

## **A Case Study on Elite Vocational Training Institutes**

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By analyzing the general management of elite vocational training institutes that have yielded great results, this study seeks to not only bring about the further advancement of vocational competency development training programs, but also to identify the characteristics and conditions commonly found in such elite training institutes. In particular, this study focuses on analyzing the attributes and elements associated with elite vocational training institutes that offer specialized training courses, are characterized by high trainee satisfaction, and feature a sufficient number of trainees.

The study began with the formation of an advisory council responsible for selecting the elite training institutes examined herein. As a result of this exercise, 20 training institutes were selected. Thereafter, twelve of the 20 institutes identified by the specialists were selected as targets of a more in-depth study involving direct visits and interviews. This was followed by the dispatch of a research team and consultants, who served as associated researchers, to the selected training institutes in order to conduct in-depth interviews. Lastly, the characteristics and strengths of the training institutes were analyzed, and a presentation on the topic of elite training institutes designed to shed light on their potential characteristics was held.

The characteristics and strengths exhibited by elite vocational training institutes can be summarized as follows. First, elite training institutes possess a clear vision of human resource development (HRD) and labor market performance. Second, these training institutes provide their own specialized courses. They have also sought to specialize themselves in such regards as in the management of trainees' careers. The latter has included a focus on such aspects as preventing trainees from quitting before the end of their courses, the provision of counseling, the development of education & training methods, and the formation of employment support systems. These elite vocational training institutes have sought to further substantiate and diversify their training programs by paving the way for the introduction of vocational development accounts, as well as the establishment of sales-related strategies, such as

business diversification. Third, the lecturers and teachers employed by such elite vocational training institutes carry out various job tasks other than giving lectures. These include researching teaching methods and class materials, academic and career counseling, and the follow-up management of trainees. Such vocational training institutes have set up various training programs designed to strengthen teachers and lecturers' competencies, conducted regular assessments of teachers and lecturers, and introduced various incentives. Fourth, these vocational training institutes have used the following process when developing training courses: surveys of training related requirements, development of detailed education contents based on an analysis of the relevant job market, planning of educational management methods and strategies, and the implementation of vocational training programs. Fifth, the vocational training institutes have used various methods, including online and offline ad campaigns, to recruit trainees. They have also provided counseling services designed to help trainees adjust to the prevailing circumstances, manage their careers, make career-related decisions, and see their courses through to the end.

The following can be identified as the main suggestions raised by this study as pertains to vocational competency development policy: first, information related to vocational training institutes should be compiled and made available to the public. Second, elite vocational training institutes should be provided with more financial incentives and autonomy in terms of the arrangement of their training courses. Third, the integration of the currently excessive number of small-sized training institutes must be achieved. Fourth, the specialized support services required by vocational training institutes should be developed and commercialized.

In turn, the following can be identified as the main suggestions introduced in this study as pertains to the management of vocational training institutes: first, steps must be taken to ensure that vocational training institutes have the number of trainees they require to achieve specialization. Second, as the management of vocational training institutes involves the achievement of economies of scale, there is a need to ensure that the necessary preparations and investments be in place before opening a new vocational training institute. Third, trainees' tendency to react negatively to some of the low-quality services provided by vocational training institutes highlights the need to properly manage such services.

Although new analysis methods were employed here, it must be kept in mind

that the results of this study were based on a limited number of vocational training institutes and a superficial examination of the subject matter. To this end, there is a need in future studies to increase the number of research subjects, strengthen on-site research capabilities, and employ an interdisciplinary approach that includes an external research team whose members come from various backgrounds.