Original Paper

The Factors' Affecting Innovative Competency Development of Vietnamese Universities' Lecturers

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Abstract

The world's in the process of globalization with the Fourth Industrial Revolution that connects people, influential nations, interactions, interdependence in every way. To survive and develop all of us must constantly innovate, create new products excel. Optimal solutions and breakthrough decisions're entirely dependent on the creativity of each member of the organization. In this context, higher education, the role of universities' teachers're seen as the vanguard of innovation with mission to train human resources of high quality to meet the needs' economic development - social. The articles' give three groups of factors that influence the development of innovative competency's university teachers; in which influential group's within themselves, motives, the individual characteristics, the energy of the behavior. Self-motivation's the key to formation and creation. And the way to develop the creative ability of university lecturers're awaken the potential in each person so that they know how to self-control, master, orient themselves to develop their career.

Keywords

Professional competency, innovative competency, factors' affecting, developing innovative competency, university's lecturers

1. Introduction

Developing innovative competency's always a fascinating title. With rhetoric about talent war and the emergence new kind of talent policy (Brown & Hesketh, 2004; Brown & Tannock, 2009; Florida, 2005); Innovative competency's seen as the core value - the soft power of the new age through the interaction of people, nations and regions. Declared world of higher education (1998) Cultural Organization, the United Nations Educational (UNESCO), with the message states need to open of higher education according to the criteria of value creation; system innovation programs and higher education institutions; strengthening ties with society, first with the labor world. UNESCO proposes an

overall model of 21st century higher education's competency to be associated with "the quality and competency's true scientist, an enthusiastic teacher, an active social and cultural activist, and great educational manager". This's considered a model applied to the behavioral and work-oriented approach (Harvard Business School, 1998), the process (Me Graw Hill, 2004) and the competency component (Kennedy) (Hung, p. 107).

Chung - Herrera et al. (2003), we nowadays live in a "flat world", policies on innovative competency development or innovative thinking're seen as a task that needs to be promoted, the start practice from businesses with innovative ideas delivered from the research results of universities. The government of United States, Europe, South Africa pioneered the development of innovative strategies in the future. Sweden, Canada've a national center for research on innovative competency/innovative thinking. Singapore with the motto "school of thought, national learning" every citizen of Singapore're "global citizen". Malaysia's one of Asia's pioneers in approaching the "innovative'school" model, innovative thinking, innovation as emphasized as part of the education process in the domestic (Pak Tee Ng., 2011).

The ASEAN Economic Community creates great need for start-up environment among countries in the region to rotate capital, people and creative ideas. The two fields focus of ASEAN're (i) education and knowledge sharing networks; and (ii) utilizing resources and developing innovative competencies for teachers (Pham Thi Ly, 2016). Develop innovative competency in higher education of countries're directed to solve problems/difficulties pressing ahead and forecast the future of quality human resources to meet the needs' business and society or not; At the same time, establish information systems reflect the relationship with the world'labor, the long-term oriented goals and social needs. This's totally dependent on the professional competency and innovative's competency of each university lecturer (Wilson, Renate, & Martin, 2014, p. 4); Ian Wayne and Suzanne Simpson (2013). However, identifying areas of innovative competency and factors that influence the development of innovative Vietnamese faculties competency're still unclear (Pham Thi Ly, 2017).

2. Discussion and Exchange

Theoretical contents focus on three components of innovative competence (Karlyn Adams, 2005); University faculties' competency model approach to human resource development (David & William, 2004); Ian Wayne and Suzanne Simpson (2013), and the current systematization of Vietnamese universities lecturers on the innovative development of university faculties.

2.1 Creation and Innovative Competency Development of University Lecturers

Creation was very early logical thinker, initiated by the Greek mathematician Pappus around 300 years ago. From the perspective of psychology, Henry Gleitman said, "Creativity's the ability to create new or unique solutions to pragmatic and useful problem". In terms of philosophy, "Innovation's the movement of thought, from the understanding has come new insights; athletes should be accompanied dialectic can say creative thinking's fundamentally dialectical thinking" (Nguyen Minh Duong & Phan Van Kha,

2006, p. 303). Approaches to human resources development Professor Leonard Nadler George Washington University, American sociologist and Prof. T.V. Rao, M.M. Khan (1969): Creativity's to increase human values in terms of intellectual, ethical, potential and performance (Do Minh Cuong & Nguyen Thi Doan, 2001). The authors' Scott, Ginamarie, Lyle Leritz and Michael Mumford (2004) take the view that during the individual's life, to nurture creative talent, one must have a social-educational environment, system policy as "midwife" for creativity. Characteristics/signs of developing the competency of the subject's creative thinking, thought, shape ideas, propose solutions/optimal solution. The academic competency of university lecturer in terms of psychology's manifestation of high thinking ability, to solve difficult problems, or create the idea of problem that has unique ideas, solutions, or breakthroughs (Amabile, 1992).

Developing innovative competency of university lecturers're activitÉ of higher education institutions, mainly 3 levels' management: policy level (ministry, sector, province, city), technical level (universities, faculties, subject groups) and self-level lecturers. Professor Martin Mulder of Wageningen University argues that growing up innovative competency for universities'lecturers're process of inventing ideas, first of all adjusting the practice of teaching on the basis of assessment, the ability to design and activation of educational materials to prepare students to meet labor market demands knowledge. According to him, the most important faculty innovative competencies's the level of expertise, followed by the abilities: teach innovative learner development, develop knowledge for anthropology create, design development of higher education, work together to turn ideas into action education. For university lecturer in engineering and service they both entrepreneurs/business excellence.

Despite recent major changes in terms of technology and education, but the lecturer remains decisive factor in the quality of education. UNESCO has emphasized the role of university lecturers're still mainly though the technical reform's happening. Researches on the innovative competencies' faculties development emphasize three roles/tasks (teaching, research, social co-operation) associated with thinking, motivation to create new value; or superior ability to solve the most pressing problems're the quality of higher education.

2.2 Three Elements of the Innovative's University Lecturers

Guilford (1950), President of the American Psychological Association, attributes that the nature of person's innovative competency depends on two of the most important elements'creativity, it's: creative motives and subjectivity (of the creator). The components that've the effect of developing the talent or innovative competency of each individual're the social environment and the energy and the desire for creativity (Karlyn, 2005, p. 4). According to Amabile, creative energy per person's the whole section of the traffic circle three ingredients: knowledge, thinking and motivation (Karlyn, 2005, p. 4).
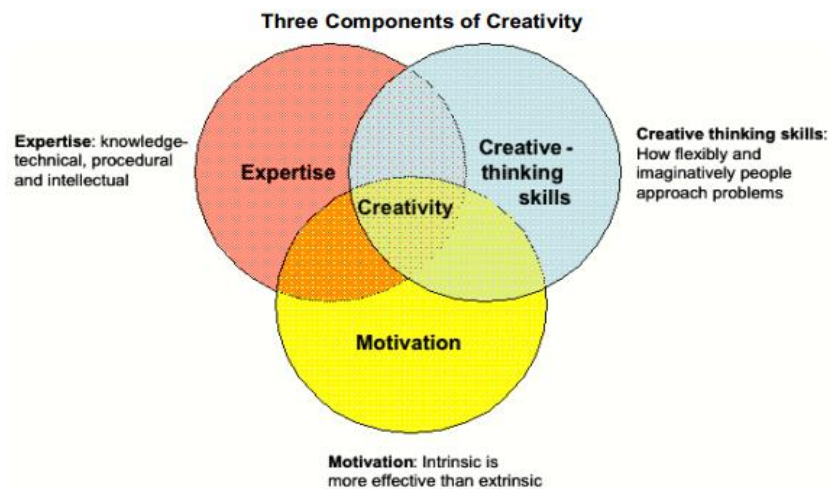
Three Components of Creativity

Figure 1. Creativity Arises through the Confluence of the Three Components

Source: Karlyn Adams, 2006.

Expressions of creative power or superior performance can be seen at the intersection (see Figure 1) Studies on developing creative talents of Karlyn Adams (2006); Ian Wayne and Suzanne Simpson, PhD, C. Psych (2013); Le Ngoc Hung (2014) praises "self-perpetuating development", "self-affecting", and human-based talent design that three components: Understanding, Thinking, Motivation plays an important role in the competency and professional competency to apply in education and training, such as:

2.2.1 Understanding

Expression of understanding's knowledge. Understanding (Expertise: Knowledge - technical, procedural and intellectual)'s considered to be the integration of knowledge related to professional knowledge such as: pedagogical knowledge and specialized knowledge of higher education (in depth); knowledge of scientific research; Social knowledge (by width), specifically:

1) Knowledge of teaching, pedagogy for university lecturers're the knowledge system of education; Modern teaching theory on: developing teaching strategies /lesson design (identification, choice of targets and teaching methods); organize the teaching process (innovative teaching/creative teaching methods); test, assess learning outcomes; effective teaching management; compiling textbooks, documents ... etc;

2) Specialized knowledge's firmly hold, updated knowledge and orientation for higher education reform; particularly, the specialized knowledge and the interdisciplinary knowledge of interdisciplinary cooperation with the specialization of training such as mathematics, philosophy, economics, law, social and human culture, international integration;

3) Understanding research knowledge's to have knowledge of analysis and selection issues (topics) study, explain the research outline, mastering processes organizing the research, writing reports total

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the subject (work) research and publish, transfer of research results; advisory scientific research applications ... etc.;

4) Knowledge of social activities' must have knowledge, understanding of social organizations, knowledge of policy communication, renovation of higher education, private knowledge, support, promote the role of the university lecturer and social and community responsibility for the quality of the training product.

Factors that affect the ability of faculties' understanding, the first, which are the qualification challenges related to the function, teaching and training programs, the supply of personnel, infrastructure and university environment. Each university lecturer needs to create balance between the breadth and depth of knowledge in order to maximize the individual creative potential (Johansson, 2006, p. 104). With these approaches, university lecturers need to have broad, multi-dimensional understanding in many areas to meet new requirements and tasks.

2.2.2 Thinking Skills

Thinking skills of psychomotor which elements that ensure the integrity of physical harmony and the human soul. Sternberg (2008) applies the "triarchic theory", asserting that there're three main aspects of thought, namely, the ability to synthesize, analyze and practices.

1) The ability to synthesize novel ideas, quality and appropriate work on planning implementation, know how to apply knowledge and wisdom to the tasks and responsibilities of lecturers in the discipline or create specialized training; Also be aware processing, evaluation, and presentation imparted knowledge typical subject and object learners.

2) Ability to analyze their own ideas, compare their strengths and weaknesses and propose ways to improve them; The core element of teacher's the transfer of knowledge (deep) into the scientific mind, the idea for the organization to act (competency) to implement functions, tasks such as teaching, professional development, research, social activities, professional development.

3) Apply practical: to transfer innovative ideas. The evaluation requirements for teaching skills, studies, social activities, professional development ... of the university lecturers expression level of positive possibilities, independent creation, use teaching methods teaching, scientific research; To organize rational scientific labor; especially self-study and self-cultivation; proactively detect and solve problems that arise in practice.

Factors affecting the thinking/thoughts of university lecturers, primarily research environment, work, passion, inspiration wing for ideas to solve difficult problems from status quo. Social activities, community, access to multiple sources of knowledge from different fields; the ability to persevere over difficulties and anticipate/accept risks, ready to receive change, new views.

2.2.3 Motivation

Motivation's considered to be an invisible feature. Piaget and Wallon see this as the competency or individual "motivation" or "energy of behavior" of human (Nakamura & Csikzentmihaly, p. 258); Nguyen Minh Duong said that "motivation" dominant behavior - the attitude of the university lecturers.

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This's also the qualities (ethics) in the personality structure of university lecturers (Nguyen Minh Duong & Phan Van Kha, 2006, p. 15). For university's lecturers, first fundamental innovation requires comprehensive education and training, this element's crucial, throughout all of the activities:

1) In teaching activities, the motivational/motivating expressions, patterns, inspirational sharing form the core beliefs and values of learners as students or leaders;

2) In the professional development activities, motivation/express known motor autonomy, mastery and purpose-oriented career development;

3) For research activities, motivation/motor show scientific research culture: honesty, objectivity and effectiveness;

4) For social activities and community motivation/motor show the responsibility of the university teachers of products, quality of training, research, science and technology on society and the community.

Factors that affect the motivation of university lecturers are the ability oriented career development of self, self-control, said master awaken creative potential, to become familiar with the challenges; ability to detect opportunities; ethical, shared, expressions of success or failure. Especially university lecturers' responsible for economic - social development; cultural environment - sense of law and ethics. In summary, the three components of the innovative competency of university faculties, each of which play an important role (not to be confused). Understanding: expertise, resources and technical role; Thought/Thinking or skill/thinking/working which role conditions; motivation's the key to shaping, creating creativity that fosters inner passion and caring work in the decisive role. In fact, it's not easy to understand that innovative competency of university lecturers're combination of three things, which need to be understood in terms of the three components interwoven in the field professional competency of lecturers. This's the scientific basis for the study of competence, job competency, identifying the factors that influence the creative development of the university lecturers (Wilson, Renate, & Martin, 2014, p. 2).

2.3 Identify the Factors that Influence the Innovative Competencies' Lecturers Development

If you bring the framework/component (1,2,3,4 on the left), the figure 2 shows the five fields'activities: professional, teaching, research, social co-operation, university faculties (right), we envisage in each field're 4 types competencies (n^1). With activities such experts'll have 4 competencies: 1) Ability to understanding professional knowledge training sector; 2) Thinking skills for professional knowledge; 3) engine/motivation/ attitude of mastering diverse promote extensive professional training programs; and 4) Innovative competency/ability to excel in professional knowledge, the manifestation of the ability to apply knowledge to the task (see Figure 2).
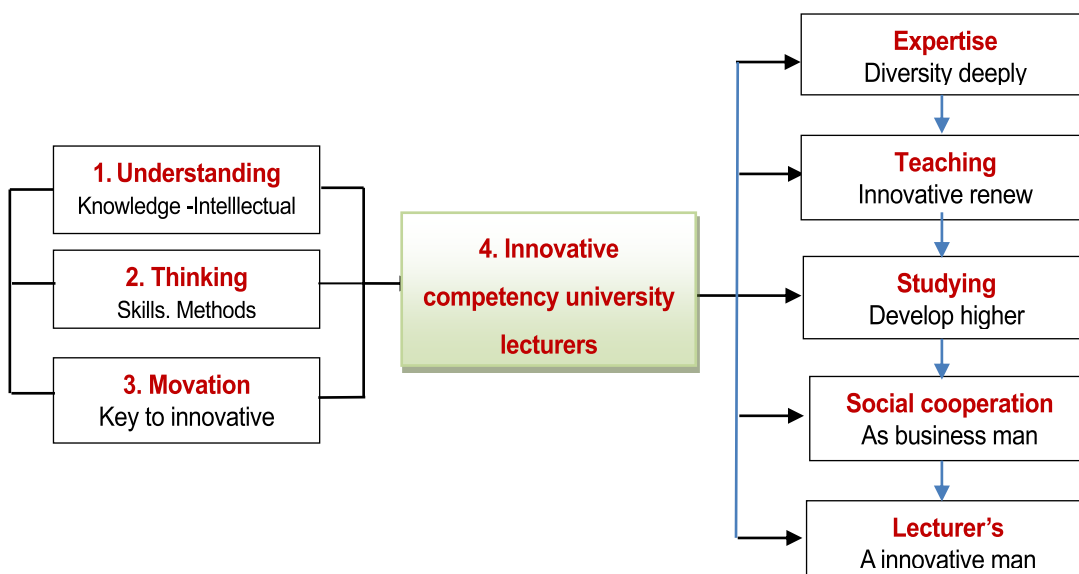
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Figure 2. The Role of Innovative Competency in Performing the Tasks' Lecturers

Source: Research results of the author

In this way of thinking, competency 1) Ability to understand professional knowledge in the discipline, there're four forms (n^2) of in-depth component for example (i) ability to understand the structure of the content of the training sector; (ii) complementary knowledge; (iii) ability to explore new things that've not yet been studied in the field of specialization/training in a field of study.

Similarly for the remaining 4 activities, there'll be different types of competencies or areas of activity that reflect the most common innovative competencies of university lecturers, including: (i) Areas of expertise (sectoral specialization, support, general update information ...); (ii) Learners' field of study; (iii) fields'scientific research; (iv) areas of cooperation, consultancy on implementation services (social and community skills); and (v) the development sector itself/personal competencies (expressed university lecturer is an innovation). Each group consists of the specific competency and every competency that could accommodate the creative energy/excel.

In this study, the author approached the innovative competency development activities of university lecturers, in terms of the three levels'governance with the theme, it's: (1) policy level (ministry, sector city, province, city), (2) technical level (university, department, subject) and (3) Research suggest 17 variables/indicators, of the three groups of factors that affect the development of creative abilities of university lecturers, including:

Group 1. The factors level activities'policy (Government and MOET) have four components:

1) Standardize professional titles of university lecturers;

2) Evaluate and test the quality of universities;

3) The remuneration policy, motivate university lecturers;

4) Policy on international integration in higher education;

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Group 2. Operational factors at the operational level (Dean, Faculty, Subgroup) have 5 components:

1) Objective development Strategy of University/Faculty/Department;

2) Working environment of technical facilities' University/Faculty/Department;

3) Effective use of social networking;

4) Encourage new ideas proposed in the work efficiency;

5) Transfer the scientific research, invention into practice;

Group 3. Factors group's activities in oneself university lecturer have 8 elements:

1) Degree and position (professional title);

2) Professional level, multi-dimensional;

3) Ability to develop knowledge for learners and society;

4) Skills, logical thinking method (option approach complex problems);

5) Ability of self-control and cooperation in multicultural environment and integration;

6) Access to innovative, modern higher education programs;

7) Experience and seniority (leadership/teaching);

8) Ready for change, transformation.

3. Research's Method

3.1 Purpose and Research Questions

3.1.1 Purpose

The purpose of study's understanding the document to identify set of factors that enjoy developing innovative competency of university lecturers; Determine the order of variables, indicators of management roles at three levels (policy level, technical level and operational level). The actual value of studying's to give an overall picture's the level factors've enjoyed developing innovative competency of university lecturers Vietnam from which recommendations and propose solutions to develop innovative competency university lecturer of Vietnam in the context of comprehensive innovation basic education and training.

3.1.2 Research Questions

The research'll in turn answer the following questions: (i) What do we know about creative sources and innovative competency development? (ii) Identify three components that make up the competency for innovative university lecturers? (iii) Factors affecting the development of Vietnamese creative abilities of university lecturers and the road to promote, stimulate innovation and creative occupational university lecturers?

3.2 Research's Method

To determine the extent to which innovative competency of university lecturer developed, the researcher conducted qualitative research using questionnaires to identify three groups of factors and 17 variables/indicators used measuring scale. The survey focused on two managers and university lecturers in education and training who're working and teaching at 12 higher education institutions in

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Vietnam.

Composition's educational managers and specialists, including managerial staff of the Board of Directors, Faculties, department, subject group; leaders, specialists of the Personnel Department, the Higher Education Department, the Department of Teachers and Educational Institutions Managers under the Ministry of Education and Training, and experts from the Scientific Panel of the Institute for Scientific Research Educational Management of the National Academy of Education Management. N^1 = 108 questionaires, including: 27 (25%)'s Dean's Faculties/Sub-group); 26 (24,1%) Rector, Vice-Rector and representatives from the departments of the Ministry of Education and Training; 55 (50.9%)'re the leader, deputy Institute, Faculty, Department, Board both as lecturers-cum-office.

The component's universities lecturers,'ve N^2 = 178 questionaires for University of Dong Thap, Ho Chi Minh City University of Education, Sai Gon University, Qui Nhon University, Hue College of Education, Hanoi University, University of Education, Thai Nguyen University; The Institute of Education includes the Institute of Educational Management, the Vietnam Academy of Sciences, the Political Academy (Ministry of Defense), the Academy of Social Sciences (belonging to the Academy of Social Sciences Association of Vietnam). In addition, the author also interviewed to gather other information serving to evaluate the opinions of trainees, students (Bachelor, Master, PhD Student)'re studying at the 12 higher education institutions we surveyed.

Mathematical statistical methods're used to process and analyze the survey results. Number N^1, $N^{2'}$re managers and university lecturers're asked; $\overline{X}$ the average value, respectively: 1 (no effect), 2 (low impact), 3 (medium impact level) and (influential). With standard: $1 \leq \overline{X} \leq 1.75$, not affected; $1.75 < \overline{X} \leq 2.5$ less impact; $2.5 < \overline{X} \leq 3.25$, moderate effect; and $3.25 < \overline{X} \leq 4.0$ large effects.

3.3 Research Results and Discussion

3.3.1 Synthetic Factors Affecting the Development of Innovative Competencies of Lecturers

Table 1. Factors Affecting the Development of Innovative Competencies of Lecturers

Group factors (variables, indicators)		The average value $\overline{X}$ *Educational managers* $\overline{X}$ *Lecturers*		Difference	Common value
Policies	1. Standardize professional titles' lecturers	3.4	2.7	0.77	3.1
	2. Evaluation and accreditation of higher education	3.1	3.1	0.03	3.1
	3. The remuneration policy, motivation	3.6	3.0	0.52	3.3
	4. Policy on international integration of higher education	3.5	3.1	0.38	3.3
Universities, Faculties, Sub-Group	1. School Development Strategy/Department/Department	3.2	2.7	0.43	2.9
	2. The physical and technical facilities of the university/Department Sub-group	3.6	3.4	0.13	3.5
	3. Use effective affiliate network for social cooperation	3.3	3.0	0.23	3.2

	4. Encourage new ideas into effective work	3.7	3.7	0.00	3.7
	5. Transfer of scientific research, invention into practice	3.6	3.3	0.22	3.5
Self-confide nt's lecturers	1. Degree and position (career title)	3.2	2.9	1.24	3.1
	2. Professional level, multi-dimensional	3.8	3.6	0.18	3.7
	3. Ability to develop knowledge for learners and society	3.7	3.4	0.24	3.6
	4. Skills, logical thinking method (method of selection approach complex issues)	3.7	3.6	0.10	3.7
	5. Development of self-reliant capacity, co-operation for creative work in multicultural environment and integration	3.8	3.6	0.17	3.7
	6. Access to innovative, modern university education	3.7	3.5	0.21	3.6
	7. Experience and seniority (leadership / teaching)	3.3	2.7	0.52	3.0
	8. Ready for change, transformation	3.5	3.5	0.02	3.5

Source: Research results of the author

Figure 2 shows that no factor falls into the no-effect category. Only 01 elements for the lowest impact $\overline{X}$ = 2.9 "Target Development Strategy University/Faculty/Department"; There're 04 factors that affect inadequate (expression with $\overline{X}$ value of: from 3.0 to 3.2) as: Experience and seniority (leadership/teaching); Degree and position (professional title); To standardize the professional titles of university lecturers; Evaluating and accrediting university lecturers; Efficient use of network links with social cooperation. There're 05 factors that affect large (expression value $\overline{X}$ from 3.3 to 3.5) as: The remuneration policy, motivation; Policy on international integration in higher education; Transfer of scientific research, invention into practice; Technical facilities' universities/Faculties/Department; and be ready for change.

There're six major influencing factors (with values ranging $\overline{X}$ from 3.6 to 3.7're: Roles for developing knowledge for learners and society, Encouraging new ideas for effective work; qualifications deep, multidimensional; Skills, methods of logical thinking (choice approach the problem complex); Developing the competency of autonomy, mastery collaborative creative working environment multiculturalism and integration; access to innovative, modern university education. Including, the two most influential factors're "proficient, multi-dimensional" and "self-reliant ability to work collaboratively in a multicultural environment and integration".

3.3.2 Discussion

Firstly, based on the survey and analysis' the quantitative factors that directly influence the development of Vietnamese university faculties's competency, The personal ability of the university lecturer, or personal ability, are believed to have the greatest impact ($\overline{X}$ value 3.48). The second most influential factor're the level of operational management, such as the ability of the principal, the chairman of the university board, the faculty board, the subject group ($\overline{X}$ valued at 3.36). Comparing the two results showed that besides the activities'operational management, the personal competency's

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lecturers're still the key to developing creative ability to solve many of the problems of higher education faced competition with the work environment (Hodgson, 2012; Kallenberg, 2007; Kibwika, 2006; Laine et al., 2008; Meek et al., 2009; Vila et al., 2012). This answers the question of whether the path to motivation, innovation and creativity of lecturers' career work right in their own.

Secondly, the average difference between the opinions of educational management and lecturers're the lack of uniformity in assessing the factors affecting development of innovative competency's lecturers (see Table 2) about deviation $\overline{X}$ educational managers, $\overline{X}$ lecturers on the variables: 1) Standardize the title of lecturers (0.77); 3) Incentive policies, motivation (0.52); 4) Objective Development Strategies'Universities, Faculty, Department (0:43); 5) Middle and high position (1:24) and; 6) Experience and seniority leadership/teaching (0:52). The author argues that due to the psychological factors of the evaluator.

There're 9 elements deviation (between $\overline{X}$ educational managers; $\overline{X}$ lecturers) gradually value to 0, indicating there's uniformity in assessing the factors affecting; 09 factors're considered to be a major (and enormous) influence on the innovative competency development of lecturers (Table 2). These're factors No 6) Technical facilities of the University, Faculty, Department ($\overline{X}$ valued at 3.5); 8) Encourage new ideas proposed in the work efficiency ($\overline{X}$ value 3.7); 9) Transfer of scientific research, invention into practice ($\overline{X}$ value 3.5); 11) Professional level, wide, multi-dimensional ($\overline{X}$ value 3.7); 12) Ability to develop knowledge for learners and society ($\overline{X}$ value 3.6); 13) Skills, logical thinking methods, selection approach complex issues ($\overline{X}$ value 3.7); 14) Development of self-reliantcompetency, co-operation in creative work in multicultural environment and integration ($\overline{X}$ valued at 3.7); 15) Access to innovative, modern higher education programs ($\overline{X}$ valued at 3.6 and 17); Ready to receive change, convert ($\overline{X}$ value of 3.5). The results of this study're consistent with previous studies by Cropley, Arthur J, (2001); Scott, Ginamarie, Lyle Leritz and Michael Mumford (2004); Tan Oon Seng (2013) (Wilson, Renate, & Martin, 2014, pp. 13-18).

Thirdly, May explain why higher education in Vietnam has many policies to develop innovative competency's lecturers, but ineffective. And ability to apply policies to develop innovative competency for lecturers in the universities inadequate causes affecting Vietnam's education lag far behind other countries in the region and over the world in Human resources and talents influence the trust of educational management agencies and higher education institutions in the quality of training (Pham Phu, 2010, p. 297). This study can help managers and leaders every lecturers, the first need to recognize "key innovative competency development" in every educational institutions's what? Who? to accompany the whole education and training sector. As for higher education, the role of university lecturers're important, contributing to the development of social management skills, making the important difference of the Fourth Industrial Revolution. As a result, technical managers at the operational level NEED to target the development of innovative competency for each individual lecturers or the motivation of each instructor to help them readily receive change, reflection, thinking, etc., rather than organizing formal emulation movements. And to nurture and develop innovative

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competency, it's necessary to maintain an environment favorable working conditions (sufficient), the new improved quality, efficiency and creative labor for lecturers.

4. Conclusion and Recommendation

4.1 Conclusion

The paper give study of the three components' lecturers innovative competency, identifying the group of factors that influence the development of innovative competencies for lecturers under management of objective'institutions, it's: (1) Policies (ministry, branch, province, city), (2) operational level (university, Faculty, department) and (3) Lecturers'her/himself. Research suggest 17 variables/indicators, of the 3 groups. By the method of theoretical research, survey and data processing, the author has identified nine factors that've nine factors impact on the development of innovative competency Vietnamese of lecturers. In particular, the most influential factors're: Professional level, multi-dimensional; Ability to develop knowledge for learners and society; Skills, logical thinking methods, selection approach complex problems; Develop self-reliant competency, master creative cooperation in multicultural environment and integration; Access to innovative, modern higher education programs; Be ready for change, transformation and; Motivation, or personal ability, the energy of self-motivation.

The paper mentions overseas studies on this topic that common opinion: technical competencies're often easily identified; Behavioral competencies're difficult to identify and measure, but they're determined by the attitude, self-motivation, belief, patriotism, political consciousness of lecturers, etc. The results of quantitative analysis (above) show the most influential factors'developing the innovative competency of Vietnamese lecturers lies in the factors of quality and motivation. the professional ethics of lecturers (or personal ability).

4.2 Recommendation

1) The role of lecturers've directly impact on the quality of human resources education system, training and national. Each lecturers're constantly learning to improve his or her professional knowledge, ensuring a balance between breadth and depth of knowledge. Improving competency, creative thinking methods. Constantly learning to absorb knowledge, information and perspective development; acquire theorical and creative methods in accordance with the level; train creative thinking skills; Thinking experientially to solve problems from simple to total; and creative collaboration's work in multicultural environments and integration.

2) For principals, universities'council president should quickly restructured towards autonomy associated with the administrator role and accrediting universities. Encourage new ideas into effective work. Creating opportunities for all university faculties research institutions, transfer of scientific research, invention into practice. Ability to develop knowledge for learners and society. Introduce the standards for the development of lecturers'competency into the annual development plan with the following contents: select and search for each faculty member who's capable of creating and fostering innovative competency development for young lecturers.

3) In order to realize the spirit of "Government Creation" in higher education initiated by Prime Minister Nguyen Xuan Phuc, this study proposes 5 comprehensive solutions, it's:

(i) change the perceptions of creative approaches (especially business and economic thinking) in education and compete equally between public and private higher education; (ii) updating and standardizing training programs in line with regional and international standards to gradually improve the value of international standards; (iii) Application of new achievements to develop science, technology in higher education on the basis of inventions, patents and intellectual property rights in accordance with international institutions; (iv) Connect the scientific research of lecturers with practical needs of the market and society; (v) To gradually establish a standard system, evaluating and accrediting higher education by region and the world./.

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