# Librarians' professional development needs in the digital age - A case study at the Learning Resource Centre - Can Tho University, Vietnam

**Huynh Thi Trang\*, Nguyen Huynh Mai, Huynh Nhat Duyen**

*School of Social Sciences and Humanities, Can Tho University*
*Campus II, 3/2 Street, Hung Loi Ward, Ninh Kieu District, Can Tho City, Vietnam*

***Abstract:***

**Professional development fulfils dual functions in fostering career advancement and enhancing staff retention. For librarians, this development becomes even more crucial to acquire the requisite skills and knowledge in the digital age. This study presents the professional development needs of staff at the Learning Resource Centre, Can Tho University, Vietnam. This study used C.P. Alderfer's Existence Relatedness Growth (ERG) Theory of Motivation - Existence, Relatedness, and Growth (1969) [1] as a theoretical framework. A mixed-method approach was utilised to determine the professional development requirements of the staff and the associated influencing factors. A survey questionnaire was disseminated to all 28 staff members (a 100% sample) of the Learning Resource Centre via online and in-person forms. Furthermore, fifteen individual interviews were conducted to obtain detailed insights. The research findings underscore that the majority of the staff at the Centre express a keen interest in professional development. Moreover, the research pinpointed three challenges affecting career development: budgeting (both self-financed and state-sponsored), time, and familial obligations. These results aid in formulating strategies to address the professional development necessities of staff at the Learning Resource Centre in the digital age. Additionally, the insights augment the compendium of reference resources for subsequent research in human resource management and devising strategies to retain highly skilled personnel.**

***Keywords:*** **digital age, human resource management, professional development needs, staffing.**

***Classification number:*** **3.2**

## 1. Introduction

Professional development holds paramount importance in ensuring career advancement and enhancing staff retention. The demand for librarians to equip themselves with novel skills and knowledge is even more pronounced in the digital era. Serving as an archetype of a modern library in Vietnam, the Learning Resource Centre (LRC) at Can Tho University (CTU) has significantly bolstered the university's staff training and education programs. The LRC staff has continually innovated their approaches to address patrons' expectations and overcome escalating challenges. With CTU's mission to establish a digitally advanced university, the LRC confronts pivotal questions: What novel expertise and skills must the LRC staff cultivate? How can the LRC workforce be primed for this digital metamorphosis?

This study aims to address these queries from a professional development perspective.

The findings of this research will offer invaluable insights to staff members, the LRC's administrative body, and CTU at large. Through this, staff members will better understand their role in library services, motivating them towards excellence. LRC management can cultivate and sustain their workforce by endorsing their professional development. Finally, the University, especially its human resources sector, will thereby discern the instructional requirements of its employees and can consequently tailor its training schemes.

*\*Corresponding author: Email: httrang@ctu.edu.vn*

## 2. Literature review

Many theories have explored human needs, spanning from A.H. Maslow's Theory (1943) [2], F. Herzberg, et al.'s Two-Factor Theory (1959) [3], V.H. Vroom's Expectancy Theory (1964) [4], to C.P. Alderfer's ERG Theory (1969) [1]. While these theories furnish diverse perspectives on employee necessities, their overarching objective is to facilitate optimal performance. Alderfer's ERG theory resonates profoundly with the research objectives. Conceived by Clayton Alderfer, a renowned psychologist at Yale University, this theory sought to refine and expand upon Maslow's theory. Although the ERG theory parallels many tenets of Maslow's framework, it possesses distinct nuances. ERG encapsulates three cardinal human needs: "Existence", "Relatedness", and "Growth". "Existence" encompasses both physical and psychological imperatives for survival, including hygiene and safety. "Relatedness" is the desire for social bonds with peers, family, and supervisors, acknowledging that every individual upholds varied relational dynamics. The "Growth" need signifies an intrinsic drive to evolve both personally and professionally. On the whole, Alderfer's ERG theory provides a comprehensive and adaptable framework for examining the complexities of human motivation in the context of professional development. Its nuanced recognition of multifaceted needs, the interplay between these needs, and its practical implications for organizational practices make it an indispensable tool for researchers keen on comprehending and augmenting professional trajectories.

### 2.1. The need for professional development in the digital age

Previous studies have shown a strong demand for library staff's professional development in the digital age. D.L. Truong, et al. (2015) [5] asserted that library professionals are mandated to pursue professional development, adhering to both university and national benchmarks. Concurrently, T.H. Nguyen (2011) [6] found a unanimous consensus among surveyed Vietnamese information agencies regarding the indispensability of professional training. Elaborating further, T.T.M. Nguyen, et al. (2013) [7] ascertained that an overwhelming 90% of public libraries surveyed harboured a profound need for professional staff training.

### 2.2. Difficulties in professional development

The journey towards digital transformation for library staff is riddled with complexities. M.C. Dinh (2010) [8] reported on librarians' time constraints and their struggles to assimilate rapidly evolving digital technologies during the lengthy and expensive modernisation process of their libraries. In addition, T.K. Pham (2011) [9] identified four essential areas for librarians to navigate the digital transformation process. They are: knowledge of informatics and marketing proficiency, international collaboration, professional development, as well as growth, creativity, and work ethic. D.L. Truong, et al. (2015) [5] critiqued training programs for their static formats, noting an absence of interactive modules like presentations and quizzes. V.H Do (2018) [10] further pointed out that these training programs are too theoretical and lack hands-on practices. Moreover, D.H. Nguyen (2018) [11] advocated for librarians to independently train themselves on contemporary competencies to align with evolving societal paradigms, citing the absence of formalised policies. Beyond professional knowledge and skills, T.K.A. Vu, et al. (2019) [12] stressed the necessity for library staff to master marketing and managerial skills. Resource constraints exacerbate these challenges. H.G. Nguyen (2018) [13] pinpointed resource deficiencies as impediments to optimal staff performance, while H. Hoang, et al. (2020) [14] observed librarians grappling to keep up with new technologies and trends due to obsolete equipment and archaic software.

## 3. Methodology

This mixed-methods research utilises both surveys and interviews for data collection. A survey questionnaire was distributed to 28 LRC staff (a 100% sample), both in person and online. Fifteen individual interviews were conducted to collect in-depth data. SPSS statistical software was employed to analyse the quantitative data. Descriptive statistics, such as frequency, percentage, and mean, were used to comprehend the needs for and challenges of professional development articulated by the respondents. The qualitative data were analysed to identify themes and potential solutions proposed by the participants.

## 4. Findings

### 4.1. LRC staffs' needs for professional development

Over 80% of LRC staff, as illustrated in Table 1, expressed a need for professional development (82.1%, n=23). Moreover, the demand for professional development varies by job category. For Administrative (AD) staff, two-thirds of them wish to advance their careers (n=9; 69.2%). For Information Resources (IR) and Information Technology (IT) staff, 100% expressed the need. Information Services (IS) staff demonstrated a slightly higher demand for professional development than the overall percentage (83.3%; n=5). This data is further reinforced by insights from the in-depth interviews. Thirteen of the fifteen interviewees emphasised that professional development enables them to meet job requirements and career aspirations, which in turn indirectly augments the library's service quality

**Table 1. Professional development needs by job categories.**

| Staff<br>Needs | Administrative (AD) | | Information resources (IR) | | Information services (IS) | | Information technology (IT) | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| No | - | - | - | - | - | - | - | - | - | - |
| Unsure | 4 | 30.8 | - | - | 1 | 16.7 | - | - | 5 | 17.9 |
| Yes | 9 | 69.2 | 6 | 100 | 5 | 83.3 | 3 | 100 | 23 | 82.1 |

Source: Authors' survey in March 2022.

Table 2 summarises the objectives of professional development as articulated by survey participants. Among these objectives, aligning with new professional standards was ranked as the paramount reason for professional development (n=21, 75.0%).

Specifically, 11 AD staff (84.6%) and 5 IR staff (83.3%) viewed it as the most vital reason for professional development. This observation underscores the pivotal role of library staff in propelling library technology to align with new professional standards, as posited by T.H. Phan (2011) [15]. Another equally significant objective for professional development is the integration of new processes and technology. The advent of information technologies has profoundly transformed library operations. A majority 60.7% of LRC staff pinpointed that embracing new processes and technologies is the second most pressing reason for professional development.

**Table 2. Motives for professional development by job category.**

| Staff<br>Purposes | AD | | IR | | IS | | IT | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| New professional standards | 11 | 84.6 | 5 | 83.3 | 4 | 66.7 | 1 | 33.3 | 21 | 75 |
| New process & technology | 10 | 76.9 | 1 | 16.7 | 4 | 66.7 | 2 | 66.7 | 17 | 60.7 |
| New challenges & purposes | 8 | 61.5 | 2 | 33.3 | 4 | 66.7 | 2 | 66.7 | 16 | 57.1 |
| Promotion opportunity | 8 | 61.5 | 3 | 50 | 3 | 50 | 2 | 66.7 | 16 | 57.1 |
| Self-actualization | 4 | 30.8 | 3 | 50 | 3 | 50 | 1 | 33.3 | 11 | 39.3 |
| New regulations | 3 | 23.1 | 3 | 50 | - | - | - | - | 6 | 21.4 |

Source: Authors' survey in March 2022.

The challenges of establishing new work objectives and promotion opportunities are esteemed by 57.1% of LRC staff as another essential reason for professional development. In terms of challenges, there was a robust consensus of 66.7% among IS (n=4) and IT (n=2) staff. In the context of promotion opportunities, a noteworthy approval rate was observed from LRC staff, reaching up to 50% among IS and IR divisions. Approximately 39.3% of LRC staff (n=11) acknowledge that self-actualisation represents one of their developmental goals. Specifically, 30.8% (n=4) of AD staff and 33.3% (n=1) of IT staff pursue professional development as an avenue to manifest their competencies. However, this objective registered relatively modest agreement compared to the others. It is possible that staff recognise alternative avenues to demonstrate their capabilities beyond professional development.

**Table 3. Professional development methods.**

| Staff<br>Methods | AD | | IR | | IS | | IT | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| Library tour, meeting, talks | 9 | 69.2 | 3 | 50 | 4 | 66.7 | 2 | 66.7 | 18 | 64.3 |
| Short training course | 7 | 53.8 | 3 | 50 | 4 | 66.7 | 2 | 66.7 | 16 | 57.1 |
| Higher education (higher qualifications) | 6 | 46.2 | 5 | 83.3 | 3 | 50 | 2 | 66.7 | 16 | 57.1 |
| National workshop and conference | 5 | 38.5 | 1 | 16.7 | 4 | 66.7 | 1 | 33.3 | 11 | 39.3 |
| International workshop and conference | 6 | 46.2 | 3 | 50 | 2 | 33.3 | - | - | 11 | 39.3 |

Source: Authors' survey in March 2022.

Regarding professional development methods, the majority of LRC staff favour the approaches suggested in Table 3. Among the five professional development methods, attending international workshops and conferences was the least popular option among survey participants, mainly due to financial and other practical considerations. For AD, IS, and IT staff, library tours, meetings, and talks were perceived as the most effective approach, with strong agreement from 69.2% (n=9) of AD, 66.7% (n=4) of IS, and 66.7% (n=2) of IT staff. Additionally, 53.8% of AD (n=7), 66.7% of IS (n=4), and 66.7% of IT staff (n=2) preferred attending short-term training courses as their second choice for professional development. Furthermore, obtaining an advanced degree was highlighted as a viable pathway for career advancement, as noted by survey participants. This perspective was most notably supported by 46.2% (n=6) of AD and 50% (n=3) of IS staff. Specifically, a significant portion of AD and IR staff, 83.3% (n=5) and 66.7% (n=2) respectively, endorsed pursuing higher degrees. Lastly, participation in international conferences and workshops emerged as the least favoured option due to time, finances, and travel commitments, which is understandable. Overall, LRC staff exhibit a high and diverse interest in professional development, and the LRC administration should be cognisant of this keen interest reflected in the survey results. An educated and upskilled staff will likely enhance their work in alignment with contemporary career standards, staying abreast of societal trends.

Table 4 reveals an intense desire among LRC staff towards acquiring postgraduate degrees. Specifically, 5 AD (38.5%), 2 IT (33.3%), and 2 IR staff (66.7%) expressed interest in pursuing a master's degree. Concurrently, the aspiration to undertake doctoral studies was exclusively observed within the IR division (50%, n=3). Moreover, there were 5 LRC staff who remained undecided regarding their professional development aspirations and career trajectory (Table 1), or sought alternative means to acquire learning skills and qualifications. Distinctly, data from the open-ended questions in the survey highlighted a desire among LRC staff to refine their soft skills and capabilities in managing diverse information resources, improve communication abilities, outreach, marketing expertise, and remain updated on programming languages, professional frameworks, and databases. This data underscores the LRC staff's relentless drive to enhance their knowledge and aptitudes in addressing challenges of the digital epoch.

**Table 4. Improving qualifications.**

| Staff / Degree | AD n | AD % | IR n | IR % | IS n | IS % | IT n | IT % | Total n | Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| Bachelor | 1 | 7.7 | 1 | 16.7 | 3 | 50 | - | - | 5 | 17.9 |
| Master | 5 | 38.5 | 2 | 33.3 | - | - | 2 | 66.7 | 9 | 32.1 |
| PhD | 1 | 7.7 | 3 | 50 | 2 | 33.3 | - | - | 6 | 21.4 |
| Other | 6 | 46.2 | - | - | 1 | 16.7 | 1 | 33.3 | 8 | 28.6 |

Source: Authors' survey in March 2022.

### 4.2. Difficulties to LRC staff's professional development

Data from Table 5 shows the obstacles to professional development encountered by survey respondents. Specifically, the most prominent hurdle for LRC staff is self-financing their career progression, especially among those who are married. Twelve LRC staff concurred (42.9%), while 10 others were in strong agreement (35.7%) with this predicament (mean=4.14). During the in-depth interviews, 10 of the 15 LRC staff members indicated that they individually save funds to finance their pursuit of advanced degrees. Familial obligations also emerged as a significant challenge, with an agreement rate of 39.3% (mean=4.0) and only one staff member (3.6%) opposing this view. Notably, all fifteen interviewees acknowledged the supportive roles their spouses play in managing familial responsibilities, enabling them to focus on their studies. Time management emerged as another prominent challenge, with 60.7% (n=17, mean=4.04) citing it. This observation resonates with M.C. Dinh's assertion (2010) [8] that library staff require considerable time to align with evolving standards in the digital era. Pertaining to time management, 13 of the 15 interviewees divulged plans to undertake advanced studies during weekends or evenings. One IR staff member remarked:

*"We expected library leader could deal with the University Board of Trustees to let us study full-time. If we are in charge of library work full-time while pursuing advanced degrees part-time, we are so exhausted and stressed" (Interviewee 3, IR Division).*

**Table 5. Obstacles to professional development.**

| Difficulties \ Agreement scale | (1) | | (2) | | (3) | | (4) | | (5) | | Mean | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % | | |
| Self-finance | - | - | - | - | 6 | 21.4 | 12 | 42.9 | 10 | 35.7 | 4.14 | 1 |
| Time | - | - | - | - | 5 | 17.9 | 17 | 60.7 | 6 | 21.4 | 4.04 | 2 |
| Family obligations | - | - | 1 | 3.6 | 7 | 25 | 11 | 39.3 | 9 | 32.1 | 4.00 | 3 |
| Library budget | - | - | 1 | 3.6 | 9 | 32.1 | 11 | 39.3 | 7 | 25 | 3.86 | 4 |
| IT and foreign language capacity | - | - | 3 | 10.7 | 7 | 25 | 12 | 42.9 | 6 | 21.4 | 3.75 | 5 |
| National policy | - | - | 3 | 10.7 | 8 | 28.6 | 11 | 39.3 | 6 | 21.4 | 3.71 | 6 |
| Marketing capacity | 1 | 3.6 | 1 | 3.6 | 9 | 32.1 | 11 | 39.3 | 6 | 21.4 | 3.71 | 6 |
| Management | - | - | 3 | 10.7 | 6 | 21.4 | 16 | 57.1 | 3 | 10.7 | 3.68 | 7 |
| Equipment | - | - | 4 | 14.3 | 11 | 39.3 | 5 | 17.9 | 8 | 28.6 | 3.61 | 8 |
| Research of other major | 2 | 7.1 | 1 | 3.6 | 11 | 39.3 | 9 | 32.1 | 5 | 17.9 | 3.50 | 9 |
| Training curriculum | - | - | 4 | 14.3 | 11 | 39.3 | 8 | 28.6 | 5 | 17.9 | 3.50 | 9 |
| International standard | - | - | 4 | 14.3 | 15 | 53.6 | 7 | 25 | 2 | 7.1 | 3.25 | 10 |
| Personal capacity | - | - | 1 | 3.6 | 12 | 42.9 | 12 | 42.9 | 3 | 10.7 | 3.15 | 11 |

Source: Authors' survey in March 2022.

Moreover, interdisciplinary knowledge and skills are viewed as barriers to career advancement. Updated knowledge, computer expertise, and foreign language proficiency garnered the agreement of 42.9% (n=12, mean=3.75) of LRC staff. This observation resonates with T.K. Pham's assertion (2011) [9] that finance and time are paramount challenges in professional development, which library staff must surmount to elevate their workplace performance.

Regarding external challenges, funding constraints emerge as the predominant hindrance in the professional progression of LRC staff, with 39.3% (n=11) in agreement and 25% (n=7) in strong agreement, yielding a mean=3.86. This aligns with Bao Yen's study (2019) [16], suggesting that in Vietnam, state budget allocations for libraries fall short of sufficiently supporting academic libraries. Augmented financial backing from the government is pivotal for enhancing academic library services. In the comprehensive interviews, thirteen of the fifteen respondents proposed exploring grant-funded projects from global institutions. A mere two could

independently finance their tuition. For instance, one IT staff commented, "*Whenever I contemplate pursuing advanced degrees, I initiate savings, thus finance isn't a hurdle for me*" (Interviewee 9, IT Division).

State-induced challenges include subpar training programmes and ambiguous policies, with respective means of 3.50 and 3.71. This substantiates D.L. Truong and V.K. Chu's findings (2015) [5], which highlight a predominant focus on theoretical instruction in librarian training. Nevertheless, over the past half-decade, curricula at Vietnamese library institutions, particularly the more prominent ones, have undergone substantial revisions in content and pedagogy, accentuating contemporary skills. Marketing aptitude presents another hurdle, with 39.3% (n=11) of LRC staff identifying it. In the digital epoch, library professionals must hone communication and marketing proficiencies to foster a "reading culture" amongst digital-native youths. In this digital environment, reading transcends physical books, encompassing digital screens and online platforms. While university libraries play a pivotal role in promoting and developing reading culture, their cardinal focus should be on developing students' information literacy. Additionally, LRC staff members further pointed out the challenges associated with outdated technology and software (mean=3.61), and the need to refine skills for scientific research (mean=3.5), revealing hurdles in addressing users' scientific research requirements. Contrary to T.K. Pham's perspective (2011) [9], adhering to international standards such as AACR2, DDC, and Marc21 poses a significant challenge, receiving a neutral stance from LRC staff (mean=3.25, 53.6%, n=15), with 14.3% (n=4) dissenting. The lesser gravity assigned to this challenge might stem from the integration of these international standards into LRC operations since the 2000s.

### 4.3. Solutions to meet professional development needs of LRC staff

To improve the quality of library services, rigorous staff training is imperative. The top three solutions identified by LRC staff encompass training programmes, coherent policies, and conducive physical and psychological environments (Table 6). Pertaining to training, such initiatives empower staff

**Table 6. Strategies for professional development.**

| Solutions | (1) n | (1) % | (2) n | (2) % | (3) n | (3) % | (4) n | (4) % | (5) n | (5) % | Mean | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Training program | - | - | - | - | 3 | 10.7 | 12 | 42.9 | 13 | 46.4 | 4.36 | 1 |
| Clear policies | - | - | - | - | 3 | 10.7 | 12 | 42.9 | 13 | 46.4 | 4.36 | 1 |
| Mental & Physical conditions | - | - | - | - | 3 | 10.7 | 12 | 42.9 | 13 | 46.4 | 4.36 | 1 |
| Updating curriculum | - | - | - | - | 4 | 14.3 | 12 | 42.9 | 12 | 42.9 | 4.29 | 2 |
| Individual learning | - | - | 1 | 3.6 | 3 | 10.7 | 12 | 42.9 | 12 | 42.9 | 4.25 | 3 |

Source: Authors' survey in March 2022.

to strengthen their expertise, refine competencies, and share insights through short and extended training schedules and conferences, with a mean=4.36, agreement from 42.9% (n=12), and strong consensus from 46.4% (n=13). This finding affirms T.X.P. Huynh's viewpoint (2011) [17] that developing specific training programs will help library staff improve their proficiency. Regarding cogent policies, 42.9% (n=12) of LRC staff concurred and 46.4% (n=13) strongly concurred (mean=4.36). This finding supports T.K. Pham's conclusion (2003) [18] emphasising the necessity for the state to implement well-defined policies on education and training. Initiatives addressing physical and emotional well-being registered a mean of 4.29. Specifically, there was parity in the number of LRC staff who agreed or strongly agreed (n=12, 42.9%) with this solution was equal (n=12, 42.9%). Creating physical and emotional conditions possessing suitable resources and encouragement can invigorate their professional commitment to the library. In the exhaustive interviews, eleven out of fifteen interviewees claimed that the Trade Union shoulders the responsibility of ensuring the well-being of their staff, fostering an environment conducive to pursuing higher education.

Another pivotal strategy involves revising the library training curriculum. Presently, library training programmes are overly theoretical, with a notable dearth of practical applications [10]. Consequently, the urgency to refresh training methods and programmes cannot be overstated (mean=4.29,

42.9%; n=12). This observation is consistent with T.T.H. Hoang's study (2017) [19], which advocates for training units to revitalise their training methodologies and curricula, concentrating more on specialised skills rather than mere theory.

Furthermore, self-directed learning emerges as a pragmatic and significant solution. A substantial 85% of LRC staff endorsed this approach (mean=4.25). Autonomy characterises self-directed learning; staff govern their schedules, steer the learning trajectory, and make independent decisions concerning their education. This aligns with Ho Chi Minh's assertion (1947) [20] which champions self-directed learning as the cornerstone of an individual's lifelong educational odyssey.

## 5. Conclusions

The results of this study illuminate the prevalent professional development aspirations among LRC staff. Furthermore, the study identified three primary obstacles to professional advancement: personal and state financing, time constraints, and familial commitments. The paramount strategies to address professional development necessities encompass training programmes, lucid policies, and fostering conducive physical and emotional environments. Prioritising staff's professional development requisites are instrumental in refining library services and retaining adept professionals. These insights not only contribute to the understanding of professional development needs of personnel at the LRC but also serve as a foundation for more comprehensive and nuanced investigations into the professional growth needs of library personnel. Such research will invariably enhance human resource development and catalyse the successful digital evolution of the library sector in Vietnam.

## CRediT author statement

Huynh Thi Trang: Conceptualisation, Methodology, Supervision, Writing - Reviewing and Editing; Nguyen Huynh Mai: Qualitative data collection and Analysis; Huynh Nhat Duyen: Quantitative data collection and Analysis, 1st draft writing.

## COMPETING INTERESTS

The authors declare that there is no conflict of interest regarding the publication of this article.

## REFERENCES

[1] C.P. Alderfer (1969), "An empirical test of a new theory of human needs", *Organizational Behavior and Human Performance*, **4(2)**, pp.142-175.

[2] A.H. Maslow (1943), "A theory of human motivation", *Psychological Review*, **50(4)**, pp.370-396, DOI: 10.1037%2Fh0054346.

[3] F. Herzberg, B. Mausner, B.Synderman (1959), *The Motivation to Work*, Wiley, 157pp.

[4] V.H. Vroom (1964), *Work and Motivation*, Wiley, 331pp.

[5] D.L. Truong, V.K. Chu (2015), "Library staff training: Current situation and solutions", *Vietnam Library Journal,* **6(26)**, pp.28-30 (in Vietnamese).

[6] T.H. Nguyen (2011), "Strengthening professional training for library and information staff in Vietnam", *Vietnam Library Journal*, **29(3)**, pp.20-24 (in Vietnamese).

[7] T.T.M. Nguyen, T.H. Nguyen (2013), "The need for professional training and retraining of public library staff", *Vietnam Library Journal*, **5**, pp.3-7 (in Vietnamese).

[8] M.C. Dinh (2010), "Some initial experience on building an electronic library at the Military Technical Academy", *Proceeding of The Library and Information Conference (LIC)* (in Vietnamese).

[9] T.K. Pham (2011), *Opportunities and Challenges of Vietnamese Libraries*, http://dlib.huc.edu.vn/bitstream/123456789 /21/3/C%C6%A1%20h%E1%BB%99i%20v%C3%A0%20th%C3%A1ch %20th%E1%BB%A9c%20c%E1%BB%A7a%20Th%C6%B0%20vi%E1%B B%87n%20Vi%E1%BB%87t%20Nam.pdf, accessed 19 April 2022 (in Vietnamese).

[10] V.H. Do (2018), "Core competency framework for Vietnamese librarians in the 21st century", *Journal of Information and Documents,* **1**, pp.3-12 (in Vietnamese).

[11] D.H. Nguyen (2018), *Vietnamese Librarianship in Industry 4.0,* https://repository.vnu.edu.vn/handle/VNU_123/72125, accessed 18 May 2022 (in Vietnamese).

[12] T.K.A. Vu, M.B. Hoang (2019), *Knowledge Management and Requirements for Digital Library Human Resources,* National University Hanoi (in Vietnamese).

[13] H.G. Nguyen (2018), "Difficulties, challenges and solutions in developing electronic libraries to meet the industrial revolution 4.0", *Proceeding of The Conference on Development of Electronic Libraries in Vietnam to Meet The Requirements of The Industry 4.0,* https://repository.vnu.edu.vn/bitstream/VNU_123/72169/1/ PhatTrienThuVienDienTu%205.pdf, accessed 19 February 2022 (in Vietnamese).

[14] H. Hoang, T.A. Duong, T.T.H. Nguyen (2020), "Current situation of the library operation of the University of Medicine and Pharmacy, Thai Nguyen University, difficulties and solutions", *Thai Nguyen University Journal of Science and Technology*, **225(4)**, pp.63-66 (in Vietnamese).

[15] T.H. Phan (2011), *Information Library Staff: Requirements Set in The Current Period*, http://huc.dspace.vn/handle/ DHVH/3541, accessed 2 January 2023 (in Vietnamese).

[16] Bao Yen (2019), *Discussion of The Library Law Project at The 8th Session of The XIV National Assembly*, https://quochoi. vn/UserControls/Publishing/News/BinhLuan/pFormPrint. aspx?UrlListProcess=/content/tintuc/Lists/News&ItemID=42700, accessed 1 May 2022.

[17] T.X.P. Huynh (2011), "Solutions to improve academic librarians' information skills", *Conference and Training Proceedings of Hue University Learning Resource Centre*, https://210.211.121.197/handle/VNUHCM/5561, accessed 22 December 2021 (in Vietnamese).

[18] T.K. Pham (2003), "Some thoughts on the development direction of the academic libraries and the provincial libraries", http://113.190.240.60:8080/phamquangquyen/ bitstream/123456789/353/1/Khang- SuyNghiPhatTrienTVVN-2003. pdf, accessed 2 February 2022 (in Vietnamese).

[19] T.T.H. Hoang (2017), "The situation of world libraries, Vietnamese libraries and some development proposals", http:// huc.dspace.vn/handle/DHVH/3767, accessed 2 February 2021 (in Vietnamese).

[20] Ho Chi Minh (1947), *Innovation of Working Way*, National Political Publishing House, 100pp (in Vietnamese).