hoc (learn) – Hoi (ask) – Hieu (understand) – Hanh (practice).

He said: “Learning and practicing have to be together. If learning is without practice then learning will be useless. If practice is without learning then practice will be not fluent”.

In Vietnam there is following slogan for teaching – learning activities: “Learning is not discouraged, teaching is not tired”.

Todd J. Maurer (2012) determined their Instructor Preparation Estimation Chart as following:

- Course is five days or less - 3 hours of preparation for each hour of training
- Course is between five and ten days - 2.5 hours of preparation for each hour of training
- Course is over 10 days - 2 hours of preparation for each hour of training

The Learning Management Plan informs the trainers of all factors related to a particular training process. New trainers who study The Learning Management Plan should be able to deliver the instruction with little or no difficulties. The Learning Management Plan should contain the following sections:

- A clear, complete description of the learning platform
- A description of the audience (target population)
- Directions for administering the learning platform
- Directions for administering and scoring tests
- Directions for guidance, assistance and evaluations of students
- Task List
- Task Analysis Information Sheets
- Learning platform map or learning platform sequence
- Program of Instruction, e.g. lesson plans and learner guides

- Any other documents directly related to the administration of the learning platform
- Instructor/staff's training requirements (needed and accomplished)

The Learning Management Plan should inform the instructors of all the factors that will have an impact on the manner in which they carry out the instructional function. It is the documentation that shows the designers, developers, and trainers' plan for actually delivering the course to the learners.

The steps for the implementation or delivery of the learning platform consists of:

1. The gathering of The Learning Management Plan documents and the creation of needed ones
2. Training-the-Trainers
3. Preparing the learning environment
4. Conduct the training
5. Documentation any deviations of the LMP

### 3. Conclusion

The part-time training programs are necessary for human resource development in the Northern mountainous region. But there are urgent problems about training facilities, teaching and learning activities, and curricula. Provinces should improve training facilities, insurance pedagogic environment in their training centers. Universities should enhance training assessment system, and current curricula should be improved more flexible to meet the concrete development demands.

### References

- i. Eberhard (2007). *Infrastructure Regulation in Developing Countries*. PPLAF Working Paper No. 4. World Bank.
- ii. Alen J. Dubinsky. Rajiv Mehta. Rolph E. Anderson (2001). *Satisfaction with Sales Manager Training – Design and Implementation Issues*. *European Journal of Marketing* (pp 27 – 50)
- iii. Anderson. Chris. (April 4. 2005). *What's the Difference Between Policies and Procedures?* *Bizmanualz*.
- iv. Annapolis. Maryland and Department of Natural Resources (May 2003). *Maryland's Green Infrastructure Assessment: A Comprehensive Strategy for Land Conservation and Restoration*
- v. Arlington. The Conservation Fund (6. October. 2009). *Green Infrastructure*
- vi. Directo. Rodrigo (May-June.1998). *An Evaluation of the Managerial Performance of Principals of Selected Public High Schools in the Division of Nueva Ecija in the Administration of Social Studies Program*. *Graduate School Research Journal*. Vol. 10 No. 13
- vii. Feltus. Christopher (2008). *Preliminary Literature Review of Policy Engineering Methods – Toward Responsibility Concept*. *Proceeding of 3rd international conference on information and communication technologies: from theory to applications (ICTTA 08)*. Damacus. Syria.
- viii. Fulmer. Jeffrey (July/August. 2009). *What in the world is infrastructure*. *PEI Infrastructure Investor*. 30-32
- ix. Georg Indest (2009). *Pension Fund Investment in Infrastructure*. *OECD Working Papers on Insurance and Private Pension*. No. 32
- x. Gilligan. P.(2004). *What New Teachers Really Need*. *The Journal of Educational Leadership*. 63(6). 66-69
- xi. Howard. Cosmo. (September 2005). *The Policy Cycle: a Model of Post-Machiavellian Policy Making?* *The Australian Journal of Public Administration*
- xii. Jacoby. Jeff (9. May. 2004). *Making the case for parochial schools*. *The Boston Globe*.

- xiii. Kao. T., Yung-Cheng. L. and Shih. M. (2010). *Privatization Versus Public Works for High Speed Rail Projects. Transportation Research Record: journal of the Transportation Research Board. Issue 2159. Pp 18-26*
- xiv. Larry W. Beeferman (3 December 2008). *Pension Fund Investment in Infrastructure: Resource Paper. Capital Matter. Occasional Paper Series*
- xv. Levi-Faur. David (2010). *Regulation and Regulatory Governance. Jerusalem Paper in Regulation and Governance. No1.*
- xvi. M. Nicolas J. Frizli and Vincent Bazi (30. July 2011). *Infrastructure Investment in an Age of Austerity: The Pension and Sovereign Funds Perspective. published jointly in Revue Analyse Financiere. Q4 2011 issue. pp 34-37 and USAK. JTW*
- xvii. McGivern. Gerry. Fischer. Michael Daniel (1. February. 2012). *Reactivity and reactions to regulatory transparency in medicine. psychotherapy and counseling. Social Science and Medicine 74(3). 289-296.*
- xviii. Myles Neligan. Sinead Cruise (28. November. 2011). *M. Nicolas Firzli quoted. British Infrastructure Finance Plan No Silver Bullet*
- xix. Patrick. H., Ryan. A., & Kaplan. A. (2007). *Early Adolescent's Perceptions of the Classroom Social Environment. Motivational Belief. and Engagement. Journal of Educational Psychology.*
- xx. Poggi M. (October-December 2007). *Using ICT IN Education: Defining Appropriate Policies. Heale. International Institute for Educational Planning. Vol. 25 No. 4*