The Competency Model and Training Needs for TTQS Administrative Assistant

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Abstract. TTQS (Taiwan TrainQuali System) is a training and development (T&D) system which developed and supported by Taiwan government. The government provides a lot of budget to those who apply for TTQS consultant service and evaluation service. By TTQS's Plan-Design-Do-Review-Outcome (PDDRO) procedure, the government wishes to build an effective T&D structure for the applied organizations and elevate the human capital of whole nation. The administrative assistant is an important but often be omitted character in the process of TTQS consultant service and evaluation service. He (or she) plays the character as a communication bridge and the host of whole process. The purposes of this research are to: 1. construct the competency model, 2. identify the training needs, 3. provide the training suggestion for TTQS administrative assistant. The researcher uses a 2-stage method to solve the research problems. The first stage is deep structural qualitative interviews with TTQS administrative assistants to gain the analysis scaffold of competency model. The second stage is to make a quantitative survey to the TTQS evaluators, consultants and administrative assistants to collect their opinion about competency model and training. The conclusions are as below: 1. the researcher constructs the competency model which include contents and scores of 5 categories: knowledge, skill, attitude, personal trait and motives. 2. The researcher identifies the training needs which include contents and scores of 3 categories: knowledge, skill and attitude. 3. The researcher provides the training suggestions which include: (1) use face-to-face stimulation test to replace paper test; (2) provide a complete integrated manual for the assistants as the most important reference; (3) arrange senior assistants as mentors for new assistants.

Keywords: TTQS, Competency, TTQS administrative assistant

1. Introduction

TTQS (Taiwan TrainQuali System) is an official training and development (T&D) system which developed and supported by Taiwan government. The main purpose of TTQS is to elevate the human capital of whole nation. In 2006, the government called many human resource development (HRD) experts together to work for TTQS. They used IiP (Invest in People in UK) and ISO 10015 as reference material to build a local training quality system, named TTQS. The authority of TTQS is the BEVT (Bureau of Employment and Vocational Training). The service organ and interaction window is the TTQS project office which belongs to National Association of Small and Medium Enterprises (NASME). TTQS project office provides 3 kinds of service to all organizations: (1) TTQS training, (2) TTQS consultation and (3) TTQS evaluation. Because of the hardworking of BEVT and NASME, and the common sense for elevating human capital, the number of organizations which apply the TTQS is gradually increasing. Take the 2011 for instance, there are 682 trainees had completed the course from 21 TTQS training classes, 80 organizations apply for TTQS consultation and 728 organizations for TTQS evaluation. (TTQS North Division Service Centre, 2011a)

The consultant or evaluator is the most significant character in the process of TTQS consultation or TTQS evaluation. There are many researches about the competency analysis and training strategies for these two kinds of experts. But there is a small potato but pivot character: the TTQS administrative assistant. Why are they the pivot of whole process? Because they have to accomplish 5-step works as below: (1) prepare all the documents, (2) coordinate the consult (or evaluate) time and place between organization and consultant (or evaluator), (3) follow the consultant (or evaluator) and record the process, (4) take back all the

document from the consultant (or evaluator), (5) scan the document and upload all documents to the official website. Due to the coordinate and communicate character they play in the TTQS consultation (or evaluation) process, if they behaved inappropriately, the result will postpone the process and influence the relationship among organizations, consultant (or evaluator) and BEVT. Unfortunately, there are no specified rules, recruit standards, competency analysis and training need analysis for TTQS administrative assistant. This research is trying to figure out the questions above.

2. Research purpose

According to the previous discussion, the purposes of this research are: (1) construct the competency model, (2) identify the training needs, (3) provide the training suggestion for TTQS administrative assistant.

Due to the cost and time, the objectives of this research are limited to the administrative assistants, consultants and evaluators who work for the TTQS North Division Service Centre; the survey period is from June to October 2011; the mission only include TTQS consultation and TTQS evaluation.

3. Previous research

3.1. The recruit standard and job description of TTQS administrative assistant

The TTQS administrative assistants are divided into two parts: full-time assistants and part-time assistants. The full-time assistants are employed by TTQS North Division Service Centre. They are mainly responsible for the TTQS works and sometimes they play as the TTQS administrative assistant. The part-time assistants are often under graduate or graduate students. They are usually recommended by former assistants, senior consultants or evaluators. After simple training by the Division Service Centre, they are sent to the first-line and play as the TTQS administrative assistant. In the current training process, they are provided a training manual which include the rules and SOPs of TTQS consultation and evaluation, and the lecturer explains the document to them for 3 hours. After the lunch break, the lecturer proceeds the Q&A discussion. In this section, the lecturer and trainees discuss about some practical examples and find out the best solution. After the final simple test, they acquire the qualification for TTQS administration assistant. According to the recruit and training process, there is no official standard. And most importantly, no studies have ever tried to examine the recruit standard and training process for the TTQS administrative assistant.

What are the missions of the TTQS administrative assistant? Base on the TTQS administrative assistant training manual (TTQS North Division Service Centre, 2011b), they have two characters: TTQS consultation assistant and evaluation assistant. The job description of consultation assistant and evaluation assistant are as below. Each time before the consultation, the TTQS consultation assistant has to confirm every document and stuff, which include the camera, liquid-paper, easy card, identification card of TTQS, consultation daily record, satisfaction survey form, registration form and receipt form for consultant. The assistant has to establish contact to the TTQS consultation applicant (the organization) and TTQS consultant to make sure the consultation time and place. In the consultant day, the assistant has to arrive at the organization earlier and wait for the consultant. He (or she) has to response for the opening meeting communication, collecting all the documents after the consultation process and checking the next consultation time. After the consultation, he (or she) has to scan and upload all the documents, keep all the documents on a file and feedback the incidents to the service centre. The process before evaluation is almost the same to the consultation. The researcher had concluded the missions in table 1.

Table 1: The missions of TTQS administrative assistant

	Consultation Assistant	Evaluation Assistant
Before the process	● Confirm every document and stuff. ● Apply for transportation fee. ● Communicate with the organization and the TTQS consultant (or evaluator).	
In the process	● Provide the appropriate form and document to the TTQS consultant (or evaluator). ● Collect the signed receipt form. ● Response for the opening meeting communication.	● Sign in.

● Sign in.	● Record.
● Record.	● Ask the organization to fill the satisfaction questionnaire.**
● Collect all the documents.	● Collect the signed receipt form.
● Arrange next consultation time.**	● Help the evaluator to accomplish the forms.**
	● Collect all the documents.
After the process	● Scan and upload all the documents
	● Make copies of the sign-in form.
	● Hand in the receipt form.
● Feedback the incidents to the service centre.**	● Sort and hand in all the documents.
● Sort and hand in all the documents.	

P.S.**means the different mission between consultation and evaluation.

According to the description above, the administrative assistant has to cultivate 6 basic capabilities: (1) Knowing all the documents and forms exactly, checking and confirming every item and form precisely. (2) Filling all the official forms correctly. (3) Playing the communicative character appropriately among organization, consultant (or evaluator) and service centre. (4) Controlling the process correctly and explaining the questions happened in the process. (5) Knowing the norms of consultation and evaluation, handling the extraordinary emergency situation appropriately. (6) Using the 3C tools such as office software, network searching, camera, record machine and the E-works after consultation (or evaluation).

3.2. Competency definition and methods of building competency model

The concept of competency was first brought up by McClelland (1973). He believes the intelligence is not the only factor which influences one's work performance. Spencer and Spencer (1993) said the competency is one's underlying characteristics. The underlying characteristics are not only related to one's job, but can also be used to predict one's behaviour and performance. Boyatzis' point of view is close to Spencer and Spencer. He thinks the competency is some of one's basic characters. It is the characteristic that makes personnel to produce better and more efficient performance (Yeung, 1996). Parry said the competency is the knowledge, skill and attitude which underlying one's successful work performance. We can observe and measure the underlying characteristics, differentiate the general performance and outstanding performance, and improve it through training and development (Parry, 1998). Timothy and Michael(1999) said the definition of competency should be wider. They defined competency as a group observable variables which include one's knowledge, skill, attitude and behaviour. Lee (2003) said the competency is the knowledge, skill, attitude and characteristics when the personnel, team and organization reach the successful status. According the definitions above, the researcher defines the competency as the knowledge, skill, attitude and characteristics when the personnel reach the successful status.

Base on Spencer and Spencer's Iceberg Theory, they divided the competency into explicit and implicit parts. The explicit part includes knowledge and skill. The implicit part includes self-concept, personal traits and motives. They think the explicit part can be trained but the implicit part is hard to observe and cultivate. So when the organization tries to recruit employees, it is important to recruit those who own the implicit part the organization want.

But how to build the competency model? McClelland had developed a popular and well-organized method called job competence assessment method. It has 5 steps: (1) define the standard of performance, (2) job analysis, (3) interview of key event, (4) test and measure, (5) build the competency model. (Boyatzis, 1982) Due to the too much time spending of job competence assessment method, Spencer and Spencer (1993) have developed the simple competency model method. They invite HR professionals, excellent workers and managers to confirm competency after discussion to get common consensus. The simple competency model method includes 4 steps: (1) professionals meeting, (2) interview of selective key event, (3) data analysis, (4) test and verify the competency model.

4. Research method

4.1. Data collection and analysis process

The research process is divided into 2 stages, the first stage is qualitative research and the second stage is quantitative research.

At the first stage, the researcher use literature analysis to construct the job description of TTQS administrative assistant. Then use the information to create the qualitative interview questionnaire and use multiple cases interview to gather the qualitative data. After 9 senior administrative assistants' interview, the researcher proceeded qualitative data analysis and built the original competency model.

At the second stage, the researcher uses the original competency model as the fundamental of the on-line quantitative survey questionnaire. Using censes to all the administrative assistants, consultants and evaluators in the north division, researcher gathers the opinion of them, makes descriptive statistics and conclusion.

4.2. Research tools and objects

The research tool of first stage is a qualitative interview questionnaire. It is a structured and half opened questionnaire. The questionnaire include: (1) pre-description of this questionnaire, (2) demographical data, (3) process and motive for being an administrative assistant, (4) current recruit standard, (5) job description, (6) personal opinion about current recruiting and training. The objects include 9 senior administrative assistants.

The research tool of second stage is a quantitative survey questionnaire. It is an on-line questionnaire census base on the qualitative research result of first stage. The objects include all the administrative assistants, consultants and evaluators in the north division. Till October 2011, there are 16 administrative assistants, 43 consultants and 61 evaluators in the north division. The researcher received questionnaire of 14 administrative assistants, 21 consultants and 32 evaluators. The total ratio is about 55.83%.

5. Conclusion

After interviewing with 9 senior TTQS administrative assistants, the researcher gets word by word documents and starts the analysis process. The first step is lining and coding the key sentences. Then proceed the primary coding to interpret the meaning of each lined sentence. The third step is to proceed secondary coding to conclude 6 important concepts. The final step is to build the analysis scaffold. The analysis scaffold is the result of qualitative stage and be used as the basic of quantitative questionnaire.

Table 2: The analysis scaffold of TTQS administrative assistant's competency

1st stage	Names of concept	2nd stage	Name	3rd stage	name
1	Recruiting standard	1-1	recruiting channel		
		1-2	basic conditions		
		1-3	knowledge		
		1-4	skill		
		1-5	attitude		
2	Job description	2-1	consultation	2-1-1	pre-consultation
				2-1-2	mid-consultation
				2-1-3	post-consultation
		2-2	evaluation	2-2-1	pre-evaluation
				2-2-2	mid-evaluation
				2-2-3	post-evaluation
3	Competency	3-1	knowledge		
		3-2	skill		
		3-3	attitude		
		3-4	personal trait		
		3-5	motive		
4	Suggestion for training	4-1	training content	4-1-1	knowledge

		4-1-2	skill
		4-1-3	attitude
		4-1-4	SOP
		4-1-5	Q & A
4-2	training manner	4-2-1	orientation training
		4-2-2	OJT
5	Performance evaluation		
6	Obtainment		

The researcher uses the scaffold as the basic structure of questionnaire and uses 5-point Likert scale (1 is the lowest and 5 is the highest) to measure the tendency of all administrative assistants, consultants and evaluators of north division. The result is as below:

5.1. The competency model

The competency model contents are as table 3. The first category is knowledge, it divided into 2 parts. The first part of knowledge (knowledge I) is related to general management. According to the mean scores, it means the knowledge of general management is the least important competency. The second part (knowledge II) is related to TTQS information which includes the understanding of TTQS, all documents and the subsidiary fund regulations of BEVT. According to the mean score, it is more important than first part but less than skill, attitude and personal trait. The third category is skill which indicates the capability of using 3C tools to accomplish mission and dominating the opening of consultation or evaluation. The mean score is the second highest of all categories and only less important than attitude. The fourth category is attitude which includes polite, learning modestly, respecting others and listening attentively. It is the most important category and the mean score of all evaluators, consultants and assistants are over 4.5. The fifth category is personal trait which includes pressure resistant, clear thinking, penetrative observation, quick response, attentive, kind, modest and calm. The mean score of personal trait is the third highest of all categories and the order of 8 traits is: attentive (4.39), kind (4.39), modest (4.30), pressure resistant (4.27), quick response (4.25), penetrative observation (4.24), calm (4.19) and clear thinking (4.07). The sixth category is motives which include increasing knowledge, experience and interpersonal relationship. The mean score of motives is the second lowest of all categories, it means the all evaluators, consultants and assistants do not care the motives too much. The order of 3 motives is increasing knowledge (3.81), experience (3.81) and interpersonal relationship (3.52).

Table 3: The competency model contents and score means of qualitative questionnaire

category	content	mean score			
		evaluator	consultant	assistant	total
knowledge I	be related to general management	3.66	3.51	3.19	3.45
knowledge II	be related to TTQS information	4.40	4.10	4.02	4.17
skill	the capability of using 3C tools to accomplish mission and dominating the opening of consultation or evaluation	4.41	4.00	4.55	4.32
attitude	including polite, learning modestly, respecting others and listening attentively	4.64	4.48	4.76	4.62
personal trait	including pressure resistant, clear thinking, penetrative observation, quick response, attentive, kind, modest and calm	4.36	3.99	4.45	4.27
motives	for increasing knowledge, experience and interpersonal relationship	3.66	3.57	4.05	3.76

5.2. The training needs

The training needs score means of qualitative questionnaire is as table 4. The attitude is still the highest category. The TTQS related knowledge becomes the second highest and skill becomes the third highest. It

means that the knowledge of TTQS related information is very important in practice. The management related knowledge is the least important category still.

Table 4: The training needs score means of qualitative questionnaire

category	content	mean score			
		evaluator	consultant	assistant	total
knowledge I	be related to general management	3.77	3.67	3.17	3.61
knowledge II	be related to TTQS information	4.47	4.24	4.38	4.38
skill	the capability of using 3C tools to accomplish mission and dominating the opening of consultation or evaluation	4.50	3.94	4.50	4.32
attitude	including polite, learning modestly, respecting others and listening attentively	4.51	4.17	4.71	4.45

5.3. The training suggestion

There are 6 questions of training manner: 1. should provide a complete integrated manual for assistant (4.37), 2. should arrange senior assistant as mentor for new assistant (4.36), 3. should build a communication platform for all assistants to discuss and learn (4.18), 4. should provide integrated database on the web for assistant (4.16), 5. should pass the face-to-face stimulation test to be the assistant (3.82), 6. should pass the paper test to be the assistant (3.60). So the face-to-face stimulation is more important than paper test. The most important reference for the assistant is a complete integrated manual. If possible, should arrange senior assistant as mentor for new assistant.

6. References

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