

**MINISTRY OF EDUCATION  
AND TRAINING  
ACADEMY OF JOURNALISM AND COMMUNICATION**

**HO CHI MINH NATIONAL ACADEMY  
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**THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY  
AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL  
SCHOOLS IN THE CURRENT PERIOD**

**PHD THESIS MAJORING IN  
PARTY BUILDING AND STATE GOVERNMENT**

**SUMMARY OF PHD THESIS**

**HANOI – 2026**

**The thesis is completed at the**  
**ACADEMY OF JOURNALISM AND COMMUNICATION**

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**The thesis will be defended in front of the Thesis Committee at Academy level,  
at the Academy of Journalism and Communication**

## INTRODUCTION

### 1. The urgency of the topic

During his lifetime, President Ho Chi Minh placed great importance on the role of cadres and cadre work for the revolutionary cause. He affirmed: “Cadres are the root of all work” [63; p.309] and emphasized that “Training cadres is the fundamental work of the Party” [63; p.309]. This idea not only reflects a profound strategic vision regarding human resources but has also been proven through the practical experiences of the Vietnamese revolution across different historical stages. Practice shows that wherever a team of cadres with strong political resolve, good moral qualities, competence, and credibility is built to meet the requirements of the task, there the organization is strong, and political tasks are effectively carried out; conversely, if cadre work is neglected and the quality of the cadre team is limited, it will directly affect leadership effectiveness, management, and the development of agencies and units. Therefore, the quality of the leadership team of departments and faculties directly affects the quality and effectiveness of activities at the provincial political school, while also having a profound impact on the quality of personnel within the local political system.

In recent years, under the leadership of the Party, the guidance of the local party committees, and the professional instructions of the Ho Chi Minh National Academy of Politics, the leadership teams of departments and faculties at provincial political schools have made significant progress in terms of quantity, structure, and quality. Most leaders possess strong political resolve, good moral character, maintain firm ideological stance, and have a sense of responsibility in fulfilling their duties; their professional qualifications, political theory knowledge, and management capabilities have gradually improved. Many officials have effectively played their roles in organizing and managing training, fostering, scientific research, practical summaries, and building a team of lecturers, contributing to the enhancement of the quality of activities at provincial political schools over the past period. However, in response to the demands of educational innovation in political theory, the development of standard political schools, the promotion of digital transformation, and the improvement of training and fostering officials in the new situation, the quality of leadership teams in departments and faculties of provincial political schools still reveal some limitations and inadequacies. The leadership, management, and organizational capacity of some officials are not truly uniform; their ability to innovate leadership and management methods, operate professionally, and handle emerging issues in practice remains limited. In some units, research capacity, practical summarization, advisory on curriculum development, training materials, and the organization of new tasks do not fully meet the required standards. The application of information technology

and adaptation to digital transformation in the management and organization of professional activities by some leadership staff are still awkward and lack consistency. Additionally, the process of reorganizing and streamlining the organizational structure, as well as merging administrative units at the provincial level in recent times, has changed the structure, functions, and duties of many departments and offices, posing new requirements for the management capacity, coordination ability, and adaptability of the leadership team. At the same time, the prestige and level of trust in some department and office leaders among lecturers, officials, and students are not truly high, which somewhat affects the effectiveness of coordination and the quality of task implementation in the school.

Currently, our country is entering the “new era - the era of national development” [32; p.1], which sets increasingly high requirements for the quality of the human resources and the staff of the political system. According to the regulations of the Party Central Committee, provincial political schools are affiliated public service units directly under the provincial and city Party Committees, “under the leadership, direct, comprehensive, and regular guidance of the Standing Committee of the provincial and city Party Committees” [7; p.1]. At the same time, the criteria for building standard political schools all identify the quality of the staff, lecturers, and leadership and management personnel as the core factor, which is decisive for the quality of the school's activities.

In this context, conducting theoretical research, summarizing practical experiences, accurately assessing the current situation, and identifying effective solutions to improve the quality of leadership personnel at faculty and departmental levels in provincial political schools has become an urgent requirement. For these reasons, the topic: “**The quality of leadership personnel at faculty and departmental levels in provincial political schools at present**” has been chosen as a doctoral thesis in Party Building and State Governance.

## **2. Research purpose and tasks**

### ***2.1. Research purpose***

On the basis of clarifying theoretical and practical issues regarding the quality of leadership personnel at faculty and departmental levels in provincial political schools, the thesis proposes orientations and major solutions to improve the quality of this contingent in the coming period.

### ***2.2. Research tasks***

- To review representative scientific works directly related to the thesis topic; identifying the contents to be inherited for fulfilling the research purpose and tasks; and determining issues that require further clarification.

- To analyze and clarify theoretical and practical issues concerning the quality of leadership personnel at faculty and departmental levels in provincial political schools.

- To survey and assess the current situation of the quality of leadership personnel at faculty and departmental levels in provincial political schools from 2018 to the present; identifying achievements, limitations, causes, and emerging issues.

- To propose orientations and major solutions to improve the quality of leadership personnel at faculty and departmental levels in provincial political schools in the coming period.

### **3. Study subjects and scope of the thesis**

#### ***3.1. Study subjects***

The study focuses on the quality of leadership personnel at faculty and departmental levels in provincial political schools.

#### ***3.2. Scope of the thesis***

*In terms of space:* The thesis studies the quality of the leadership team of departments and faculties at 63 provincial political schools from 2018 to June 30, 2025, and examines the quality of the leadership team of departments and faculties at 34 provincial political schools after their merger in accordance with Resolution No. 202/2025/QH15 from July 1, 2025.

*In terms of time:* The thesis surveys and studies the quality of leadership personnel at faculty and departmental levels in provincial political schools from 2018 to the present. The orientations and solutions proposed in the thesis are valid until 2035.

### **4. Theoretical, practical basis and research methods of the thesis**

#### ***4.1. Theoretical basis***

The thesis is grounded in Marxism-Leninism, Ho Chi Minh Thought, and the viewpoints of the Communist Party of Vietnam on cadres and cadre development.

#### ***4.2. Practical basis***

The practical basis of the thesis lies in the current situation of the quality of leadership personnel at faculty and departmental levels in provincial political schools from 2018 to the present, along with the advantages, difficulties, and emerging issues related to this contingent.

#### ***4.3. Research methods***

The thesis uses the dialectical materialist methodology of Marxism-Leninism., and employs a combination of research methods from political science and interdisciplinary studies, including: systematization; analysis combined with synthesis; induction and deduction; statistical and comparative methods; sociological survey methods; and practical review methods.

### **5. Theoretical and practical significance of the thesis**

The research results of the thesis contribute to further clarifying the theoretical issues regarding the quality of leadership staff in departments and faculties of provincial political schools.

The research results of the thesis can be used to improve the quality of leadership staff at the department and faculty levels of provincial political schools; the research findings can also serve as reference materials for teaching, scientific research, and study at provincial political schools and commune-level political centers nationwide.

### **6. Scientific contributions of the thesis**

- The thesis formulates the concept of the quality of leadership personnel at faculty and departmental levels in provincial political schools.

- The thesis develops a theoretical framework for the topic and identifies five key criteria for evaluating the quality of leadership personnel at faculty and departmental levels in provincial political schools.

- The thesis clarifies emerging issues concerning the quality of leadership personnel at faculty and departmental levels in provincial political schools.

- The thesis proposes and analyzes two breakthrough solutions to improve the quality of this contingent in the coming period: 1) developing a set of criteria for evaluating the quality of leadership personnel at faculty and departmental levels in provincial political schools; and 2) Successfully carry out all procedures in personnel work for leadership and management staff.

### **7. Structure of the thesis**

In addition to the introduction, conclusion, list of the author's published scientific works related to the thesis, references, and appendices, the thesis consists of four chapters and nine sections.

## **Chapter 1**

### **OVERVIEW OF AVAILABLE RESEARCH RELATED TO THE TOPICS**

#### **1.1. RESEARCH OUTSIDE VIETNAM**

##### **1.1.1. Research works related to provincial political schools**

N. Pieke (2010), *Cadres, Cadre Training and Party Schools*, in *The Good Communist: Elite Training and State Building in Today's China*, Cambridge University Press.

Charlotte P. Lee (2015), *Training the Party: Party Adaptation and Elite Training in Reform-era China*, Cambridge University Press.

Seidle, B.; Fernandez, S.; Perry, J.L. (2016), "Do Leadership Training and Development Make a Difference in the Public Sector?", *Public Administration Review*.

Marathe, G.; Gupta, R.K.; Ramachandra, A.S. (2023), *Transformational Leadership: Role of the Public Administration Training Institutes*, Springer.

Shandong Provincial Party School Research Office (2024), *Exploring Integrated, Connotative, and High-Quality Development of Shandong Provincial*

*Party School*, National Academy of Public Administration Publishing House.

Zhifang Zhou, Litian Zhu, Shangjie Han & Huixiang Zeng (2025), “Ideological and Political Baptism and Corporate Social Responsibility: Evidence From the Party School Experience of Chinese Executives”, *International Journal of Finance & Economics*.

Li Lin (2025), *Designing a Roadmap for Building an Informatization System for Party Schools*, Northeast Forestry University Press.

Research Group (2025), *Blue Book of Think Tanks of Sichuan Provincial Party School: Practical Research on Coordinated Regional Development in Sichuan Province*, National Academy of Public Administration Publishing House.

### **1.1.2. Research works related to faculty members and leadership personnel of provincial political schools, and the quality of leadership personnel**

Shuqin Xu (2016), *School Leadership, Citizenship Education and Politics in China*, Publisher Springer Singapore, 23 August 2016.

Edoardo Ongaro, Sandra van Thiel (2018), *The Palgrave Handbook of Public Administration and Management in Europe*, Palgrave Macmillan.

Peng Peng (2020), “Research on the Current Situation of Legal Education and Training for Leadership Cadres at Party Schools – The Case of Hunan Provincial Party School”, *Journal of the Chengdu Municipal Party School*.

Clive Dimmock (2020), “School Leadership Roles and Standards: Observations from the International Study of Teacher Leadership”, published within UNESCO and affiliated global education governance research.

Organisation for Economic Co-operation and Development (2020), *Leadership Development in Government: Fixed Roles or Fluid Capabilities?*, OECD Publishing, Paris.

Xu Hongmei (2021), “Research on Methods for Building the Faculty Team at Grassroots-Level Party Schools”, *Office Administration Journal*, No. 5.

Cao Xiaoning (2021), “Competencies and Qualities Required of Party School Faculty in the New Era”, *Wencun Journal*, No. 8.

Chu Dangyun (2021), “Practice, Experience, and Implications from Talent Development at Qinghai Provincial Party School”, *BANDENG – Social Sciences and Humanities Edition*.

Warman, Soerjo Adi Poernomo, Lorensius Amon (2021), *Leadership Style and Principal Supervision in Improving Teacher Performance at State High Schools in Kutai Kartanegara Regency, East Kalimantan Province, Indonesia*, EduLine: Journal of Education and Learning Innovation

Abdul Karim; Agus Agus; Nunung Nurnilasari; et al. (2023), “A Study on Managerial Leadership in Education: A Systematic Literature Review”, *Heliyon – Elsevier*, Volume 9, Issue 6, e16834.

Chenyangzi You; Siti Rahmah Awang; Yuping Wu (2024), “Bibliometric Analysis of Global Research Trends on Higher Education Leadership Development”, *Discover Sustainability*, Springer Nature.

Garry C. Bastasa; Reynaldo B. Guhao Jr. (2024), “Principal Leadership, Political Skills and Teacher Empowerment”, *European Journal of Education Studies*.

Guangdong Provincial Party School (Guangdong Academy of Governance) (2025), *Becoming an Exemplary Party School Cadre*, Guangdong People’s Publishing House.

Tan Jing (2025), “Analysis of the Path for Building and Developing Local Party School Faculty in the New Era”, *Contemporary Figures Journal*, No. 32.

Yulian Zheng, Shuangye Chen, Yansi Hou (2026), The mechanism and impact of cross-school networks on principals' professional capital: A qualitative study on Master Principal Studios in China, *British Educational Research Journal*, 04 February 2026.

## **1.2. RESEARCH IN VIETNAM**

### **1.2.1. Research works related to provincial political schools**

Nguyen Van Thang, Cam Thi Lai, Nguyen Thi Thanh Nhan (eds.) (2020), *Political School Work: Practice and Experience*, Political Theory Publishing House, Hanoi.

Nguyen Thai Binh, Le Thi Tinh (2021), “The Role of Provincial Political Schools in Identifying and Refuting Wrong and Hostile Views, Safeguarding the Party’s Ideological Foundation”, *State Management Journal*, published on May 18, 2021.

Nguyen Thi Bich Lan (2021), *Motivating Lecturers at Provincial Political Schools and Centrally Governed Municipal Political Schools*, Doctoral Dissertation in Public Management, National Academy of Public Administration, Hanoi.

Nguyen Thi Thanh Nhan (2022), “Building Standardized Political Schools to Create Breakthroughs in Cadre Training and Fostering at the Grassroots Level”, *Journal of Political Theory and Communication*, published on September 28, 2022.

Hoang Dinh Trung, Vu Ngoc Hoang, Hoang Thi Chau Yen (eds.) (2022), *Training in Intermediate-Level Political Theory under the Fourth Industrial Revolution at Truong Chinh Political School of Nam Dinh Province*, Political Theory Publishing House, Hanoi.

Nguyen Thi Thanh Nhan (2023), “Provincial Political Schools After Two Years of Implementing the Regulation on Standardized Political Schools”, *Electronic Journal of Political Theory*, published on November 15, 2023.

Nguyen Quy Duc, Duong Thi Hong Van, Vu Thi Hau, Hoang Minh Tuan, Nguyen Trung Thanh (2025), *Building Hoang Van Thu Political School of Lang Son Province to Meet the Standards under Regulation No. 11-QD/TW of the Secretariat – Current Situation and Solutions*, Political Theory Publishing House, Hanoi.

Ngo Tuan Nghia, Lam Quoc Tuan, Ly Viet Quang, Tuong Duy Kien, Nguyen Van Hung (2025), *Applying the Content of the Work “Resolutely and Persistently Combating Corruption and Negative Practices, Contributing to Building an Increasingly Clean and Strong Party and State” by General Secretary Nguyen Phu Trong in Research and Teaching at Provincial Political Schools and District-Level Political Centers in Tuyen Quang Province*, Political Theory Publishing House, Hanoi.

Nong Thi Ngoc Ha; Dang Van Dung; Nguyen Thi Oanh; Trinh Thi Anh Hoa; Doan Thi Van Thuy (2025), *Hoang Dinh Giong Political School Improving the Quality of Teaching Activities*, Hanoi Publishing House.

Duong Huong Son, Thai Thi Hong Minh, Hoang Tien Dung, Ngo Thi Thu Ha, Nguyen Huu Thanh (2025), *Building Standardized Political Schools and Some Experiences in Managing Training and Fostering, Teaching, Scientific Research, and Practical Review at Le Duan Political School*, Political Theory Publishing House, Hanoi.

### **1.2.2. Research works related to the quality of faculty members and leadership personnel of provincial political schools, and the quality of leadership personnel**

Nguyen Manh Hai (2018), *Developing Faculty Members of Political Schools in Northern Mountainous Provinces to Meet the Requirements of Renewing Political Theory Education*, Labour Publishing House, Hanoi.

Nguyen Van Thang (ed.) (2019), *Building the Contingent of Leadership and Management Personnel in the System of Provincial Political Schools at Present*, Political Theory Publishing House, Hanoi.

Nguyen Van Thang (2019), *Building a leadership and management team for provincial political schools*, State Organization Journal, 2019

Ho Chi Minh National Academy of Politics and Thanh Hoa Provincial Party Committee (2019), *Building Standardized Political Schools to Meet the Requirements of Renewing Cadre Training, Fostering, and Scientific Research in the Current Period: Proceedings of a Ministerial-Level Scientific Conference*, Political Theory Publishing House, Hanoi.

Truong Thi Thong, Nguyen Van Thang (2019), *Building a leadership and management team for provincial political schools*, Electronic Journal of Political Theory, issue published on 02/4/2019

Vo Minh Hieu (2023), *Enhancing Theoretical Thinking Capacity for Lecturers of Provincial Political Schools in the Mekong Delta in the Current Period*, Doctoral Dissertation in Philosophy, Academy of Social Sciences, Hanoi.

Nguyen Dinh Thuan; Cam Thi Lai; Le Thi Thu Thao; Tran Ngoc Nhieu; Nguyen Thi Hong Van (2023), *Improving the Quality of Faculty Members and*

*Linking Theory with Practice in Teaching at Political Schools in the Current Period*, Da Nang Publishing House.

Vu Thi Hoa; Mai Hai Dang (2024), “Improving the Quality of Cadres and Faculty to Meet the Requirements of Building Standardized Political Schools (A Case Study of Le Hong Phong Cadre Training School, Hanoi)”, *Electronic Journal of Political Theory*, published on September 28, 2024.

Tran Thi Thu Lan (2024), *The Quality of Faculty Members of Political Schools in the Central Coastal Region at Present*, Doctoral Dissertation in Party Building and State Governance, Academy of Journalism and Communication.

Nguyen The Sang (2024), *The Quality of Faculty Members of Provincial and Municipal Political Schools in the Current Period*, Doctoral Dissertation in Party Building and State Governance, Ho Chi Minh National Academy of Politics, Hanoi.

Pham Van Hung (2025), *The Quality of Faculty Members of Universities in the North Central Region in the Current Period*, Doctoral Dissertation in Party Building and State Governance, Ho Chi Minh National Academy of Politics, Hanoi.

Pham Tien Hung (2025), “Improving the Quality of Training and Fostering at Yen Bai Provincial Political School in the New Context”, *Journal of Political Theory and Communication*, published on April 15, 2025.

### **1.3. OVERVIEW OF THE RESEARCH FINDINGS OF RELATED WORKS AND ISSUES ADDRESSED BY THE THESIS**

#### **1.3.1. Overview of the research findings of related works**

The review of both domestic and international studies related to provincial political schools, faculty members, and leadership and management personnel shows that this issue has been widely studied from various perspectives, yielding important theoretical and practical results. These findings provide an important foundation for the thesis to inherit and further develop in studying the quality of leadership personnel at faculty and departmental levels in provincial political schools at present.

*Firstly*, in terms of theory, existing studies have clarified the position and role of provincial political schools within the political system, affirming their function as institutions for cadre training and fostering, as well as centers for theoretical research, practical review, and advisory support to local Party committees. Many works have systematized and initially clarified concepts related to building faculty and leadership personnel, and have identified key criteria for evaluating quality, including political qualities, professional ethics, qualifications, pedagogical capacity, research capacity, and organizational and managerial competence. These contributions provide an important theoretical basis for the thesis to further develop a research framework on the quality of leadership personnel at faculty and departmental levels.

*Secondly*, in terms of practice, existing studies have relatively comprehensively reflected the current situation of provincial political schools in the context of implementing regulations on standardized political schools and new development requirements. Research has identified positive developments in the contingent of cadres, faculty, and leadership personnel, such as improved political steadfastness, enhanced professional qualifications, gradual innovation in teaching methods, and increased attention to scientific research and practical review. At the same time, limitations have been identified, including imbalanced structure, uneven research capacity, limited modern management thinking and digital application, and evaluation mechanisms not fully aligned with actual performance. These findings provide an important empirical basis for further in-depth analysis in the thesis.

*Thirdly*, in terms of solutions, previous studies have proposed various measures to improve the quality of faculty and leadership personnel, focusing on refining standards and evaluation criteria, renewing planning and training, strengthening the linkage between theory and practice, enhancing research capacity, improving incentive mechanisms, and promoting digital transformation in management and training. These proposals serve as valuable references for the thesis to selectively inherit and further develop.

Despite the achieved results, the review of existing studies reveals several research gaps that need further clarification:

*Firstly*, most studies focus on faculty members or leadership and management personnel of political schools in general, while there has been no specialized, systematic, and comprehensive research on the quality of leadership personnel at faculty and departmental levels, who directly organize and manage the core activities of provincial political schools. As a result, no study has developed an independent theoretical framework for this concept with a complete structure and a system of evaluation criteria aligned with the specific characteristics of political theory training institutions and the requirements of building standardized political schools.

*Secondly*, there has been no comprehensive investigation of the current situation of the quality of leadership personnel at faculty and departmental levels based on a specific system of criteria, nor in-depth analysis of the relationship between the quality of this contingent and training quality, scientific research, and the fulfillment of standardized political school requirements.

*Thirdly*, proposed solutions in existing studies remain largely general, focusing on faculty or overall leadership personnel, and have not been sufficiently specified according to the roles, functions, and operational characteristics of faculty- and departmental-level leadership personnel, particularly in the context of

digital transformation and the increasing requirements for improving the quality of provincial political schools.

These gaps provide the basis for the thesis to clearly define its research direction, deepen both theoretical and practical analysis, and propose a coherent system of solutions to improve the quality of leadership personnel at faculty and departmental levels in provincial political schools in the coming period.

### **1.3.2. Issues addressed by the thesis**

*Firstly*, clarifying theoretical issues related to the quality of leadership personnel at faculty and departmental levels, including: an overview of this contingent in provincial political schools; the concept, functions, tasks, position, role, and characteristics of provincial political schools; the role and characteristics of leadership personnel at faculty and departmental levels; the concept of their quality; influencing factors and evaluation criteria; and key issues in improving their quality.

*Secondly*, on the basis of the clarified theoretical issues, the thesis assesses the current situation of the quality of leadership personnel at faculty and departmental levels in provincial political schools from 2018 to the present, identifying strengths, limitations, causes, and emerging issues that need to be addressed in order to improve their quality in the coming years.

*Thirdly*, the thesis forecasts influencing factors, determines orientations, and proposes feasible solutions to improve the quality of leadership personnel at faculty and departmental levels in provincial political schools.

## **Chapter 2**

### **THEORETICAL AND PRACTICAL ISSUES REGARDING THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS AT PRESENT**

#### **2.1. PROVINCIAL POLITICAL SCHOOLS AND LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS**

##### **2.1.1. Provincial political schools - concept, formation and development process, functions, tasks, organizational structure, role, and characteristics**

###### ***2.1.1.1. Concept and formation and development process of provincial political schools***

###### ***\* Concept of provincial political schools***

Provincial political schools are specialized public service units of the Party, directly and regularly under the leadership of provincial and municipal Party committees. They have the function of organizing training and fostering for

leadership and management personnel of the grassroots political system, while also participating in scientific research, practical review, and directly serving Party building and the local political system.

*\* Overview of provincial political schools*

Following the Central Resolution No. 6 (January 1949), Nguyen Ai Quoc School (now the Ho Chi Minh National Academy of Politics) officially became a regular cadre training institution at the central level. A major turning point came with Decision No. 61-QD/TW (March 10, 1993) on reorganizing Party schools, followed by Decision No. 88-QD/TW (September 5, 1994), which officially merged Party schools and administrative schools to establish provincial political schools. Since then, each locality has had a single institution responsible for training and fostering cadres, Party members, and civil servants serving the entire political system. From Decision No. 184-QD/TW (September 3, 2008) to Regulation No. 09-QDi/TW (November 13, 2018), the Party clearly defined their legal status as public service units under provincial Party committees, subject to the direct and regular leadership of standing party committees. Following the National Assembly's resolution (June 12, 2025) on restructuring provincial administrative units, from July 1, 2025, the country has 34 provinces and centrally governed cities, corresponding to 34 provincial political schools.

**2.1.1.2. Functions and tasks of provincial political schools**

*\* Functions of provincial political schools*

The functions of provincial political schools are stipulated in Clause 2, Article 1 of Regulation No. 393-QD/TW dated January 5, 2026 on the functions, tasks, and organizational structure of provincial and municipal political schools.

*\* Tasks of provincial political schools*

According to Regulation No. 393-QD/TW, the tasks of provincial political schools are defined based on the requirements of standardization and modernization of cadre training, including the following key tasks: *Firstly*, conducting training for leadership and management personnel. *Secondly*, providing fostering programs for leadership and management personnel. *Thirdly*, taking the lead and coordinating with agencies within the political system in implementing training and fostering activities. *Fourthly*, promoting practical review and theoretical research. *Fifthly*, performing advisory and policy consultation roles for Party committees and local authorities. *Sixthly*, directly participating in the ideological work of Party committees.

**2.1.1.3. Organizational structure of provincial political schools**

*Firstly*, principles for establishing subordinate units: The core principle is to ensure a streamlined and efficient organizational structure, avoiding fragmentation. A minimum of seven staff members is required to establish a unit (faculty, department, or equivalent); units with fewer than ten staff are assigned

one head and one deputy, while those with ten or more staff are assigned no more than two deputies.

*Secondly*, leadership structure: Currently, the leadership structure of provincial political schools, especially after mergers, includes a Rector and no more than two Vice-Rectors; Le Hong Phong Cadre Training School in Hanoi may have up to three Vice-Rectors. For merged institutions, the number of deputy positions is implemented in accordance with the conclusions of the Politburo and the Secretariat regarding the orientation for deputy positions within the political system.

*Thirdly*, structure of faculties and professional departments: According to Article 3 of Regulation No. 393-QD/TW (2026) and Decision No. 6468-QD/HVCTQG dated December 21, 2021 of the Director of the Ho Chi Minh National Academy of Politics on the issuance of regulations on training and fostering management, provincial political schools may establish a maximum of five faculties and departments.

*Fourthly*, staffing and personnel structure: Staffing levels are determined by the standing provincial Party committee, in alignment with position-based job standards, to enhance operational effectiveness.

#### ***2.1.1.4. Role of provincial political schools***

*Firstly*, provincial political schools play a key role in training and fostering cadres, civil servants, and public employees within the provincial political system. *Secondly*, they serve a leading role in scientific research, practical review, and policy advisory for local Party committees and authorities. *Thirdly*, contributing significantly to the ideological work of the provincial and city party committees. *Fourthly*, the role of provincial political schools within the Party school system.

#### ***2.1.1.5. Characteristics of provincial political schools***

*Firstly*, the deep party spirit and political nature in the organizational model. *Secondly*, the specificity regarding the target audience and training content. *Thirdly*, the practicality and application of political science. *Fourthly*, the exemplary and standardized nature of the Party School's culture.

### **2.1.2. Leadership personnel at faculty and departmental levels in provincial political schools – concept, role, and characteristics**

#### ***2.1.2.1. Concept of leadership personnel at faculty and departmental levels in provincial political schools***

##### ***\* Concept of leadership and management personnel***

Leadership and management officials are those with professional theoretical knowledge and expertise, holding specific positions and responsibilities within the political system; they carry out tasks to guide and concretize the Party's policies and guidelines, as well as the State's policies and laws, into the practical conditions of agencies, units, and localities, and organize resource mobilization and the operation of collectives according to procedures and regulations of the

Party and the State, aiming to realize common goals, serve the interests of the people, and contribute to the renewal process.

*\* Concept of leadership personnel at faculty and departmental levels in provincial political schools*

Leadership personnel at faculty and departmental levels in provincial political schools refer to a contingent of managerial officials within the system of provincial political schools who are responsible for teaching, scientific research, and directing and managing all activities of their respective units, thereby contributing to improving the quality of training and fostering at these institutions.

***2.1.2.2. Tasks of leadership personnel at faculty and departmental levels in provincial political schools***

*Firstly*, directly advising on training, fostering, and other key activities of the school. *Secondly*, organizing the implementation of plans and decisions issued by the school leadership board. *Thirdly*, managing professional activities and monitoring, evaluating, and classifying staff performance within faculties and departments on a monthly basis. *Fourthly*, directing and organizing the implementation of emulation movements within the school.

***2.1.2.3. Role of leadership personnel at faculty and departmental levels in provincial political schools***

*Firstly*, leadership personnel at faculty and departmental levels are decisive factors in effectively performing the functions and tasks of faculties and departments. *Secondly*, they play an important role in the training and fostering work of provincial political schools. *Thirdly*, they are crucial in training, mentoring, and improving the quality of faculty members and staff. *Fourthly*, they play an important role in enhancing political theory knowledge and leadership and management skills for learners. *Fifthly*, they contribute significantly to improving the quality of activities of Party organizations and mass organizations within the school.

***2.1.2.4. Characteristics of leadership personnel at faculty and departmental levels in provincial political schools***

*Firstly*, the majority of leadership personnel at faculty and departmental levels in provincial political schools are Party members who were born and raised in their localities. *Secondly*, this contingent generally has relatively uniform professional qualifications and ranks; however, there remains a shortage of leading experts. *Thirdly*, leadership personnel at faculty and departmental levels are regularly trained and continuously accumulate practical knowledge.

**2.2. THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS – CONCEPT, DETERMINING FACTORS, AND EVALUATION CRITERIA**

### **2.2.1. Concept of the quality of leadership personnel at faculty and departmental levels in provincial political schools**

The quality of the leadership team of the faculty and department at the provincial political school is a combination of values related to quantity, structure, political qualities, ethics, qualifications, capabilities, working style, organizational awareness, discipline, and prestige, which are reflected in the results of task completion, directly contributing to enhancing the school's position and reputation within the local political system.

### **2.2.2. Factors determining the quality of leadership personnel at faculty and departmental levels in provincial political schools**

*Firstly*, the policies, guidelines of the Party, and the policies and laws of the State regarding personnel work; regulations and guidance of the Ho Chi Minh National Academy of Politics on standard political schools. *Secondly*, the leadership of the provincial and city Party committees. *Thirdly*, the role of the management agencies of the leadership staff of departments and faculties of the provincial political school. *Fourthly*, the personnel work concerning the leadership staff of departments and faculties of the provincial political school. *Fifthly*, the capacity for self-cultivation and training of the leadership staff of departments and faculties of the provincial political school. *Sixthly*, the working environment.

### **2.2.3. Criteria for evaluating the quality of leadership personnel at faculty and departmental levels in provincial political schools**

#### ***2.2.3.1. The rationality of size and structure of leadership personnel at faculty and departmental levels***

*Firstly*, in terms of quantity, leadership personnel at faculty and departmental levels must be sufficient to handle the increasing workload in the current context. *Secondly*, in terms of structure, evaluation should be conducted across multiple dimensions. *Thirdly*, age structure should be considered to ensure continuity, succession, and development within the leadership team.

#### ***2.2.3.2. Political qualities; ethics and lifestyle; organizational discipline; working style and methods***

*Firstly*, regarding political qualities, leadership personnel must demonstrate absolute loyalty to the Party's ideological foundation, remain steadfast in the socialist path, and firmly uphold the Party's Platform, Charter, and resolutions. *Secondly*, ethics and lifestyle form the foundation for trust and respect from colleagues and learners. *Thirdly*, organizational discipline reflects political integrity and a strong sense of responsibility. *Fourthly*, working style and methods should be scientific, democratic, and effective.

#### ***2.2.3.3. Qualifications, leadership capacity, and management capacity***

*Firstly*, overall qualifications must meet standardization requirements as prescribed. *Secondly*, leadership and management capacity are decisive factors for

effectiveness and success in task performance. *Thirdly*, leadership capacity is also reflected through soft skills and the application of modern management approaches.

#### ***2.2.3.4. Prestige and credibility among lecturers, staff, and learners***

*Firstly*, prestige is built upon both qualities and capacity. *Secondly*, credibility reflects the trust and evaluation of relevant stakeholders. *Thirdly*, both prestige and credibility are formed through practical experience and real-world challenges. *Fourthly*, they have become essential criteria for evaluating cadre capacity in the current context. *Fifthly*, prestige and credibility serve as a foundation for sustainable development.

#### ***2.2.3.5. The level of fulfilment of assigned duties and responsibilities***

*Firstly*, evaluation must be based on specific output standards for each stage, aligned with the functions and tasks of provincial political schools under relevant regulations on standardized political schools and grassroots political centers. *Secondly*, task completion should not only be measured by training and research outcomes but also by the ability to coordinate and connect within the system.

## **Chapter 2 summary**

Chapter 2 of the thesis focuses on clarifying theoretical and practical issues related to the quality of leadership personnel at faculty and departmental levels in provincial political schools in the current period. On the basis of a general overview of provincial political schools, this chapter analyzes and clarifies the concepts, functions, tasks, organizational structure, roles, and characteristics of provincial political schools. At the same time, it elucidates the concepts, roles, and characteristics of leadership personnel at faculty and departmental levels within these institutions. Furthermore, the chapter defines and analyzes the concept of the quality of leadership personnel at faculty and departmental levels in provincial political schools, as well as the factors determining this quality. It also identifies five key criteria for evaluating the quality of leadership personnel at faculty and departmental levels in provincial political schools.

**Chapter 3**  
**CURRENT SITUATION, CAUSES, AND EMERGING ISSUES**  
**REGARDING THE QUALITY OF LEADERSHIP PERSONNEL AT**  
**FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL**  
**POLITICAL SCHOOLS**

**3.1. CURRENT SITUATION OF THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS**

**3.1.1. Strengths**

*3.1.1.1. The number and structure of the leadership team of the departments and faculties of the provincial-level political school are basically reasonable.*

During the period 2018-2025, in implementing the policy of standardizing the system of provincial political schools in accordance with central regulations and the requirement for fundamental and comprehensive reform of cadre training and retraining, provincial political schools have paid attention to reviewing, reorganizing, and consolidating their organizational structures and leadership personnel at faculty and departmental levels in a streamlined, effective, and efficient manner.

*3.1.1.2. The political qualities, ethics, and lifestyle; the sense of discipline and organizational awareness, as well as the working style and manner of the leadership team of the department and office, basically meet the requirements of the task.*

In recent years, the political qualities, ethics, lifestyle, organizational discipline, and working style of leadership personnel at faculty and departmental levels in provincial political schools have been continuously strengthened and improved, basically meeting the requirements of tasks in the current reform period.

*3.1.1.3. Qualifications and leadership and management capacity have shown positive developments*

Over the past period, the overall qualifications as well as leadership and management capacity of leadership personnel at faculty and departmental levels in provincial political schools have developed significantly in both breadth and depth, gradually meeting the requirements of fundamental reform in cadre training and retraining.

*3.1.1.4. Prestige and credibility within units and among learners have been strengthened and enhanced*

During the period 2018-2025, the prestige and level of trust enjoyed by leadership personnel at faculty and departmental levels, both within their units and among learners, have been increasingly consolidated and clearly improved.

***3.1.1.5. Leadership personnel at faculty and departmental levels have largely fulfilled their assigned duties and responsibilities***

In recent years, leadership personnel at faculty and departmental levels in provincial political schools have basically promoted their core role in leadership and management in organizing the implementation of assigned tasks, demonstrating a strong sense of responsibility, proactiveness, and exemplary conduct in their work.

**3.1.2. Limitations**

***3.1.2.1. The quantity and structure of the leadership team of the departments and faculties at the provincial political school still have some shortcomings.***

Despite the achievements attained, the process of consolidating the size and structure of leadership personnel at faculty and departmental levels in provincial political schools still exhibits several limitations.

***3.1.2.2. The cultivation of political qualities, ethics, lifestyle; organizational discipline; and working style still requires further improvement***

In recent years, although leadership personnel at faculty and departmental levels in provincial political schools have generally met standards in terms of qualities and capacities, the cultivation of political qualities, ethics, lifestyle, organizational discipline, and working style still shows certain shortcomings that need further improvement.

***3.1.2.3. Qualifications and leadership and management capacity have not fully kept pace with new requirements***

In the context of increasing demands for standardization, innovation in management methods, and improvement in training quality, although the overall qualifications and leadership and management capacity of leadership personnel at faculty and departmental levels in provincial political schools basically meet assigned duties, some aspects have not yet fully kept up with new development requirements.

***3.1.2.4. The effectiveness in performing assigned duties and responsibilities remains limited in some aspects***

In recent years, the effectiveness of leadership personnel at faculty and departmental levels in fulfilling their assigned duties and responsibilities in provincial political schools still presents certain limitations.

***3.1.2.5. The level of trust from lecturers, staff, and learners still requires further strengthening***

The level of trust from lecturers, staff, and learners toward leadership personnel at faculty and departmental levels in provincial political schools has generally remained relatively stable; however, in the context of rising requirements

for standardization, innovation in management, and improved training quality, this level of trust still needs to be further strengthened and enhanced.

## **3.2. CAUSES AND EMERGING ISSUES**

### **3.2.1. Causes**

#### ***3.2.1.1. Causes of strengths***

*Firstly*, the achievements of the national renovation process have provided a foundation for the Party and the State to issue timely and appropriate guidelines and orientations, serving as a basis for improving the quality of cadres in the current period. *Secondly*, the attention and leadership of Party committees, school leadership boards, and local authorities toward the development of leadership personnel at faculty and departmental levels. *Thirdly*, the continuous renewal and improvement of the Party's cadre work have contributed to enhancing the quality of leadership personnel at faculty and departmental levels in provincial political schools. *Fourthly*, a sense of responsibility, a spirit of striving, and proactive self-study and self-discipline among most department and faculty leaders.

#### ***3.2.1.2. Causes of limitations***

*Firstly*, the negative impacts of the socialist-oriented market economy on the quality of cadres. *Secondly*, the increasingly high requirements and tasks in the context of reforming political theory education and standardizing political schools. *Thirdly*, certain shortcomings and inadequacies in cadre work affecting the quality of leadership personnel at faculty and departmental levels in provincial political schools. *Fourthly*, the merger of provincial administrative units and the restructuring and streamlining of organizational apparatuses in recent years have led to changes in organizational structure, functions, and tasks of faculties and departments.

### **3.2.2. Emerging issues regarding the quality of leadership personnel at faculty and departmental levels in provincial political schools**

*Firstly*, the gap between the requirements for improving training and retraining quality and the actual capacity of leadership personnel. *Secondly*, the inconsistency between the requirements for building standardized political schools and the current quality of leadership personnel. *Thirdly*, the lack of synchronization between the requirement to strengthen discipline and order and the realities of cadre work. *Fourthly*, the gap between the demands of integration and modernization and the adaptive capacity of leadership personnel.

## **Chapter 3 summary**

On the basis of the theoretical and practical issues regarding the quality of leadership personnel at faculty and departmental levels in provincial political schools discussed in Chapter 2, Chapter 3 of the thesis examines, analyzes, and

evaluates the strengths and limitations of this team through the five evaluation criteria identified earlier.

From this assessment, it is evident that improving the quality of leadership personnel at faculty and departmental levels in provincial political schools raises several issues that require continued attention and resolution. These emerging issues constitute an important foundation for proposing directions and solutions to enhance the quality of this team in terms of qualities, capacities, and credibility, thereby meeting task requirements in the current period and in the time ahead.

## **Chapter 4**

### **DIRECTIONS AND MAIN SOLUTIONS TO IMPROVE THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS IN THE COMING PERIOD**

#### **4.1. FORECAST OF FAVORABLE AND UNFAVORABLE FACTORS AND DIRECTIONS FOR IMPROVING THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS IN THE COMING PERIOD**

##### **4.1.1. Forecast of favorable and unfavorable factors affecting the quality of leadership personnel at faculty and departmental levels in provincial political schools in the coming period**

###### ***4.1.1.1. Favorable factors***

*Firstly*, the Party's guidelines and policies, along with the State's legal system, institutions, and policies regarding political schools, are increasingly being improved, synchronized, and strengthened, creating a solid legal framework for the development of leadership personnel at faculty and departmental levels in provincial political schools. *Secondly*, the urgent need to standardize officials in the era of national development creates a practical environment for professional activities. *Thirdly*, the implementation of the two-tier local government model in the upcoming period is forecasted to generate new momentum, directly and positively impacting the improvement of leadership quality among department and faculty heads at provincial political schools. *Fourthly*, the strong advancement of national and local digital transformation trends creates favorable conditions for leadership personnel to innovate in governance thinking as well as teaching and research methods. *Fifthly*, the increasingly close and effective coordination mechanism between the Ho Chi Minh National Academy of Politics and provincial political schools. *Sixthly*, training and retraining work at provincial political schools is receiving appropriate attention.

#### ***4.1.1.2. Unfavorable factors and challenges***

*Firstly*, the pressure to meet standardized criteria for leadership personnel at faculty and departmental levels under Level 2 standards for political schools is significant, while the current workforce remains insufficient and structurally imbalanced. *Secondly*, the mechanisms and policies for remuneration are not truly commensurate with the special nature, creating barriers to maintaining and developing the team of scholars and intellectuals at the Party School. *Thirdly*, the rapid development of local practices and the demands of international integration will pose a risk of falling behind in knowledge and practical capabilities among the leadership staff of faculties and departments. *Fourthly*, the negative impacts of the market economy and cyberspace create challenges in maintaining ethical standards and political integrity among leadership personnel. *Fifthly*, the digital transformation capacity and technological application of a portion of leadership personnel (especially older staff) remain limited and have not kept pace with the school's digital transformation process.

#### **4.1.2. Directions for improving the quality of leadership personnel at faculty and departmental levels in provincial political schools in the coming period**

##### ***4.1.2.1. General direction***

The overarching direction toward 2045 is to focus on building a team of leadership personnel at faculty and departmental levels with strategic thinking, modern governance capacity, and ensured continuity and sustainable development. The entire process, from planning and training to the utilization of personnel, must be aligned with the criteria of standardized political schools, properly fulfilling their functions of training and retraining leadership and management cadres, while participating in practical reviews and scientific research on Party building and the development of the political system at the local level.

##### ***4.1.2.2. Specific directions***

*Firstly*, to standardize leadership personnel at faculty and departmental levels in a professional and modern manner, aligned with job positions and the criteria of standardized political schools. *Secondly*, to fundamentally innovate the planning, training, and retraining of leadership personnel toward a substantive, forward-looking, and interconnected approach. *Thirdly*, to strengthen scientific research capacity, practical review, and policy advisory capabilities among leadership personnel. *Fourthly*, to promote digital transformation and the application of technology in management and operational activities. *Fifthly*, to build a democratic, disciplined, and culturally rich working environment that fosters motivation and dedication among leadership personnel.

## **4.2. MAIN SOLUTIONS TO IMPROVE THE QUALITY OF LEADERSHIP PERSONNEL AT FACULTY AND DEPARTMENTAL LEVELS IN PROVINCIAL POLITICAL SCHOOLS IN THE COMING PERIOD**

### **4.2.1. Raising awareness and responsibility of provincial Party committees, authorities, Party committees of schools, boards of management, and faculty/departmental Party cells regarding the quality of leadership personnel**

To implement this solution, the following measures should be carried out:

*Firstly*, the standing committees of provincial and municipal Party committees should issue a specialized resolution or directive on “Building and improving the quality of cadres and lecturers of provincial political schools for the period 2025–2030, with a vision to 2045,” with a focus on leadership personnel at faculty and departmental levels. *Secondly*, to organize regular thematic working sessions between the standing provincial Party committee and the school Party committee, board of management, and key leadership personnel at faculty and departmental levels. *Thirdly*, to integrate the development of political school personnel into the overall planning of local leadership and management cadres, and to link the responsibility of school heads to the outcomes of personnel development. *Fourthly*, to promote political and ideological education to enhance awareness, self-discipline, and the aspiration for contribution among leadership personnel.

### **4.2.2. Developing a set of criteria for evaluating the quality of leadership personnel at faculty and departmental levels in provincial political schools**

To implement this solution, the following measures should be carried out:

*Firstly*, to establish a steering committee and a specialized supporting team to research, develop, and issue a set of evaluation criteria for leadership personnel at faculty and departmental levels. *Secondly*, to pilot the evaluation in selected key faculties and departments before wider application, combined with training on evaluation skills for relevant stakeholders. *Thirdly*, to link evaluation results based on these criteria with personnel planning, appointment, dismissal, training, retraining, remuneration, and commendation policies. *Fourthly*, to implement a multi-dimensional evaluation process, combining self-assessment, superior evaluation, subordinate evaluation, and feedback from learners. *Fifthly*, to apply information technology by developing management and evaluation software to ensure accuracy, transparency, and long-term data storage.

### **4.2.3. Effectively implementing all stages of cadre work for leadership and management personnel**

To implement this solution, the following measures should be carried out:

*Firstly*, to develop and issue a comprehensive project on developing leadership and management personnel of provincial political schools for the period 2025–2030, with a vision to 2040, for approval by the standing committee of the provincial Party committee. *Secondly*, to review, amend, supplement, and improve regulations on appointment, reappointment, resignation, and dismissal of leadership personnel at faculty and departmental levels in accordance with new regulations. *Thirdly*, to sign coordination programs between political schools and the provincial/municipal Party committee’s Organization Commission to implement mechanisms for rotation and fixed-term field assignments for cadres. *Fourthly*, to establish advisory and capacity evaluation councils to support school leadership in the selection, planning, and appointment of leadership personnel at faculty and departmental levels. *Fifthly*, to apply digital personnel management systems to monitor and regularly update personnel changes and the development process of leadership personnel.

#### **4.2.4. Creating a democratic environment and building Party school culture and strong mass organizations**

To implement this solution, the following measures should be carried out:

*Firstly*, to strengthen the leadership of the school Party committee and board of management in maintaining discipline and order. *Secondly*, to promote the application of digital technology to ensure transparency and openness in institutional activities. *Thirdly*, to widely organize emulation movements associated with building exemplary models. *Fourthly*, to promote multi-stakeholder coordination mechanisms to mobilize cultural resources and support institutional development.

#### **4.2.5. Strengthening the leadership and direction of provincial Party committees and the responsibility of the Ho Chi Minh National Academy of Politics, school Party committees, and boards of management in improving the quality of leadership personnel**

To implement this solution, the following measures should be carried out:

*Firstly*, provincial Party committees should issue a project or action plan to implement regulations on standardized political schools for the period 2026–2030. *Secondly*, the Ho Chi Minh National Academy of Politics should organize periodic appraisal and cross-inspection missions to assess the implementation of standard school criteria and organizational regulations in localities. *Thirdly*, school Party committees and boards of management should proactively review and reorganize faculties and departments in a streamlined and effective manner in accordance with relevant regulations. *Fourthly*, to establish regular inter-agency coordination mechanisms among political schools, provincial Party committee Organization Commissions, and Departments of Home Affairs to promptly address issues related to staffing, training, and cadre policies. *Fifthly*, to strengthen inspection

and supervision by provincial Party committee inspection bodies and promote the supervisory role of mass organizations in the appointment and rotation of leadership personnel at faculty and departmental levels.

#### **4.2.6. Promoting the exemplary role, self-study, and self-improvement of leadership personnel at faculty and departmental levels**

To implement this solution, the following measures should be carried out:

*Firstly*, to concretize exemplary responsibilities into measurable criteria and incorporate them into annual commitments for self-cultivation and training of each leadership member. *Secondly*, to build an open academic environment that encourages self-learning by assigning higher scientific research targets for leadership personnel and providing financial support for training. *Thirdly*, to strongly apply digital technology to create modern, transparent, and effective methods for self-improvement and monitoring of self-learning. *Fourthly*, to organize in-depth and compulsory field research programs for leadership personnel to strengthen practical capacity and update real-world knowledge. *Fifthly*, to enhance inspection and supervision by school Party committees, boards of management, and mass organizations regarding the implementation of exemplary commitments and self-learning outcomes of leadership personnel.

### **Chapter 4 summary**

On the basis of the situation analyzed and evaluated in Chapter 3 regarding the quality of leadership personnel at faculty and departmental levels in provincial political schools, Chapter 4 of the thesis forecasts the favorable and unfavorable factors affecting this team in the coming period. At the same time, it identifies directions for improving the quality of leadership personnel at faculty and departmental levels in provincial political schools. Based on these forecasts and orientations, the thesis proposes a system of six comprehensive and feasible solutions.

## CONCLUSION

The leadership team of the faculties and departments at the provincial political school holds an important position in the organizational structure and activities of the school. They are the direct force responsible for leading, managing, and organizing the implementation of training, fostering cadres, scientific research, practical summaries, and advising the party committee and the school's leadership in carrying out the political tasks of the school. The quality of this team not only directly affects the quality and effectiveness of activities at provincial political schools but also has a profound impact on the training and development of cadres within the local political system. Therefore, studying ways to improve the quality of the leadership team of faculties and departments at provincial political schools holds significant theoretical and practical importance in the context of reforming political theory education, building standardized political schools, and promoting digital transformation today.

Based on the inheritance and development of related research results, the thesis focuses on analyzing the fundamental theoretical issues regarding the quality of the staff of department and faculty leaders at provincial political schools; clarifying the position, role, characteristics, evaluation criteria, and factors affecting the quality of this staff in the current conditions. This provides an important scientific basis for accurately identifying the requirements, content, and directions for improving the quality of department and faculty leader staff at provincial political schools in the new period. Through surveys and practical analysis at provincial political schools, the thesis assesses the current state of the quality of department and faculty leader staff. From this situation, the thesis identifies the causes of strengths and limitations and determines the issues that need to be addressed to enhance the quality of department and faculty leader staff at provincial political schools today. Based on the Party's viewpoint on personnel work, renewing political theory education, and building standard political schools, the thesis has proposed a systematic set of directions and key solutions aimed at improving the quality of leadership staff in departments and offices of provincial political schools in the coming period.

Improving the quality of the leadership team of departments and faculties at provincial political schools is an objective and urgent requirement to meet the demands of enhancing the training and fostering of officials within the political system in the current period. The effective and synchronized implementation of the solutions proposed in the thesis will contribute to building a leadership team at provincial political schools with strong political resolve, good moral qualities, innovative thinking, high professional competence, and leadership and management capabilities that meet the requirements of the new situation; thereby helping to improve the quality of activities of the political school system, effectively serving the work of Party building and national development.

## AUTHOR'S PUBLICATIONS RELATED TO THE THESIS TOPIC

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