การพัฒนารูปแบบการประเมินผลการปฏิบัติงานโดยใช้สมรรถนะเป็นฐานเพื่อการพัฒนาพนักงานในธุรกิจรักษาความปลอดภัย

The Development of Competency-based Performance Assessment Model to Develop Employees in the Security Industry

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อพัฒนารูปแบบการประเมินผลการปฏิบัติงานโดยใช้สมรรถนะเป็นฐานเพื่อการพัฒนาพนักงานในธุรกิจรักษาความปลอดภัย โดยใช้ระเบียบวิธีการวิจัยและพัฒนา กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ พนักงานรักษาความปลอดภัยที่ปฏิบัติงานรักษาความปลอดภัยในโรงงานอุตสาหกรรมที่อยู่ในเขตกรุงเทพฯ และปริมณฑล โดยการเลือกแบบเจาะจง จำนวน ๒๖ คน เครื่องมือประเมินผลการปฏิบัติงาน ได้แก่ แบบประเมินด้านความรู้ แบบประเมินผลการปฏิบัติงาน (ทักษะ) และแบบประเมินพฤติกรรม สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน ค่าดัชนีความสอดคล้อง และค่าดัชนีความเที่ยงตรงเชิงเนื้อหา

ผลการวิจัยพบว่า การพัฒนารูปแบบการประเมินผลการปฏิบัติงานโดยใช้สมรรถนะเป็นฐานสำหรับพนักงานในธุรกิจรักษาความปลอดภัย ในภาพรวมผลการประเมินอยู่ในระดับมากที่สุด ประกอบด้วยการประเมินใน ๔ องค์ประกอบหลัก ดังนี้ ๑) การกำหนดบทบาทหน้าที่ในงานรักษาความปลอดภัย ๒) การออกแบบการประเมินผลการปฏิบัติงาน ๓) การดำเนินการประเมินผลการปฏิบัติงาน ๔) การสรุปผลการประเมินผลการปฏิบัติงาน การประเมินผลการปฏิบัติงานโดยใช้สมรรถนะเป็นฐาน ผู้วิจัยนำเครื่องมือประเมินผลการปฏิบัติงาน ไปใช้ประเมินกลุ่มตัวอย่าง โดยนำมาวิเคราะห์ช่องว่าง (Gap) และดำเนินการเข้าร่วมแผนพัฒนาบุคลากรรายบุคคล ซึ่งประกอบด้วย การฝึกอบรมในห้องเรียนด้านทฤษฎีและปฏิบัติ การฝึกอบรมพนักงานขณะปฏิบัติงาน การสอนงาน และการฝึกอบรมหลักสูตรหัวหน้างาน เพื่อที่จะปิดช่องว่างสมรรถนะ พร้อมทั้งพัฒนาและยกระดับพนักงานรักษาความปลอดภัยให้มีสมรรถนะเพิ่มขึ้นและปฏิบัติงานได้ตามมาตรฐานที่องค์การต้องการ

คำสำคัญ: รูปแบบการประเมินผลการปฏิบัติงาน/สมรรถนะอาชีพ/ธุรกิจรักษาความปลอดภัย

Abstract

The purpose of this research was to develop a competency-based performance assessment model to develop employees in the security industry. The sample of this study was 26 security officers who worked in factories in Bangkok and vicinity. The purposive selection method was applied in the research and the research tools were a knowledge assessment form, performance assessment form (skills), and behavior assessment form. The statistics used in this research were mean, percentage, standard deviation, index of item-objective congruence: IOC, and content validity index: CVI.

The research results revealed that the experts' opinions regarding the development of the competency-based performance assessment in the security industry was at the highest level. The four main components were: 1) Determine roles and responsibilities in security operation, 2) Design the performance assessment, 3) Implement the performance assessment, and 4) Summarize the result of competency-based performance assessment of the security officers. The researcher used the competency-based performance assessment tools to assess the samples and then analyzed the gap and implemented the Individual Development Plan. The plan includes classroom training on theory and practice, on the job training as well as coaching and supervisory training in order to close the competency gap and develop and increase the competency of security officers according to company standard requirements.

KEYWORDS: PERFORMANCE ASSESSMENT MODEL/OCCUPATIONAL COMPETENCIES/ SECURITY INDUSTRY

Introduction

Because of an increase in crime rates and politically-motivated violence in Thailand, more organizations are outsourcing security services. As a result, these security companies are hiring more staff and using more high-tech security systems. Terrorism has led organizations ask for more security measures. Therefore, more security guards are hired through companies and more hi-tech devices are used. Surveillance cameras and bomb-detection equipment such as mirrors to check under cars and CTX bomb detectors are more often employed (Department of Justice, Ministry of Justice cited in Pongkrit et al., 2009).

The security industry has grown steadily over the past five years at an average rate of 12.8% per year, accounting for approximately 40,000 million baht in expenditures (Kasikorn Thai Research Center). There were only 844 registered Thai security firms in 2006; however, this figured had risen to 3,717 by 2009 (Security Services Association of Thailand cited in the Department of Business Development) because of the increasing demand in both public and private sectors (Kasikorn Thai Research Center, 2010). During the political turmoil of recent years, the demand has continued to increase according to data from the Department of Business Development (2010), which stated that in August 2013, there were as many as 3,948 security service providers throughout Thailand. The Security Services Association of Thailand (cited in the Department of Business Development, 2009) stated that the employment rate for security officers increased from 300,000 in 2005 to 400,000 security officers in April 2009. Chukiat Tangkhanopas (cited in Pongkrit et al, 2009) found that the clients of security services found problems with the services to be inattentiveness resulting in loss of property or injury. Often when incidents of theft arose, there was no information about possible suspects involved. Problems cited by security companies were lack of readiness to develop the performance of security officers, resulting in guards lacking the skills and abilities to do their job. Security officers also stated that they lacked the necessary knowledge and skills and as a result could not solve problems at the scene. Moreover, poor performance of security officers is linked to physical injury and mental illness among security staff according to the study of Pongkrit Mongkolsinh et. al, (2009), which goes on to state that one of the most important obstacles for the security industry is lack of professionalism and poor performance. The Research Division of the Office of Police Strategies (2010) also notes that the most important problem affecting security services was the quality of guards, which did not meet the standards.

In light of these findings, it is clearly important that security companies focus on developing the knowledge and skills of their employees including security officers, supervisors and inspectors, who are the most directly involved in security services. Performance assessment will play a critical role in helping security staff improve their skills to meet their company's standards and help the organization to achieve its mission. The researcher therefore decided to conduct research on developing a competency-based performance assessment model to develop employees in the security industry by determining the training or other activities necessary to develop and raise the quality level of the employees in order to increase their competency and perform according to the company's standard requirements

Objective

To develop a competency-based performance assessment model to develop employees in the security industry.

Extent of the study

1. Content

The researcher examined theories and past research regarding the performance assessment model, and the data was analyzed and synthesized to develop a competency-based performance assessment model for use in the security industry. Functional Analysis was applied to develop a functional map for the security officers, with the assessment method evaluating the components of competency which are knowledge, skills, attitudes, and behaviors. The assessment tool, which evaluated competency, included knowledge, skills, attitudes, and expected behavior at work. In addition, an Individual Development Plan was implemented as a guideline for the security guards' personal growth and to help each individual achieve his career goals.

2. Population and Sample

2.1 Population. The population of the study was security officers who worked at large factories.

2.2 Sample. The sample was security officers who worked at two large factories in Bangkok and vicinity. The purposive selection method was applied and 26 security guards were selected in total.

3. Timeframe. The study was conducted over three years.

4. Framework. From the study of past research and other documents, the researcher set up a framework as follows. (Figure 1)

Methodology

1. The research consisted of 7 steps with tools as follows.

Step 1. Developing the competency-based assessment model for employees in

the security industry. The research tool included open-ended in depth interviews with 12 experts, and focus group was also formed on how to develop the model with 11 experts participating. The focus group was based on the evaluation of the appropriateness of developing the performance assessment model of the security officers. The questionnaires applied the Likert's 5-point Rating Scale method.

Step 2. Developing the occupational competencies of the employees in the security industry. The research tool was again the open-ended in depth interviews with 12 experts and a focus group of 11 experts. The focus group was based on the evaluation of the appropriate working competency, the evaluation of each competency for each position, and the evaluation of the appropriateness of knowledge, skills, and attitudes. All of the evaluations were used to measure Index of Item-Objective Congruence: IOC. The questionnaire about opinions on developing competencies of security officers was developed, using the five-point rating Likert's scale.

Step 3. Developing assessment tools and creating a competency-based performance assessment manual for security officers working at factories. Five specialists evaluated the appropriateness and accuracy of the research tool. The Content Validity Index (CVI) and Likert's rating scale were applied. Moreover, the evaluation on appropriateness of the Likert's 5 scale competency-based performance assessment

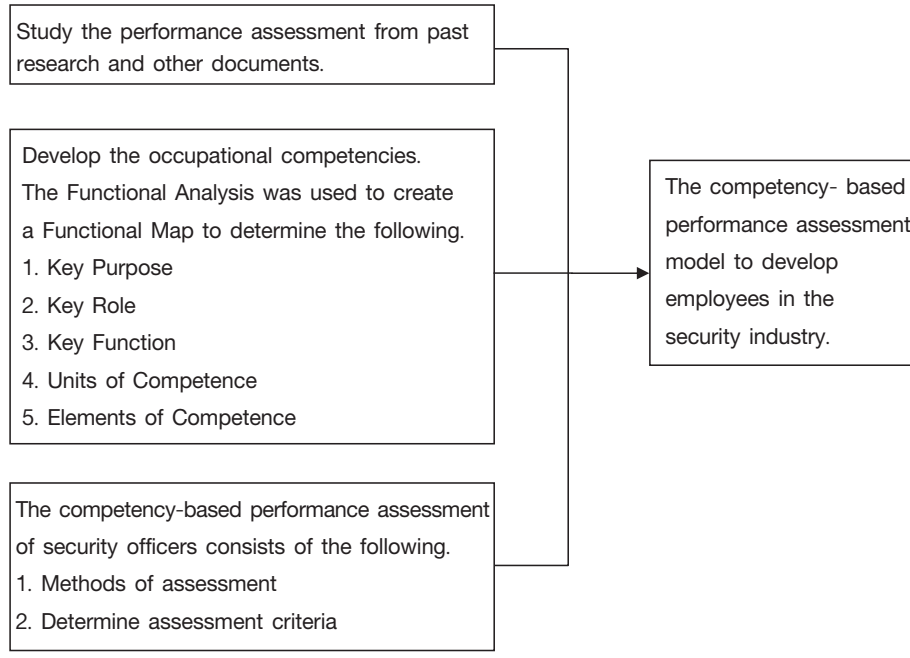

Figure 1 Framework

manual of security officers working at the factories was developed.

Step 4. Organizing the training for assessors to use the competency-based performance assessment manual of security officers working at the factories. The research tool was a Likert's five-point questionnaire for assessor satisfaction regarding the training of using a competency-based performance assessment manual.

Step 5. Experimenting to use the competency-based performance assessment tool of security officers working at the factories to evaluate the experimental group. The research tools were a knowledge assessment form, performance assessment form (skills) and behavior assessment form. A rubric of Likert's five-point and four-point rating scales was also created.

Step 6. Using the competency-based performance assessment tools of security officers working at the factories to evaluate the samples. The research tools were a knowledge assessment form, performance assessment form (skills) and behavior assessment form. A rubric of Likert's five-point and four-point rating scales was also created.

Step 7. Developing human resources and monitoring. The research tools were a summary of the performance assessment result form and individual development plan.

2. Data Analysis

Step 1. Developing the competency-based performance assessment model. Data was collected from the in-depth interviews and questionnaire that was proposed to the experts and specialists in the focus group. The data was analyzed by mean and standard deviation.

Step 2. Developing the occupational competencies. Data was collected from the in-depth interviews questionnaire used in the focus group of experts and specialists. The data was analyzed by mean score, standard deviation, and Index of Item-Objective Congruence: IOC.

Step 3. Developing assessment tools and creating a competency-based performance assessment manual. Data was collected from brainstorming, and the evaluation of appropriateness and accuracy of the research tools from the experts and specialists. The data was analyzed by mean, standard deviation, and Content Validity Index: CVI.

Step 4. Organizing the training for assessors. Data was collecting from the assessment form regarding the training of using the competency-based performance assessment manual. The data was analyzed by mean and standard deviation.

Step 5. Experimenting to use the competency-based performance assessment tool to evaluate case studies. Data was collected from the knowledge assessment

form, performance assessment form (skills) and behavior assessment form. The data was analyzed by mean, percentage, standard deviation and Cronbach's Alpha-Coefficient.

Step 6. Using the competency-based performance assessment tools to evaluate the samples. Data was collected from the knowledge assessment form, performance assessment form (skills) and behavior assessment form. The data was analyzed by mean and percentage.

Step 7. Developing human resources and monitoring. Data was collected from the summary of the performance assessment result form and Individual Development Plan. The data was analyzed by mean and percentage.

Results

1. Developing the competency-based assessment model for employees in the security industry. The researcher searched and collected data from documents, past research, and in-depth interviews to develop a questionnaire for experts to consider in the focus group. The development of the competency-based performance assessment model was evaluated as 'excellent' at 4.90.

Components of the competency-based performance assessment model are as follows.

1) Determine roles and responsibilities in security operation, which was composed of analyzing roles and responsibilities of employees in the security industry, analyzing knowledge, skills, and attitudes of employees in the security industry, in-depth interviews with experts in the security industry, and a focus group with experts in the security industry as well as specialists in occupational competencies. 2) Design the performance assessment, which was composed of analyzing data about performance assessment, determining a performance assessment guideline of security officers, creating the competency-based performance assessment tools of security officers, developing the competency-based performance assessment manual of security officers, and verification of the competency-based performance assessment tools and competency-based performance assessment manual by experts and specialists. 3) Implement the performance assessment, which was composed of training the assessor to use the competency-based performance assessment manual of security officers, determining assessor and appraisee, and determining date, time and place for assessment and evaluating the performance by using competency-based performance assessment tools. 4) Summarize the result of competency-based performance assessment, which was composed of analyzing the gap or need to develop, summarizing the result of competency-based performance assessment and gap, summarizing the development, and monitoring the method as detailed in the diagram.

2. Using the competency-based performance assessment tools to evaluate the samples.

The individual assessment result of the samples was that twenty-one security officers passed the performance assessment criteria, accounting for 80% of the total, and five security officers failed. Among those who passed, 18 security officers passed but still had a gap in some elements of competence. That is, the 18 security officers who passed having a gap and the five who failed needed to participate in the Individual Development Plan to close the gap in their knowledge and skills in those elements of competence for which had not yet passed the performance assessment criteria of 80%.

3. Developing the human resources and monitoring.

The researcher used the gap analysis data of the samples who were evaluated using the competency-based performance assessment to participate in the Individual Development Plan. Then the elements of competence which had the gap were reevaluated. After that, the scores were summed up and the conclusions of human resources development and monitoring were drawn.

The Individual Development Plan was divided into 5 levels as follows. (Figure 2)

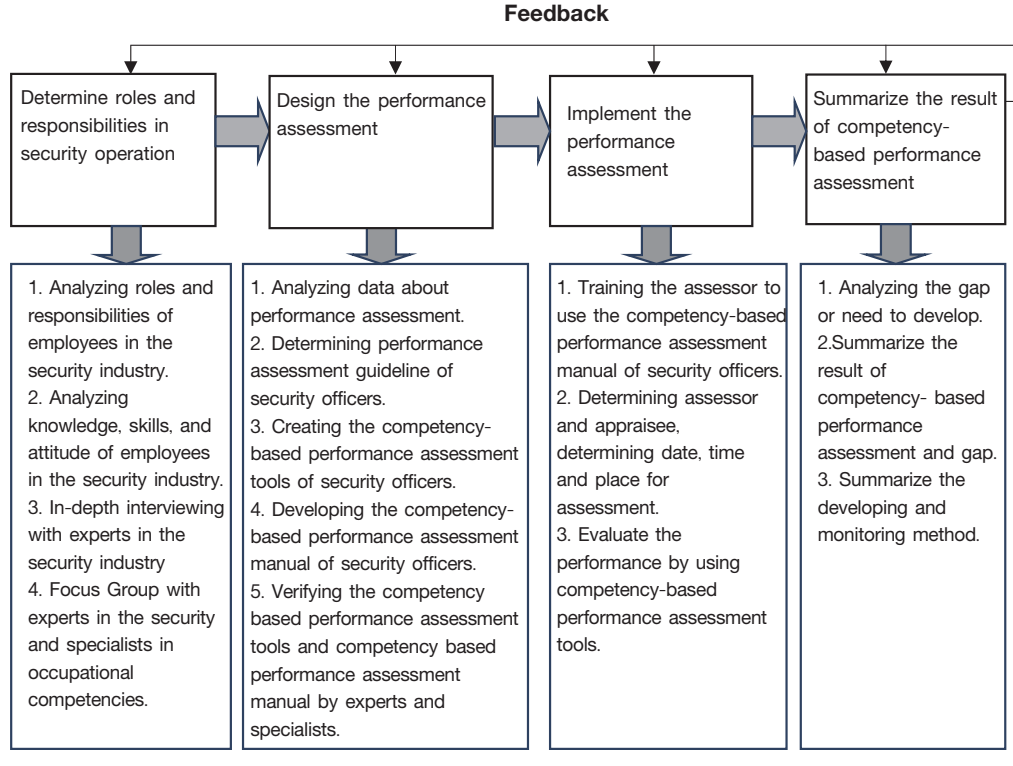

Figure 2 The competency-based performance assessment model for employees in the security industry.

Level 1 received a score between 50%-59%. The security officers who scored 50%-59% attended every sessions of the Classroom Training on both theory and practice.

Level 2 received a score between 60%-69%. The security officers who scored 60%-69% attended only the sessions for which they had not passed the performance criteria on both theory and practice.

Level 3 received a score between 70%-79%. The security officers who scored 70%-79% attended on the job training for the sessions for which they had not passed the performance criteria.

Level 4 received a score between 80%-89%. The security officers who scored 80%-89% attended the coaching program : morning talk in the sessions for which they received the score less than 90%.

Level 5 received a score between 90%-100%. The security officers who scored 90%-100% attended a supervisory training program to prepare themselves for supervisory positions.

There were twenty-three security officers who attended on the job training session, and three attended the supervisory training program. Supervisors and trainers were responsible for organizing the Individual Development Plan after two weeks of evaluating the competency-based performance assessment.

After participating in the Individual Development Plan, twenty-four security officers passed the performance criteria of 80%. There were five security officers of the twenty-four who received a score between 90%-100% had to participate in the Individual Development Plan, attending a supervisory training program in order to prepare for promotion to supervisor. Two security officers still had a gap in some elements of competence for which they had to participate in the Individual Development Plan. One of the security officers needed to close the gap of knowledge in B1 Traffic Control. The other needed to close the gap of knowledge and skills in B1 traffic control. Because the two security officers had worked for only four months and still did not have enough competence to properly handle traffic control according to the standard performance criteria, they needed to repeat the Individual Development Plan until they could close the gap. A security guard was allowed to participate in the Individual Development Plan up to three times. If they did not pass in the third time, they would have to attend the new employees training program again.

Discussion

The study aimed to develop a competency-based performance assessment model for employees in the security industry, create performance assessment tools which consisted of a knowledge assessment form, performance assessment form (skills) and behavior assessment form, and develop a

competency-based performance assessment manual in order to evaluate the performance of security officers. The performance assessment result will be used to plan the training program as well as evaluate promotion and ranking or other activities in order to develop and raise the quality level of the security officers to meet the company's standard requirement.

1. The development of a competency-based performance assessment model for employees in the security industry. The researcher collected data from documents, past research, and in-depth interviews to create the questionnaire, which was proposed to the experts in the focus group. It was determined that the competency-based performance assessment model consisted of four components as follows. 1) Determine roles and responsibilities in security operation. Roles and responsibilities in the operation were determined by analyzing knowledge, skills, and attitudes of employees in the security industry together with in-depth interviews and a focus group with the experts in the security industry. In similar study, Orawan Sumphawamana (2011) stated that one component of the Evaluation Model of Professional Nursing Competencies in Primary Care was to determine the limits and factors of competencies such as knowledge, skills, attitude and personnel attributes. In another study, Itsarak Jenkwao (2007) determined a component of the performance appraisal approach to be the evaluation of contents including lesson planning, knowledge and understanding the design learning. The teaching included the content and skills according to the curriculum, personnel attributes, personality, good human-relations skills, temper control, decision making, initiation, analyzing problems and problem solving skills, professional attributes (knowledge, skills, experience, and good attitude). 2) Design the performance assessment. The performance assessment was designed by analyzing data about the performance assessment, determining performance assessment guidelines, creating the com-petency-based performance assessment tools, developing the performance assessment manual, and verification of the assessment tools and assessment manual by experts and specialists. Orawan Sumphawamana's study (2011) determined the component in the Evaluation Model of Professional Nursing Competencies in Primary Care using evaluation methods including a knowledge test form, check list form, attitude assessment form and behavior observation form. Another similar study by Amornrat Tippayajan (2004) determined the component of the performance evaluation approach by determining the indicator and performance criteria and evaluation methods such as observation, interview, check list and portfolio. 3) Implement the performance assessment. The performance

was implemented by training the assessor to use the performance assessment manual and determining the assessor, appraisee, date, time and place for assessment, and using the performance assessment tools to evaluate the performance. In his study, Somkiet Boonrawd (2007) determined the component for Model of Performance Evaluation by determining the assessor such as office director and deputy office director, department head, and head of the educational institution. In Amornrat Tippayajan's study (2004) the assessors were the dean, associate dean of academic affairs, program president, colleges and students. The evaluation period was two weeks before the final examination. In the study of Udomvit Kanjananarong (2009), the assessors were self evaluation, colleagues, associate dean of academic affairs, dean, students, etc. 4) Summarize the results of performance assessment. The results of performance assessment were summarized by analyzing the gap, the result of competency-based performance assessment as compared to the gap, and the developing and monitoring method. In her study, Orawan Sumphawamana (2011) determined the component in the evaluation model of competencies by analyzing the assessment result, calculating the performance scores and using those results to determine the development plan. In the Amornrat Tippayajan's study (2004) the component of performance assessment was determined regarding the feedback to individual employees and the overall team about good performance and improvement.

2. Evaluating the competency-based performance assessment of security officers working in factories.

2.1 Using the competency-based performance assessment tools to evaluate the samples.

The researcher used the assessment tools (knowledge assessment form, performance assessment form (skills) and behavior assessment form) to evaluate 26 security officers working in factories. The performance assessment methods were multiple choice test, interview, practical test and behavior observation. The competency-based performance assessment consisted of evaluating knowledge, skills and behavior in the element of competence. The skills assessment included interviews and practical test at the site, knowledge assessment using multiple choice test, and the behavior assessment using behavior observation. In the Orawan Sumphawamana study (2011), assessment forms such as knowledge test, check list form, attitude test form and behavior observation form were used. This is similar to the Amornrat Tippayajan study (2004), in which the performance assessment included observation, interview, checklist and portfolio, etc.

The individual assessment result of the samples was that twenty-one security officers

passed the performance assessment criteria, accounting for 80% of the total, and five security officers failed. Among those who passed, 18 security officers still had a gap in some elements of competence. That is, the 18 security officers who passed having the gap and the five who failed needed to participate in the Individual Development Plan to close the gap in their knowledge and skills in some elements of competence for which they had not yet passed the performance assessment criteria of 80%.

The researcher used performance assessment scores to analyze the gap in each element of competence. It was found that 21 security officers passed the performance assessment criteria, accounting for 80% of the total, and five security officers did not pass and had to participate in the Individual Development Plan. However, 18 out of the 21 security officers who passed still had a gap of knowledge and skills in some elements of competence which were A1 Audit readiness before job performing, A2 Access area of control, A3 Area Patrol, A4 Vehicle and personnel searching, A5 Emergency response, and B1 Managing traffic control system. Those 18 security officers together with the 5 security officers who did not meet the performance criteria had to participate in the Individual Development Plan in order to close the gap in knowledge and skills according to the company's standard requirements. This is similar to Tamrongsak Kongkasawat (2008), which defined the competency gap as being equal to 'present behaviors minus expected behaviors', and also to Arporn Puvitayaphan (2009), in which she proposed that in relation to the competency gap assessment, if the present performance was more than the expected performance, it was a strength. If the present performance was equal to the expected performance, it met target. If the present performance was lower than the expected performance, it was a weakness.

2.2 Developing human resources and monitoring.

The researcher used the gap analysis results of the samples who were evaluated using the competency-based performance assessment and who participated in the Individual Development Plan. After participating in the individual development plan, the elements of competence that had still had a gap were reevaluated and the performance scores were collected and summarized using the developing and monitoring method. The Individual Development Plan was shown to be effective in developing and raising the quality level of employees to increase their competency and perform according to the company's standard requirements by using the gap analysis results while participating in the Individual Development Plan and then reevaluating the performance again. In the study by Arthorn Chaikitja (2009), the Individual Development

Plan was found to be necessary and important for human resources development. The Individual Development Plan created the opportunity to know the employees' strengths and weakness and also helped to set good standards in developing the human resources in the organization. Also Narongwit Saentong (2008) similarly felt that the performance assessment results should be used to create the Individual Development Plan after evaluating the job competencies. The assessors should be able to determine in which areas a person did not pass; how the person could improve; how, when, and for how long the person would be trained; and when the person would be reevaluated.

After that, the assessor should summarize the monitoring of the samples after participating in the Individual Development Plan. In cases where they could not close the gap of knowledge and skills, they would have to continue to participate in the Individual Development Plan until they could close the gap but could not participate more than three times. If they did not pass after the third time, they would have to attend the new employees training program again. The monitoring method was the follow up after participating in the Individual Development Plan to determine whether the employee could close the gap or not. This is similar to Arporn Puvitayaphan (2009) which stated that Individual Development Monitoring was the last step in the Individual Development Plan process. In this step, the supervisor would develop and reinforce the employee's strengths, and improve weaknesses according to the standard requirements and then monitor and evaluate whether the employees could work to progress in their career path or not.

Recommendations

Based on the research results of the development of a competency based performance assessment model to develop employees in the security industry, the researcher would like to make suggestions as follows.

1. Further research could be done on how to apply the competency-based performance assessment model in the security industry to develop performance assessment for employees in other businesses and industries such as cleaning services, the furniture industry, etc. Moreover, the development of the occupational competencies model of security officers who work in factories could be used to develop the competencies of security officers who work in office buildings, department stores, embassies, financial institutions, hotels, airports, etc.

2. Further research could be done on how to apply the competency-based performance assessment with the senior positions in order to cover all levels in the security industry.

3. Futher research could be done on how to apply occupational competencies of employees in the security industry to develop a training program for security officers, supervisors and inspectors.

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ผู้เขียน

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