Study on the Optimization Strategy of Secretary's Undergraduate Practice Teaching Based on Capability Maturity Model

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ABSTRACT

The importance of secretarial professional competence to service companies is undoubted, but there is a certain gap between the talents that enterprises need and the talents cultivated by universities. How to maximize the development of secretarial ability, how to shape their excellent professional qualities, and how to continuously improve the process of secretarial competence has become an important topic for applied secretarial undergraduate practice teaching. The Capability Maturity Model (CMM) is a continuous improvement model that can meet the concept of “progressive professional competence”. This model can provide an optimized path and guidance method for secretarial undergraduate practice teaching from a new perspective.¹

INTRODUCTION

At present, there are more than 600 undergraduate colleges in China that are transitioning to applications. Practice teaching is the effective support and important instructional method for current application-oriented colleges and universities to cultivate talents and forge professional ability. However, in the specific teaching process, practical teaching is always only a supplement to theoretical teaching, highly dependent on theoretical teaching, and there is no independent set of complete practical framework and operating system. Judging from the feedback of market demands, secretarial graduates should not only possess solid professional theoretical knowledge, but also retain professional competence. So how to design an overall secretarial undergraduate practical teaching at the operational level, how to

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construct and optimize the practical teaching model, and how to improve students' professional competitiveness is particularly important.

THE CURRENT STATUS OF UNDERGRADUATE PRACTICAL TEACHING

The Objectives of Practical Teaching are not Clear

Application-oriented undergraduate education should be more about to focus training the industry-specific talents who can foster the "materialization" of scientific research results, and the implementation of the intentions of management decision-making in practical business work[1]. This is not the same as the training of secretarial professionals at the vocational college level. It is only a simple accumulation of the practical abilities of secretarial practice.

The Effect of Practice Teaching Model is not Obvious

At present, secretarial majors have broken the closed classroom teaching model, and introduced teaching methods such as case analysis, role-playing, and simulated posts. However, they have not completely escaped the shackles of theoretical teaching, the characteristics and advantages of undergraduate practical teaching are not highlighted if there is no relevant theoretical knowledge course.

The Gradient of Practical Teaching Content is not Clear

The current secretary practice teaching content system is divided according to courses, and different courses have different requirements for students' abilities. This kind of practical teaching content system is difficult to distinguish different types and levels of capabilities, and the convergence between such content systems is not very fused, sometimes intermittent breaks, not easy to highlight the continuity of capacity training.

The Evaluation System of Practical Teaching Effects is not Reasonable

At present, the secretarial practical teaching has not formed a perfect evaluation index of practical teaching effect. The quality monitoring of the practical teaching process is in a vacuum state, sometimes the theoretical teaching evaluation model is transplanted, and the practical teaching cannot be measured scientifically. As a result, a good feedback mechanism cannot be formed.
THE ENLIGHTENMENT OF CAPABILITY MATURITY MODEL TO UNDERGRADUATE TEACHING OF SECRETARIES

Connotation of the Capability Maturity Model

The Capability Maturity Model (CMM) is a structural framework proposed by the School of Software Engineering of Carnegie Mellon University in the US to describe the key factors in an effective software development process. Now this model has been applied in various aspects.

The CMM is divided into five levels of maturity: initial level, manageable level, defined level, quantitative management level, and optimized management level. The core of its elaboration is to provide an evolutionary process capability maturity model framework.

The Enlightenment of Capability Maturity Model to Secretary Undergraduate Practice Teaching

The undergraduate practical teaching needs to establish a practical framework for compatibility, combing and integrating many practical contents, and providing a method for qualitative description and measurement of secretarial undergraduate practical teaching. The CMM provides a benchmark for secretarial undergraduate practical teaching, which enables the teaching to regularly measure the development of students’ professional abilities based on the scale, and also provides data for optimization and management improvement.

The ability maturity model was incorporated in the secretary's undergraduate practical teaching research, and the secretary occupational maturity model was constructed tentatively. The promotion stage of the secretary's occupational ability maturity was divided into five levels, and the key process areas corresponding to each level were determined. Key practices identify indicators for evaluating the maturity of capabilities and build an evaluation system.

CONSTRUCTION OF SECRETARY’S PROFESSIONAL CAPABILITY MATURITY MODEL

With changes in the needs of the labor market and changes in the occupational structure, the “secretary talents” developed by secretary undergraduate major should possess: correct professional awareness, optimized psychological structure, mature professional mentality, and even changes in the external environment such as equipment technology. Under the circumstances, we can also flexibly use knowledge principles to adapt quickly to changes in new positions. In addition, we can also conduct self-examination and self-development. Only with continuous and in-depth self-development, can secretary professional graduate gradually mature and continue to develop in order to adapt to the various changes in the work environment.
and thus forge post migration capabilities. Occupational ability has the characteristics of implicit, deep, long-term, procedural and dynamic. Only through continuous practice can we forge professional ability and become explicit behavior[2].

TABLE I. MATURITY LEVEL CHARACTERISTICS IN CMM MODEL.

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<tr>
<th>Capability Maturity Level</th>
<th>Management level</th>
<th>Grade Features</th>
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<tbody>
<tr>
<td>1. Initial</td>
<td>Primitive, unordered, management is reactive and empirical</td>
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<tr>
<td>2. Repeatable</td>
<td>Experience level</td>
<td>Formulate basic management system</td>
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<td>3. Defined</td>
<td>Regulatory level</td>
<td>Work flow standardization, documentation, comprehensive set of standard workflow</td>
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<td>4. Managed</td>
<td>Fine management level</td>
<td>Detailed analysis of work process and product quality data, with qualitative and quantitative understanding and control</td>
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<tr>
<td>5. Optimizing</td>
<td>Innovation management level</td>
<td>Previous feedback, new technologies, new trends, continuous process improvement</td>
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The Secretary's undergraduate professional competence maturity level is summarized as an evolutionary platform reflecting the level of improvement in practice teaching. Secretary occupational competence is divided into five maturity levels: initial level, repeatable level, definition level, management level, and optimization level. The maturity level of the ability reflects the different requirements of the capacity development stage in the secretary's work flow. The framework is shown in the figure1.

![Figure 1. Hierarchy of secretary occupational maturity model.](image)
(1) Capability Foundation (Initial Level): The secretarial students on the new college campuses have a certain level of learning ability, but the students' individuality and abilities are different, and because of the lack of practical experience, the concept of the secretary's professional competence is non-targeted and chaotic.

(2) Basic Quality and Basic Ability (Repeatable Level): With the deepening of teaching, students' secretarial professional awareness and professional quality are slowly cultivated. Verbal skills, communication skills, office affairs, workplace etiquette and career planning skills are the basic skills of secretarial students.

(3) Professional Ability (definition level): In the secretary position, in addition to having basic capabilities, secretary professional capabilities are also important, such as office software operating, document processing, document management, etc. This level is based on the practice of professional competence.

(4) Professional Core Competencies (Management Level): Professional core competencies are referred to as "visible key capabilities", such as language and word application ability, research ability, organization and planning ability, writing ability, conference management ability, information processing and integration ability.

(5) Migration Ability (priority): Migration ability can also be called "invisible key ability". This ability is not necessarily directly related to professional skills. This means that students can apply their knowledge and skills in a comprehensive and flexible manner to new professional situations, and can transfer and integrate competency. Such as crisis management capabilities, ability to adapt randomly, clear theme ability, and re-learning ability.

OPTIMIZATION OF SECRETARY’S UNDERGRADUATE PRACTICE TEACHING STRATEGY

The undergraduate practical teaching should be carried out throughout the entire education process. The goals and contents of the practical teaching should reflect certain levels and stages, and focus on the sustainable development of students. Under this ideological orientation, based on the job workflow, the key process of the secretary's professional competence maturity model is anchored, identifying key process areas (KPAs) and corresponding key practice activities (KP).

The Initial Level of Practical Teaching Strategies

In the first semester, teacher can introduce and transfer the secretary's job definition and social role to the secretarial freshmen through various ways so that the students can identify themselves and form a sense of the professional position of the secretary[3].

Key activities can be made up of the following: organizing students to visit the company to feel the corporate culture, inviting outstanding graduates to do special
lectures so that students can further understand the company secretary job responsibilities and qualifications.

Repeatable Level of Practical Teaching Strategies

While emphasizing professional awareness and occupational adaptation, it should also strengthen the cultivation of thinking methods. In the second and third semesters, students can develop and design a series of basic qualities and basic practical courses, such as music appreciation, Chinese culture general theory, foreign literature to improve students' humanistic qualities and cultural details. Basic practice courses can lead students to slowly approach the secretary world, contact the secretary's most basic duties and requirements, and these basic abilities can be achieved through repeated training.

Definition-Level Practical Teaching Strategies

In the fourth and fifth semesters, senior secretary can be invited to verify students’ vocational employment guidance, including information guidance, technical guidance, and psychological guidance. This helps students understand the secretary’s occupational employment situation and latest responsibilities, and master the correct job-search strategies and self-promotion techniques [4]. At the same time, students can be organized into groups to conduct social surveys of modern corporate secretarial competence requirements.

Management-Level Practical Teaching Strategies

In the sixth semester, students can be organized to participate in the National Occupational Skills Competition. It is also possible to train students’ abilities in various aspects by holding an on-campus secretarial skill competition.

The secretarial internship practice can be practiced in schools. Students take turns to the school's office to perform secretarial job for internships, and the department leader will assess the internship results. This kind of workplace-style experience can help students further deepen their understanding of the profession and provide a practical platform for them to step out of the school and embark on secretarial positions.

Optimization of Practical Teaching Strategies

Creating a secretarial office in the school can provide a practical platform for students to learn secretarial professional skills. By undertaking social activity planning and service projects, students can exercise relevant abilities and accumulate experience in real work.

Graduation internship is an important part that he truly serves as a secretary. The practice of secretarial posts for graduation internships is real, affairs are uncertain,
challenges are new, and pressures are unprecedented. At this time, students' resilience and ability to expand can be tested.

CONCLUSIONS

Using the Capability Maturity Model to guide the process improvement of the Secretarial undergraduate practice teaching, can further clear secretary’s ability to improve the process and make it stable, helping students change from “passive ability” to “active promotion”[5]. With the help of the basic idea of CMM, it is possible to improve the efficiency of training applied talents by improving secretarial practice teaching process, integrating scattered training content and activities. Students also use practical knowledge, analysis, speculation, and practical exploration in practical teaching to lay a solid foundation, improve professional skills, apply what they have learned, and strengthen their professional abilities. They will become application-oriented talents that meet the needs of modern society.

REFERENCES