

A Research on Supporting Plans to Enhance Career Guidance Competency of University Faculty to Cope with Job Qualitative Mismatches

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Although Korean university faculty recognizes that career guidance and employment guidance for students are important roles of university and faculty, actual practice is low, and they complain of difficulties in lack of expertise, information, and resources for career guidance. In the case of university students, when entering a university, they have made career or major choices without a specific understanding of the department(major). Therefore, despite the 'career path' accounts for highest degree of university life concerns, satisfaction with career-related services provided on campus, including career counseling with faculty advisor is not high.

Meanwhile, studies on labor market performance according to the degree of major-job matches are being actively conducted. According to these prior studies, a higher major-job mismatch has a negative effect on wages.

Therefore, this research aimed to identify the career guidance competency of university faculty to cope with job qualitative mismatches of young people and to suggest supporting plans to enhance the career guidance competency of faculty members.

In order to achieve this purpose, the following process was carried out. First, the theoretical concepts and components of career guidance competency of university faculty were examined by literature review. Next, the expert panel which consists of 20 career guidance experts and 10 competency experts was organized to conduct two rounds of Delphi. For the first Delphi, 27 members of expert panel had participated in the survey and based on the results, a draft of career guidance competency model was drawn. For the second Delphi, 26

members of expert panel had participated in the survey and each expert panel members' opinions about ① Adequacy of competency definition, ② Adequacy of behavioral indicators, ③ Supporting plans on competency building were investigated. The competency model was revised and complemented based on survey results and opinions on supporting plans for competency enhancing are classified into national and university levels.

Next, A survey was conducted on 301 four-year university faculty members across the country to verify the competency model and to conduct needs analysis of competency development and supporting plans. Based on the above research results, the expert council was held to discuss the competency model and the needs analysis results.

As a result, ① Understanding and using students' characteristics, ② Empathic communication, ③ Collecting and using job information of major fields, ④ Building and using on and off-campus networks, ⑤ Motivating career development, ⑥ Leading career guidance, ⑦ Facilitating employability development, total 7 competencies and 43 behavioral indicators were derived as a career guidance competency model of university faculty.

As a result of needs analysis based on the derived competency model, the top priority competencies appear as 'Collecting and using job information of major field' and 'Understanding and using students' characteristics', and the next were 'Building and using on and off-campus networks' and 'Motivating career development'.

The needs analysis of policy supporting plans was conducted on each level, national and university. First, the highest priorities of national level supporting plans were 'Expanding policy supports for on-the-job training and industry-university linkages', 'Building and providing external expert pools for strengthening industry-university linkages education', 'Establishing a national level system for providing information related to career guidance, employment', 'Managing Financial program to enhance students' career competency', 'Development and dissemination of materials such as student career guidance method and employment competency enhancement method on national level', 'Building a cooperative network by supporting management conference of interested parties of on-campus employment support center, entrepreneurship support center, etc.'.

Second, the highest priorities of university level supporting plans were 'Recognizing career guidance performance as a replacement of research performance, lecture hours, service

hours, or working hours', and 'Providing activity expenses and education & training expenses for increasing career guidance'.

Lastly, policy supporting plans were classified into 8 areas and presented as key tasks for enhancing career guidance competency.

① The competency enhancing program for university faculty should be provided. ② Efforts to spread the outcomes of career guidance are needed. ③ A career guidance system should be established and career guidance information should be provided. ④ Supports for employment linkages between industry and university should be increased. ⑤ A professional support organization and networks should be established. ⑥ Career guidance performance should be reflected in the evaluation of university achievements. ⑦ Incentives should be provided to the faculty who are in charge of career guidance. ⑧ Flexibility is needed to be in reforming the school system.