

**A Study of Professional Competencies of Recruiting Consultants in
Temporary Staffing Agencies in Taiwan**

by
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ABSTRACT

Temporary staffing industry (TSI) is a rapidly growing industry. This makes the role of recruiting consultants increasingly important for the success of temporary staffing agencies (TSA). Thus, it is critical that each TSA understands the necessary skills and abilities a recruiting consultant should possess. This research conducted a study of recruiting consultants in temporary staffing agencies in Taiwan to uncover the professional competencies they need to possess and apply in order to be successful in their jobs. This research used a three-stage research process to (1) document the value, job contents and the work processes of recruiting consultants, (2) build a competency model of recruiting consultants, and (3) establish norms of the competency level of current recruiting consultant workforce in temporary staffing agencies in Taiwan.

This research applied the Delphi technique to collect the behavior indicators that excellent recruiting consultants exhibit, then collected data from 88 recruiting consultants of six sample firms using a survey questionnaire to measure the degree of existence of these behavior indicators. After applying the exploratory factor analysis (EFA) on the observed data, this research generated six competences of recruiting consultants. They are professional knowledge and capabilities, customer service orientation, teamwork and cooperation, self-control ability, interpersonal communication, and learning ability.

Next, using the analytic hierarchy process (AHP), this research obtained the weight of each of the six competences from a select group of field experts. A weighted overall competency score was calculated for each recruiting consultant by first multiplying the score of each competence by the competence weight, then summing the scores of the six weighted competences. The weighted overall competency score was found to be significantly related to job performance scores of recruiting consultants in Pearson correlation analysis. In addition, regression analyses also showed that the weighted overall competency score was significant in predicting the job performance of recruiting consultants. The empirical evidence was a strong support for the validity of this newly developed professional competency model of recruiting consultants for the temporary staffing industry in Taiwan.

Finally, after verifying the validity of this competency model, this research obtained the norms of recruiting consultants' competency level by calculating the mean

and the medium of each behavior indicator for the sample. The competency norms have great practical implications to TSA management. They can facilitate multiple human resource functions, such as recruitment and training. The norms can serve as a selection standard or a needs assessment questionnaire against which recruiting consultants' current competency level can be evaluated.

Key words: temporary staffing agency, recruiting consultant, competency model, Delphi technique, Analytic Hierarchy Process (AHP)

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CHAPTER I. INTRODUCTION

Research Background

Global economic changes increase competition and uncertainty among firms and put greater pressure on them to push for greater profits and to be more flexible in contracting with their employees and responding to consumers. Changes began in the mid-1970s which created conditions that led countries, organizations and workers to search for greater flexibility in employment. Consequently, the standard employment relationship began to unravel (Cappelli, 1999). Therefore, the use of temporary workers has become an integral part of human resource practice in many businesses (Alach & Inkson, 2004).

Staffing strategies are becoming more and more flexible and internationalized which makes a profound difference in the relationship and types of employment to cope with the external environment. These resulted in many new positions for temporary work, such as part-timer, dispatching worker, and outsource project personnel. All of these adjustments have influenced labor market deeply.

For example, during 2007, Nike participated in Contingent Workforce Strategies Council. This Council was designed to help the Fortune 1000 optimize their expanding use of temporary labor (PR Newswire, 2007). This Council also served Accenture, The Boeing Company, Caremark, Eli Lilly and Company, HP, Levi Strauss & Co., and UPS as subscribers in the service. This indicates that more and more enterprises have adopted temporary human resource to keep up with this fast-paced and increasingly changing world.

Research Motivation

Analysts observed an increased demand for temporary staff and a rapid expansion in the temporary recruitment industry (Peck & Theodore, 1998). In the US, recruitment through temporary agencies accounted for one-fifth of all new jobs created since 1984 (Peck & Theodore, 1998). Although some temps obtain work by direct contact with a client organization, many find their assignments through recruitment agencies (Alach & Inkson, 2004).

The spectacular growth of temporary employment in the US can be seen in the following statistics---from less than a quarter of a million in the early 1970s, to a daily workforce of one million in 1992, two million in 1996, and will have nearly 2.7 million in 2000 (Segal & Sullivan, 1997). These figures indicate that more and more people participate in this labor market and imply that the importance of temporary staffing agencies is higher than 30 years ago and will keep increasing their importance with the growing number of temporary workers.

Several researches have studied the temporary staffing agencies, but none on the competency of recruiting consultants in temporary staffing agencies. These recruiting consultants are key staffs in their companies and their performance is also crucial to the development and success of their companies. Therefore, finding out what kind of knowledge, skills or characteristics they need to possess to accomplish their assignment is important to temporary staffing agencies, client organizations and dispatched labors.

Based upon the above, this research proposed to conduct a study of the professional competencies of recruiting consultants which lead to high performance in temporary staffing agencies.

Research Purposes

Due to economic environment changes, countless enterprises have added another human resource strategy to their mix, to enroll temporary staff to maintain their flexibility in this rise-and-fall market. Many enterprises rely on temporary staffing agencies (TSA) to recruit temporary staff. Through preliminary interviews, this research found that recruitment consultant is the key role in these temporary staffing agencies because they make their profit through these consultants' efforts and accomplishment.

Accordingly, this research proposed a study to determine recruiting consultants' specific competencies for future applications, such as recruitment, training and development of recruiting consultants in temporary staffing agencies (TSA).

Based upon these reasons, this study attempted to achieve the following purposes,

1. To understand the value of recruiting consultants in TSA.
2. To understand the job content and the work processes of recruiting consultants in TSA.
3. To build a competency model of recruiting consultants in TSA.
4. To establish norms of competency level of current recruiting consultant workforce in TSA.

CHAPTER II. LITERATURE REVIEW

The major issue of this research was to examine the professional competences that high performing recruiting consultants possess. Therefore, this research conducted a literature review on the concept of competency, the temporary staffing industry, and recruiting consultants in temporary staffing industry, to understand each theme in depth.

Competency

The Beginning of Competency

The idea of testing for competence rather than intelligence was first proposed in the early 1970s by David McClelland, a former Harvard psychologist. McClelland was asked by the U.S. Foreign Service to find new research methods that could predict human performance and reduce the bias of traditional intelligence and aptitude testing. Thus the notion of competence measurement was born (Morrow, 1993).

Definition of Competency

A competency is defined as underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation (Spencer & Spencer, 1993, p.9). Spencer & Spencer (1993) explained this definition in these words.

“Underlying characteristic means the competency is a fairly deep and enduring part of a person’s personality and can predict behavior in a wide variety of situations and job tasks. Causal relationship means that a competency causes or predicts behavior and performance. Criterion-referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard.” (Spencer & Spencer, 1993, p.9)

The definition is synthesized from the suggestions of several hundred specialists in human resources development (HRD) who attended a conference on the subject of competencies in Johannesburg, South Africa, in October 1995. After this conference, Parry (1996) defined competency as ‘a cluster of related knowledge, attitudes and skills that affects a major part of one’s job; that correlates with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development’.

Competency is a knowledge, skill, ability, or characteristic associated with high performance on a job, such as problem solving, analytical thinking, or leadership (Mirabile, 1997).

This research adopted the competency definition of Spencer & Spencer (1993)--- A competency is defined as underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation---because this definition is more comprehensive and directly related to job performance, which serves the research purposes better.

Spencer & Spencer (1993) further proposed five types of competency characteristics as listed below:

1. Motives: the things a person consistently thinks about or wants that cause action.
2. Traits: physical characteristics and consistent responses to situations or information.
3. Self-Concept: a person's attitudes, values or self-image.
4. Knowledge: information a person has in specific content areas.
5. Skill: the ability to perform a certain physical or mental task.

As shown in Figure 2.1 and 2.2, and stated by Spencer & Spencer (1993): "knowledge and skills tend to be visible, and appear relatively on the surface among all, characteristics of people. Self-concept, trait, and motive competencies are more hidden, 'deeper', and central to personality"(p.11). They explained that surface knowledge and skill competencies are relatively easy to develop and that training is considered the most cost-effective way to secure employees abilities. On the contrary, core motive and trait competencies are considered at the base of the personality iceberg, and are more difficult to assess and develop. The most cost-effective way to acquire core motive and trait competencies is to select for these characteristics (Spencer & Spencer, 1993).

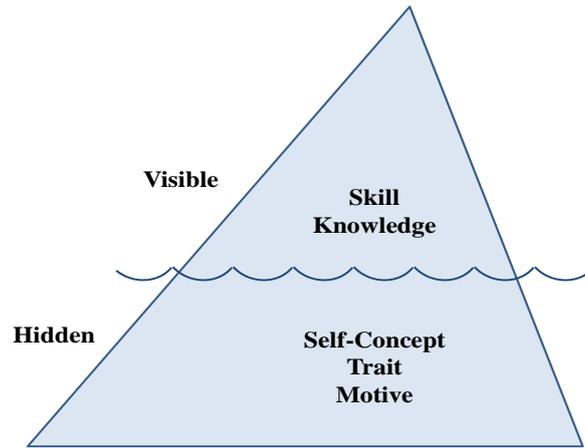


Figure 2.1. The Iceberg Model
Source: Spencer & Spencer (1993), p.11.

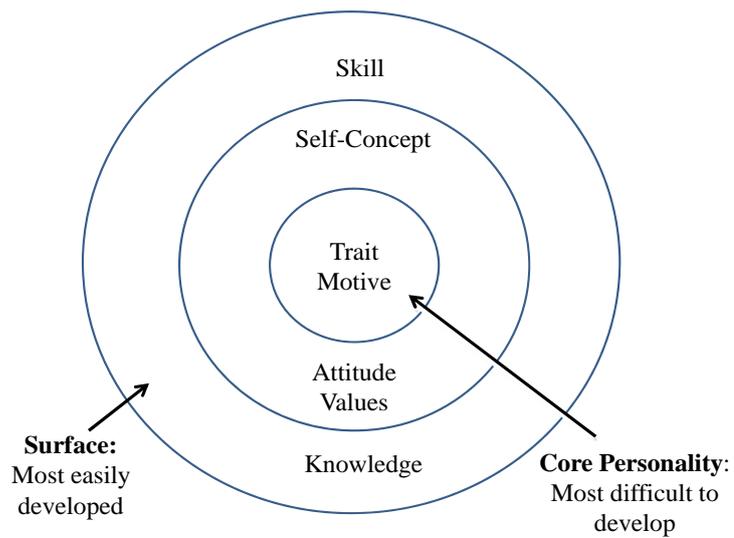


Figure 2.2. Central and Surface Competencies
Source: Spencer & Spencer, (1993), p.11.

These five competency characteristics integrate several different competency definitions that can be used as building blocks to enhance the effectiveness and efficiency of constructing competency models in different jobs.

Competency Model

Similar to Spencer & Spencer (1993), Mirabile (1997) believes that a competency model describes the output from analyses that differentiate high performers from average and lower performers. Competency models are represented in different formats, depending on the methods used to collect the data, users' requirements, and the particular biases of the people creating the model (Mirabile, 1997).

Job analysis is the foundation to construct competency models. It is a process for collecting competency information---information that describes in detail the criteria for successful job performance, which focuses on tasks, responsibilities, duties, accountabilities, knowledge and skill requirements, and any other criteria for successful job performance (Brannick & Levine, 2002).

Dalton (1997) has his own definition of competency model which was a model that depicts those motives, traits, and so forth as a set of desired behaviors for a particular job position or level and also implies that such behaviors are predictive of who is likely to be successful in a position or role.

Dubois (1993) wrote in his book that the successful development of competency models of many companies falls under one of the five types below:

1. Job Competence Assessment Method

The Job Competence Assessment Method uses a rigorous, empirical research procedure called Job Competence Assessment to identify job competencies which differentiate exemplary from average job performance. Exemplary and average performers are interviewed about the aspects of their job performance. Once the competencies have been identified, they and other job elements are used to construct the job competency model.

2. Modified Job Competence Assessment

The Modified Job competence Assessment Method adopts the Job Competence Assessment research procedure, but instead of having the exemplary and average performers interviewed, they are asked to write or otherwise record their critical behavior indicators for the researcher.

3. Generic Model Overlay Method

The Generic Model Overlay Method selects or obtains a prepared competency model and then overlays or superimposes it on a job within the organization.

4. Customized Generic Model

The Customized Generic Model Method identifies all possible generic competencies that fully characterize the attributes of the exemplary and average performers of a job in the organization. These competencies are then researched and interpreted within the job and the larger organization context to select the specific competencies that characterize the successful employee. Other attributes for the desired competency model are also researched. The job competencies and these other attributes are then used to develop the competency model.

5. Flexible Job Competence Model Overlay Method

The Flexible Job Competency Model Method adopts a wide variety of comprehensive information sources, both internal and external, for inclusion in the research base. This method identifies and uses future assumptions about the organization and the job. The use of this method results in the availability of job roles, job outputs, quality standards for the outputs, and behavioral indicators for each job competency.

Parry (1998) proposed three ways to assess competencies which are listed below:

1. 360-degree feedback, with ratings by the individual's peers, manager, work group (if a team leader)---in short, anyone who knows the person well.
2. Assessment labs, in which the individual being assessed fills a role of a newly appointed supervisor, for instance) and interacts with trained evaluators who fill other roles---bosses, subordinates and so on.
3. Interactive multimedia, where individuals view a series of video episodes, and are assessed based on their responses.

This research used Modified Job Competence Assessment and Generic Model Overlay Method to construct the competency model of recruiting consultants in TSI. To clarify the content of competency assessment, this research adopted the methods of literature review, job analysis and Delphi technique. This research conformed to the Generic Model Overlay Method by using literature review to select or to obtain an existing competency model and then overlay it on a job of an organization. In addition, this research complied with the Modified Job Competence Assessment of Dubois (1993) by using job analysis and Delphi technique to interview jobholders or supervisors to acquire recruiting consultants' critical behavior indicators.

Temporary Staffing Industry

Definition of Temporary Staffing Industry (TSI)

The Temporary Staffing Industry (TSI) is formed by numerous Temporary Staffing Agencies (TSA). A TSA is the intermediary standing between employer and the employees, and they have assumed ‘third-party’ roles in screening, recruitment, placement and reassignment; in job design; in supervision and labor control; and in the structuring of remuneration and incentive systems (Peck & Theodore, 2007).

Temporary staffing agencies (TSA) derive their income from fees which are charged from client organizations because TSA provides their service to client organizations. These services include managing and taking care of the temporary employment of workers who registered with TSA (sometimes referred to as dispatched labor). Dispatched labors are paid directly by the agencies, but assigned jobs by client organizations for clerical work, blue-collar labors, accountancy or nursing job.

Jean (1999) defined the fee relationship within TSI as below:

1. A TSA is the legal employer of dispatched labors. The TSA provides salary, legal benefit, basic training and counseling for dispatched labors. It has the authority to promote and to lay off dispatched labors. It charges the client organizations, provides them workforce and transfers part of the authority of managing dispatched labors to them.
2. Client organizations pay service fees to TSAs but do not pay the dispatched labors. Client organizations are also considered as co-employer and own the real managerial and assessing authority of dispatched labors as regulated by assignment contract.
3. Dispatched labors are the official employees of TSAs but work in the assigned companies. The regulations on work hours are usually specified on the dispatched labor contract.

Temporary Staffing Industry in Foreign Countries

Coe, Johns and Ward (2007) published the list of the top 20 temporary staffing agencies of 2005 as shown in Table 2.1. This list includes the “big six” agencies in the industry---Adecco, Manpower, Vedior, Randstad, United Services Group, and Kelly---ranked by their international revenues (Coe, Johns, & Ward, 2007).

Table 2.1.

2005 Top 20 Staffing Agencies

| Rank | Firm | Origin | Revenue (\$m) |
|-------------|----------------------------|---------------|----------------------|
| 1 | Adecco | Switzerland | 22,732.00 |
| 2 | Manpower | U.S. | 16,080.40 |
| 3 | Vedior | Netherlands | 8,125.80 |
| 4 | Randstad | Netherlands | 7,873.80 |
| 5 | Kelly Services | U.S. | 5,289.83 |
| 6 | Crystal | Japan | 5,100.00 |
| 7 | Allegis Group | U.S. | 4,382.43 |
| 8 | United Services Group | Netherlands | 3,544.70 |
| 9 | Robert Half | U.S. | 3,338.44 |
| 10 | Hays | U.K. | 2,981.82 |
| 11 | Staff Service | Japan | 2,958.00 |
| 12 | Volt Information Services | U.S. | 2,177.62 |
| 13 | Spherion | U.S. | 1,971.67 |
| 14 | Tempstaff | Japan | 1,862.10 |
| 15 | MPS Group | U.S. | 1,684.70 |
| 16 | Pasona | Japan | 1,680.48 |
| 17 | Express Personnel Services | U.S. | 1,550.00 |
| 18 | Hudson Highland | U.S. | 1,428.27 |
| 19 | Labor Ready | U.S. | 1,236.07 |
| 20 | CDI Corp. | U.S. | 1,133.58 |

Source: Coe, Johns, & Ward (2007), p. 507.

The countries of these top 20 TSAs in 2005 included Switzerland, U.S., Netherland, Japan, and U.K. Basically, these four countries were categorized as developed countries which owned a free market system and diverse industries. These qualify the temporary staffing industry (TSI) of the above countries in a mature stage of development.

These leading TSAs, Adecco, Manpower, and Vedior, were also recognized transnational agencies as seen in Table 2.2. The top 3 TSAs operated their own branches in Europe, American, Asia, Middle East, Australia, and Africa, which means they had strong and stable operation systems to expand rapidly and to support cross-national business operations. Table 2.2 profiles the 2005 presence of the leading transnational agencies in the key regional markets. The variability in geographical expansion immediately becomes evident, ranging from firms with operation in all regions--- Adecco, Manpower, and Vedior--- to firms with much more circumscribed geographies (Coe, Johns, & Ward, 2007).

As seen in Table 2.2, several TSI companies have already expanded their branches into global level. This means this industry has grown into a globalized one, from a developing level to a mature level. Therefore, these agencies will need recruiting consultants with higher potential and skills for their growing business activities.

Table 2.2.

2005 Regional Presence of the Top Twenty Transnational Staffing Agencies

| Rank | Firm | West Europe | East Europe | North America | South America | Asia | Middle East | Australia | Africa |
|------|------------------------|-------------|-------------|---------------|---------------|------|-------------|-----------|--------|
| 1 | Adecco | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | Manpower | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Vedior | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Randstad | ✓ | ✓ | ✓ | | ✓ | | | |
| 5 | United Service Grp | ✓ | ✓ | | | | | | |
| 6 | Kelly Services | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 7 | Hudson Highland | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 8 | Hays | ✓ | ✓ | ✓ | | | | ✓ | |
| 9 | MPS Group | ✓ | ✓ | ✓ | | | | | |
| 10 | Robert Half Int'l | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 11 | Michael Page | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 12 | Corporate Services Grp | ✓ | | ✓ | | | | | |
| 13 | Monster Worldwide | ✓ | ✓ | ✓ | | ✓ | | | |
| 14 | CDI Crop. | ✓ | | ✓ | | | | ✓ | |
| 15 | Synergie | ✓ | ✓ | ✓ | | | | | |
| 16 | Robert Walters | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| 17 | Harvey Nash | ✓ | | ✓ | | ✓ | | | |
| 18 | Weststaff | ✓ | | ✓ | | | | ✓ | |
| 19 | Glotel Ple | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| 20 | Proffice | ✓ | | | | | | | |

Source: Coe, Johns, & Ward, (2007), p. 511.

The leading transnational agencies were trying to combine international growth with diversification in a number of ways: (1) moving up the value chain by placing more professional and highly qualified staff; (2) broadening the range of services they offer into a wider human resources role; (3) developing new kinds of vendor-on-premises arrangements with clients (Coe & Johns, & Ward, 2007).

The staffing industry's main markets were to be found in the low-wage segments of high-wage, but liberalizing, economies (Peck, Theodore, & Ward, 2005). But the leading TSAs could expand their service into different segments to create more revenue sources that enabled them to appear on the top 20 TSA in the world.

Major Sectors in TSI in Foreign Countries

Temporary staffing became popular in several sectors, and the major three sectors were clerical, technical-specialist, and blue-collar (Theodore & Peck, 2002). The following are the reasons these sectors were in the top three sectors of TSI.

In clerical sector: (1) TSI continued to serve the long-established demand for temporal flexibility in temporary and emergency need; (2) TSI made their business practices contractual arrangement to support client organization from temporary position

to permanent; (3) TSI benefited from technique change that standard office software application increased routine clerical workers to substitute and erode pink-collar skills.

Technical-specialist sector increased in the demand for the kind of specialist skills inputs, especially in IT related fields, because of seasonal fluctuation in production lines, downsizing, and organization reengineering.

In blue-collar sector, temps played an important role in two-layer employment systems in manufacturing because factory had emphasized on the experiences and skills of workers instead of their position. Since 1990s, even with strong demand of day temp labors, factories still paid them the minimum-wage. Because of the unstable economic environment, every factory needed to cut down as many cost as they could.

Temporary Staffing Industry in Taiwan

This section introduces the development of temporary staffing industry in Taiwan, including the beginning of temporary staffing industry, the number and types of dispatched labors, the main reasons of client organizations using dispatched labors, and the ratio of dispatched labor usage in different industry.

Most TSAs locate their headquarters in Taipei, with branches in the counties with thriving business activities or science parks, such as Taoyuan, Hsinchu, Taichung, Tainan and Kaohsiung. The first established TSA in Taiwan is Tsai Ku in 1989, the year when government deregulated the “job referral” business. More and more TSAs established since this deregulation. In Taiwan, the five most recognized temporary staffing agencies are Adecco, Manpower, Intelligent Manpower Corp., 104 Temp, and Tsai Ku HR Management.

The development of TSI in Taiwan can be seen from the following information which was collected from the survey of the business operation of temporary staffing agencies in June, 2005 (Chen & Tseng, 2005). Figure 2.3 is the timeline of temporary staffing agency startups in Taiwan till 2005. As the figure illustrated, 50.9% temporary staffing agencies started to operate during 2001~2005, 38.9% during 1989~2000, and 10.2% before 1989. These statistics show that the TSI is a new and developing industry in Taiwan.

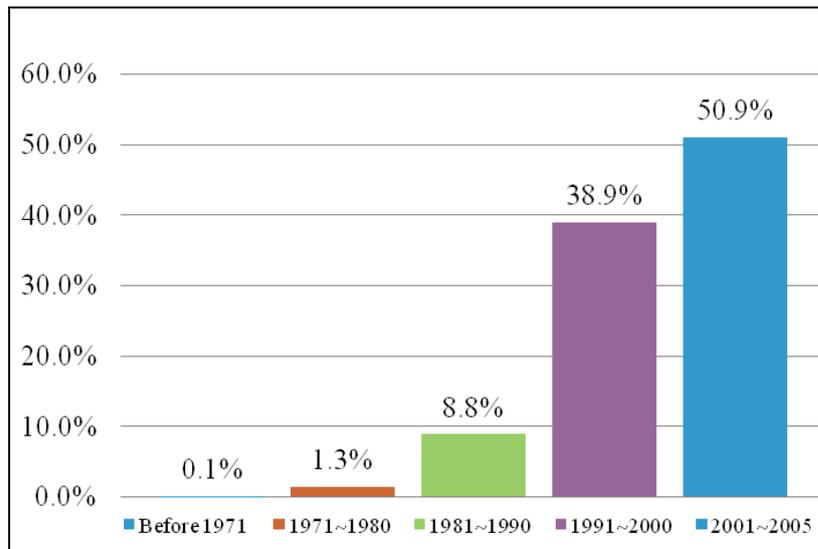


Figure 2.3. The Timeline of Temporary Staffing Agency Startups in Taiwan

Source: Chen & Tseng (2005), p. 45.

The Growing Number of Dispatched Labors

According to National Association of Temporary and Staffing Services (NATSS) data, temporary services employment in the US grew from 165,000 in 1972 to over 2 million by 1995 which can be seen in Figure 2.4 (Segal & Sullivan, 1997).

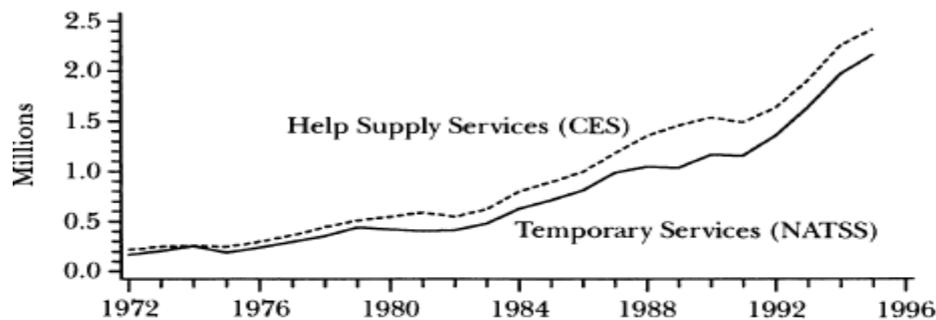


Figure 2.4. Temporary Employment

Source: Segal & Sullivan (1997), p.119.

In Taiwan, there were 130,000 dispatched labors in June, 2005. Most of them were security employees, about 32,000, 24.9% of all dispatched labors. The second largest number was in cleaning service, 24,000 and 18.8%. The third largest group was clerical assistants, 13,000 and 9.7%. Other types of dispatched labor included research development employees, marketing specialists, and interpreters, but the number of these types of dispatched labors together was less than the first three types.

The Triangulated Relationship of TSI

Temporary staffing agencies constituted a heterogeneous category of organizations that the worker, the temporary staffing agency and the client organization were typically linked by a triangular arrangement which was under two types of contract: a dispatched labor contract between the dispatched worker and the temporary staffing agency, and an assignment contract between the temporary staffing agency and the client organizations (Connell & Burgess, 2006).

Gottfried (1992) argued that under the triangulated employment relationship of agency-mediated temporary work, the sociopolitical relation of the workplace is reconstituted. Ruyter (2004) elaborated that the worker was legally employed by the temporary staffing agency, with the client organization taking on an ancillary role, mainly that of supervision and health and safety.

Cheng (1999) described more specifically about the triangulated relationship of temporary staffing agency, client organization and dispatched labor as illustrated in Figure 2.5 below.

1. TSA and dispatched labors

Even though the dispatched labor contract signed by TSA and dispatched labors is very similar with traditional labor contract, there are several differences. In traditional labor contract, labor would be paid by the company who received labor service. However, in dispatched labor contract, dispatched labors would be paid by the TSA instead of the company who received labor service. Although, the content of dispatched labor contract is not exactly the same as traditional labor contract, it is still a kind of labor contract in current labor law.

2. TSA and client organization

There is an 'assignment contract' that records the main responsibility, related labor terms of dispatched labor and how to distribute responsibility between TSA and client organization. Because labor law has no specific rule to confine the assignment contract, therefore, the related issues will be regulated by civil law.

3. Client organization and dispatched labors

There is no contract relationship between client organization and dispatched

labor, but dispatched labor has responsibility to provide labor service in the client organization as the result of a signed dispatched labor contract and assignment contract.

Based on the above, the dispatched labor contract has the effect of separating the employment relationship from the labor-service relationship. Both client organization and TSA have the authority to direct, command, and manage dispatched labors, but TSA can restrain the span of authority of client organization in the assignment contract.

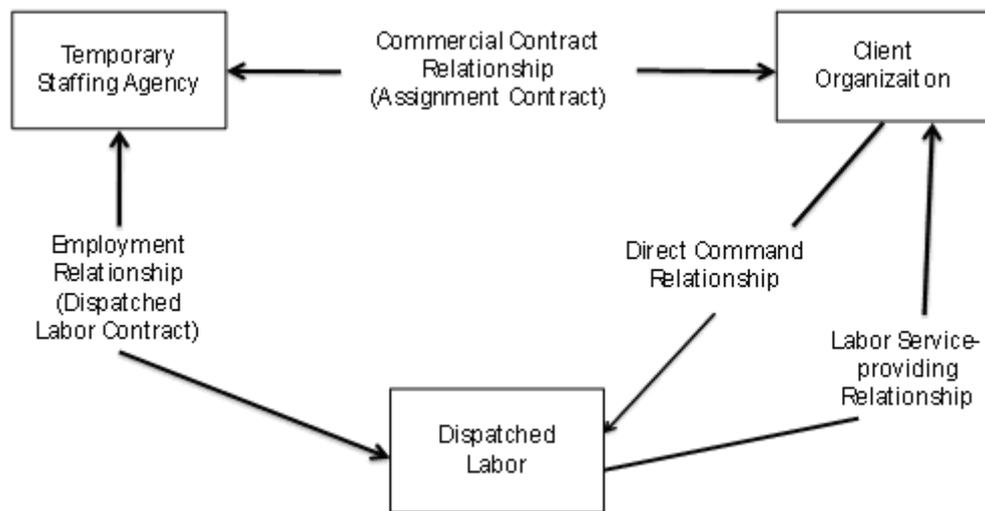


Figure 2.5. Triangulated Relationship of TSI

Source: Cheng (1999), p.10.

The Main Reasons for Using Dispatched Labors by Client Organizations

The following statistics (Chen & Tseng, 2005) were the result of the survey of different occupational salary in July, 2005. The participants were 9,264 client organizations and 7.9% of them used dispatched labors. It was 1.3% higher than 6.6% of 2004. For client organizations, they cited the following reasons to use dispatched labors. The survey used multiple-choice questions that allowed each company to select more than one reason for using dispatched labors.

1. To decrease personnel management expenditure (49.9%)
2. To allow flexible employment (49.9%)
3. To place appropriate employee in time (48%)
4. To have a effective recruitment process (11.9%)
5. To avoid dealing with industrial relationship issues and disputes (9.2%)

The Ratio of Dispatched Labor Uses in Different Industries

Chen & Tseng (2005) reported 28% of financial and insurance companies using dispatched labors, and most of dispatched labors were clerical assistants. The ratio dispatched labor usage was also high in medical health service industry and water, power, fuel industry which was about 23% and mostly as cleaning and security employees. The ratio in manufactory industry was 9.5% and the ratios in the rest of the industries were all below 8%.

With these statistics, it is clear that dispatched labors are in various industries to provide their services and they indeed need to have professional recruiting consultants and well-structured temporary staffing agencies to maintain their job safety and to solve career-related issues. Constructing the professional competency model of recruiting consultants is the very first step to ensure temporary workers get the necessary skills and knowledge to help them.

TSI Potential Issues

From the TSI model in Taiwan and expert interview results, this study found several potential issues in TSI.

1. To establish a formal dispatched labor law

The majority of dispatched labor disputes and issues can be resolved by Labor Law in Taiwan. For some parts that can't be settled by Labor Law, they are regulated by Civic Law. But there are still many issues regarding dispatched labor that still have no solutions. These issues caused many controversial problems and are still waiting for a specific answer or a completed plan from the government to solve. Therefore, the first priority for government is to establish a formal dispatched labor law which may settle these issues and stabilize the economic environment of TSI.

2. To confront the fluctuation of economic environment

TSI is deeply connected to other industries; TSI only has the opportunity to provide their service to them when these industries need flexible human resources. Hence, if economic environment is prosperous, TSI business will have more opportunities to go up. On the other hand, if the economy is in depression, some TSI businesses will be affected a lot and greatly damaged their profit by the situation.

3. To consider the importance of training and development of dispatched labors

Dispatched labors usually do not have the benefit of attending training programs from TSAs. Their relationship is based on contract. Therefore, TSAs do not have the obligation to fulfill this responsibility. If dispatched labors are unable to provide the services that the client organization needs, then these labors will not be able to keep their jobs. This kind of situation may cause losses to TSAs. For this reason, TSA should consider this issue of whether they need to provide training programs to their dispatched labors.

TSI potential issues include, (1) to a formal dispatched labor law, (2) to confront the fluctuation of economic environment, and (3) To consider the importance of training and development of dispatched labors. These three issues are deserved further in-depth research because each issue involves the profitability and future development of TSI.

Recruiting Consultants in Temporary Staffing Agencies

Definition of Recruiting Consultant

According to the definition provided by the Bureau of Employment and Vocational Training under the Council of Labor Affairs (<http://www3.evta.gov.tw/odict/srch.htm>), this jobholder is a matchmaker of vocation or a labor contractor who is responsible for searching employees for employers, companies or government. In addition, this jobholder searches job opportunities for job applicants or candidates.

Based on above definition, their job tasks are as below,

1. Acquire job vacancy from the employment service departments of government and pass on these vacancies to job applicants or candidates.
2. Accept the requirement of employers to search qualified job candidates for their job vacancy.
3. Discuss with enterprises about required techniques and characteristics of hired contractor, sign contract and ensure employment contract complying with law.
4. Discover job applicants or candidates with professional techniques.

In Yang's study (1995), recruiting consultants in TSI are responsible for searching diversified job candidates to fulfill short-term and temporary workforce requirement of enterprises. Their work time is flexible and they work indoor to contact with job candidates and to arrange job interviews.

Job Tasks and Responsibilities of Recruiting Consultant

Because there were scarce studies on the job content of recruiting consultant, this research interviewed two managers in temporary staffing agencies to uncover the specific job tasks in this job. The preliminary interview guide can be seen in Appendix A. The following are recruiting consultants' major job assignments and a description of each according to the preliminary interview. From the interview result, this research obtained the job tasks and working process of this job position as depicted in Figure 2.6.

1. Match Job Candidates with Suitable Jobs

Their assignments are determined by their supervisors who assigned jobs based on jobholders' professional background such as financial or technology-related. After one year, their supervisors would have job rotation to enable them familiar with different job vacancies in various industries.

Recruiting consultants need to search suitable job applicants based on required qualifications of client organizations by using all kinds of searching channels and platforms, such as newspaper or websites.

2. Administer and Attend to Dispatched Labors

For the administration aspect, recruiting consultants need to inform dispatched labors their on-board day, and document preparation after client organizations accept their recommended applicants. They need to report their working status periodically, and handle the process of resignation and layoff of dispatched labors. For the attending aspect, recruiting consultants visit dispatched labors regularly, present gifts to them during holidays and birthdays, take care of them when they have accidents, and reflect labor problems to their employers, such as salary issues and job assignments. Also, they need to deal with any kinds of emergency cases of dispatched labors.

3. Termination of Dispatched Labor Contract

Each dispatched labor contract has its termination date. During that day, many administrative works have to be done. These include preparing a termination application, withdrawing from national health insurance and labor insurance, and so on. Therefore, recruiting consultants need to take care of this part of process and inform job-related colleagues in their companies to handle rest of the work. After this process, recruiting consultants are back to the first job task, matching job candidates with suitable jobs.

4. Maintain Business Relationship

As shown in Figure 2.6, recruiting consultants need to communicate with client organization occasionally to maintain a well two-way communication channel which can build up and benefit their business relationship. When a client organization has inquiries on human resource management issues, recruiting consultants need to judge the importance and the level of authority of these issues to provide appropriate solutions and answers to client organization.

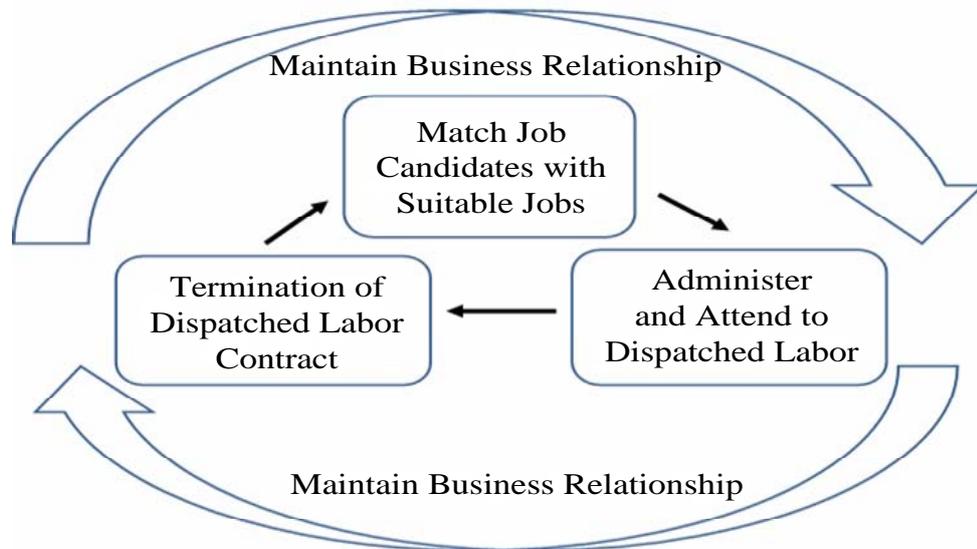


Figure 2.6. Job Tasks and Process

* Compiled for this research

The Value of Recruiting Consultants in TSA

The use of temporary staffing agencies is one of strategies for a company to achieve the goal of preserving efficient and effective human capital while maintaining operational flexibilities. The job tasks of recruiting consultants originated from the outsourcing practice for companies to maintain their most suitable level of human resource.

Recruiting consultants are the key staff in TSAs because each unit is a profit center to its company. The services that they provide to client companies, such as recruiting dispatched labors, administering and attending dispatched labors and solving client problems in the field, are the major product in this industry to generate revenue.

Therefore, the value of recruiting consultants is to help client companies to have a flexible human resource system to sustain their competitiveness in this fluctuated environment, and to share part of the recruiting work of the HR department in client organizations. Also, they are the critical workforce in TSA that can keep this industry growing and thriving with their time and efforts.

The Competency of Recruiting Consultants

In Yang's study (1995), the qualifications of a recruiting consultant in TSI were quick response, fast action, and strong persuasion. According to the preliminary interview with the experts in TSI, this research found out that the job role of a recruiting consultant in TSI was a combination of sales, customer services representative and human resource specialist. Therefore, this research adopted the Modified Job Competence Assessment Method and the Generic Model Overlay Method to construct the competency model of recruiting consultants by referencing the competency model of sales, customer services representative and human resource specialist. The following shows the major literature on the competencies of these three jobs.

The literature on the competency behavior indicators of recruiting consultants in TSI are generated from four sources, 'Competency at Work' (Spencer & Spencer, 1993), 'Competency Requirements of Executive Research Consultant: An Exploratory Research'.(Hsiao, 1995), 'A Professional Competency Research of Sales Representatives in Pharmaceutical Industry, An example in X pharmaceutical company.'(Lee, 1999), and 'Human Resource Professionals' Competencies in Car Manufacturing Industry' (Chieh, 2002).

Spencer & Spencer (1993) constructed five categories of generic competency models and two of them, 'salespeople' and 'helping and human service workers', are related to recruiting consultants. Hsiao (1995) conducted a research on the competency requirements of executive research consultant. The executive research consultants are so called "headhunters" who work for client organizations to find suitable candidates for higher level vacancies, such as managers or CEOs. Competencies of an executive research consultant are similar to recruiting consultants in TSI. Both of them need to understand client organizations' requirements of the ideal candidates, to use various channels to search and to recommend candidates to the client organizations. Lee (1999) conducted a research on the professional competency of sales representatives. Chieh (2002) conducted a research on the competencies of human resource professionals. These studies provided valuable input to building a prototype competency model of recruiting consultants in TSI.

CHAPTER III. METHODOLOGY

Research Process

Currently, there were scarce researches on competency issue of recruiting consultant in temporary staffing industry. Therefore, this research applied a three-stage research process, from exploratory research to an empirical assessment, to build up the professional competencies of recruiting consultants in temporary staffing industry. The three-stage process is listed in Figure 3.1.

The first stage was qualitative in nature, collecting and referencing secondary information and adapting the combination of the Modified Job Competence Assessment and the Generic Model Overlay Method to interview experts in TSI to collect first-hand information of the job content, critical behaviors and relevant competencies of exemplary recruiting consultants.

Second, after the integration of above information, this research compiled a preliminary competency list for use in the Delphi interviews. This research invited seven TSI experts to review the competency list which was a way to enhance the content validity of the competency items. After Delphi interviews, the revised competency list of recruiting consultants served as a basis for the development of the competency assessment instrument. The instrument was then administered to recruiting consultants at sample firms to collect competency assessment data.

The third stage started with an exploratory factor analysis (EFA) of the competency assessment data to extract higher level competency items from behavior indicators. The analytical hierarchy process (AHP) was then applied to obtain the weight of each competency item. After this process, a prototype competency model was developed. In order to verify the prototype competency model with field data from the sample companies, this research applied correlation analysis to verify the relationship between the competency model and consultants' job performance. In addition, this research used regression analysis to test if this competency model can predict job performance. Finally, after previous verification process, this research calculated and presented the norm of TSI recruiting consultants' competency level based on the newly developed competency model.

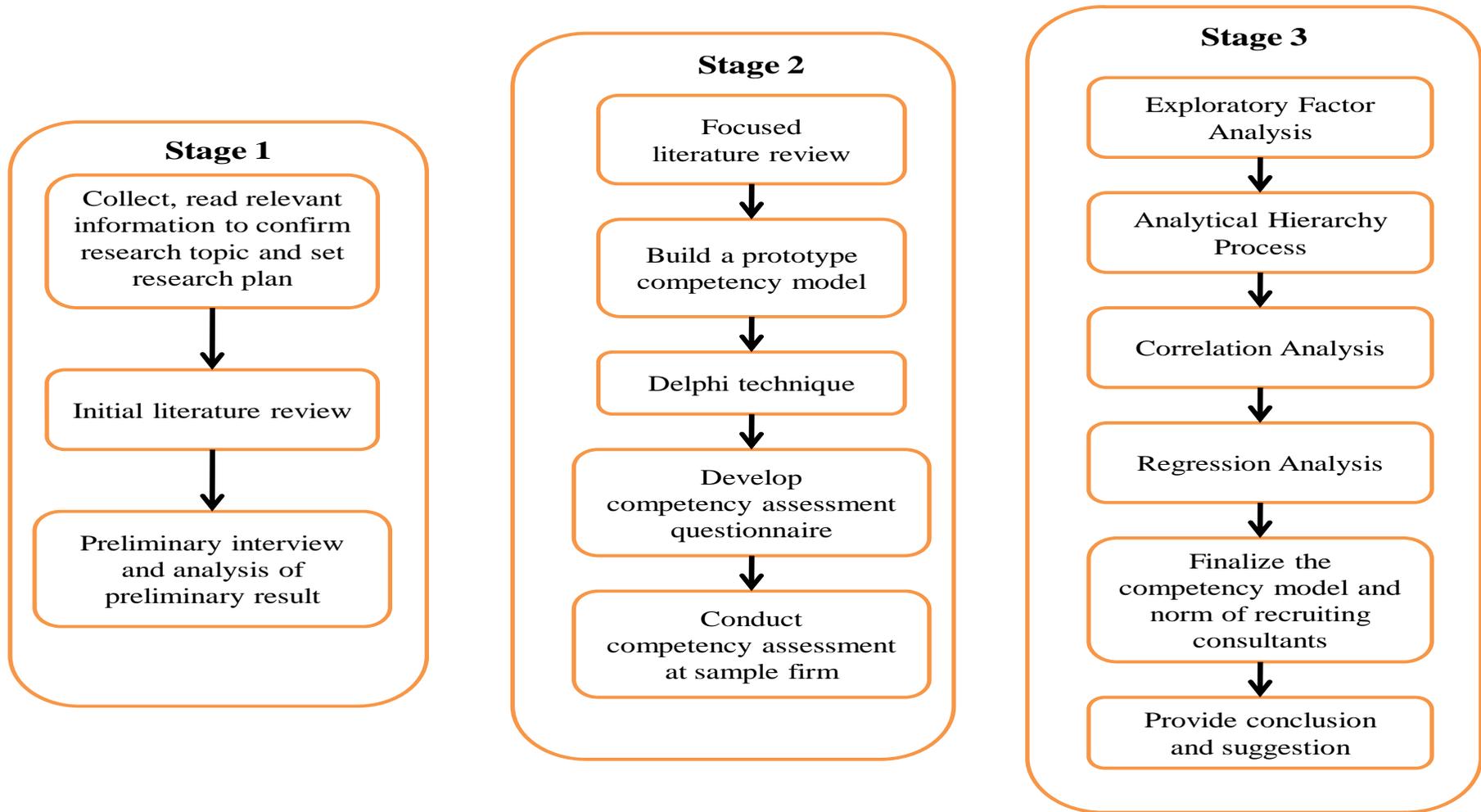


Figure 3.1. Research Process

Research Methods

Literature Analysis

This research studied the topic of competence, competency model and TSI which were integrated in chapter two and became the basis for preliminary job analysis interviews. The purpose of these interviews was to acquire the job information of recruiting consultants in TSI.

Job Analysis

Due to a lack of the job information of recruiting consultants in TSI, this research conducted two preliminary interviews with TSI experts on December 2nd and 15th, 2008. The design of preliminary interview guide was based on literature review of Spencer & Spencer (1993), and Hsiao (1995). After this interview, this research applied job analysis to analyze acquired information from preliminary interviews. This process has constructed the job tasks and responsibilities of recruiting consultants which were listed in Figure 2.6. The job analysis revealed selection requirements of recruiting consultants in TSI. It also enabled this research to study further what competences recruiting consultants should possess to fulfill their job requirements.

Delphi Technique

The Delphi technique is used to collect the opinions of a group of experts. It is a method of generating ideas and facilitating consensus among individuals who do not meet and who may be geographically distant from each other. This method is useful for achieving consensus in areas lacking empirical evidence (Polit & Beck, 2004).

The purpose of using Delphi in this research was to invite TSI experts to review the competency behavior indicators on a Delphi questionnaire. This questionnaire was generated from four pieces of literature which were related to competences of recruiting consultants in TSI. They are Spencer & Spencer (1993), Hsiao (1995), Lee (1999), and Chieh (2002).

This process was to have professional and experienced TSI experts to review each competence and behavior indicators of recruiting consultants. They provided opinions to revise the list of behavior indicators. One expert commented on the questionnaire, then, next expert revised items based on the version of the previous expert's opinion. This process was conducted twice to ensure all experts reached consensus on the list of

behavioral indicators. Each expert review took 40 minutes to one hour to complete. The entire Delphi process took four weeks.

After two rounds of the process, this research derived a revised competency model. This model was the basis for the competency assessment questionnaire which was developed for collecting competency information from recruiting consultants at sample TSA firms.

Survey Research

With the verification of Delphi process, the content of behavior indicators had become more valid. Next, this research conducted a survey research by applying the competency assessment questionnaire to the research sample of recruiting consultants in six sample firms. These sample firms were well-known and large-scale TSAs in Taiwan. The period of survey research was nearly one month. This process was to collect data from the research sample on their current competency level. The results were used for further data analysis and for establishing the norm of recruiting consultants' competency level.

Analytic Hierarchy Process

Analytic hierarchy process (AHP) was proposed by Saaty, T.L., a professor of University of Pittsburgh, in 1971. This method can process multi-criteria and multi-objective decision making, considers how human beings develop the thinking model, and takes into account real-life situations. The goals of this method are, (1) to provide judgments on the relative importance of activities; (2) to insure that the judgments are quantified to an extent which also permits a quantitative interpretation of the judgments among all activities (Saaty, 1970, p.22).

As Saaty (1970) posited, it is desirable to know if the priority of an alternative is due to the influence of a more powerful outside party. If several people are involved, they can assist each other in sharpening their judgments and also divide the task to provide the judgments in their areas of expertise, thus complementing each other.

In this research, this method was used to obtain the weight of each competence. Thus, the competence items were treated as the criteria to judge the relative importance of activities in AHP. The questionnaire format of this method is described in the Instrument section. The calculation process and formulas of this method is listed in Statistical Methods section.

Sampling

TSI is defined as a group of companies which provides dispatched labor placement service to client organizations. The research population of this study was recruiting consultants of TSI in Taiwan who are responsible for screening and recruiting job applicants. Besides, they need to fulfill the requirements of client organizations and monitor dispatched labors in different client organizations.

This three-stage research adopted purposive sampling technique to draw respondents to participate in competency assessment. The target sampling population is recruiting consultants in large scale TSA in Taiwan. Because recruiting consultants in these companies have the opportunities to get exposure to a full range of services that require various knowledge, skills and abilities.

The research sample contains six sample firms which agreed to have their recruiting consultants fill out the research questionnaires. At the end of survey data collection, this research had generated 88 valid responses. Each sample firm's name was withheld by request and coded by sequential numbers. The basic firm information is listed in Table 3.1.

Table 3.1.

The Basic Information of Sample Firms

| Company Code | Employee Number | Number of Local Branches | Location of Local Branches | Oversea Branches | Country Headquarter |
|--------------|-----------------|--------------------------|---|------------------|---------------------|
| TSA 1 | 30 | 3 | Taipei, Hsinchu, Tainan | No | Taiwan |
| TSA 2 | 80 | 4 | Taipei, Hsinchu, Taichung, Kaohsiung | Yes | Taiwan |
| TSA 3 | 100 | 5 | Taipei, Hsinchu, Taichung, Kaohsiung, Tainan science park | Yes | Switzerland |
| TSA 4 | 25 | 1 | Taipei | No | Taiwan |
| TSA 5 | 90 | 5 | Taipei, Taoyuan, Hsinchu, Taichung, Kaohsiung | Yes | U.S |
| TSA 6 | 90 | 9 | Taipei, Taoyuan, Hsinchu, Tainan, Taichung, Chiayi, Kaohsiung, Yilan(two branches) | No | Taiwan |

* Compiled for this research

Instrument

This research developed two measurement scales to collect data: competency assessment questionnaire, and analytic hierarchy process (AHP) questionnaire.

Competency Assessment Questionnaire

This questionnaire was developed from a thorough literature review and the use of Delphi technique. It includes two sections, one is a competency assessment and the other is to collect demographic information of respondents.

According to the preliminary interviews, the job characteristics of sales, customer services and human resource management are close to recruiting consultants in TSI. Thus the competency assessment was initially composed of 45 behavior indicators (refer to Table 3.2 for a complete listing) which were generated from four sources, Spencer & Spencer (1993), Hsiao (1995), Lee (1999), and Chieh (2002), which were related research on the competencies of sales, customer services and human resource professionals.

Table 3.2.

Behavior Indicators from Literature Review

| No | Behavior Indicator | Source |
|----|---|--------------------------|
| 1 | Seize opportunities | Spencer & Spencer (1993) |
| 2 | Set challenging goals | Spencer & Spencer (1993) |
| 3 | Establish credibility | Hsiao (1995) |
| 4 | Equipped with the skills to solve problems promptly | Spencer & Spencer (1993) |
| 5 | Actively persuade customers to complete business transactions | Lee (1999) |
| 6 | Respond appropriately to competition and threats | Spencer & Spencer (1993) |
| 7 | Persist in spite of setbacks | Spencer & Spencer (1993) |
| 8 | Ask oneself to perform better than others | Hsiao (1995) |
| 9 | Take responsibility for problems or failures | Lee (1999) |
| 10 | Take time to listen to others' problems | Spencer & Spencer (1993) |
| 11 | Try to understand others' background, interests and needs | Spencer & Spencer (1993) |
| 12 | Develop and use interpersonal network relationships | Hsiao (1995) |
| 13 | Possess good verbal communication skills to exchange correct information | Lee (1999) |
| 14 | Know how to use good communication skills to settle conflicts with others | Lee (1999) |
| 15 | Understand deeply and respond to customers' needs | Lee (1999) |

Table 3.2.

Behavior Indicators from Literature Review (Continued)

| No | Behavior Indicator | Source |
|-----------|--|--------------------------|
| 16 | Follow up on customer requests and complaints | Spencer & Spencer (1993) |
| 17 | Serve customers kindly and with passion anytime | Lee (1999) |
| 18 | Maintain long-term partnership and friendship with customers | Lee (1999) |
| 19 | Confident in own abilities and judgment | Spencer & Spencer (1993) |
| 20 | Feel confident in own ability | Hsiao (1995) |
| 21 | Like own working environment | Spencer & Spencer (1993) |
| 22 | Trust company's services and policies | Hsiao (1995) |
| 23 | Armed with job-related recruiting management knowledge | Chieh (2002) |
| 24 | Familiar with labor law | Chieh (2002) |
| 25 | Familiar with company products and services | Hsiao (1995) |
| 26 | Keep up with the latest development in the industry | Hsiao (1995) |
| 27 | Understand the competitors and their relevant information | Hsiao (1995) |
| 28 | Familiar with sales and marketing skills | Hsiao (1995) |
| 29 | Keep own emotions from interfering with work | Spencer & Spencer (1993) |
| 30 | Able to adapt to stress | Hsiao (1995) |
| 31 | Have sufficient physical strength to fulfill job requirements | Hsiao (1995) |
| 32 | Able to maintain focus on work | Hsiao (1995) |
| 33 | Able to adapt own styles and tactics to fit the circumstances | Spencer & Spencer (1993) |
| 34 | Have a sense of humor | Hsiao (1995) |
| 35 | Find enjoyment in work | Spencer & Spencer (1993) |
| 36 | Use diverse channels to acquire required information and resources | Lee (1999) |
| 37 | Use different channels to acquire resources or methods to solve and analyze problems | Lee (1999) |
| 38 | Able to create new and valuable ideas | Lee (1999) |
| 39 | Learn from mistakes | Spencer & Spencer (1993) |
| 40 | Willing to seek advices from others when necessary | Hsiao (1995) |
| 41 | Have positive expectation of other people | Spencer & Spencer (1993) |
| 42 | Continue learning to support company's future development | Lee (1999) |
| 43 | Cooperate with others | Hsiao (1995) |
| 44 | Willing to share resources with members of the organization | Hsiao (1995) |
| 45 | Assist the team to achieve common organizational goal | Hsiao (1995) |

* Compiled for this research.

Based on the Generic Competency Model Overlay Method, this research used the preliminary interview results to modify the prototype competency model into the Delphi questionnaire. Please refer to Appendix B for the Delphi questionnaire. This research applied this questionnaire to interview seven TSI experts using the Delphi technique.

In the first-round of Delphi interview, the questionnaire went through three versions of modifications. In the first version, the interviewees suggested to delete items “enjoy their work environment” and “have positive expectation to others”, and revise the item “respond appropriately to competition and threats” to “able to respond appropriately to competition and threats”, and “trust company's services and policies” to “identify with company's services and policies”. In the second version, the interviewees revised the item “in-depth understanding and respond customers’ needs” to “take great care in understanding and responding to customers' needs”, and added new items which were “demonstrate professional knowledge and attitude”, “skilled in time management” and “adapt to and work effectively with a variety of situations, individuals, or groups”. In the third version, the interviewees revised item “persuade customers to strike a deal” to “actively persuade customers to complete business transactions”, and added new items which were “understand customers' industries and competitive situation” and “Operate with cost consciousness to propose to customers with plans also beneficial to own company”.

In the second-round Delphi interview, the questionnaire went through two versions of modifications. In the first version, the interviewees suggested to revise the item “possess good verbal communication skills to exchange correct information” to “possess good verbal communication skills”. In the second version, the interviewees revised the item “actively persuade customers to complete business transactions” to “actively contact customers to complete business transactions”, item “take responsibility” to “take responsibility for problems or failures”, item “understand others' background, interests and needs” to “try to understand others' background, interests and needs” and item “feel confidence in my own ability” to “maintain a confident image against various challenges”.

The item number of each referenced behavior indicators of this research questionnaire from each source is listed in Table 3.3. With these two rounds of Delphi interview, this research has constructed the final version of competency assessment

questionnaire and the full-version of this questionnaire is listed in Appendix C.

Table 3.3.

Sources of Behavior Indicators in Competency Assessment Questionnaire

| Code of behavior indicators | Source |
|---|--------------------------|
| 2, 7, 8, 10, 13, 14, 15, 20, 32, 33, 37, 38, 42 | Spencer & Spencer (1993) |
| 5, 16, 19, 25, 26, 27, 28, 29, 30, 34, 35, 36, 43, 45, 46, 47 | Hsiao (1995) |
| 1, 3, 4, 9, 11, 17, 18, 39, 40, 41, 44 | Lee (1999) |
| 23, 24 | Chieh (2002) |
| 6, 12, 21, 22, 31, 48 | Results of Delphi study |

* Compiled for this research

The first section of this questionnaire is a competency assessment. With literature review and preliminary interview with TSI experts, this research generated eight competence items and multiple behavior indicators for each competence. The eight competence items were customer service orientation, achievement orientation, interpersonal communication, confidence, professional knowledge and capabilities, self-control ability, learning ability, and team work and cooperation.

This questionnaire adopted the Likert seven-point scale from 1 to 7. The description of the scale is listed in Table 3.4.

Table 3.4.

Likert Scale of Competency Assessment Questionnaire

| Scale | Description |
|-------|---|
| 1 | I barely know anything about this competence |
| 2 | I have reached a beginner level of this competence |
| 3 | I have reached an intermediate level of this competence |
| 4 | I have reached an advanced level of this competence |
| 5 | I have reached a professional level of this competence |
| 6 | I have reached an expert level of this competence |
| 7 | I have reached a master level of this competence |

* Compiled for this research

The second section of this questionnaire was designed to collect demographic information of respondents. It included eleven questions: seven of which were personal information and four were performance assessment items such as “How my colleagues

think of my work ability” and “How my customers think of my service performance”. The category of personal questions and measurement scale of performance assessment is listed in Table 3.5 and 3.6.

Table 3.5.

Category of Demographic Information in Competency Assessment Questionnaire

| Item | Category |
|---------------------|--|
| Gender | Male/ female |
| Age | Under 20, 21~30, 31~40, 41~50, above 51 |
| Education level | Junior high school degree or below, High school degree, College degree, Master degree, Doctoral degree |
| Academic background | Science, Engineering, Agriculture, Liberal Arts, Law, Business (Management), Social Sciences, Other |
| Work experience | Year |

* Compiled for this research

Table 3.6.

Scale of Demographic Information in Competency Assessment Questionnaire

| Item | Scale |
|--|---|
| Self-report performance evaluation | Very satisfied, satisfied, average, dissatisfied, very dissatisfied |
| The latest performance appraisal score | Superior, Excellent, Good, Acceptable, Inadequate |

* Compiled for this research

Analytic Hierarchy Process Questionnaire

Analytic hierarchy process questionnaire is a pairwise-comparison questionnaire. This research constructed the AHP questionnaire for TSI experts to compare the relative importance of competence items in the prototype competency model. The content of this questionnaire is shown in Appendix D and the theory of analytic hierarchy process is discussed in Statistical Methods section. The scale in each side of the questionnaire was from 1 to 9, and the description of each scale is listed in Table 3.7. The scales were used to measure how important each competence is.

Table 3.7.

AHP Scales

| Preference weights/ level of importance | Definition | Explanation |
|---|---|--|
| 1 | Equal importance | Two activities contribute equally to the objective |
| 3 | Weak importance of over another | Experience and judgment slightly favor one activity over another |
| 5 | Essential or strong importance | Experience and judgment strongly or essentially favor one activity over another |
| 7 | Very strong or demonstrated importance | An activity is strongly favored over another and its dominance demonstrated in practice |
| 9 | Absolute importance | The evidence favoring one activity over another is of the highest degree possible of affirmation |
| 2, 4, 6, 8 | Intermediate values between the adjacent scale values | Used to represent compromise between the preferences listed above |

Source: Saaty, 1980, p.54.

Data Collection Procedure

This research was divided into three stages to construct the professional competencies of recruiting consultants in TSI. The primary part of the first stage was a critical incident interview with the TSI experts for collecting important job tasks, duties and responsibilities performed by the jobholders that lead to job success.

Applying the Generic Model Overlay Method, the second stage was to integrate literature on recruiting consultant competencies and first-stage interview results into a prototype competency model which included behavior indicators under each competence. Expert reviews were employed in this stage using the Delphi Technique. Experts were professionals in temporary staffing field to enhance the content validity of this competency model. The purpose of Delphi process was to find out the most relevant competences and indicators for the model.

There were seven TSI experts from six sample firms in the Delphi process. They provided their opinions on the classification of competency groups with their knowledge and experiences in TSI field. Their background information is listed in Table 3.8.

Table 3.8.

Basic Information of TSA Experts

| Code of Expert | Position | Years of Work Experience |
|----------------|-------------|--------------------------|
| Exp 1 | Manager | 16 |
| Exp 2 | Director | 5 |
| Exp 3 | Director | 7 |
| Exp 4 | Specialist | 3 |
| Exp 5 | Specialist | 3 |
| Exp 6 | Specialist | 9 |
| Exp 7 | Team leader | 5 |

* Compiled for this research

Based on the results of Delphi interviews, this research developed a formal competency assessment questionnaire to be administered on the purposive sample. This questionnaire contained two components: one is behavioral indicators from literature review and expert opinions, and the other is demographic information. The purpose of the competency assessment questionnaire was to provide a more objective view to prove the validity of the competency model of recruiting consultants in TSI.

Data collection for competency assessment questionnaires began on April 15th, 2009

and completed on May 11th, 2009. This research used two ways to send out and gather completed questionnaires.

First, this research mailed or gave required number of questionnaires to each sample firm. After questionnaires were filled out by recruiting consultants, they were sent back by sample firms. Second, this research randomly selected TSAs and made phone calls to inquire their recruiting consultants' willingness of filling out the questionnaires after collecting contact information of TSAs in Taiwan from their websites. An electronic file of the questionnaire was sent to the recruiting consultants who expressed willingness to participate. These participants sent back completed questionnaires through e-mail.

Beverages and desserts were provided to recruiting consultants who filled out the questionnaire when the competency assessment questionnaire was administered directly at the office of the sample firms. Furthermore, gift vouchers were sent to sample firms when the questionnaire was administered via post mailing.

At the end, 88 recruiting consultants from six sample firms participated after 115 questionnaires were sent out. After data were collected, they were cleansed and coded into a SPSS data file. In the demographic information of competency assessment questionnaire, several pieces of information were converted first before entering into the data file. (1) The unit of work experience of respondent was converted from years into months. (2) Job roles of respondents were entered as three dummy coded variables as recruiter, sales, and supervisor. Gender was also dummy coded.

Afterwards, competency assessment data were factor analyzed to finalize competency items. Those competence items were designed into an AHP questionnaire to assess the weight of each item. The seven industry experts (refer to Table 3.2) were asked to fill out the AHP questionnaires.

Statistical Methods

This section contains exploratory factor analysis (EFA), analytic hierarchy process (AHP), correlation analysis, and regression analysis.

Exploratory Factor Analysis (EFA)

The aim of factor analysis is to describe the relationship among a potentially large number of observed variables, or indicators, using a relatively small number of factors, and to determine how many factors are necessary (Hoyle & Duvall, 2003).

Exploratory factor analysis can be used to examine the factor structure of competency data. During this procedure, some items may be removed due to inappropriate (low or cross) factor loadings. If new factor emerge, they will be renamed according to the nature of those items with highest loadings. After exploratory factor analysis, the factor structure and the behavioral items will become the final prototype competency model.

In this research, EFA was used to group each behavior indicator into several factors. These factors were then renamed and become the competence items of the final model. An AHP questionnaire was developed from these competences to collect information from TSI experts regarding the relative importance of each.

Analytic Hierarchy Process (AHP)

AHP is a theory to develop a solution of a specific problem in contingency planning (Saaty, 1970). This method evaluates the impact of various components of a system on the entire system and finds their priorities.

Pairwise comparison technique is a powerful instrument which varies its scale with the relativeness of the circumstances (Saaty, 1970, p.8). The intensity of our feelings serves as a scale-adjustment device to put the measurement of some objects on a scale commensurate with that of other objects. With pairwise comparison technique, the judgments of experts or outsiders can be generated as the example below which shows as a matrix. A matrix is an array of numbers, arranged in a rectangle.

A horizontal sequence of numbers in a shown matrix above is called a row, and a vertical one is called a column, and furthermore, a matrix consisting of one row or one column only is called a vector (Saaty, 1980, p.17). It is useful to note that associated with a square matrix are its eigenvectors and corresponding eigenvalues. The eigenvector

provides the priority ordering, and the eigenvalues is a measure of the consistency of the judgment.

The following description provides a calculation process of AHP. First, let C_1, C_2, \dots, C_n be the set of activities. The quantified judgments on pairs of activities C_i, C_j are represented by an n-by-n matrix as formula (1).

$$A = (a_{ij}), \quad (i, j = 1, 2, \dots, n) \quad (1)$$

Thus the matrix A has the form as formula (2).

$$A = \begin{bmatrix} 1 & a_{12} & \dots & a_{1n} \\ 1/a_{12} & 1 & \dots & a_{2n} \\ \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \dots & \cdot \\ 1/a_{1n} & 1/a_{2n} & \dots & 1 \end{bmatrix} \quad (2)$$

Having recorded the quantified judgments on pairs (C_i, C_j) as numerical entries a_{ij} in the formula (3), the problem now is to assign to the n contingencies C_1, C_2, \dots, C_n a set of numerical weights w_1, w_2, \dots, w_n that would reflect the recorded judgments. Therefore, the judgments a_{ij} are simply given as formula (4).

$$\frac{w_i}{w_j} = a_{ij} \quad (\text{for } i, j = 1, 2, \dots, n) \quad (3)$$

$$A = \begin{bmatrix} w_1/w_1 & w_1/w_2 & \cdot & \cdot & \cdot & w_1/w_n \\ w_2/w_1 & w_1/w_2 & \cdot & \cdot & \cdot & w_2/w_n \\ \cdot & \cdot & \cdot & \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot & \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot & \cdot & \cdot & \cdot \\ w_n/w_1 & w_n/w_2 & \cdot & \cdot & \cdot & w_n/w_n \end{bmatrix} \quad (4)$$

Second, the more realistic relations for the general case take the form (for each fixed i) as fomula (5).

$$w_i = \text{the average of } (a_{i1}w_1, a_{i2}w_2, \dots, a_{in}w_n) \quad (5)$$

The more explicitly equation is in formula (6).

$$w_i = \frac{1}{n} \sum_{j=1}^n a_{ij} w_j \quad (i = 1, 2, \dots, n) \quad (6)$$

Denote the value n by λ_{\max} , and the formula is changed as formula (7).

$$w_i = \frac{1}{\lambda_{\max}} \sum_{j=1}^n a_{ij} w_j \quad (i = 1, \dots, n) \quad (7)$$

It is not mandatory to enter a reciprocal, but it is generally rational to do so.

The computation of a vector of priorities from the given matrix requires four steps. Step One: Sum the elements in each row and normalize by dividing each sum by the total of all the sums, thus the results now add up to unity. The sum of the rows of a matrix is a column vector. Step Two: Take the sum of the elements in each column and form the reciprocals of these sums. To normalize so that these numbers add to unity, divide each reciprocal by the sum of the reciprocals. The sum of the columns of a matrix is a row vector. Step Three: Divide the elements of each column by the sum of that column and then add the elements in each resulting row and divide this sum by the number of elements in the row. Step Four: Multiply the n elements in each row and take the n th root. Normalize the resulting numbers. This is a process of averaging over the normalized columns (Saaty, 1980, p.19).

Using a pairwise-comparison questionnaire, this research adopted AHP to generate the weigh of recruiting consultant competencies. The five major steps of applying AHP in this research were: (a) constructing a hierarchy of research object, (b) developing a pairwise-comparison questionnaire, (c) inviting experts to complete the questionnaire, (d) calculating the result of questionnaire and generated the priority scale of relative importance for being a recruiting consultant in TSI, (e) testing the consistency of the questionnaire result by consistency index (C.I.) and consistency ratio (C.R.).

The pairwise comparisons generate a matrix of relative rankings for each level of the hierarchy. The number of matrices depends on the number of elements at each level. After all matrices are developed and all pair-wise comparison are obtained, eigenvectors (provides the priority ordering), and the maximum eigenvalue (λ_{\max} , is a measure of the consistency of the judgment) for each matrix can then be calculated by Excel 2003.

C.I. for each matrix of order n can be calculated by the formula (8),

$$C.I. = (\lambda \max - n) / (n - 1) \quad (8)$$

And C.R. is then calculated using the formula (9),

$$C.R. = C.I. / R.I. \quad (9)$$

R.I. represents an average random index, which is for matrices of order 1 to 15, and the average R.I. (second row) can be determined by referring to Table 3.9.

Table 3.9.

Average Random Index (R.I.) Based on Matrix Size

| N | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| R.I. | 0.00 | 0.00 | 0.58 | 0.90 | 1.12 | 1.24 | 1.32 | 1.41 | 1.45 | 1.49 | 1.51 | 1.48 | 1.56 | 1.57 | 1.59 |

Source: Saaty (1980), p.21.

This research applied AHP for its capability to generate criteria weight based on relatively few experts' opinions. Competence items in the final competency model were treated as criteria in the analysis to calculate the weight of each competence in the analysis in the overall model.

Correlation Analysis

Correlation is a synonym for relationship; two variables are correlated if certain values of one tend to go with certain values of the other. Correlation refers to relationship as measured by a particular set of correlational measures. Pearson correlation coefficient (or Pearson's r) measures the degree of linear association between two variables that are each at the interval/ratio level measurement or almost so (Rosenthal, 2001).

In this research, as the relationship to outstanding performance was what defines competencies, before finalizing the competency model, a criterion-related test was performed using recruiting consultants' job performance as the criterion. A Person's r was calculated between each competence item and the performance score of recruiting consultants. Only those with significant positive r will remain in the final competency model.

Regression Analysis

Regression refers to a group of statistical procedures that are used to predict scores on one variable from those on one or more others (Toothaker and Miller, 1996, p. 199). This means regression analysis is to apply one independent variable to predict the other dependent variable. This research method can be employed in many ways, such as finding

a linear regression to describe one set of prediction variable and principal variable, and understanding the prediction ability of a linear regression.

This research adopted this method to test whether the finalized competency model of recruiting consultants can predict their job performance. An overall competency score was calculated by summing the weighted competences of TSA consultants. Two performance scores (one aggregated from 3 performance measurement items, the other a more objective performance appraisal result item) were regressed on the overall competency score. Hierarchical regression was used in this research to clarify the influence of control variables.

CHAPTER IV. DATA ANALYSIS AND RESULTS

This chapter aimed to analyze the data collected from questionnaire respondents and AHP experts. Data collected from the large sample test were subjected to the following data analysis procedure to finalize the competency model of recruiting consultants in TSA. It contains sections on sample description, EFA, AHP, Pearson correlation analysis and multiple regression analysis and presents the results of these analyses.

Sample Description

This research sent out 115 questionnaires and received 88 valid questionnaires. The sample distribution of sample firms is listed in Table 4.1.

Table 4.1.

Sample Distribution

| Company Code | Expected Questionnaire Number | Percentage of Sample | Actual Retrieved Valid Sample | Percentage of Valid Sample |
|--------------|-------------------------------|----------------------|-------------------------------|----------------------------|
| TSA 1 | 10 | 8.70 | 10 | 11.36 |
| TSA 2 | 15 | 13.04 | 15 | 17.05 |
| TSA 3 | 15 | 13.04 | 11 | 12.50 |
| TSA 4 | 15 | 13.04 | 12 | 13.64 |
| TSA 5 | 30 | 26.09 | 25 | 28.41 |
| TSA 6 | 20 | 17.39 | 14 | 15.91 |
| Others | 10 | 8.70 | 1 | 1.14 |
| Total | 115 | 100.00 | 88 | 100.00 |

The demographic distribution of 88 valid questionnaires is listed in Table 4.2. There were 77 female respondents and 11 male. The sample was centered on age of 21~40. Most of respondents had an university degree which equated to 81.8 % of the overall respondents. In terms of academic background, 69.3 % of respondents graduated from college of business or management.

Most respondents had a total work experience in the range of 3~6 years and equated 40.91%. Most of their work experience as a consultant was in the range of 0~2 years which equated 53.41%. In the part of job as a recruiting consultant, most respondents were as recruiter which was 43.2% of total. The second highest job tasks as a recruiting consultant was being recruiter and sales which was 34.1%.

Table 4.2.

Demographics of Respondents

| Questionnaire Item | Category | Frequency | Percentage |
|---|----------------------------------|-----------|------------|
| Gender | Male | 11 | 12.5 |
| | Female | 77 | 87.5 |
| Age | 21~30 | 43 | 48.9 |
| | 31~40 | 40 | 45.5 |
| | 41~50 | 4 | 4.5 |
| | Above 50 | 1 | 1.1 |
| Education level | High school degree | 1 | 1.1 |
| | University degree | 72 | 81.8 |
| | Master degree | 15 | 17 |
| Academic background | Science | 1 | 1.1 |
| | Engineering | 3 | 3.4 |
| | Agriculture | 2 | 2.3 |
| | Liberal Arts | 11 | 12.5 |
| | Law | 3 | 3.4 |
| | Business/ Management | 61 | 69.3 |
| | Social Science | 5 | 5.7 |
| Months of total work experience | 1~36 (=0~3 years) | 13 | 14.77 |
| | 37~72 (=3~6 years) | 36 | 40.91 |
| | 73~96 (=6~9 years) | 12 | 13.64 |
| | 97~144 (=9~12 years) | 18 | 20.45 |
| | 145 and above (= above 12 years) | 9 | 10.23 |
| Months of work experience as a consultant | 1~24 (=0~2 years) | 47 | 53.41 |
| | 25~48 (=2~4 years) | 26 | 29.55 |
| | 49~72 (=4~6 years) | 6 | 6.82 |
| | 73~96 (=6~8 years) | 6 | 6.82 |
| | 97 and above (=above 8 years) | 3 | 3.41 |
| Job roles of being recruiting consultant | Recruiter | 38 | 43.2 |
| | Sales | 3 | 3.4 |
| | Supervisor | 4 | 4.5 |
| | Recruiter and Sales | 30 | 34.1 |
| | Recruiter and Supervisor | 2 | 2.3 |
| | Sales and Supervisor | 1 | 1.1 |
| | Recruiter, Sales and Supervisor | 10 | 11.4 |

For the performance appraisal result, it was divided into two parts. One was the self-report performance score with three performance question items which were self-report questions about how manager, colleagues and customers reviewed

respondents' performance. The other part was the latest performance appraisal score of respondents, and each respondent needed to report their performance results based on realistic records.

In Table 4.3, the mean of the self-report performance appraisal result among most respondents were distributed in 4~below 5 which equated 63.64%. In Table 4.4, it demonstrates that the latest performance appraisal score of most respondents was 3 and equated 49.43%.

Table 4.3.

The Distribution of the Mean of Self-report Performance Appraisal Score

| Mean of Self-report Performance Scores | Number of Sample | Percentage |
|--|------------------|------------|
| 2~below 3 | 2 | 2.27 |
| 3~below 4 | 27 | 30.68 |
| 4~below 5 | 59 | 67.05 |
| Total | 88 | 100.00 |

Table 4.4.

The Distribution of the Latest Performance Appraisal Score

| The Latest Performance Appraisal Score | Number of Sample | Percentage |
|--|------------------|------------|
| 1 | 2 | 2.30 |
| 2 | 13 | 14.94 |
| 3 | 43 | 49.43 |
| 4 | 29 | 33.33 |
| 5 | 0 | 0.00 |
| Total | 87 | 100.00 |

Exploratory Factor Analysis (EFA)

In order to search for the most appropriate factor structure of the data, this research adopted exploratory factory analysis (EFA) using the principal component extraction with varimax rotation method to achieve this goal.

In Table 4.5, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.905 which means the data is suitable for EFA. Furthermore, the p-value was less than 0.001 which means it is a significant result.

Table 4.5.

KMO and Bartlett's Test

| KMO and Bartlett's Test | | |
|---|-------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | 0.905 |
| Bartlett's Test of Sphericity | Approximation | 4332.201 |
| | Chi-Square | |
| | Degree of Freedom | 1128 |
| | Significance | 0.000 |

Principal Component Factor analysis with varimax rotation was performed. The analysis extracted 8 factors with eigenvalue over 1. The 8 factors explained 77.378 % of the total variance. Results were shown in Table 4.6.

There were 8 behavior indicators that cross-loaded onto different factors and were deleted based on three criteria. Criterion (1): The factor loading was less than 0.4. Criterion (2): The difference between factor loadings of two or above cross-loaded factors was less than 0.8 because it was hard for the respondents to distinguish between these factors. Criterion (3): There were less than 2 indicators in one factor. Item 13 was deleted because of criterion (1). Item 7, 8, 20, 41 and 48 were deleted because of criterion (2). The cross-loading difference for item 7 was 0.067, item 8 was 0.05, item 20 was 0.001, item 41 was 0.071 and 0.078 and item 48 was 0.041. Lastly, item 12, 14, and 15 were deleted because of criterion (3).

After item 13 and 48 were deleted, there were only 2 indicators left in factor 7. After deleting item 41, there was only 1 indicator left in factor 8. With the above decision making process, factor 7 and 8 were not able to serve as factors in this result and thus item 12, 14, and 15 were deleted at the end. During the process, number 48 was deleted from factor 7 and relocated to factor 3, because after the deletion of factor 7, the next highest factor loading of number 48 was on factor 3. The meaning of item number 48 also

suited better with other items in factor 3, which conveyed teamwork and cooperation.

Table 4.6.

Exploratory Factor Analysis Results

| | No | Behavior Indicator | Factor Loading | | | | | | | |
|---|---|---|----------------|-------------|-------------|-------------|-------------|-------|-------|-------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Professional knowledge and capabilities | 27 | Understand the competitors and their relevant information | .810 | .070 | .164 | .109 | .143 | .255 | .225 | .202 |
| | 26 | Keep up with the latest development in the industry | .792 | .176 | .163 | .274 | .167 | .155 | .118 | .114 |
| | 31 | Operate with cost consciousness to propose to customers with plans also beneficial to own company | .717 | .157 | .193 | .032 | .240 | .158 | .072 | .264 |
| | 24 | Familiar with labor law | .702 | .119 | .140 | .253 | .069 | .180 | .361 | -.162 |
| | 6 | Understand customers' industries and competitive situation | .692 | .268 | .119 | .188 | .220 | .153 | .113 | .327 |
| | 29 | Equipped with the skills to solve problems promptly | .675 | .391 | .281 | .245 | .056 | .218 | -.008 | .084 |
| | 28 | Able to respond appropriately to competition and threats | .664 | .204 | .238 | .252 | .232 | .325 | .138 | .167 |
| | 30 | Familiar with sales and marketing skills | .648 | .172 | .238 | .043 | .314 | .234 | .106 | .322 |
| | 23 | Armed with job-related recruiting management knowledge | .583 | .301 | .159 | .417 | .177 | .157 | .306 | -.042 |
| | 25 | Familiar with company products and services | .550 | .469 | .248 | .256 | .028 | .124 | .252 | -.061 |
| | 9 | Actively contact customers to complete business transactions | .520 | .431 | .224 | .219 | .321 | .054 | -.194 | .009 |
| | 7 | Seize opportunities | .507 | .281 | .153 | .372 | .440 | .067 | -.098 | .247 |
| Customer service orientation | 2 | Follow up on customer requests and complaints | .311 | .765 | .161 | .169 | .017 | .150 | .173 | .173 |
| | 3 | Serve customers kindly and with passion anytime | -.095 | .684 | .251 | .199 | .203 | .263 | .293 | .008 |
| | 1 | Take great care in understanding and responding to customers' needs | .254 | .679 | .114 | .303 | .125 | .187 | .172 | .056 |
| | 4 | Maintain long-term partnership and friendship with customers | .359 | .647 | .063 | .101 | .383 | .109 | .160 | .192 |
| | 5 | Establish credibility | .472 | .619 | .210 | .046 | .337 | .022 | .059 | .182 |
| | 11 | Take responsibility for problems or failures | .248 | .571 | .292 | .338 | .016 | .061 | .128 | .234 |
| Teamwork and cooperation | 45 | Cooperate with others | .226 | .098 | .778 | .141 | .331 | .161 | .229 | .072 |
| | 47 | Assist the team to achieve common organizational goal | .293 | .184 | .743 | .313 | .105 | .071 | .207 | .021 |
| | 46 | Willing to share resources with members of the organization | .122 | .282 | .712 | .284 | .196 | .094 | .333 | -.021 |
| | 44 | Continue learning to support company's future development | .282 | .102 | .675 | .240 | .066 | .222 | .120 | .346 |
| | 43 | Willing to seek advices from others when necessary | .101 | .482 | .608 | .085 | .006 | .300 | .132 | .094 |
| 42 | Learn from mistakes | .219 | .264 | .549 | .251 | -.007 | .347 | -.013 | .386 | |
| Self-control ability | 34 | Able to adapt to stress | .121 | .179 | .359 | .651 | .202 | .149 | .100 | .312 |
| | 35 | Have sufficient physical strength to fulfill job requirements | .292 | .200 | .347 | .640 | .146 | .274 | .060 | .044 |
| | 33 | Keep own emotions from interfering with work | .166 | .123 | .189 | .626 | .170 | .202 | .276 | .084 |
| | 21 | Maintain a confident image against various challenges | .306 | .236 | .176 | .583 | .257 | .346 | .218 | .256 |
| | 36 | Able to maintain focus on work | .193 | .249 | .484 | .579 | .084 | .333 | -.007 | .098 |
| | 10 | Persist in spite of setbacks | .269 | .381 | .139 | .570 | .248 | -.078 | .219 | .124 |
| | 22 | Demonstrate professional knowledge and attitude | .398 | .329 | .172 | .524 | .185 | .310 | .090 | .239 |
| 20 | Confident in own abilities and judgment | .407 | .322 | .277 | .408 | .243 | .322 | .027 | .117 | |

Table 4.6.

Exploratory Factor Analysis Results (Continued)

| | No | Behavior Indicator | Factor Loading | | | | | | | |
|-----------------------------|-----------|--|----------------|------|-------------|------|-------------|-------------|-------------|-------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Interpersonal communication | 19 | Have a sense of humor | .218 | .134 | .083 | .284 | .715 | .190 | .367 | -.033 |
| | 18 | Know how to use good communication skills to settle conflicts with others | .361 | .268 | .154 | .331 | .632 | .287 | .122 | .110 |
| | 16 | Develop and use interpersonal network relationships | .414 | .172 | .195 | .105 | .596 | .288 | .294 | .165 |
| | 17 | Have good verbal communication skills | .351 | .210 | .337 | .242 | .519 | .281 | .178 | .179 |
| | 8 | Set challenging goals | .453 | .104 | .060 | .269 | .503 | .174 | .123 | .415 |
| Learning ability | 40 | Use different methods to analyze and solve problem | .383 | .268 | .107 | .218 | .213 | .647 | .171 | .245 |
| | 37 | Able to adapt own styles and tactics to fit the circumstances | .278 | .199 | .252 | .350 | .166 | .637 | .215 | .017 |
| | 38 | Adapt to and work effectively with a variety of situations, individuals, or groups | .415 | .084 | .254 | .244 | .330 | .570 | .016 | .270 |
| | 32 | Skilled in time management | .315 | .144 | .386 | .124 | .198 | .539 | -.029 | .011 |
| | 39 | Use diverse channels to acquire required information and resources | .328 | .254 | .195 | .187 | .217 | .525 | .174 | .363 |
| | 15 | Try to understand others' background, interests and needs | .149 | .237 | .222 | .117 | .278 | .102 | .749 | .143 |
| | 14 | Take time to listen to others' problems | .173 | .273 | .213 | .170 | .188 | .126 | .746 | .050 |
| | 48 | Identify with company's services and policies | .261 | .076 | .542 | .154 | -.039 | -.001 | .583 | .166 |
| | 13 | Find enjoyment in work | .178 | .222 | .235 | .373 | .366 | .051 | .388 | .361 |
| | 12 | Ask oneself to perform better than others | .245 | .268 | .185 | .225 | .145 | .159 | .143 | .710 |
| | 41 | Able to create new and valuable ideas | .477 | .076 | .123 | .225 | .097 | .471 | .099 | .548 |

After having the final behavior indicators in each competence group, this research conducted a reliability test of each competence. The internal consistency reliability in each competence is: professional knowledge and capabilities 0.955, customer service orientation 0.908, teamwork and cooperation 0.926, self-control ability 0.923, interpersonal communication 0.913, and learning ability 0.901. Their internal consistency reliability are all above 0.9 which means these indicators in each competence group are proper and consistent. The results of internal consistency reliability are presented in Table 4.7.

Table 4.7.

Item Number and Reliability of EFA

| Competence | Item Number | Reliability |
|---|--|-------------|
| Professional knowledge and capabilities | 6, 9, 23, 24, 25, 26, 27, 28, 29, 30, 31 | 0.955 |
| Customer service orientation | 1, 2, 3, 4, 5, 11 | 0.908 |
| Teamwork and cooperation | 42, 43, 44, 45, 46, 47, 48 | 0.926 |
| Self-control ability | 10, 21, 22, 33, 34, 35, 36 | 0.923 |
| Interpersonal communication | 16, 17, 18, 19 | 0.913 |
| Learning ability | 32, 37, 38, 39, 40 | 0.901 |

Analytic Hierarchy Process (AHP)

After deriving the six competence groups of behavior indicators, this research invited seven TSA experts to provide their opinions of the importance of these six competence groups by a pair-wise comparison questionnaire of AHP.

After collecting the results of pair-wise comparison with 7 TSI experts, this research recorded the results as formula (10) .

$$\begin{bmatrix} 1.00 & 1.23 & 1.97 & 2.64 & 2.57 & 2.00 \\ 0.81 & 1.00 & 1.02 & 3.88 & 1.00 & 1.17 \\ 0.51 & 0.98 & 1.00 & 1.71 & 0.95 & 1.04 \\ 0.38 & 0.26 & 0.59 & 1.00 & 0.38 & 0.51 \\ 0.39 & 1.00 & 1.05 & 2.62 & 1.00 & 0.00 \\ 0.50 & 0.86 & 0.96 & 1.94 & 1.00 & 1.00 \end{bmatrix} \quad (10)$$

Following Saaty's (1980) computation steps, this research completed the process below. Applying Saaty's step (1), the sum of the rows of a matrix is a column vector, (10.24, 10.10, 6.14, 4.76, 3.70, 7.99). Applying Saaty's step (2), the sum of the columns of a matrix is a row vector, (4.29, 4.57, 6.72, 8.74, 12.21, 6.42). Applying Saaty's step (3), divide the elements of each column by the sum of that column and then add the elements in each resulting row and divide this sum by the number of elements in the row to obtain the matrix below. For example, in formula (10), the first number of the first left-hand column is 1.00 and the sum of this column is 4.29. Then, 1.00/4.29 is 0.23. After calculating the rest of numbers in formula (10), the result of calculation is listed in formula (11) as below.

$$\begin{bmatrix} 0.23 & 0.18 & 0.18 & 0.23 & 0.22 & 0.40 \\ 0.28 & 0.22 & 0.30 & 0.12 & 0.32 & 0.16 \\ 0.19 & 0.11 & 0.15 & 0.13 & 0.14 & 0.15 \\ 0.12 & 0.21 & 0.13 & 0.11 & 0.08 & 0.06 \\ 0.09 & 0.06 & 0.09 & 0.11 & 0.08 & 0.08 \\ 0.09 & 0.22 & 0.16 & 0.30 & 0.16 & 0.16 \end{bmatrix} \quad (11)$$

Applying Saaty's step (4), this research multiplied the n elements in each row and take the n th root and normalized the resulting numbers. For example, the result of adding the first row of matrix in formula (11) is 1.44. Divide 1.44 by the number of competences, which is 6, equals to 0.24. The completed result of step 4 in this research is as follows. The sum of the rows is the column vector (1.44, 1.39, 0.87, 0.72, 0.50, 1.08) which when averaged by the competence number of 6 columns yields the column vector of priorities:

(0.240, 0.231, 0.145, 0.120, 0.084, 0.180).

With the result of above computation, this research derived each competence weight as follows: professional knowledge and capabilities 0.145, customer service orientation 0.240, teamwork and cooperation 0.180, self-control ability 0.120, interpersonal communication 0.231, and learning ability 0.084. The competence weights are listed in Table 4.8.

Table 4.8.

The Weight of Competences

| Competence | Weight |
|---|--------|
| Professional knowledge and capabilities | 0.145 |
| Customer service orientation | 0.240 |
| Teamwork and cooperation | 0.180 |
| Self-control ability | 0.120 |
| Interpersonal communication | 0.231 |
| Learning ability | 0.084 |

In order to ensure the consistency of these seven experts' opinions, this research performed the test of consistency by calculating the consistency index (C.I.) and consistency ratio (C.R.). Applying the formula (5), $C.I. = (\lambda_{max} - n) / (n - 1)$, C.I. equals to 0.057, which is less than 0.1. Next, According to Table 3.9, since this model has six competences (i.e., criteria), the appropriate R.I. to use is 1.24. Applying formula (6), $C.R. = C.I. / R.I.$, C.R. equals to 0.045 which is also less than 0.1. These two results are proof that the opinions of these seven experts are consistent and it is appropriate to adopt the competence weights into the next step of research.

Pearson Correlation Analysis

In order to know the relationship of competence items and performance scores of recruiting consultants, this research applied Pearson correlation analysis to achieve this goal.

Table 4.9 shows the correlation coefficients between competence items, from 1 to 6, and the mean of self-report performance scores are from 0.354 to 0.467 which were all significant at the 0.01 level. Also, the correlation coefficients between competence items, from 1 to 6, and the latest performance appraisal score are from 0.329 to 0.474 which were also significant at the 0.01 level.

Overall weighted competency score was calculated by the summation of average of each competence multiplied by its weight from AHP result. The correlation coefficient of these scores and the mean of self-report performance scores is 0.455. The correlation coefficient of these scores and the latest performance appraisal score was 0.444. Both were strongly significant.

Analysis above shows that both individual competence items and the overall competency model correlated with performance scores of recruiting consultants.

Table 4.9.

Correlation of Competence Groups and Recruiting Consultants' Performance

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------|----------------------|---|
| 1 Professional knowledge and capabilities | (0.955) ^a | - | - | - | - | - | - | - | - |
| 2 Customer service orientation | .736(**) | (0.908) ^a | - | - | - | - | - | - | - |
| 3 Teamwork and cooperation | .666(**) | .651(**) | (0.926) ^a | - | - | - | - | - | - |
| 4 Self-control ability | .742(**) | .725(**) | .738(**) | (0.923) ^a | - | - | - | - | - |
| 5 Interpersonal communication | .762(**) | .670(**) | .628(**) | .740(**) | (0.913) ^a | - | - | - | - |
| 6 Learning ability | .776(**) | .659(**) | .688(**) | .770(**) | .755(**) | (0.901) ^a | - | - | - |
| 7 Overall weighted competency scores | .892(**) | .868(**) | .819(**) | .881(**) | .896(**) | .857(**) | - | - | - |
| 8 Mean of self-report performance scores | .386(**) | .379(**) | .425(**) | .467(**) | .354(**) | .465(**) | .455(**) | (0.774) ^a | - |
| 9 The latest performance appraisal score | .403(**) | .400(**) | .421(**) | .474(**) | .329(**) | .339(**) | .444(**) | .482(**) | - |

** Correlation is significant at the 0.01 level (2-tailed).

^a Internal consistency reliability are in parentheses

n of column 1 to 8 = 88

n of column 9 = 87

Multiple Regression Analysis

In this part of analysis, this research tried to find out whether overall competency model of recruiting consultants can predict their job performance. This research used hierarchical regression by first entering selected demographic information as control variables, then the overall weighted competency score as the independent variable, to examine their effect on two performance scores, the mean of self-report performance score and the latest performance appraisal score, as the dependent variables.

As shown in Table 4.10, the dependent variable in model 1 and 2 is mean of self-report performance scores and in model 3 and 4 is the latest job performance score. Overall weighted competency scores show significant impact on job performance in model 2 ($\beta = 0.466$, $F = 5.707$, $R^2 = 0.258$, $\text{Adj-}R^2 = 0.213$) and model 4 ($\beta = 0.37$, $F = 5.413$, $R^2 = 0.248$, $\text{Adj-}R^2 = 0.202$). Also shown in model 2, consultants' role as sales has a negative significant impact on job performance ($\beta = -0.215$). Months of work experience as a consultant show significant impact on job performance both in model 1 ($\beta = 0.276$) and model 3 ($\beta = 0.326$).

Delta R^2 in model 2 is 0.167. This means the entire Model 2 equation can explain 25.8% of performance score, which is an increase of 16.7% from model 1. This increase was caused by adding an independent variable, "overall weighted competency scores". This shows this added variable is very important in predicting self-report performance scores. Delta R^2 in model 4 is 0.106, though a little weaker than delta R^2 in model 2, it still increased 10% strength in explanation from model 3.

Above analysis shows the newly developed recruiting consultants' competency model had great impact on their performance. Regression coefficients shown here are standardized coefficients.

Table 4.10.

Regression Analysis Results

| Independent Variable | Mean of self-report performance scores | | The latest job performance score | |
|---|--|---------|----------------------------------|---------|
| | Model 1 | Model 2 | Model 3 | Model 4 |
| Months of work experience as a consultant | 0.276* | 0.131 | 0.326* | 0.212 |
| Serve as a recruiter | 0.072 | 0.046 | -0.007 | -0.027 |
| Serve as a sales | -0.163 | -0.215* | -0.096 | -0.136 |
| Serve as a supervisor | 0.051 | -0.052 | 0.127 | 0.045 |
| Overall weighted competency scores | | 0.466* | | 0.37* |
| F | 2.056 | 5.707** | 3.443* | 5.413** |
| R square | 0.09 | 0.258 | 0.142 | 0.248 |
| Adjusted R square | 0.046 | 0.213 | 0.101 | 0.202 |
| Delta R square | | 0.167 | | 0.106 |

** $p < 0.01$; * $p < 0.05$

Based on the above analyses, this study had proved the validity of the newly developed competency model for the recruiting consultants. It is therefore logical to analyze the norm of current recruiting consultants' competency level from this model. The norms were analyzed by calculating the mean and the medium of each competence behavior indicator of the sample recruiting consultants. The norms exhibited in Table 4.11 can be used as an industry standard of the competency level which recruiting consultants should be able to display. The norms also can be used as a benchmark for TSAs to compare the competency level of their own recruiting consultants. The result of this comparison can be used to determine recruiting selection or training needs.

Table 4.11.

The Norms of TSI Recruiting Consultants' Competency Level

| | No. | Behavior Indicators | Mean | Medium | Min | Max |
|---|---|---|------|--------|------|------|
| Professional knowledge and capabilities | 6 | Understand customers' industries and competitive situation | 4.23 | 4.00 | 1 | 7 |
| | 9 | Actively contact customers to complete business transactions | 4.89 | 5.00 | 2 | 7 |
| | 23 | Armed with job-related recruiting management knowledge | 4.68 | 5.00 | 2 | 7 |
| | 24 | Familiar with labor law | 4.44 | 4.00 | 2 | 7 |
| | 25 | Familiar with company products and services | 5.14 | 5.00 | 3 | 7 |
| | 26 | Keep up with the latest development in the industry | 4.44 | 4.00 | 2 | 7 |
| | 27 | Understand the competitors and their relevant information | 4.30 | 4.00 | 2 | 7 |
| | 28 | Able to respond appropriately to competition and threats | 4.44 | 4.00 | 1 | 7 |
| | 29 | Equipped with the skills to solve problems promptly | 4.75 | 5.00 | 3 | 7 |
| | 30 | Familiar with sales and marketing skills | 4.38 | 4.00 | 2 | 7 |
| | 31 | Operate with cost consciousness to propose to customers with plans also beneficial to own company | 4.37 | 4.00 | 1 | 7 |
| | Professional knowledge and capabilities | | 4.55 | 4.54 | 2.64 | 6.82 |
| Customer service orientation | 1 | Take great care in understanding and responding to customers' needs | 5.05 | 5.00 | 3 | 7 |
| | 2 | Follow up on customer requests and complaints | 4.98 | 5.00 | 3 | 7 |
| | 3 | Serve customers kindly and with passion anytime | 5.27 | 5.00 | 4 | 7 |
| | 4 | Maintain long-term partnership and friendship with customers | 5.02 | 5.00 | 3 | 7 |
| | 5 | Establish credibility | 5.11 | 5.00 | 3 | 7 |
| | 11 | Take responsibility for problems or failures | 5.08 | 5.00 | 4 | 7 |
| | | Customer service orientation | | 5.09 | 5.00 | 3.5 |
| Teamwork and cooperation | 42 | Learn from mistakes | 5.14 | 5.00 | 4 | 7 |
| | 43 | Willing to seek advices from others when necessary | 5.43 | 5.00 | 4 | 7 |
| | 44 | Continue learning to support company's future development | 5.10 | 5.00 | 3 | 7 |
| | 45 | Cooperate with others | 5.48 | 6.00 | 4 | 7 |
| | 46 | Willing to share resources with members of the organization | 5.51 | 6.00 | 4 | 7 |
| | 47 | Assist the team to achieve common organizational goal | 5.41 | 5.00 | 4 | 7 |
| | 48 | Identify with company's services and policies | 5.19 | 5.00 | 3 | 7 |
| | | Teamwork and cooperation | | 5.32 | 5.35 | 4.00 |
| Self-control ability | 10 | Persist in spite of setbacks | 4.86 | 5.00 | 3 | 7 |
| | 21 | Maintain a confident image against various challenges | 4.79 | 5.00 | 2 | 7 |
| | 22 | Demonstrate professional knowledge and attitude | 4.89 | 5.00 | 2 | 7 |
| | 33 | Keep own emotions from interfering with work | 4.65 | 5.00 | 3 | 7 |
| | 34 | Able to adapt to stress | 5.08 | 5.00 | 3 | 7 |
| | 35 | Have sufficient physical strength to fulfill job requirements | 5.10 | 5.00 | 3 | 7 |
| | 36 | Able to maintain focus on work | 5.19 | 5.00 | 3 | 7 |
| | Self-control ability | | 4.93 | 5.00 | 3.14 | 6.86 |

Table 4.11.

The Norms of TSI Recruiting Consultants' Competency Level (Continued)

| | No. | Behavior Indicators | Mean | Medium | Min | Max |
|-----------------------------|------------------|--|-------------|---------------|------------|------------|
| Interpersonal communication | 16 | Develop and use interpersonal network relationships | 4.85 | 5.00 | 3 | 7 |
| | 17 | Have good verbal communication skills | 4.83 | 5.00 | 3 | 7 |
| | 18 | Know how to use good communication skills to settle conflicts with others | 4.86 | 5.00 | 2 | 7 |
| | 19 | Have a sense of humor | 4.85 | 5.00 | 2 | 7 |
| | | Interpersonal communication | 4.85 | 4.75 | 2.75 | 7.00 |
| Learning ability | 32 | Skilled in time management | 4.64 | 5.00 | 3 | 7 |
| | 37 | Able to adapt own styles and tactics to fit the circumstances | 5.00 | 5.00 | 3 | 7 |
| | 38 | Adapt to and work effectively with a variety of situations, individuals, or groups | 4.90 | 5.00 | 2 | 7 |
| | 39 | Use diverse channels to acquire required information and resources | 4.78 | 5.00 | 2 | 7 |
| | 40 | Use different methods to analyze and solve problem | 4.72 | 5.00 | 2 | 7 |
| | Learning ability | 4.81 | 4.80 | 2.6 | 6.6 | |

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

This chapter includes the results of this research, further research suggestions, and research limitations.

This research served the four purposes mentioned in chapter 1. The following section describes the main results that this research has achieved for each purpose.

1. To understand the value of recruiting consultants in TSI.

From literature review and preliminary interview, this research uncovered the value of recruiting consultants to be the critical workforce in TSA because their time and efforts help keep their company growing and thriving. They are responsible for major business operation process which brings in main profit to their companies.

Beside, their work enables client companies to maintain a flexible human resource system to sustain in this fluctuated environment. They also share part of recruiting work of HR department in client organizations.

2. To understand the job content and the work processes of recruiting consultants in TSA.

Recruiting consultants has four major job tasks, (1) Match job candidates with suitable jobs. They search suitable job applicants based on required qualifications of client organizations by all kinds of searching channels and platforms. (2) Administer and attend to dispatched labors. In terms of administration, they process relevant documents and manage the dispatched labor. In terms of attending, they visit and take care of dispatched labors, and reflect questions and problems of dispatched labors to client organizations. (3) Termination of dispatched labor contract. They need to process termination document of dispatched labor. (4) Maintain business relationship. They need to maintain a communication channel between TSA and client organization to report work status regularly and flag emergency situation of each side in real-time.

3. To build a competency model of recruiting consultants in TSI.

This research reviewed relevant literature of recruiting consultants in TSI, including the aspects of sales, customer service representatives, human resource specialist and executive research consultants. With the integration of literature

review, this research applied two-round Delphi technique with seven TSI experts to clarify the behavior indicators an excellent recruiting consultant should process. Afterwards, this research developed a competency assessment questionnaire with forty eight items.

This research administered the competency assessment questionnaire with recruiting consultants of six sample firms. After applying EFA, this research deleted 8 inappropriate behavior indicators and generated six competences, which were professional knowledge and capabilities, customer service orientation, teamwork and cooperation, self-control ability, interpersonal communication, and learning ability.

Inputs from seven TSA experts regarding the weight of each competence were acquired. AHP analysis revealed the weight of each competence as following: professional knowledge and capabilities, 0.145, customer service orientation, 0.240, teamwork and cooperation, 0.180, self-control ability, 0.120, interpersonal communication, 0.231, and learning ability, 0.084.

These weights were used to calculate a weighted overall competency score for each recruiting consultant. Pearson correlation analysis and regression analysis were conducted and proved that the weighted overall competency score has the ability to predict recruiting consultant's job performance. Thus, this research concludes that the newly developed competency model with six competence items has validity.

4. To establish norms of competency level of current recruiting consultant workforce in TSA.

With the confirmation of correlation and regression analysis, this research proved that the resulted recruiting consultant competency model is a valid model to identify a high performing recruiting consultant. This research obtained the norms of recruiting consultants' competency level in TSI by calculating the mean and medium of each behavior indicator and competence, This norm has great practical implications to TSA management. It can facilitate multiple human resources development functions, such as recruitment and training. It can also be used as a selection standard or a needs assessment questionnaire to evaluate recruiting consultants' current competency level.

TSI is an increasingly growing industry which makes the importance of recruiting consultants in TSI also increases. Therefore, this research conducted this study of professional competencies of recruiting consultants in TSI in Taiwan to investigate professional competencies that recruiting consultants need to possess to be successful in their jobs. The professional competency model of recruiting consultants can be applied in multiple aspects of recruitment, selection, training and development of recruiting consultants.

This study had gone through a series of research steps, the integration of literature review, preliminary interview and analysis, questionnaire development and implementation, to find out the professional competences that recruiting consultants need to possess. After data analysis, this research derived 40 behavior indicators of successful recruiting consultants, which were grouped into six competences. The weight of each competence was also obtained using AHP. Pearson correlation analysis and regression analysis were used to prove validity of the final model in relations to job performance of recruiting consultants.

After a succession of analysis, this research concludes that the model with 40 behavior indicators in six competences can positively predict recruiting consultants' job performance in TSI. Thus the overall competency model generated by this research is a valid model for TSI recruiting consultants to use in their recruiting, training and development process.

Research Implications

This research adopted several research approaches to study this research topic and collect and analyze the data, and there are two research implications as below.

1. Apply Delphi technique in competency research.

This research adopted Delphi technique to review the prototype of competency assessment questionnaire instead of using behavior indicators from literature review only. With Delphi technique, this research had seven experts to review behavior indicators twice and this way increased the content validity of the questionnaire. The fact that this research only deleted eight questionnaire items after EFA proved that the Delphi technique is a suitable way which can be applied to a research procedure examining the appropriateness of behavior indicators of competences.

2. Utilize AHP analysis in competency research.

This research believes that the weight of each competence is different as indicated also by Spencer & Spencer (1993). Hence, this research calculated the weight of each competence by AHP. After calculation, this research acquired the overall weighted competency scores by summing up each competence score multiplied by its weight. This process helped the research generate a more explanatory independent variable in subsequent statistical analyses. The significant results in the correlation analysis and the regression analysis shows the overall weighted competence score generated after applying AHP is related to job performance and can be used to predict job performance.

Practical Implications

For practical implication, this research provides several points as follows.

1. Being a training tool of TSA.

A well training tool needs to be constantly revised and improved with the development of organizations. Therefore, each TSA needs to continuously elaborate this competence model with its changes and development in the validity and content of questionnaire.

2. Building a training needs assessment in TSA.

In order to extend the benefit of this competence model, this research suggests that each TSA can refer to this model and develop a needs assessment of professional competences of their recruiting consultants, then set up an improved training and development system. It can assist and enhance the job performance of their recruiting consultants in future.

3. Being a selection standard when hiring new recruiting consultant in TSA.

After the first round of recruiting process, each TSA can use the competency model to evaluate every applicant to find out who is their best candidate to join their companies. This model contains six competences to identify who will become high performing recruiting consultant among these candidates. Each competence has several behavior indicators for TSA to examine and compare with applicants' ability. Therefore, this model is also a proper tool for selecting potential high performance staffs.

4. The norm of TSI recruiting consultants' competency level

As table 4.11 shows, the medium of all behavior indicators are no less than 4. This may represent that the competence level of Taiwan's recruiting consultants is above average. Furthermore, the behavior indicators with lower medium all belong in the competence of professional knowledge and ability. This outcome raises a concern to the TSAs. They may need to design specific training program to improve this important competence of recruiting consultants.

Research Limitations

Although this research was conducted with thoughtful design and conscientious attitude, there are still some limitations within the scope of this study. The following limitations are presented for follow-up researchers to conquer.

1. A name list of TSAs had not been public. For this reason, this research had to contact and cooperate with the well-known and larger-scale TSAs in Taiwan instead of the entire TSI in Taiwan. Therefore, the research results may not be able to generalize to the whole industry.
2. This research was unable to receive permissions of all sample firms to have official records of annual performance score of recruiting consultants. Therefore, this research used self-report performance questions in the competency assessment questionnaire to obtain recruiting consultants' performance ratings. Therefore, the data for dependent and independent variables in the regression analysis were obtained from single source which may have concerns of common method variance problems.
3. After collecting the completed competency assessment questionnaires, this research found out that the sample of recruiting consultants in this research includes three roles, each with different job tasks from one organization to another. Each organization has its own size, business objective and structure, therefore, each TSA assigned different job tasks to their recruiting consultants to achieve their business objectives. Thus, recruiting consultants from the six sample firms may have different job roles that require different competencies. However, the number of consultants within each role was too small to do analysis separately to see if the competency model for each job role will vary.

Suggestions for Future Research

After this series of steps of research process, four suggestions for future research are provided as following:

1. Increase sample size.

If a research can obtain more samples to participate in the research, the research results can be more generalizable to entire TSI in Taiwan.

2. Consider multiple sources of data.

In order to analyze the relationship between competence scores and job performance of recruiting consultants with confidence, multiple sources of data is suggested to reduce common method variance. For example, a better source of recruiting consultants' performance score is the company record of their performance appraisal results.

3. Invite different field of TSI experts.

Future research may seek experts in other fields of TSI, such as government officials or scholars in TSI. With more experts in TSI, the competency assessment questionnaire will be more constructive and will suit a broader base of temporary staffing agencies.

4. Conduct a separate research for each role of recruiting consultants in TSI.

If a separate competence model is designed based on each different role of recruiting consultants, the model will be more applicable to the consultants assuming specific roles. Subsequently, the competency assessment questionnaire should be developed accordingly. For example, one questionnaire is for the recruiting role, another for the sales role, and the other is for a managerial role.

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APPENDIX A: PRELIMINARY INTERVIEW GUIDE OF EXPERTS IN TSI

人力派遣業招募顧問職能初探問卷

第一部分——個人資料

1. 性別：男 女
2. 年資：_____
3. 職稱：_____

第二部分——訪談題目

- 一、 能否簡短地介紹貴公司目前的經營狀況？(服務範圍、收費方式、目標顧客、人力資源來源、組織分工和配置、營業額、可能成本等)
- 二、 請問招募顧問在人力派遣業的角色為何？
- 三、 請問招募顧問的任務有哪些？
- 四、 請問招募顧問的工作項目為何？
- 五、 請問貴公司在面試招募顧問時，應徵者所應具備的求職條件為何？
- 六、 您覺得高績效的招募顧問所具備的知識與能力為何？特質為何？
- 七、 請問招募顧問在執行工作時遇到的困難處或最大的挑戰有哪些？
- 八、 請問您認為高績效的招募顧問所具備的知識能力與特質是否足以因應工作時的困難或挑戰？或者有需要哪些額外的知識技能或特質？
- 九、 您認為未來人力派遣業的產業前景和挑戰為何？

APPENDIX B: DELPHI INTERVIEW QUESTIONNAIRE OF EXPERTS IN TSI

人力派遣業招募顧問職能研究---專家訪談問卷

第一部分 個人資料

1. 性別：男 女
2. 年資：_____
3. 職稱：_____

第二部分 問卷題項

| 異動項目 | 行為指標 | 0/X (保留/ 刪除) | 備註 (原因) |
|------|----------------------|--------------------|------------|
| | 掌握機會 | | |
| | 設定具挑戰性目標 | | |
| | 建立信用 | | |
| | 能迅速解決問題的能力 | | |
| | 說服顧客完成交易 | | |
| | 面對競爭或威脅時有所回應 | | |
| | 在遭遇挫敗時亦不屈不撓 | | |
| | 要求自己表現得比別人好 | | |
| | 勇於負責 | | |
| | 願意花時間傾聽他人的問題 | | |
| | 瞭解他人的背景、興趣和需求 | | |
| | 能建立並運用人際網路關係 | | |
| | 具有良好的口頭表達能力與他人交換正確訊息 | | |
| | 懂得善用良好的溝通技巧協調與他人間的衝突 | | |
| | 深入了解與回應客戶的需求 | | |
| | 追蹤問題、要求與抱怨的後續發展 | | |
| | 隨時保持親切的態度與服務顧客的熱忱 | | |
| | 和顧客建立長期性的合作關係與友誼 | | |
| | 相信自己的能力和判斷 | | |
| | 對自己的能力充滿信心 | | |
| | 喜歡自己的工作環境 | | |
| | 信任公司的服務與政策 | | |

APPENDIX C: COMPETENCY ASSESSMENT QUESTIONNAIRE OF RECRUITING CONSULTANTS IN TSI

人力派遣業招募顧問職能研究問卷

您好，

此研究問卷是由擔任人力派遣業的招募顧問者進行填寫，目的是建立人力派遣業招募顧問的職能模型。各問卷題項是經由人力派遣業的專家訪談與彙整各專家的意見而完成。此研究將秉持研究的基本精神，遵守資料保密原則，所有資料僅供此研究使用，請您放心的填寫，並感謝您的協助！

敬祝 身體健康 工作順利

台灣師範大學 國際人力教育與發展研究所
指導教授 侯世光 博士 葉俶禎 博士
研究生 鄭婷文

第一部分 問卷說明

請依個人實際表現進行評估，評估尺度為1~7分，分別為：

1 非常低、2 很低、3 略低、4 中等、5 略高、6 很高、7 非常高。

請依據右邊尺度的參考說明，在下頁問卷每一項行為指標右邊的適當空格內打☑。

個人實際表現

- 1：我對此職能幾乎不具任何概念
- 2：我對此職能已具備新手概念或技能
- 3：我對此職能已具備入門概念或技能
- 4：我對此職能已具備合格概念或技能
- 5：我對此職能已達到熟練應用的程度
- 6：我對此職能已達到應用自如的程度
- 7：我對此職能已達到為人楷模或能指導他人的程度

第二部分 問卷題項

| 編號 | 行為指標 | 個人實際表現 | | | | | | |
|----|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 不具 概念 | 2 新 手 | 3 入 門 | 4 合 格 | 5 熟 練 | 6 應 用 自 如 | 7 指 導 他 人 |
| 1 | 細心了解與回應客戶的需求 | <input type="checkbox"/> |
| 2 | 追蹤問題、要求與抱怨的後續發展 | <input type="checkbox"/> |
| 3 | 隨時保持親切的態度與服務顧客的熱忱 | <input type="checkbox"/> |
| 4 | 和顧客建立長期性的合作關係與友誼 | <input type="checkbox"/> |
| 5 | 建立信用 | <input type="checkbox"/> |
| 6 | 了解客戶端的產業與競爭態勢 | <input type="checkbox"/> |
| 7 | 掌握機會 | <input type="checkbox"/> |
| 8 | 設定具挑戰性目標 | <input type="checkbox"/> |
| 9 | 積極聯繫顧客完成交易 | <input type="checkbox"/> |
| 10 | 在遭遇挫敗時亦不屈不撓 | <input type="checkbox"/> |
| 11 | 勇於承擔 | <input type="checkbox"/> |
| 12 | 要求自己表現得比別人好 | <input type="checkbox"/> |

| 編號 | 行為指標 | 個人實際表現 | | | | | | |
|----|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 不具概念 | 2 新手 | 3 入門 | 4 合格 | 5 熟練 | 6 應用自如 | 7 指導他人 |
| 13 | 能從工作中得到樂趣 | <input type="checkbox"/> |
| 14 | 願意花時間傾聽他人的問題 | <input type="checkbox"/> |
| 15 | 會嘗試瞭解他人的背景、興趣和需求 | <input type="checkbox"/> |
| 16 | 能建立並運用人際網路關係 | <input type="checkbox"/> |
| 17 | 具有良好的口頭表達能力 | <input type="checkbox"/> |
| 18 | 懂得善用良好的溝通技巧協調與他人間的衝突 | <input type="checkbox"/> |
| 19 | 具有適度的幽默感 | <input type="checkbox"/> |
| 20 | 相信自己的能力和判斷 | <input type="checkbox"/> |
| 21 | 面對各種挑戰都能保持自信的形象 | <input type="checkbox"/> |
| 22 | 表現出專業的素養與態度 | <input type="checkbox"/> |
| 23 | 具備與業務相關的招募管理知識 | <input type="checkbox"/> |
| 24 | 熟悉維持勞資關係的相關法令 | <input type="checkbox"/> |
| 25 | 熟悉公司服務項目 | <input type="checkbox"/> |
| 26 | 掌握產業最新發展趨勢 | <input type="checkbox"/> |
| 27 | 了解競爭者與其趨勢相關資訊 | <input type="checkbox"/> |
| 28 | 面對競爭或威脅時具備回應的能力 | <input type="checkbox"/> |
| 29 | 具備能迅速解決問題的能力 | <input type="checkbox"/> |
| 30 | 熟悉銷售及行銷技巧 | <input type="checkbox"/> |
| 31 | 有成本概念，能提出對公司最有利的方案給顧客 | <input type="checkbox"/> |
| 32 | 善用時間管理技巧 | <input type="checkbox"/> |
| 33 | 可以讓工作不受到個人情緒的影響 | <input type="checkbox"/> |
| 34 | 具有抗壓性 | <input type="checkbox"/> |
| 35 | 有足夠體力應付工作要求 | <input type="checkbox"/> |
| 36 | 能集中注意力在工作上 | <input type="checkbox"/> |
| 37 | 能針對情況調整風格和技巧 | <input type="checkbox"/> |
| 38 | 能在不同環境下，與不同個人或團體工作時表現出適應與績效 | <input type="checkbox"/> |
| 39 | 能從多種管道獲得必要的資訊或資源 | <input type="checkbox"/> |
| 40 | 能使用不同方法來分析與解決問題 | <input type="checkbox"/> |
| 41 | 能產生新而有價值的構想 | <input type="checkbox"/> |
| 42 | 能從錯誤中學習 | <input type="checkbox"/> |
| 43 | 有需要時，願意尋求他人的意見 | <input type="checkbox"/> |
| 44 | 能配合公司未來發展持續學習 | <input type="checkbox"/> |
| 45 | 能與他人合作 | <input type="checkbox"/> |
| 46 | 願意與組織成員分享資源 | <input type="checkbox"/> |
| 47 | 協助團隊共同達成組織目標 | <input type="checkbox"/> |
| 48 | 認同公司的服務與政策 | <input type="checkbox"/> |

第三部分 個人基本資料

以下資料對此研究十分重要，且僅供研究進行統計分析，請您放心填寫！

1. 性別：男 女
2. 年齡： 20 以下 21~30 31~40 41~50 51 以上
3. 教育程度： 國中及以下 高中/職學位 大專學位 碩士學位 博士學位
4. 教育背景： 理 工 農 文 法 商 (管理) 社會 其他
5. 總工作年資：_____
6. 擔任招募顧問年資：_____
7. 擔任招募顧問的工作內容 (可複選)： 招募 業務 管理部屬
8. 我的主管對我的工作表現：非常滿意 滿意 沒意見 不滿意 非常不滿意
9. 工作夥伴對我的工作能力：非常滿意 滿意 沒意見 不滿意 非常不滿意
10. 我的客戶對我的服務表現：非常滿意 滿意 沒意見 不滿意 非常不滿意
11. 我最近一次的考核成績是：特優 優等 佳 可 待改進

APPENDIX D: AHP QUESTIONNAIRE OF COMPETENCES

職能項目重要性調查問卷

問卷說明

此部分問卷欲了解招募顧問職能項目間的強度，藉由**職能項目的兩兩比較**，得出各個職能項目的權重。將招募顧問的職能定義列於下表，請依您的經驗與認知，評估公司內部高績效招募顧問所具備職能，並進行職能項目的重要性比較。

| 職能項目 | 定義 |
|---------|--|
| 顧客服務導向 | 以顧客為中心，將努力的焦點放在發掘和滿足顧客的需要。 |
| 人際溝通 | 想要了解他人，能清楚的傾聽及體會到他人沒有表達出來或是說明不完整的想法、感覺及考量。 |
| 專業知識與能力 | 包括對工作相關知識的精通了解 (可以是技術、職業或管理方面)，以及延伸、利用和傳播相關知識給別人的能力。 |
| 自我控制力 | 人在遭受誘惑、阻力、敵意、壓力時，抑制負面情緒，並保持冷靜、及行動的能力。 |
| 學習力 | 精益求精，要求自己比過去表現更好 |
| 團隊合作精神 | 認同團隊，能與他人通力合作、成為團隊一部分，而非分開工作或互相競爭。 |

舉例如下：

以高績效招募顧問所應具備的能力為前提下，您認為以下兩兩職能項目的比較對於高績效招募顧問何者重要。

1. 當您認為，「顧客服務導向」的重要性**極強**於「成就企圖心」時，請在「顧客服務導向」這邊的**極強**上打「V」
2. 當您認為，「人際溝通」的重要性**稍強**於「顧客服務導向」時，請在「人際溝通」這邊的**稍強**上打「V」
3. 當您認為，「顧客服務導向」的重要性**頗強**於「自信心」時，請在「顧客服務導向」這邊的**頗強**上打「V」

| 項目 \ 強度 | 強度 | | | | | | | | | | | | | | | | 項目 | |
|---------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| | 絕強 | | 極強 | | 頗強 | | 稍強 | | 等強 | | 稍強 | | 頗強 | | 極強 | | | 絕強 |
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 顧客服務導向 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 成就企圖心 |
| 顧客服務導向 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 人際溝通 |
| 顧客服務導向 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 自信心 |

正式問卷

| 項目 \ 強度 | 絕強 | | 極強 | | 頗強 | | 稍強 | | 等強 | | 稍強 | | 頗強 | | 極強 | | 絕強 | | 項目 |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------|
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| 顧客服務導向 | <input type="checkbox"/> | 人際溝通 |
| 顧客服務導向 | <input type="checkbox"/> | 專業知識與能力 |
| 顧客服務導向 | <input type="checkbox"/> | 自我控制力 |
| 顧客服務導向 | <input type="checkbox"/> | 學習力 |
| 顧客服務導向 | <input type="checkbox"/> | 團隊合作精神 |
| 人際溝通 | <input type="checkbox"/> | 專業知識與能力 |
| 人際溝通 | <input type="checkbox"/> | 自我控制力 |
| 人際溝通 | <input type="checkbox"/> | 學習力 |
| 人際溝通 | <input type="checkbox"/> | 團隊合作精神 |
| 專業知識與能力 | <input type="checkbox"/> | 自我控制力 |
| 專業知識與能力 | <input type="checkbox"/> | 學習力 |
| 專業知識與能力 | <input type="checkbox"/> | 團隊合作精神 |
| 自我控制力 | <input type="checkbox"/> | 學習力 |
| 自我控制力 | <input type="checkbox"/> | 團隊合作精神 |
| 學習力 | <input type="checkbox"/> | 團隊合作精神 |