



Understanding Transferable Skills in Vocational Education in Improving Employability for Administrative Assistants: A Literature Study

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Article Info:

Keywords:

Transferable Skill;
Administrative Assistant;
Employability;

Article History:

Received : 23-03-2026
Revised : 16-05-2026
Accepted : 27-05-2026

Article DOI :

<https://doi.org/10.53276/eligible.v5i1.134>

Abstract

Vocational learning experiences such as practical training, internships, work-integrated learning, and industry projects help students develop transferable skills. Skills like communication, teamwork, problem-solving, adaptability, self-management, and digital competence enable administrative assistants to meet evolving workplace demands. Greater adaptability enhances employability, competitiveness, and career growth. Transferable skills become a competency that must be considered as soon as an Administrative Assistant receives training at a higher education vocational school. As an Assistant, one must be able to understand the leaders and the team being served and continuously improve their competencies and knowledge by learning about the industry they work in, as they are expected to understand the meaning of being part of the inner circle of an executive or team when working as an Administrative Assistant. This narrative review explores how vocational learning experiences influence transferable skills, adaptability, competitiveness, and career development for future administrative assistants.

How to cite : Widiati, A. (2026). Understanding Transferable Skills in Vocational Education in Improving Employability for Administrative Assistants: A Literature Study. *ELIGIBLE : Journal of Social Sciences*, 5(1), 78-88. <https://doi.org/10.53276/eligible.v5i1.134>



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INTRODUCTION

Transferable skills are essential for Administrative Assistants due to the complex role they play in facilitating communication and managing information. Administrative Assistants must enable productive communication among leadership team members. The role is sometimes referred to as a secretary. According to Duncan (2011) and Kolkatkar (2013), in journal (Rachaniphorn Ngotngamwong, 2018), *In fact the number of secretaries has dwindled over the past decade and the term 'secretary' is hardly heard of*

in today's professional business world as the title has being replaced by 'Administrative Assistant' instead. the number of secretaries has declined over the past decade. The term 'secretary' is now rarely used in professional settings, having been largely replaced by 'Administrative Assistant'. The title for this position varies by organization and may depend on company policy or whether the assistant supports an individual or a team..

According to Hergenrother (Adam Hergenrother (Author), 2019), *an Administrative Assistant assists with the day-to-day administrative details for an office, a division, or multiple Executives. Most Administrative Assistant duties revolve around creating order, managing and distributing information within the office, supporting productivity, and solving logistical issues. This may include tasks such as managing the flow of internal and external communication, arranging meetings and travel, greeting clients and customers, managing files, performing tech support, maintaining physical and electronic files, and managing the office and marketing.* An Administrative Assistant's ability to organize and distribute information to the right recipients and ensure effective internal and external communication significantly enhances organizational productivity.

In this journal, Wijarnako (Dhaneta & Wijanarko, 2025) investigated the impact of the work environment and verbal communication on administrative staff productivity at Universitas Sebelas Maret. The results indicated that both verbal communication and the work environment had a significant positive effect on staff productivity. However, the study primarily addressed communication and workplace conditions, without explicitly considering transferable skills as a comprehensive employability construct. As a result, competencies such as teamwork, problem-solving, adaptability, critical thinking, self-management, and lifelong learning were not sufficiently explored. This gap highlights the need for further research on the influence of transferable skills on the effectiveness of administrative assistants, particularly among graduates of higher education vocational programs.

Previous research has addressed administrative-staff performance (Sirait & Anatan, 2023), training needs, and talent development (Matlakala & Bezuidenhout, 2024) and transferable skills, considered soft skills, are frequently examined in isolation, such as communication, interpersonal skills, or training transfer (Widodo et al., 2025), rather than as a cohesive set of competencies. Research on the relationship between transferable skills and administrative-assistant effectiveness among graduates of higher education vocational programs remains limited. As a result, the specific contributions of communication, teamwork, problem-solving, critical thinking, adaptability, self-management, and digital competence to administrative performance remain insufficiently substantiated.

LITERATURE REVIEW

The Definition of Transferable Skills in the World of Work. According to Yena (2020) in the journal Fajriani, F., Supriatna, M., Ahman, A., Saripah, I., & Yulizar, Y. (Fajriani et al., 2023). *Transferable skill* is a skill acquired in a single circumstance that can be applied to a new situation and as a basis for developing a career. The same opinion is also expressed by Olesen et al. (2020) in the journal that *transferable skill* It is associated with the development of skills for a job, either general skills required for various jobs or skills required for a particular job. From the definition, *transferable skills* are life skills that are the basis needed to face future careers. Unicef (UNICEF, 2022) The Global Framework on Transferable Skills, states that the working definition of transferable skills is cognitive skills (related to thinking and include the ability to focus,

solve problems, make informed choices, and set plans and goals), social skills (related to interactions with others, including the ability to communicate, collaborate, resolve conflicts, and negotiate), and emotional skills (related to skills related to understanding and regulating one's own emotions, coping with stress, understanding the emotions of others, and the ability to empathize with others).

Employability. According to Weinert (2001) in the Journal of Muhamad, S. (Muhamad, 2012). *Employability is defined as the relative ability of an individual for employment, with account being taken of the interaction between personal characteristics and the labour market. However, employability is rarely obvious and clear. In most cases, the core ideas relate to the tendency of students or graduates to get jobs. In the same journal, Yorke (2006) defines graduates' employability as "... a set of achievements – skills, understanding and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy"*.

The ability to enter the world of work is an ability that is relatively adjusted between personal character and labor market demand. However, the ability to enter the world of work must still be prepared by certain education graduates to achieve a certain skill that is indeed needed to be able to get a suitable job that can be beneficial to society and develop the world economy as a whole.

Employability is also closely related to the perspectives and demands of employers. In the same journal, another opinion from Bollerot (2001) considers employability as a means of analysis and understanding of the selection process of job seekers in the labor market, and as an element in human resource management in enterprises (based on the knowledge required to perform tasks) internally. Various definitions of the above agree that getting a job is related to the development of the individual for the job, especially for "job-ready" graduates.

The ability to enter the world of work is greatly influenced by the perspective and desires of the workforce user. Many analyses will be used in the labor recruitment process to be adjusted to the readiness of graduates for work and for the development of graduates in the future.

Learning that emphasizes knowledge, skills, and attitudes. Equipping the workforce with the skills necessary to function as competent Administrative Assistants. A standardized curriculum is required to integrate knowledge, skills, and attitudes into daily school training. This approach prepares students with the essential competencies and mindsets needed to effectively serve as leaders or team members.

Knowledge (Kusuma Negara College of Economics, n.d.) is information obtained from the use of our senses such as hearing, smelling, palpating, feeling, and seeing. According to Baartman L (Baartman & De Bruijn, 2011), knowledge is categorized into three sections, starting with 1) *Declarative Knowledge*, which is the capacity to understand information through study (theory). 2) *Procedural Knowledge*, knowing how (technique) to do a task 3) *Strategic or Metacognitive Knowledge*, being able to use previously learned theories and techniques to be able to solve a problem. The knowledge referred to here is knowledge that will be used as a basic insight in entering the world of work. This knowledge is interpreted as a variety of concepts that can continue to be explored for further understanding when students enter the world of work. To develop knowledge in general, it is obtained by reading or discussing. The ability and interest in literacy in students must always be reinforced and improved to gain depth so that, at the time of discussion, they are able to provide weighty thoughts or ideas. Students must be

given the awareness that literacy is an important part of the Administrative Assistant's duties, which requires understanding all incoming information and then conducting analysis to make priorities with qualified understanding. *Skill/Skills* (Anissa Sekarningrum, 2022) is the ability to do something. One can cultivate skills via professional training and practical experience. The skills listed here are those required in the workplace for this specific profession, which in this instance is a secretary. Work skills according to Budiyono (2014) in the journal ((Rulianti & Herdidayanti, n.d.) is the ability to translate knowledge to be used in solving problems so that the company's goals are achieved.

RESEARCH METHODS

A narrative literature review examined transferable skills relevant to administrative assistant effectiveness. This method was selected because of the varied study designs, concepts and outcome measures in the literature. The review compared and interpreted existing research instead of calculating a pooled statistical effect. Thematic analysis was conducted using transferable skills dimensions from prior studies and their relevance to administrative work. The selection and interpretation of sources may involve researcher judgement. The review may not include every relevant publication, and differences in terminology may have resulted in some studies being overlooked.

The literature search used Google Scholar, Scopus, ScienceDirect, Garuda, DOAJ and SINTA. Keyword combinations included “transferable skills,” “employability skills,” “soft skills,” “administrative assistant,” “administrative staff,” “office assistant,” “office administration,” “vocational education,” “job performance,” and “productivity.” Related terms were included since relevant studies may use different terminology.

The review included peer-reviewed journal articles and credible academic publications that discussed at least one transferable or employability skill and related it to administrative work, vocational education, graduate employability, workplace competence, or job performance. Studies published mainly between 2016 and 2026 in English or Indonesian were considered. Older publications were included when they provided important theoretical definitions. Publications were excluded when they focused only on technical office skills, unrelated occupations, institutional administration without staff performance, non-academic webpages, duplicate records, or sources without sufficient information about their methods and findings.

The selected literature was reviewed through title and abstract screening followed by full-text reading. Additional relevant articles were identified from the reference lists of key publications. The sources were assessed according to their relevance, credibility, clarity of research design, quality of evidence, and applicability to administrative work and higher education vocational education.

Data were organised according to author, year, country, research context, participants, research design, transferable-skill dimensions, administrative-effectiveness indicators, main findings, and limitations. The findings were synthesised thematically under communication, teamwork, problem-solving, critical thinking, adaptability, self-management, time management, digital competence, and administrative effectiveness. Particular attention was given to whether each study examined transferable skills comprehensively or addressed only selected skills. The synthesis was used to identify the research gap concerning the influence of transferable skills on the effectiveness of administrative assistants.

RESULTS AND DISCUSSION

Results

According to Vaidya, N. (Vaidya, 2019), *Transferable skills refer to those adaptable abilities that individuals carry from one life experience to the next. One can obtain transferable skills via formal education and training, hobbies, and professional experiences. An awareness of transferable skills has become increasingly important for people making job choices and changes. In the journal, Liptak (2008) suggested that most people have hundreds or even thousands of skills, many of which they are aware of and use daily, while others often remain hidden and never surface. He said, "Because you can gain them from a wide variety of activities and then transfer them from one task to another, skills have become more important in today's world of work".*

Transferable skills consist of a collection of abilities gained from various life experiences, including professional work, formal schooling, specific training, or hobbies. Versatile skills play a critical role when deciding on a target career or considering a career change. Everyone is unique because certain transferable skills may go unused while others are applied on a daily basis.

In the journal, Lock (2005) suggested that transferable skills are things you do, such as teaching, organizing, assembling, designing, and operating. He said that transferable skills are skills that you naturally develop from all aspects of life, especially from activities outside of work, and then transfer to a job.

The ability to transfer skills acquired outside of work, for example, organizing, combining, designing, and operating many things that ultimately become useful in the world of work.

Similarly, Liptak (2001) suggested that interests and leisure activities often provide opportunities to develop skills that can be used in a work environment. He emphasized the importance of career counselors becoming more mindful of their clients' interests, leisure pursuits, and family backgrounds, and recognizing how these factors shape their professional abilities. According to Liptak (2008), people can gain transferable skills through numerous roles and environments outside of a professional workplace. The diverse applications of these settings include recognizing strengths and capabilities, pinpointing essential professional skills to boost self-confidence or self-esteem, and assisting those changing careers to discover new options by concentrating on their skill sets

It is undeniable that participating in hobbies or leisure pursuits offers a chance to grasp how one functions within a genuine professional setting. You can acquire transferable skills by participating in different roles and experiences. Through these various roles and circumstances, an individual's strengths and capabilities become apparent, which boosts confidence and allows them to further refine their skills in the future.

Discussion

Education in *transferable skills* starts immediately and is embedded in classroom activities that support the application process of excellent service. In the process of educating an *Administrative Assistant*, in terms of providing excellent service, they must be trained to build a habit of providing excellent service before entering the world of work so that, later, they can understand *transferable skills* (Nägele & Stalder, 2017) as part of the process of adapting to the world of work.

Furthermore, employability skills can be transferred to different roles, which

improves a job seeker's chances of finding work. According to UKCES (2009 : 9), these represent 'the skills almost everyone needs to do almost any job'. Within that same journal, Lewis (2007) provided an opinion suggesting a general agreement that transferable skills are useful proficiencies enabling people to potentially perform well in diverse practical situations. Across nearly all roles or circumstances, individuals require (1) basic capabilities like reading, writing, numeracy, and digital literacy, (2) interpersonal abilities like communication, teamwork, negotiation, leadership, or customer service, (3) cognitive skills such as planning, problem-solving, and managing data, (4) professional skills including enterprise and innovation, and (5) social skills, such as citizenship.

Transferable skill is the skill to adapt to the world of work which in general is (1) fundamental skills, which include an understanding of numbers and technology (2) people-related skills including communication, interpersonal skills, influencing skills, negotiation skills, cooperation skills, customer service skills, and leadership skills. (3) conceptualizing/thinking skills, including the ability to manage information, problem-solving, and planning. (4) skills about business, including innovation skills and business skills, and (5) community skills as part of a society.

Get to know the leader. Furthermore, it is vital for leaders to comprehend that an assistant serves to assist the *inner circle* of leaders or teams. To be able to understand the *inner circle*, according to Hergenrother (Adam Hergenrother (Author), 2019), key points to grasp within the inner circle include: a) *Stay informed* about everything your executive knows. In this instance, having the same insights as our leaders essentially involves attempting to comprehend them. *Essential Information for Assistants: Identify which podcast is playing or which book is being read, and attempt to keep up by listening to the podcast and reading the book as well.* When the leader reads the magazine *Wall Street*, the assistant must also read *Wall Street*. This ability will make assistant grow and become an equal discussion partner. b) *Study your executive.* At this point, an Administrative Assistant It is expected to learn how the leader how he leads the meeting and understand the terminology that the leader usually uses. *Administrative Assistant* learns how a leader thinks, communicates, makes decisions, and leads his team. This provides opportunities for the *Administrative Assistant* to follow and provide ideas during discussions with leaders. c) *Understand the operations.* An Administrative Assistant needs to examine the company's business model and comprehend its standing within the industry. To gain insights into the business, one could research the primary divisions and their operational methods while addressing fundamental questions. This includes understanding the company's revenue streams, customer status, target market, and expansion plans, alongside evaluating the current operational state and how Human Resources manages career development and fosters a positive culture. *The Administrative Assistant is also required to grasp and oversee the present circumstances within every division, ensuring seamless interdepartmental communication to facilitate effective problem-solving.* d) *Plan and Prepare.* This task involves more than just scheduling; it is about ensuring every leader is well-prepared for their responsibilities. For any given activity, an Administrative Assistant must supply essential data and insights to equip leaders for meetings and events, including informal details regarding the individuals they will encounter. e) *Practice resourcefulness.* We need to be mindful of diverse information here; for every executed plan, we must remain prepared with contingencies A, B, C, and even D, all of which should lead to a low-risk solution that can be implemented quickly. This is where the Administrative Assistant provides superior service through various necessary

preparations, even if the execution involves trial and error that will be evaluated to serve as learning opportunities for future progress.

According to Jan Jones (Jones, 2015) *Having an assistant who is proactive allows you to reclaim your time and provides you with a partner who actively handles your business operations, shielding you from various distractions. In summary, the following points highlight the key traits of a top-tier assistant who delivers perfect results and completes tasks efficiently. They are an enterprising individual with a remarkable capacity for making decisions. Keep them updated on your daily business priorities to help guarantee that sound decisions are made. Assist them in building business acumen to ensure they begin to approach business matters from your perspective. Leverage their constant ambition to excel by ensuring they remain motivated and engaged. By steadily predicting your requirements, your assistant ensures you are always prepared. Regularly consulting with your assistant can help ensure they stay ahead of the curve.*

In the role of an Administrative Assistant, you are expected to complete tasks by either assisting directly with business processes or by enabling the leader to remain focused on their duties. An Administrative Assistant is someone who is sensitive to information and can understand their surroundings because they must be resourceful, in the sense of being able to gather information even when they did not know it at first; the persistence to obtain this information makes an Administrative Assistant resourceful. An Administrative Assistant who understands "the inner circle" will be able to be involved and consistent, with full motivation to "pursue" the targets that the leadership wants to achieve. A close working relationship between the leader and the Administrative Assistant can be obtained through consistent communication with the leader and the Administrative Assistant's desire and initiative to grow.

Within that same journal, Joan Burge and James Bristow (2022) identify three distinct stages of an Executive/Executive Assistant Pairing, starting with a) Team. *The initial phase is the simplest, and nearly everyone reaches it. As the team stage begins, Executives and EAs are learning how to collaborate to manage daily duties and finish projects. During this phase, partners develop an understanding of one another's work routines, ways of communicating, general mindsets, and core beliefs as they get to know each other.* The relationship between an Executive/EA or Administrative Assistant consists of three distinct stages. In the early stages of the relationship, the most fundamental role is that of a team member, collaborating to finish tasks and various projects. At this phase, there is an increasing mutual comprehension regarding work styles, communication methods, general attitudes, and the shared values between both parties. b) *Collaboration. This collaboration involves understanding one another's professional values, respecting specific preferences, showing curiosity about the details of each other's roles, operating in harmony, and regarding individual differences as strengths rather than weaknesses for the team. At this stage, partners question one another's concepts, choices, and methods.* Being a partner in a relationship. In this instance, the rapport between the Executive/EA or Administrative Assistant is growing; as they learn each other's preferences, they strive for more harmonious cooperation. By viewing differences as valuable assets instead of issues, both parties can openly share ideas, opinions, and collaborate on decisions and problem-solving processes. c) *Strategic Alliance. The strategic partnership between an Executive and their EA. This is the most empowering aspect. At this stage, partners might characterize their relationship in these ways: (1) They are two individuals who "click" regardless of their differing outlooks (2) They can handle any challenge together (3) Each person contributes to the other's*

achievements (4) If one partner is hurt by the other's actions, they can discuss it, resolve it, and move forward together as a team. In the third stage, the relationship between the Executive/EA or Administrative Assistant evolves into a strategic partnership. At this stage, the pair has achieved a profound mutual understanding and developed a professional "chemistry." This connection allows them to navigate disagreements and discuss their differences openly before moving forward to the next phase. Fundamentally, we aim to aid one another's achievements. According to Hergenrother (2022), every partnership is unique. *A partnership achieves true success when all parties are jointly committed to learning, working, and evolving together.* Each professional partnership is unique and demands a dedication to mutual growth and development, which ultimately dictates whether the relationship succeeds or fails.

Communication is part of the main skill, being the main determinant in the partnership, the more you understand the vision and interact, the easier it will be to communicate and understand the needs of the other party. As a partnership, the assistants will automatically think about the interests and well-being of the leaders or team so that they can perform optimally. The decision-makers or team don't have to be distracted by small things like typing letters, booking vehicles, preparing lunch/dinner or facilities and coordinating with other parties, these assistants will help, including communication between members, and ensure that everything is completed on time. The role of an assistant is necessary so that the decision-makers or the team are at the top of their game to achieve the company's goals.

Timing and effort. According to Hergenrother (Adam Hergenrother (Author), 2019), *when someone ask how you were doing, then the standard response used to be "I'm fine". The other response is almost always "Busy". It is cool to be busy, but it could be a lot of meaningless activity. Perhaps someone going from one task to the other, undisciplined and haphazard. The question is "Are you being productive?" Productive means you are using your time well, only focusing on the most important tasks and saying no to everything else.* When asked how they are doing, most people will answer well or even if they want to sound great, some say "busy". The word busy can indicate that the person may be quite busy with meaningless activities or do their tasks undisciplined. The question to make it clearer is whether the situation is busy or being a productive person. When we choose to be productive, it means that we use our time well, focus on the important things and say no to the things that are not in focus. *"Am I being active or am I being productive?" It is focusing questions that brings everyone back to thinking about how they are utilizing their time. It helps everyone think about whether what they are doing right then is actually helping their executive, their team or the company move forward. And if it's decision about whether that task could be delegated, rescheduled for a later date, or eliminated altogether. The reality is, there is always enough time to get the most important things done (as long as it is extremely clear on what those things are)* "Am I working busy or productive". This is as Administrative Assistant must understand that what we do will affect the people we help in making use of their time. So for a Administrative Assistant must be able to do productive things with respect to timing, be it by delegating tasks, rescheduling or having to be abolished. In reality, there is always time for the most important things with Administrative Assistant who clearly determines the criteria in setting their priorities.

Broke Castillo dalam PodCast The Life Coach School put the term proactivation as the opposite of procrastination. It is about setting aggressive deadline in scheduling and front loading days dan weeks with important tasks. For Administrative Assistant

should focus on foundational item which can be accomplished at the beginning of days or weeks could free Administrative Assistant from all the challenge that are scheduled to come to her way. Broke Castillo in PodCast The Life Coach School Introducing the word *proactivation* (actively anticipating) as opposed to *procrastination* (postponing work). *Proactivation* Here it is intended to do serious and aggressive time marking and prioritize working on important tasks. Important tasks are prioritized specifically that can be targeted to be done at the beginning of the day or the beginning of the week because you realize that other tasks are waiting to be done throughout the week. *Executives or team usually gets several meeting requests each day with many agendas. Administrative Assistant should pay attention to each request whether important or just let the Executive or team drifted. If the schedule is so tight and if the offer might in the company interest then the request would not be hard “no”. After discussion with the Executive or team the Administrative Assistant may offer alternative to meet other person on our Executive’s or team’s behalf.* Executives or teams will usually be asked to meet with a wide variety of agendas. A *Administrative Assistant* must pay attention to which requests are really important and beneficial for the company, otherwise it will only increase the burden on executives and teams. If the schedule that has been set is already tight and there is an interesting request that can provide positive value for the organization in the future, then it is better not to reject the request on the grounds of a busy schedule but can be given the opportunity to be handled by those who can represent the executives or team. *Executive should only in decision making meeting. It is important for the Administrative Assistant to be in on the planning meetings – to make sure all parties understand the Executive’s objective and scope of work, to offer Executive’s perspective and to help guide the discussion to ensure the team is moving in the right direction. The meeting is not necessary only to give an update. The best use of a meeting is to facilitate conversation and exchange ideas to make a decision, assign task and then get to work implementing that job.* Executives should only attend meetings that require decision-making. The *Administrative Assistant* must ensure that all meetings held must be well planned in which each participant understands the purpose and work area of the meeting, understands the meeting from the perspective of the executives, and also understands the meeting procedures so that the meeting can be more effective. A meeting should not only provide the latest information but must also be able to facilitate conversations from the meeting participants by exchanging ideas, dividing tasks and discussing the operational implementation of the task.

Another strategy to work well for Administrative Assistant to help Executive and team are creating themed days whenever possible. The more you can keep similar types of meeting together, the less time it takes for you to prepare and the more streamlined your Executive’s or team’s day will be. Not to mention, the less mental energy it will take to constantly be switching between types of meetings or projects. Strategies that can be used by *Administrative Assistant* To help executives or teams is to organize meetings with the same theme on a certain day. The more *Administrative Assistant* Being able to organize meetings with the same theme will reduce the time and energy that will be used so that it becomes more effective. On the other hand, it can reduce mental fatigue caused by the change of theme of each meeting attended.

Come with full confidence. According to Hergenrother (Adam Hergenrother (Author), 2019) *executive presence is the ability to inspire confidence in your leader, your colleagues, and your direct reports. As an EA or Administrative Assistant you are often asked to lead without a traditional title of authority and must rely on your influential*

leadership skill to make things happen. Executive presence is an amalgamation of confidence, poise, clear, and concise communication, reliability, vulnerability and strength. By inspiring confidence in leadership, Administrative Assistant will be asked to take on higher profile projects and will be a part of the decision-making process. Executive presence is a situation in which a person Administrative Assistant demonstrate authority and inspire those who hear or receive instruction from Administrative Assistant. Executive presence is a combination of confidence, elegance, clarity and a confident and reliable way of speaking so that executives or teams can follow directions Administrative Assistant precisely and clearly. With confidence and the ability to lead the Administrative Assistant Trusted for tasks with greater responsibility and being part of the decision-making process.

With time and intention, Administrative Assistant can develop executive presence. These are the tips :

- a) Develop personal and professional vision. You should be able to have vision of your futureself. By starting manifesting that your feel that the whole of you will walk into that vision*
- b) Strengthen your self-awareness. It means that you are conscious about your character, feelings, motives and desires. It is about knowing what you are good at and what you are not good at and how you communicate, how you receive information and how you react when under stress.*
- c) Cultivate exceptional communication skills. Build great written and oral communication skills including the ability to listen attentively. With time and good intentions, an Administrative Assistant can increase his executive presence in the following ways:*
- a) Build a personal and professional vision where an Administrative Assistant can see himself in the future what things he wants to achieve.*
- b) Strengthen personal awareness, namely build awareness of character, feelings, desires and passions. This also includes being aware of strengths and weaknesses, how we communicate and react to pressure.*
- c) Exploring special skills in the field of communication by building good writing and speaking skills including the ability to listen attentively.*
- d) Develop confidence. Administrative Assistant should have courage to take initiative and discuss it with the executive or team and show that Administrative Assistant are able to handle that new project*
- e) Own your failures and your success. The ability to embrace the failure and make step for fixing it with solution*
- f) Manage your emotions. As a leader, Administrative Assistant should remain centered and are calm under pressure and deliberate and purposeful in their actions. Manage the emotion and communicate the challenges professionally in time, manner, and some ideas to move forward,*
- g) Build your leadership capital . Leadership capital is formed by having the ability to have spesific skills (executive support, project management, logistic etc) and then build good relations ship with internal and external stakeholders. This ability must be used wisely and cultivated consistently*
- h) Lead yourself first. Administrative Assistant should lead herself before any one else to follow. Executive presence must start with the willingness to do the hard work to grow as a human and as a leader.*
- d) Build confidence by taking initiatives and discussing them with executives and teams to show that the Administrative Assistant is capable of handling new projects.*
- e) Accepting failures and successes with the ability to accept failures and taking steps to improve with new solutions.*
- f) Managing emotions. As a leader, an Administrative Assistant must always appear calm under pressure and be able to manage the response to the pressure. Manage emotions and communicate existing challenges and be ready to move forward.*
- g) Build capital in leadership attitudes by having a variety of specific skills and being able to build relationships with internal and external stakeholders. This ability must be built wisely and consistently in order to gain the trust of executives and the team.*
- h) Lead yourself*

before leading others. Executive presence must begin with a desire to work hard and grow as a human being and as a leader.

CONCLUSION

For administrative assistants, transferable skills are a key element of both employability and professional efficiency. The administrative assistant position has evolved past simple clerical tasks and now demands professionals capable of managing data, coordinating staff, safeguarding priorities, resolving issues, utilizing digital tools, embracing change, and supporting organizational decision-making. Consequently, communication, teamwork, critical thinking, problem-solving, adaptability, self-management, digital competence, business awareness, initiative, and ethical discretion should be viewed as integrated professional competencies instead of separate soft skills.

According to the review, vocational learning experiences—such as classroom simulations, hands-on training, internships, work-integrated learning, industry projects, and student-led activities—offer vital ways for students to build and apply these competencies. Nevertheless, these experiences will only succeed if they are intentionally structured, linked to job requirements, bolstered by feedback, and evaluated using observable performance. Rather than just training students in administrative tasks, vocational education should equip them to comprehend the meaning, impact, and importance of their roles within an organization.

The results further indicate that administrative assistants can evolve from being task-focused staff into proactive partners for executives and their teams. Advancement relies on being able to grasp how an organization functions, identifying leadership goals, speaking assertively, predicting requirements, developing backup plans, using time efficiently, and staying calm during stressful situations. From this perspective, a productive administrative assistant acts as more than just a service provider; they serve as an organizational link and a possible strategic partner.

To ensure that the growth of transferable skills is practical, vocational organizations should adopt an integrated employability framework. To start, the curriculum should integrate transferable skills right from the onset of the learning journey. Next, students should hone these abilities by engaging with practical simulations and authentic administrative scenarios. Furthermore, industry projects and internships should feature well-defined learning objectives and organized supervision. Additionally, students ought to be prompted to join campus groups and contemplate the abilities developed through such involvements. Fifth, evaluation ought to incorporate portfolios, performance-based assignments, feedback from supervisors, and evidence from the workplace. Lastly, educational institutions must sustain ongoing conversations with employers to ensure curricula align with evolving administrative duties and digital work methodologies.

The takeaway for aspiring administrative assistants is evident: while technical expertise can facilitate getting a job, transferable skills allow them to excel, adjust, gain confidence, and advance professionally. Vocational institutions are responsible for establishing learning spaces where students can consistently practice communication, decision-making, initiative, teamwork, and problem-solving within contexts that mimic actual work environments. By partnering with higher education institutions, employers can help guarantee that graduates are both equipped for immediate roles and can grow, evolve, and add value throughout their careers.

Therefore, transferable skills ought to be viewed as an ongoing element of professional development. By integrating theoretical knowledge, practical skills, and professional mindsets, vocational higher education can cultivate administrative assistants who are dependable during routine tasks, resourceful when facing challenges, self-assured in their communication, and able to assist leaders and teams in reaching organizational objectives.

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