

A Case Study on the Success Factors of Excellent Vocational Training Institutions

Min-Cho Kim
Sookmyung Women's University, Seoul, Korea

Young-Min Lee*
Department of Public Administration, Sookmyung Women's University, Seoul, Korea

— *Review of* —
**Integrative
Business &
Economics**
— *Research* —

ABSTRACT

This study aims to derive implications for the competitiveness of Korea's vocational training institutions by exploring their excellent capabilities based on the 7S model. In order to achieve the purpose of the study, 6 out of 12 institutions selected by the Vocational Competency Review and Assessment Service were chosen as Best HRD Academy that exceeded the competency standard. According to the result, there is a relationship between the excellent organizational capabilities of outstanding vocational training institutions and the 7s model components in reliability. In addition, it is necessary to develop a perfect training institution diagnosis model to conduct comprehensive consulting for vocational training institutions from the perspective of whether they meet the requirements expected of an 'excellent training institution. This study contributes to the model theory of organizational competitiveness diagnosis and verifies the determinants of outstanding vocational training institutions.

Keywords: Vocational training institution, organizational culture, Organizational competency elements, FGI.

Received 20 October 2023 | Revised 25 February 2024 | Accepted 13 May 2024.

1. INTRODUCTION

Amidst recent unforeseen pandemics, technological change, economic shifts, and societal transformations has accelerated. Many institutions now face the challenge of aligning themselves with the technology demanded by the market. They strive to introduce innovative educational methods that match the skills needed in the ever-evolving work environment, allowing learners to acquire the latest practical skills. Consequently, adaptability and the demand for relevant competencies have increased (Ko & Lee, 2021).

In South Korea, the vocational education and training (VET) system, as part of the national human resource development framework, continually evolves and grows within the economic, industrial, and socio-cultural context. The system aims to align its role and responsibilities with industry connections. However, challenges persist in developing a system that can sustainably meet the demands of the changing landscape. To address these challenges, it is essential to identify the competitive quality system elements necessary for VET institutions to thrive (Lee, 2022). Cho (2023) presents criteria for outstanding training institutions based on international best practices, emphasizing responsiveness to labor market demands. While some define certification and assessment

of vocational training institutions as meeting specific criteria for providing quality education to learners, others view it as an act of verifying and improving the quality of educational programs. Overall, the certification and assessment of vocational training institutions align with the CIPP model, which considers input, process, output, and outcome factors in the vocational training process.

The assessment criteria for Best HRD Academy (BHA) focus on minimal requirements, supporting institutions to play a leading role in vocational training improvement and achieve higher competency levels. However, comprehensive and systematic research identifies success factors for quality systems in vocational training institutions still needs to be explored. Therefore, it is crucial to establish management systems and expand organizational capabilities to ensure the consistent and stable production of vocational training outcomes such as trainee acquisition education and employment. Based on the McKinsey 7S model, a diagnostic model is used to understand organizations conceptually and assess their competencies.

This study examines the critical components of competency possessed by six outstanding vocational training institutions among the 12 selected as BHA in South Korea. Through a review process based on real cases, we analyze the specific success points of BHA-designated institutions (Korea Occupational Ability Assessment Institute, 2022) to comprehensively identify the competencies and elements necessary for quality system operation. The detailed success points of the BHA-selected organization were analyzed to derive whether the vocational training institution is meeting excellent capabilities from the perspective of the 7s model, which is the foundation needed for the operation of the quality system and the capabilities that the excellent vocational training institution should have. A Delphi survey was conducted to analyze the validity of the qualification design and operation of the BHA vocational training institution. The goal is to identify the excellent capabilities that a vocational training institution should possess and to explore areas for improvement.

2. RESEARCH

2.1 Definition of the concept of organizational competency

Selznick (1952) introduced excellent vocational training institutions to describe the characteristics of organizations from the perspective of organizational capabilities (Joo et al., 2021). Snow and Hrebiniak (1980) stated that organizational capabilities are a unique characteristic of an organization. Due to the combination of various elements, there are differences between organizations even in similar environments, and various strategies are selected in response to the environment surrounding the organization. Selznick (1952) defined it as a differentiated ability to possess resources that other competitors cannot easily access or to utilize resources in a special way (Jeon et al., 2020). In a Competitive situations, product innovation, technological capabilities, government support, and experience in improving HR technological capabilities and reducing marginal costs affect the organization and performance of small and medium-sized enterprises (Margahana et al., 2022). WCA (Work-Centric Analysis) analyzes the organizational process into five components, including architecture, performance, infrastructure, content, and risk, and is said to improve the work efficiency of members and provide a systematic portfolio for organizational and business operation management (Ong, 2023). In addition, As organizational capabilities for knowledge management performance, innovation

leadership, organizational learning, and organizational strategy are important determinants of knowledge management performance and are highly prioritized in the corporate world (Espita et al., 2022).

2.2 Definition of organizational diagnosis framework concept

In order to conduct a proper organizational diagnosis to identify the organizational capabilities of excellent vocational training institutions, there must be a diagnostic framework. The diagnostic framework derivation and analysis processes were presented since no diagnostic framework can be used for actual guidance at the primary local government level (Cho et al., 2021). Additionally, the framework for measuring the resources of organizational competitiveness measures strategic human resources and organizational performance that can create inimitable and sustainable competitive advantage (Lim, 2021). And the concept of organizational diagnosis requires that the field of diagnosis be specified in any organization, provide insight into the value of the organization using an organizational diagnosis framework, and use some systematic and specific research methods through research to understand and prepare for the phenomenon. “We will guide you on whether to use it” said (Jeong et al. 2, 2018).

2.3 Key requirements that an excellent vocational training institution must have

According to the European Training Foundation (ETF) and the EU & ILO. (2019) looking at the core requirements that must be met by an excellent vocational training institution that satisfies international standards for good vocational training (good TVET (Technical & Vocational Education & Training)) (Cho, 2023), first, excellent Second, having a trained teacher. Third, strong and goal-oriented leadership. Third, a high level of moral values. Fourth, protection and interest in learners. Fifth, results are derived by applying the highest testing and evaluation methods. Sixth, support for business and society implementation. Seventh, possessing and using sufficient resources: eighth, implementing education and training using the latest technology, and ninth, developing and implementing a balanced and challenging learning program.

In addition, We are looking at critical items that can be considered for evaluation and recognizing excellent vocational competency development training institutions in terms of quality management (Cho, 2023). ①Governance and leadership ②Finance ③Management and operation of information based on labor market and learner demand surveys ④Tools and equipment ⑤Learners ⑥Teachers and managers ⑦Competency-based internal and external evaluation ⑧Competency-based curriculum or training standards. Which are excellent the review and evaluation standards currently being implemented by the Vocational Competency Review and Assessment Service (from now on referred to as HIRA) in connection with the standards for evaluation and recognition of vocational training institutions are understood as standards for securing the minimum vocational training quality expected by the government.

The critical roles in ensuring the quality of vocational education and training (VET) institutions are as follows: Firstly, with their connectivity to industry, good VET institutions maintain strong links between education and industry, which ensures that the skills students learn are aligned with those needed in the market, which increases employability rates and improves the productivity of businesses. Second, it is introducing innovative education methods, Third, as a continuous review of vocational education and training systems, the OECD has reviewed VET systems worldwide since 2007. Through

this review, the strengths and weaknesses of each country's VET system are identified. A series of elements that provide a variety of education and training courses to understand the opportunities and challenges for a future-oriented, resilient and inclusive VET system are essential for the operation of excellent vocational training institutions (Cho, 2023).

2.4 Analysis of vocational training institution evaluation indicators

Since the 1990s, as vocational training has expanded significantly in quantity and as the internalization of higher-quality vocational training became required, evaluation of vocational training institutions has been conducted to improve the quality of vocational competency development training. The evaluation indicators primarily consisted of training competency evaluation, demand evaluation, and local employment and labor agency evaluation. Since 2013, as the evaluation system has been improved to focus on the capabilities of vocational training institutions, vision and strategy, and the leadership of the head of the agency have been added as important factors (Lim & Shin, 2014). However, in 2023, the Ministry of Employment and Labor's review and evaluation elements were primarily divided into institutional and process evaluation, and the training institution's vision and strategy items were excluded.

Table 1: 2013 Vocational Training Institution Evaluation Index

Evaluation area		Evaluation items	
Training competency evaluation (70 points)	1. Vision and Strategy (15 points)	Training institution vision (6)	
		head leadership (3)	
		Finance and Organization (6)	
	2. training program (25 points)	Training course development (10)	
		Training course operation (5)	
		Training course management (10)	
	3. training infrastructure (15 points)	Training facilities and equipment (5)	
		human resources (10)	
	4. trainee support (34 points)	unemployed training	Trainee Management (10)
			Employment support (9)
employee training		Trainee Management (10)	
		Career development support (5)	
Demand evaluation (20 points)	HRD-Net Trainee course review Student satisfaction survey (conducted on graduates and business owners)		
Evaluation by local employment and labor authorities (10 points)	Guidance and inspection results for training operations such as attendance management		

Source: Ministry of Employment and Labor (2013). 2013 Vocational Competency Development Training Institution Evaluation Plan, unpublished data, Gyeonggi: Ministry of Employment and Labor.

Table 2: 2023 Vocational Training Institution Evaluation Index

Evaluation area		
Institutional Evaluation	Institutional integrity	Compliance, Administrative action, Financial health, Training Capacity
	training performance	employment rate, Consumer satisfaction, Evaluation of graduates, On-site evaluation, (Infrastructure, course development, etc.)
course	basic requirements	

review	Course Adequacy	Training contents, Teacher, instructor, Facilities, equipment, etc.
	performance adequacy	
Adequacy of workforce demand by industrial region		
Evaluation results and utilization		
Institutional Evaluation	Each training institution is given a 3-year certification or a deferred certification grade and HRD-Net is disclosed (1-year certification for new institutions, 3-year certification and two additional years for excellent training institutions)	
course review	Excluding training course selection (including certification deferral level training institutions)	

Source: Ministry of Employment and Labor (2023). 2023 Vocational competency development training institution review and evaluation, Ministry of Employment and Labor

3. RESEARCH METHOD

3.1 Delphi Research Overview

The panel selected for the Delphi survey consisted of 6 directors and administrators or related personnel with over 10 years of experience, who were selected from 6 organizations among the 12 that were designated as BHA by the Job Ability Evaluation Agency (2022). These individuals were deemed to have a high understanding of BHA's excellent capabilities. Through literature research, field surveys, and expert interviews, they analyzed the detailed success points and the comprehensive capabilities that an excellent vocational training institution should have, as well as the organizational capability elements necessary for the operation of the quality system

The expert Delphi survey was conducted in two stages: the first stage from July 1 to July 16, and the second stage from July 18 to July 25, spanning approximately three weeks.

Table 3: Expert Panel Configuration

No	Name of training institution	Participants	Position	Date
1	Korea IT Education Center	Ko, 00	Director	2023.06.30.
2	Green Motor Vocational College	Kim, 00	Head of department	2023.07.20.
3	Kyungpook National College of Industrial and Vocational Studies	Kwuak, 00	CEO	2023.07.25.
4	Daesung Vocational College	Kim, 00	The head of the school affairs department	2023.07.26.
5	Youngjin Vocational College	Ji, 00	Manager	2023.07.21.
6	Hunet	Moon, 00	Head of department	2023.07.05.

- The questionnaire used in the survey was developed based on the development plan, BHA qualification-related literature from the Evaluation Agency, and advisory meetings with related parties.

- The content used in the questionnaire consists of strategic operation systems, organizational operation systems, human resource management systems, organizational culture, organizational growth, performance management systems, and training business management, all related to the capabilities of excellent training institutions.
 - Each question is asked in an open-ended format to gauge the degree of agreement, and the response format is structured on a 5-point Likert scale, ranging from ‘Strongly Agree (5 points)’ to ‘Strongly Disagree (1 point)’.
- Based on the 7S model, 7 diagnostic areas and 21 sub-factors (diagnostic items) were reorganized as diagnostic indicators to assess competitiveness in the organization with management resource factors.

Table 4: Delphi Survey Configuration Item

Category	Concept	Sub-element
Common	Strategic Management	Value system
		Management Strategy
		Leadership
	Organizational System	Organizational Structure
		Way of working
		Operational efficiency
	Human Resource Management	HR management System
Competency development		
Performance compensation		
Organizational Culture	Value internalization	
	Improvement of organizational culture	
	Organizational trust	
Organizational Growth	Internal and external networking	
	Risk management	
	Organizational development	
Performance Management	Internal and external Customer satisfaction	
	Financial performance	
	Training performance	
Training Project Management	Training performance	
	Training planning	
	Training evaluation	

Source: Craig Placer and Babette Bensosan (2010). Application of business competitive analysis

- Data collection was conducted by the researcher explaining the purpose and content of the research and the method of writing to the survey subjects, and the survey was conducted in the form of sending and replying to questionnaires via email to expert panels who responded that they would participate in the Delphi survey.
- To increase the accuracy of the survey, verification was conducted for missing or duplicated responses, and if revisions were needed, contact was made again for verification.
- The results of the Delphi survey are summarized as follows. The analysis produced content validity, consensus, convergence, and stability.
 - The Content Validity Ratio (CVR) is a methodology developed by Lawshe (1975) to quantitatively measure content validity. The CVR value ranges from -1.00 to 1.00, and the higher the value, the higher the content validity.
 - The consensus $(1-(3\text{rd quartile}-1\text{st quartile})/\text{average})$ and convergence $((3\text{rd quartile}-1\text{st quartile})/2)$ are indicators that show how well the opinions of the survey subjects have been agreed upon. The closer to 1 the consensus is, and the closer to 0 the convergence is, the better the agreement is understood to have been achieved.
 - Stability (standard deviation/average) means that if it is less than 0.50, it is judged that an agreement has been reached, and it is not necessary to conduct any more surveys.

Table 5: Summary of Delphi survey results

Navigation area	Sub-element	Average	Standard deviation	CVR	Agreement diagram	Convergence degree	Stability
Strategy Management	Value system	4.50	1.00	0.750	0.944	0.125	0.222
	Management strategy	4.75	0.43	1.000	0.947	0.125	0.091
	Leadership	4.63	0.48	1.000	0.784	0.500	0.105
Organizational System	Organizational Structure	4.50	0.50	1.000	0.778	0.500	0.111
	Way of working	4.38	0.99	0.420	0.771	0.500	0.227
	Operational efficiency	4.63	0.48	1.000	0.784	0.500	0.105
Human Resource Management	HR Management System	4.63	0.48	1.000	1.000	0.500	0.105
	Competency development	4.88	0.33	1.000	0.941	0.000	0.068
	Performance compensation	4.25	0.43	1.000	0.771	0.125	0.102
Organizational Culture	Value internalization	4.38	0.43	1.000	0.771	0.500	0.111
	Improvement of organizational culture	4.38	0.70	0.750	0.773	0.500	0.159
	Organizational trust	4.50	0.50	1.000	0.773	0.500	0.111
Organizational Growth	Internal and external networking	4.50	0.71	0.750	0.944	0.500	0.157
	Risk management	4.50	1.00	0.750	0.947	0.125	0.222
	Organizational development	4.75	0.43	1.000	0.784	0.125	0.091
Performance Management	Internal and external Customer satisfaction	4.63	0.43	1.000	0.778	0.500	0.105
	Financial performance	4.50	0.50	1.000	0.771	0.500	0.111
	Training performance	4.38	0.99	0.750	0.784	0.500	0.227

Training Project Management	Training performance	4.63	0.43	1.000	0.784	0.500	0.105
	Training planning	4.63	0.48	1.000	1.000	0.500	0.105
	Training evaluation	4.88	0.33	1.000	0.941	0.000	0.068

4. RESULTS

The excellent competency diagnosis tool of excellent vocational training institutions was adopted as an organizational diagnosis model to analyze the excellent capabilities of vocational training institutions based on the McKinsey 7S model. The terms and concepts of the excellent vocational training institutions (BHA) participating in FGI were easy to understand. In addition to the 7 diagnostic items, vocational training institutions conducting business activities while simultaneously making ethical contributions and social contribution activities that benefitted society. Additional opinions were also presented regarding the activities being pursued. In addition, it was confirmed that it is a tool that can identify and diagnose excellent capabilities, that is, the most comprehensive and comprehensive organizational capabilities to secure organizational competitiveness, and based on this, strategy, structure, system, leadership, tasks and technology, personnel or members, values and attitudes, In addition, the environmental analysis and operational status that can be seen in the field of vocational training institutions were reviewed together and the competency elements that make BHA institutions successful were derived from the following seven perspectives.

Organizational competency elements through interviews with BHA organizations

Organizational Culture Aspect

We consider organizational culture and philosophy necessary. We have a great deal of interest in organizational culture and support at the organizational level, and by conducting club activities and encouraging a culture of praise to internalize organizational values, we maximize the performance of our members and establish and operate a performance-based compensation system accordingly. In addition, to operate a transparent evaluation system for fairness, we select our own evaluation results and various quantitative and qualitative indicators and conduct 1:1 interviews and regular feedback. In addition, we are continuously trying to connect the opinions of instructors, required competencies, and competencies learned through internal experience to the performance management system.

(BHA 1) "To internalize organizational values, we conduct club activities, encourage a culture of praise, and create an organizational culture system so everyone can maximize performance."

(BHA 2) "As the organization continued to grow, there were continued opportunities for growth. It was important that the management philosophy was firm and that the principles and philosophies were consistently followed."

(BHA 5) "To support a trust-based organizational culture, personnel, evaluation, performance, and reward systems must be in place."

(BHA 6) "By presenting and confirming the organizational culture and the direction we should take, we explain the organization's direction to internal employees and the outside world. In order to internalize the organizational value to our members, we are establishing a mid-to-long-term development plan every five years and an operation plan every year."

Strategic Management Aspects

We have established an advanced industry-academia cooperation model that minimizes and maintains strong connections between education and industry. In particular, we established a process for upgrading the industry-academia cooperation operation model that ensures that the skills learned by students are consistent with the skills needed in the market, analyzed the needs of local industries and associations, and advanced the industry-academia cooperation system that reflects the characteristics of corporate groups to create new jobs. We have developed specialized courses for companies and industries and established field-customized facility equipment infrastructure. We are trying to involve contracting company representatives and technical experts in training courses.

(BHA 1) “We are continuously checking data on nationwide education demand and operation status to check in advance risks due to changes in the external environment.”

(BHA 3) “The capabilities of members are very critical to respond to a crisis, but it does not seem possible through the strength of just one person. When dividing work, each department has its role, and leaders who can play that role very well work together with employees who know the content well.”

(BHA 4) “The management level is responsible for establishing, planning, and promoting strategies for new businesses. “There is a management-level team thinking about new business, and dedicated field instructors are also brought in as needed.”

Organizational Aspects

In creating an innovative organization for sustainable growth, we are creating and operating a dynamic and innovative laboratory organization to avoid becoming bureaucratized as the organization grows. We are changing all connected systems, including the personnel system, and encouraging managers and employees to participate. A venue for ongoing discussion and debate is being created. In addition, it is essential to identify and manage risks in organizational management. Utilizing personnel data, we regularly conduct review sessions, 360-degree leadership diagnosis, feedback sessions, and leadership coaching sessions to provide HR-centered, performance management-centered systematic training and periodic training. Monitoring is being carried out. Based on this, we seek strategic changes to change the education market through strategic business.

(BHA 1) “Although there is no dedicated risk organization, we believe that effective risk management is possible.”

(BHA 2) “We are automating what can be automated, trying to eliminate simple repetitive tasks, and substantially continuing to simplify.”

(BHA 6) “We are hiring full-time employees to instill a sense of responsibility as we run a 100-year company with a sense of responsibility as we have been engaged in vocational training for a long time.”

Human Resource Management Aspects

In order to improve training infrastructure according to industrial technology transition, develop smart mixed training training courses, and participate in training of industrial field experts for training for new technology education, we are focusing on nurturing field-oriented talent. With changes in new technology, we are focusing on cultivating field-oriented talent. Members discuss how to meet corporate needs through self-development through education and training for about a full year in content

development. At the beginning of each year, members make suggestions based on self-development plans and competency evaluations, and mid-term on proposal implementation. We perform specific performance management to achieve goals through reporting and feedback procedures. We lead a method of motivating people by providing financial and non-financial rewards to those who work hard, and we also work with the motto of creating a stable employment base with full-time employees and growing only when the organization and employees come together.

(BHA 2) “We are working to internalize and institutionalize a culture of autonomy and responsibility, and we are reflecting the CEO’s message when creating the personnel system.”

(BHA 4) “Because it is comprised of full-time employees, the power to move through cooperation is very strong. “The head of the organization takes more stringent action against people who disrupt the organizational atmosphere than those who are unable to do their jobs.”

(BHA5) “To change members, a performance compensation system must be established so that members can move voluntarily.”

Performance Management Aspects

It can be divided into organizational reorganization and performance and effect. First, the organization was comprehensively diagnosed for reorganization, and the direction in which the organization should move was confirmed. We attempted to build an innovative organization using a bottom-up method and introduced the OKR and MBO for organizational innovation. In other words, goals centered on trainers and graduates were set for organizational innovation. Among the achievements and effects of the organizational reorganization, first, multi-job training was organized and specialized into specialized job training, and organizational flexibility and agility were secured through organizational innovation. Community expansion was created through organizational reorganization, and in addition to existing customer management, it became possible to secure future customers. In addition, performance (employment rate) has improved through job restructuring, and by redefining the vision and mission of the institution, the new normal, a new education that leads the times, is being realized.

(BHA 2) “Financial compensation is important, but non-financial compensation is also important, so the company seeks to guarantee employees’ autonomy and invest heavily in training. “10% of net profit is shared with employees, and 3% is set aside as an employee happiness fund.”

(BHA 2) “From the CEO to each team, we share monthly achievements and share examples of how we have increased productivity, working together to increase the organization’s overall productivity.”

(BHA 3) “At the beginning of every year, we submit a competency development plan, make suggestions according to the competency development plan, and report accordingly. We have rules based on goal achievement.”

(BHA 6) “We are finding out how things have improved this year compared to last year and how trends have changed compared to the past three years. However, as we address realistic issues, we seem to take the lead in specialized projects.”

Training Project Management Aspects

By establishing a customized growth management system that helps trainees develop

their abilities and find employment simultaneously, we are achieving learner-centered training operation results so that trainees can directly participate and feel interested and fun. Trainees can receive training virtually in the same environment. Implementing this contributes to acquiring actual qualifications and improving field adaptability. In the efforts of all executives and employees to increase the trainees' satisfaction, we conduct surveys and support the feedback to provide education and management until trainees are 100% satisfied. For example, two years ago, the demand for IT-related trainees increased, and even essential businesses focused on IT education. We designed a conversion-type curriculum and developed a workforce with industrial sites so trainees and instructors could maintain employment. It can be seen that active support is being provided.

(BHA 1) "To incorporate various trends that may occur in the industrial field as much as possible, we have secured and engaged a large number of industrial field experts from course design to recruitment, selection, operation, evaluation, and grading, and the systematization of education is very important. "I'm thinking about it."

(BHA 2) "To increase the satisfaction of trainees, we are conducting our surveys and providing feedback, and many IT-related trainings are also being created in the institutional industry. "From an operational perspective, we must be able to design a conversion-type curriculum and meet training instructors' human resources development needs."

(BHA 4) "The method of measuring training performance only needs to fall within the scope of training performance presented by HIRA. "Because it is a training institution, training results are important, and we consider financial performance very important."

Organizational Growth Aspects

In terms of efforts to manage environmental changes and risks, recognizing and responding to external changes, which can be considered a priority, is the most important. Although no organization is dedicated to risk management, we have a nationwide organization to check risks due to changes in the external environment. It is believed that effective risk management is possible through an effective operating system and internal and external information management, such as continuous monitoring of data on education demand and operation status.

(BHA 2) "We are continuously discussing future-oriented business areas in the education business, running a separate R&D organization and continuously conducting pilot tests."

(BHA 3) "We are preparing to take advantage of our close relationship with the company and build a stable education system that is not limited to specific NCS training but rather trains the manpower required by the company."

(BHA 6) "I believe that BHA selected us for producing results by proactively conducting digital transformation as the industry-academia cooperation model needs to be upgraded."

- A survey was conducted based on the 7S model targeting excellent training institutions. As a result, the organizational diagnosis results showed a high level of satisfaction with an overall average of 4.5 or more. The practical meaning of the management quality system according to organizational operation has been extracted.

Table 6: Survey results by BHA Agency

Average	Institution 1	institution 2	institution 3	institution 4	institution 5	institution 6
4.5	4.3	4.8	4.4	4.8	4.0	4.5

5. CONCLUSION

The purpose of this study is to comprehensively explore the know-how of sustainable management of training institutions possessed by excellent vocational training institutions, and the main components of the characteristics and capabilities of each training institution.

To achieve this, in-depth interviews were conducted with the Subject Matter Experts (SMEs) and heads of six institutions selected as BHA.

The content of the interview was analyzed based on the McKinsey 7S model and centered on the cases. In order to verify the validity, it was confirmed that the overall validity was secured in the seven organizational management and operation capabilities according to the results of the Delphi survey.

It has been shown that the basic capability elements for BHA selection are emerging to enhance the awareness of the need for excellent training in other institutions as well.

- Excellent training institutions each have common and unique characteristics, and they demonstrate strategic management that shows their working methods, such as the overall operational status and organizational system in BHA institutions, human resource management for performance and growth, and the satisfaction of the work environment for training business management. They also have a management policy that the members grow together.
- Vocational training institutions or vocational training education programs are sometimes defined as providing quality education to consumers by meeting certain standards. However, it is also defined as an act of a vocational training institution verifying whether certain standards for quality assurance and improvement of the curriculum are met.
- The success factors for becoming an excellent vocational training institution need to be systematized. Through the development and implementation of the institution's own quality management model, it is necessary to use it for the voluntary system construction and operation of the vocational training institution. It appears that a foundation is needed for policy making and implementation to improve the quality of vocational training quality and to be competitive.

In order for the results of this research project to be effectively utilized in the field in the future, the following points need to be considered.

First, it is necessary to measure the level of organizational management and operation capabilities for those who want to enter excellent training institutions, and prescriptions

and support measures that match the results should be composed together. If the capability level of the training institutions is low, it is necessary to develop a program that can resolve this, not a program that is implemented in a short period of time, but to develop a personal learning program or manual for the person in charge of the vocational training institution and distribute it.

Second, it is necessary to periodically validate the diagnostic tools for enhancing the capabilities of excellent training institutions and to continuously improve to create more sophisticated tools. This study diagnosed the current state of organizational management and operation in excellent vocational training institutions. However, changes in policy and the passage of time can lead to changes in the types of training institutions. Therefore, it is necessary to consider other elements related to the overall operation of other vocational training institutions besides BHA in a multidimensional way, and environmental analysis and research are also necessary accordingly

Lastly, through this study, it is necessary to produce diagnostic results according to the characteristics of each training institution for enhancing the excellent vocational training capabilities, and to review the results in various aspects such as the types of businesses handled in the training business, trends according to the training business, and conditions for the business. In order to prescribe appropriately for a specific group, it is necessary to conduct regular diagnoses, derive factors that influence vocational training institutions, develop a capability model for capability enhancement, and propose appropriate support policies in the future.

REFERENCES

- [1] Chor, J. N.. (2010). Experiences and lessons of organizational diagnostics experts on the process of organizational diagnosis. *The Journal of Korean Policy Studies*, 10(1), 291-309.
- [2] Cho, J. Y., Choi, Y. J., & Jeon, D. W. (2021). Development of Role Modeling and Competency Diagnosis Tool for Work-Study Parallel Joint Training Center.
- [3] Cho, J. Y. (2023). Concept Note(Development of the Quality Management System for the TVET Institutions in Sierre Leone. World Bank.
- [4] Espita, K. O., & Guhao Jr, E. S. (2022). A Structural Equation Model on Knowledge Management Performance in Higher Education Institutions in Region VIII. *Review of Integrative Business and Economics Research*, 11(2), 95-114.
- [5] Jeong, H. S., Yang, S. B., & Shim, J. S. (2018). A Poetic Discussion on the Development of Organizational Diagnosis Framework in Basic Local Governments. *Korean Association of Governmental Studies*, 30(1), 61-92, 10.21888/KPAQ.2018.3.30.1.61
- [6] Jung, N. I., & Hwang, B. J. (2020). Impact of certification system of vocational Training institutions on management performance: Mediating effects of absorptive capacity and innovation behavior. *Korean Business Education Review*, 35(1), 175-199.
- [7] Jeon, H. S., & Choi, K. (2020). The Effect of Organizational Capacity of Social Enterprise on Social Outcome: Analysis of Moderation Effect of Economic Outcome. *Journal of Social Value and Enterprise*. 13(3), 139-166.

- [8] Joo, H. J., Kim, J. W., Cho, D. Y., Jeong, J. Y., Ko, N. S., & Kim, E. K. (2021). The Development of an Organizational Competency Diagnosis Tool for a National University of Education. *Human Engagement Institute*, 16(1), 41-76.
- [9] Ko, H.W., & Lee, C. S. (2021). Analysis of Perceptions on Accreditation System of Vocational Training Providers and Measures to Improve the Accreditation System. *Journal of the Korea Academia- Industrial Cooperation Society*, 22(2), 694-704.
- [10] Lim, E. C. (2021). Strategic Human Resource Management and Financial Performance of Plastic Manufacturing Companies in Caloocan and Valenzuela. *Review of Integrative Business and Economics Research*, 10, 82-94.
- [11] Lee, W. H. (2022). The Effectiveness Analysis of the Quality Management System of Vocational Competency Development in Korea. *Korea University of Technology Education*.
- [12] Lim, S. Y., & Shin, S. Y. (2014). A Study on the Leadership of Vocational Training Institute Principal of Excellence. *The Journal of Vocational Education Research*, 33(1), 105-132.
- [13] Ministry of Employment and Labor (2013). 2013 Vocational Competency Development Training Institution Evaluation Plan, unpublished data, Gyeonggi: Ministry of Employment and Labor
- [14] Margahana, H., & Sugandini, D. (2022). Human Resource Competency, Government Support, Experience, and Product Innovation on Business Performance. *Review of Integrative Business and Economics Research*, 11, 184-197.
- [15] Ong, H. T. (2023). Using a WCA Framework to Analyze the Use of Management Information System: A Case Study on Syngenta. *Review of Integrative Business and Economics Research*, 12(4), 248-258.
- [16] Park, S. S., & Gang, G. J. (2013). Development of a Management Model for Health Family Support Center for Generational Integration: Centering on the Health Family Support Center in Cheonan-si. In *Proceedings of the KHMA Conference* (pp. 213-224). Korean Home Management Association
- [17] Ronald, R., & Amelia, A. (2023). Deeper Insights into Service Quality in the Context of Commitment and Loyalty: A Study on Internet Providers in Indonesia. *Review of Integrative Business and Economics Research*, 12(1), 134-147.
- [18] Selznick, P. (1952). *The Organizational weapon* New York, NY: McGraw Hill.
- [19] Snow, C. C., & Hrebiniak, L. G. (1980). Strategy, distinctive competence, and organizational performance. *Administrative science quarterly*, 317-336.
- [20] The Bangladesh Government, EU and ILO. (2019). Guidelines for Model TVET Institutions(MTIs).