

# FACTORS INFLUENCE CAREER DEVELOPMENT IN VIETNAM

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**Abstract:** The article presents theoretical approach to the factors which have certain influence on the individual's career development. The group of factors is the different types of development tools which organizations use in order to accomplish the career development. Career development does not only depend on the career development tools, but also on the personal factors, which are going to be presented in following text. Knowledge as the basis factor for further development is presented here. This section ends with the presentation of the career drivers.

**Keywords:** career development, factor, influence, Vietnam.

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The expectations regarding career and its prospects have changed lately from the traditional concepts, characteristic for the past decades in business environment, to the modern concepts.

Being employed at his/her first job and starting his/her own career, an individual enters into a psychological contract between himself/herself and his/her employer. The first months of employment are considered to be decisive for a positive psychological contract between an employee and employer [1]. These contracts are defined as the beliefs employees hold about the terms and conditions of the exchange agreement between themselves and their organizations. The employees' evaluation of their psychological contract affects the important employee's attitudes and behaviors, like commitment, turnover and organization's citizenship behaviors. Psychological contracts in the relatively stable environment and in the existing dynamic context seem to differ in many aspects [2]. Being the member of the stable business and technological environment, an employee expects from his/her organization steady employment, guaranteed rewards, upward mobility, few lateral entries, formal training, career management by organization, fair and equitable human resources management practices. In return, the organization expects from its employees: loyalty, commitment and hard work. On the other hand, if an employee is the member of a dynamic business and technological environment, he/she expects from his/her organization employability, continued professional education, balanced work/life requirements, individually driven career management, career managed by an individual and not by organization, resources to develop identity and adaptability of employees. In return, organization expects flexibility to employ, deploy and retrench people according to the changing needs for skill and knowledge.

On the other hand, flexibility as an imperative of our time imposed to organization in the current competitive environment has made it difficult for them to provide traditional job security to its employees [3]. Certain career drivers that were part of psychological contract have changed during the time. These drivers can be defined as the short-term/long-term aspirations or preferences of an individual, which influence his/her decisions regarding his/her career. Aspirations and preferences can be related to the specific features of a job or an organization, so that career drivers are either job-related or organization-related. Career drivers can be broadly classified as traditional and progressive [5]. Traditionally, the career drivers related to the old psychological contract have are: upward mobility in the hierarchical layers, social status, and assured future. These career drivers are characteristic for the old psychological contract. However, the motivation backing the career moves may no longer be limited to money or status, but these moves may be motivated by an opportunity to learn new things or proper utilization of current skills on the job. Progressive career drivers are those related to the new

psychological contracts, focused on improving employability, employee performance and employee growth. Singh in his work tried to prove that progressive career drivers are dominant over the traditional ones with the new-age employees. He also tried to prove that the new - age employees always try to improve their employability and are eager to learn new skill-sets. This research has been conducted in 2013 within the software professionals. They were chosen because they were typical new-age employees working in new-economy industry. Data from this research can be correlated with the data of the empirical part of this master thesis.

The research has proved that the progressive career drivers dominate over the traditional ones [6, p.9]. The research conducted by Singh gave the results similar to those from the research of this master thesis with young Croatian professionals. New age employees in both cases are more oriented towards the progressive career drivers, this being specially true for an opportunity of acquiring new abilities and skills in order to improve their current status. In the case of Singh's work as well as in the empirical part of this research, one traditional career driver is also stressed: the possibility of better pay and better reward for accomplishment. Better pay will hereafter be pronounced as one of the main reasons for new job opportunities with the Vietnamese graduates in Economics.

When finishing their faculty education, the graduates, who will in future become significant human resource to a certain employer, carry along their average graduate grade. Is this average grade valuable information for employers on their future employees and what information do grades provide at all? In academic environment, incentives, rewards and information are provided through grades [4]. Good grades are reward for diligent students and they could be used outside of education institutions, perhaps by an employer in the entry-level labor market, seeking to identify an applicant's academic skills from his/her grade point average. There are always variations in grades even among the students taking classes from the same teacher, because some students are more willing to trade off their leisure for study, or they learn more easily. On the other hand, there can be variations in grades among different educational institutions, this depending on teachers and their skills, potentials, and readiness to transfer their knowledge to students. The grades variations by regions will be the subject of the empirical part of this thesis, which will try to prove that regarding the grades, there are no differences between the different Vietnamese faculties of Economics. Another topic regarding the grades, i.e. the influence of grades on employers and possibility of easier employment, will also be discussed in the empirical part, and their correlation will be proved. Each grade is a function of the instructor's quality, student's characteristics, and nature. One can make certain conclusions on the teacher's effectiveness from his/her average grade, as well as one can make certain conclusions on the student's abilities from the student's grade. Employer can combine this information on the student's abilities with his/her own knowledge of the relationship between these abilities and requirements of the job in question, to make more accurate assessment of the potential hire's value to the firm.

The situation regarding career development among Vietnamese graduates in Economics should be changed. Firstly, attention to career and possibilities for its development should already be paid during the education process, offering high-grade education oriented to demands of Vietnamese companies. Successful Vietnamese companies and Faculties of Economics should be partners in creating mutual cooperation. Faculties should represent the producers of successful and required product, such as graduates in Economics, while Vietnamese companies should be the leaders in the process of developing individuals' career paths. Companies should be more interested in finding and recruiting successful students in terms of good grades during education process, which should reflect their knowledge and capabilities as well as the study duration, which should reflect their ambition and incentive for future career development. Providing these changes during the process of recruitment and a proper process of selection, can from the start, insure competitive advantage for companies. Knowing that employers reward more successful students providing them with immediate and better job opportunities, students will be more motivated for better studying results which, of course, will have significant implications on their afterwards working results. This also could reflect on the students' opinions regarding the importance of knowledge gathered during education process and increase the share of those who presume it to be of great or decisive importance.

Further, more attention has to be paid to apprenticeship stage where managers should lead, coach, mentor and counsel the newly employed. Firm coordination and cooperation between the apprentice and his/her mentor should create independent, determined, stable and incentive employee. There are examples in Vietnamese economy (tested also through research) that newly graduates and unprepared employees, in terms of insufficient working and life experience, undertake important positions in companies, or very quickly pass from the stage of apprentice to the stage of manager. If the candidate does not pass all required steps in the process of introduction with the organization, co-workers and job and its

requirements, then he/she will not offer remarkable results. This could be supported by the phrase: the right person in the right place, but also with the attachment of the right time. Croatian organizations should also invest more in the employees' training and development, because that action will provide benefits for both actors, more successful career development for individuals and competitive advantage and better working results for organizations. Vietnamese employees but even more final year students consider possession of additional knowledge as an important precondition for career development. However, the students' beliefs regarding the importance of additional knowledge are more perceived in terms of job demands, while the graduates in Economics express it as personal ambitions. Those presuming the importance of additional knowledge as job demand, should invest more effort in personal improvement and be able to present themselves to company as a complete person and employee, but knowing that survival and development in competitive surroundings require constant improvements from their side but also constant opportunities for development from the side of their employers.

Finally, as crucially important, Vietnamese companies have to be more oriented toward the organization of human resource departments, providing human resource specialists. It is of crucial importance to point to the results of the survey which show that almost three quarters of Vietnamese graduates in Economics are employed in the companies that do not provide department of human resource management, none of the above stated will come to light if these departments are not provided. Establishing the human resource department, organization ensures efficient strategic planning in terms of humane resources management, starting from proper and timely planning, recruitment, selection and development of its employees who represent the companies' greatest capital.

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