

01-11

Career Guidance at Higher Education Level
in Korea

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01-11

Career Guidance at Higher Education Level
in Korea

- 4

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:

(Human Resource Development) 가

가

, OECD 가

가

transition)'

4

(career
가

161 4

가

가
가

2001 7

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1,2,3,4

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2, 3, 4

. 2 4 161 . On-line

 On-line Off-line

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 60.9%

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74.5%가 (3,4) , '

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가 , 가

5 2, 3, 4

가 .

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가 ,

가 (manpower)

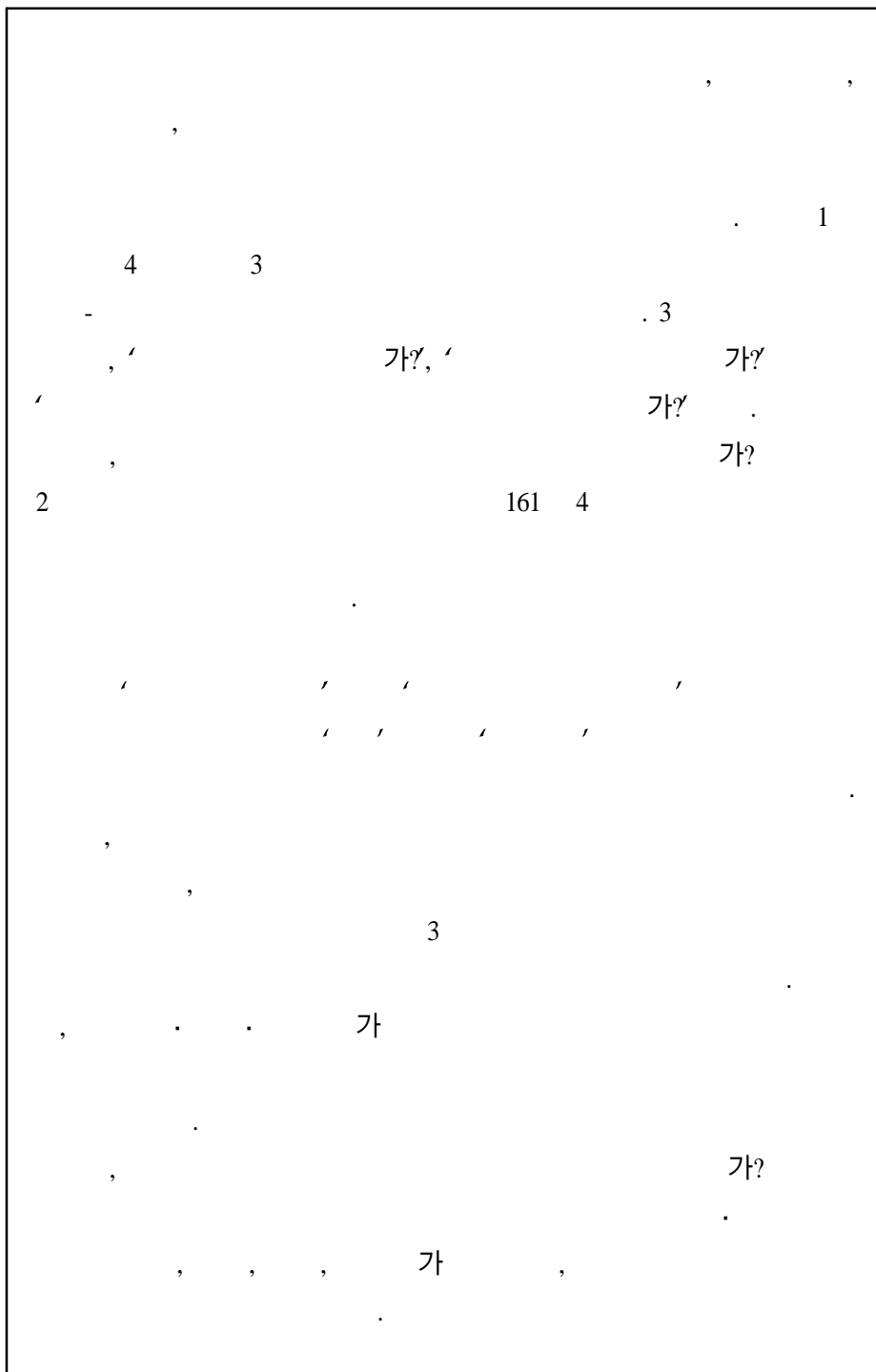
(human resource)

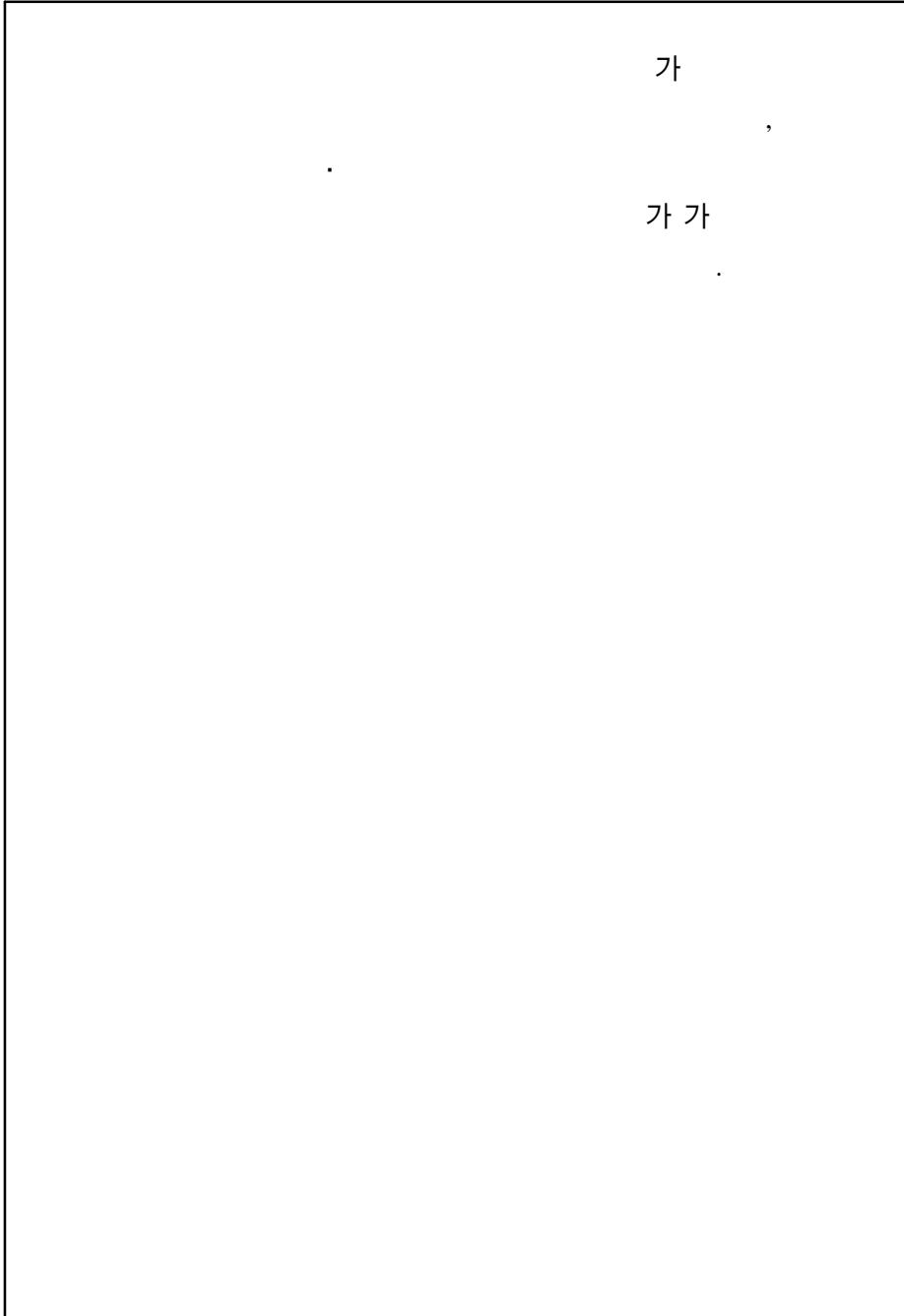
가 .

가? ' '

4

' ' ' ' .





가

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가 가

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2.	9
3.	15
II.	17
1. 4	17
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3. Off-line	24
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1.	63
2.	69
3.	81
4.	90

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[-1] 4	19
[-2]	18
[-3]	22
[-4]	25
[-5]	30
[-1]	64
[-2]	66
[-3]	69
[-4]	82
[-1]	95
[-2]	97
[-3]	99
[-4	105
[-5]	108
[-6]	110

I.

1.

4
4
1)
, 2000 4 76.4%
4 56% ,
70% 가
2) 가 4
가
, OECD 가 「 」
3)
OECD 가

1 37 5000 , 2 18
15 5000 16 , 6
= 가 . (, 2000. 10. 11).
2 2001
3 OECD school to work transition 가 (intervention)

(OECD, 2001).

가.

, 가 (純) 4)

1)

가 4 4 가

2)

(career resilience) → (, 2001). 가 (1) (2) (3) (4) (5) (6) (, 1993; , 1998).

< - 1>

(: %,)

						OECD
GDP	0.5	0.5	1.4	1.1	1.6	1.0
1	6,844	10,157	17,466	9,989	12,981	10,893

: (2000). OECD 가 (Education at a Glance).

4) -

가

가

가

3,4

5)

가

가 5 가
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 가 ' 가
 1 4
 가 .

, 1,2,3,4
 ' 4 ' 4
 '8), (career development)
 competency) 가

8 / , , , ,

1) ‘ ’. ‘ ’

‘ ’, (career resilience) (coping behavior) 가 (, 1999).

1 (career transition) 가 .

1 (career development competency)

가 ‘ ’

2)

, < -2>

가

9)

< -2> OECD 가 25 64

가						
	26.6%	15.4%	17.7%	18.6%	16.6%	17.0%

: (2000). OECD 가 (Education at a Glance).

IT 2005 18 10)
, 1 ,

가

가

9 '80 가 가 2 ,
57%, 49%가 , 2.6 가
15 8 , (, 2001).
10 IT 2001 4 , 2005 18
(, 2001). IT
(99 10 -2000 2 1700
, 2001 8000 가) (, 2001).

가

2,3,4,5

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가?

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가?

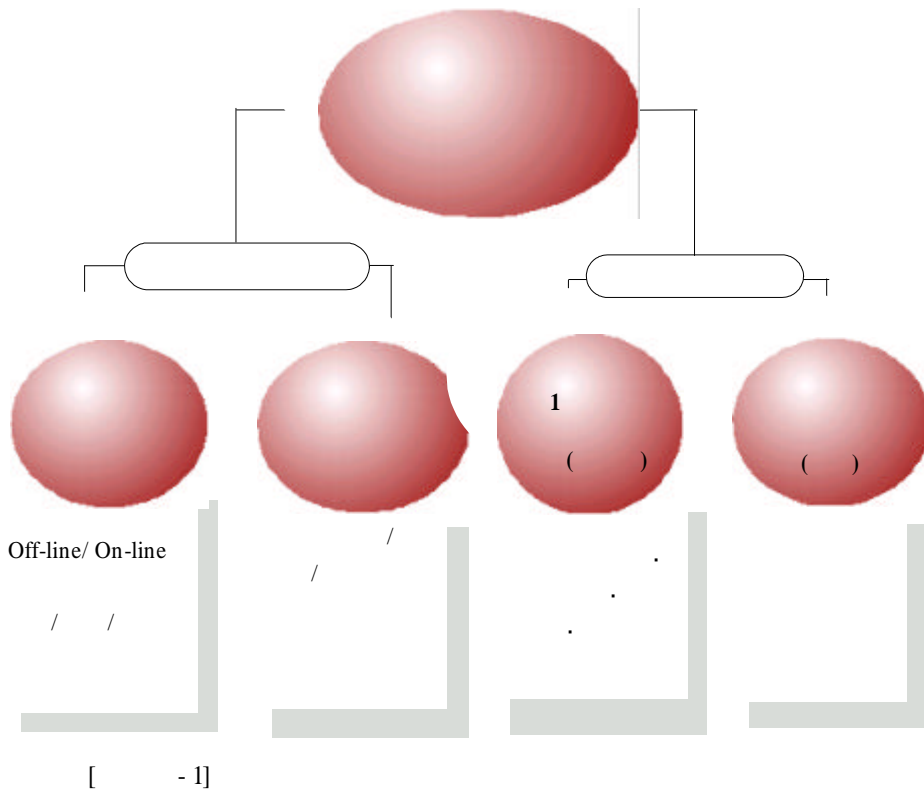
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가?

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가?

1



2.

6

(field study)

가

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가

< -3>

<ul style="list-style-type: none"> ▪ (161) off/ on-line / 	<ul style="list-style-type: none"> ▪ .
<ul style="list-style-type: none"> ▪ () 	<ul style="list-style-type: none"> ▪ 가 . 가 * . 가
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* . 2
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 12) (/) . (/)
 11 1 가 (/ , 2001,4,27): (,), (가
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 2 가 (, 2001,5,25): (, .),
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 12 161 , (19), (11), (1
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4	(/) (61)	· (4)	1	200
		(57)	2	400
(161)	(100)	· (22)	2	400
		(78)	1	200

161 가 4 ,
 가 57 , 가 22 ,
 가 78 1 2
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가
 (career development competency)

100 , 4 61 , 152
 , 1 , 8 (2000) .

(< -6>).

1 가
 가 ,
 .61 .88
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< -5> (chronbach-α)

	12	15	.8112
-	3	15	.8285
- /	5	15	.8790
-	4	15	.6129

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t- , ,

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A			
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		2	7
		3	7
·	/	4	7
		5	7
	가	6	7
		7	7
		8	7
·		9	7
		10	7
		11	7
		12	7
B			
·		1	1
		1-a	1
		2	1
	- (1, 2, 3) - (4, 5, 6) - (7, 8)	3	2
		4	1
·	- (1, 2) - (3, 4, 5) - (6, 7) - (8, 9, 10)	5	3
	- (1, 2, 3, 4) - / (5, 6, 7, 8, 9, 10, 11, 12, 13, 14) - (15, 16, 17, 18)	6	3

< -6>

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C.			
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	6	2	
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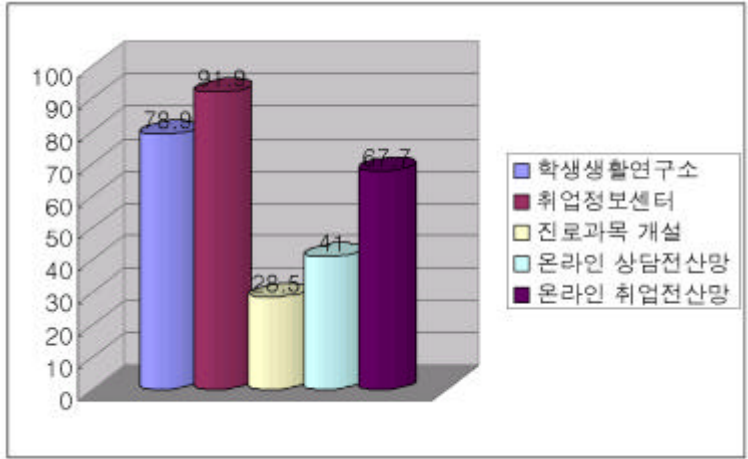
가. (career development competency)

13) (self-knowledge),
 (educational and occupational exploration),
 (career planning) , ,
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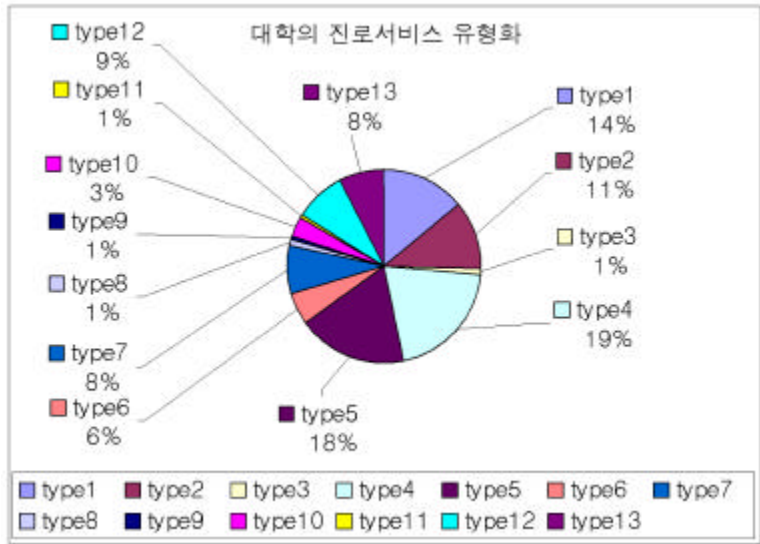
 13 (competency) , 1970 D. Mcleveland .
 (IQ) ()
 (knowledge), (attitude), (skill), (habit) (, 2001).
 NCDG(The National Career Development Guidelines) NOICC(the
 National Occupational Information Coordinating Committee)

. NCDG
 가 가
 . , 40 NCDG

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[-2]

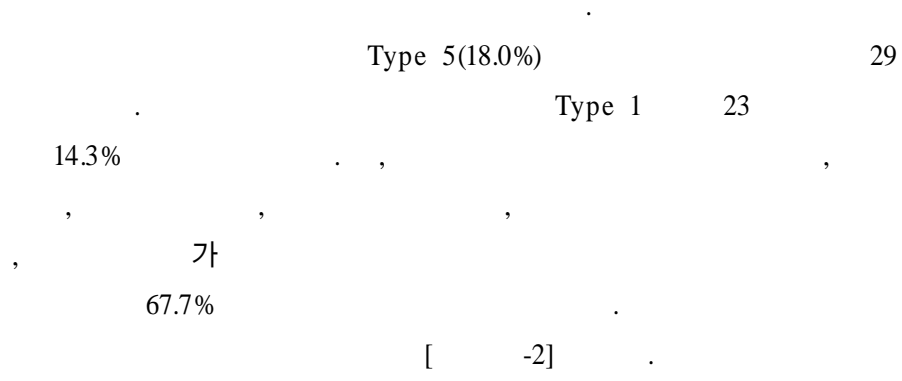
4

. 가

13

Type 4(19.9%)

가



2. On-line

On-line 가

On-line

가.

, 1993; , 1998).

가 가



: [On-line]. Available: <http://www.kyungnam.ac.kr/guide>
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(2).

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On-line

가 15)

가

가

On-line

가 16)

15 [On-line]. Available: <http://job.korea.ac.kr/index.html>

16 [On-line]. Available: <http://job.sogang.ac.kr/index.html>

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On-line
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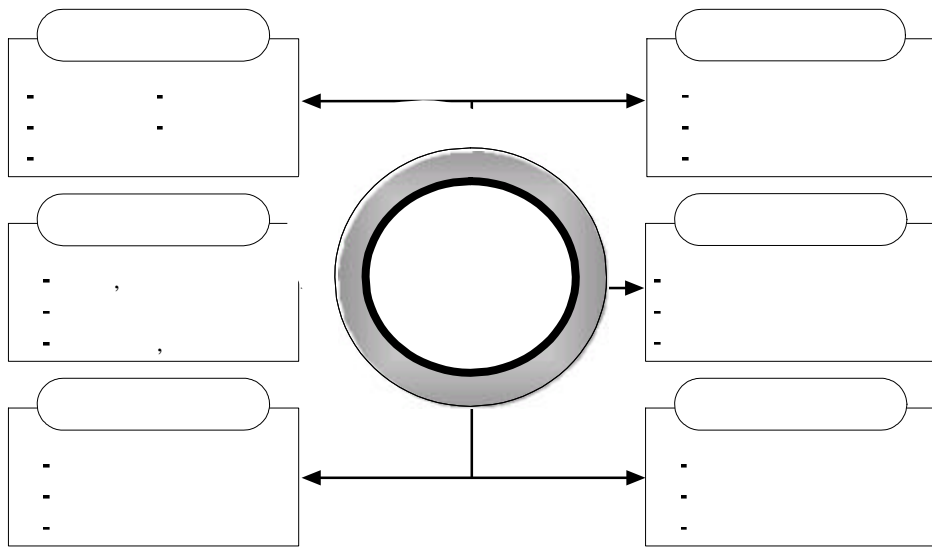
3. Off-line

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(1989)

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VTR

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	-	(2)
	-	-2 1-2
()	-	
	-	
	-	
VTR	-	-1 2
	-	-
	-	- 4
	-	-1 30

: [On-line]. Available: http://home.ewha.ac.kr/~ewhjob/intro/index_01.html

가

17 4 6
40%

가

가

< -3>

	50	50	50	100	20	30	30	20	30
	4	4	4	3	5	3	3	6	3
/	5	30	4	4		6	6	20	5
PC	10	12	12	22		8	10	28	10
/	1,500	800	1,000	800	50	600	1,300	2,000	1,500
(99)	61%	71%	75%	71%	60.2%	60.8%	80%	73%	56%
				10	(2)			(,)	

: ‘ , 가 ’ 2001 1 , 20(220). 26-29.

4
6 , 36 , 42
(1).
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2
29 ,
13 ,
200 300
가 23 가 , 100
' (), ' (,), '
' (, 3-4), ' (, 1·2 , 3·4
)

< -4> 4 (N=42) (: , %)

	6 (14.3)	1) 10 (23.8)		27 (64.3)	99	7 (16.7)		29 (69.0)
	36 (85.7)		14 (33.3)	3) 15 (35.7)	100~ 199	12 (28.6)		2 (4.8)
		2) 18 (42.9)			200	23 (54.7)		10 (23.8)
								1 (2.4)

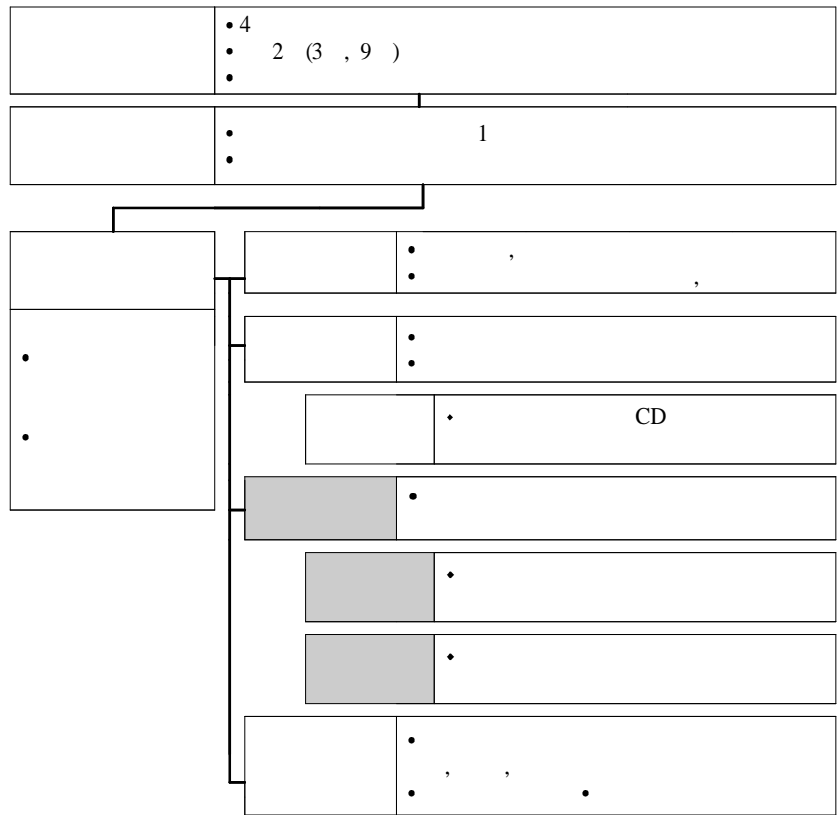
1)

2)

3) 3-4 , 1·4 () 4
(,)

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: [On-line]. Available: <http://home.dongguk.ac.kr/~graduation/main/main.html>

[-5]

18)

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18

(<http://home.dongguk.ac.kr/~graduation/main/main.html>)

” . . . 4

[-5] .
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가

가

19)

1991

7

가

19 2001 4 3 ()
(2001 4 , p.31).

III.

1.

가.

< -1> (: , %)

	(A)	(B)			(C)	(B/A)	(C/A)
	200	210	9	5	196	105	98
A	200	193	7	14	172	96.5	86
B	200	151	-	6	145	75.5	72.5
A	200	73	-	5	68	36.5	34
B	200	228	-	7	221	114	110.5
	200	177	-	17	160	88.5	80
	1,200	1,032	16	54	962	86	80.2

4 /
 6 200 , 1032
 1200 86% , < -1> .

962 (80.2%) 20).

< -2> /

/ .

20 가'

6

< -2>

(:)

	196	289	485
	317	160	477
	513	449	962

1)

< -3>

962 46.9%(451) , 53.1% (511) .

< -3>

(: , %)

	451 (46.9)
	511 (53.1)
	962 (100.0)

2)

< -4>

, 1 226

(23.5%), 2 147 (15.3%), 3 215 (22.3%), 4 374 (38.9%)

4

가

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가

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2

가

1997

가

, 3

1996

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1995

1997

가

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< -4>

(: , %)

	1	2	3	4	
18	73				73
19	99	36			135
20	42	62	40	1	145
21	7	19	47	55	128
22	3	16	29	112	160
23		10	27	58	95
24	2	4	37	48	91
25			26	54	80
26			9	46	55
1992			1		1
1993				3	3
1994				28	28
1995			17	77	94
1996		1	61	27	89
1997	2	21	14	79	116
1998	2	6	18	151	177
1999	1	6	101	5	113
2000	1	112		4	117
2001	220	1	3		224
	226 (23.5)	147 (15.3)	215 (22.3)	374 (38.9)	962 (100.0)
/	373 (38.8)		589 (61.2)		

3)

(2001)

21).

247 25.7%

21

가

, 455 47.3%, 29 3%,
 231 24% .
 , < -5> .

< -5> (: , %)

			74 (30.0)
			12 (4.8)
	247		20 (8.1)
	(25.7)		88 (35.6)
			53 (21.5)
			247(100.0)
			77 (16.9)
			293 (64.4)
	455		27 (5.9)
	(47.3)	가	26 (5.7)
			3 (0.7)
			4 (0.9)
			1 (0.2)
			24 (5.3)
			455(100.0)
	29		13 (44.8)
	(3.0)		15 (51.7)
			1 (3.5)
			29(100.0)
			35 (15.2)
			38 (16.5)
	231		71 (30.7)
	(24.0)		57 (24.7)
			28 (12.1)
			2 (0.8)
			231(100.0)
	962 (100.0)		

< -6> . t-test 가 , , 가 , ' 가 , ' 가 .
 < -6> (, ,)

			(n=962)			1,2	3,4		
				(n=451)	(n=511)	(n=373)	(n=589)	(n=485)	(n=477)
	M		5.04	5.00	5.08	4.93	5.11	5.01	5.08
			SD	1.26	1.36	1.17	1.29	1.23	1.29
	M		4.57	4.65	4.50	4.42	4.66	4.56	4.57
			SD	1.20	1.25	1.14	1.21	1.18	1.23
	M		4.94	4.92	4.96	4.69	5.10	4.89	4.99
			SD	1.14	1.18	1.11	1.16	1.10	1.12
	M		4.85	4.86	4.85	4.68	4.96	4.82	4.88
			SD	0.98	1.04	0.93	0.98	0.97	0.99
	/	M	4.23	4.16	4.29	4.16	4.27	4.13	4.33
			SD	1.35	1.35	1.35	1.33	1.36	1.37
		M	5.15	5.09	5.21	5.03	5.23	5.12	5.19
			SD	1.17	1.24	1.10	1.18	1.15	1.20
가 ¹⁾	M	4.66	4.69	4.63	4.48	4.77	4.62	4.70	
		SD	1.23	1.27	1.18	1.30	1.16	1.25	1.20
	M	4.10	4.16	4.06	3.82	4.29	3.97	4.24	
		SD	1.34	1.38	1.30	1.30	1.34	1.39	1.28
¹⁾	M	4.23	4.27	4.18	4.01	4.37	4.11	4.34	
		SD	1.25	1.30	1.21	1.21	1.26	1.27	1.22
	M	4.47	4.47	4.47	4.30	4.58	4.39	4.56	
		SD	0.99	1.01	0.97	0.98	0.99	0.99	0.98
	M	4.77	4.85	4.69	4.67	4.83	4.83	4.70	
		SD	1.32	1.35	1.29	1.36	1.29	1.33	1.30
	M	4.70	4.74	4.66	4.60	4.76	4.74	4.66	
		SD	1.17	1.19	1.14	1.17	1.16	1.18	1.15
²⁾	M	4.55	4.41	4.67	4.40	4.64	4.60	4.49	
		SD	1.22	1.34	1.10	1.22	1.22	1.25	1.20
	M	4.56	4.65	4.48	4.49	4.60	4.54	4.58	
		SD	1.24	1.24	1.23	1.28	1.21	1.27	1.20
	M	4.64	4.66	4.62	4.54	4.71	4.68	4.61	
		SD	0.94	0.95	0.93	0.95	0.92	0.94	0.94

1) 가 (t-test, p<.05)
 2) 가 (t-test, p<.05)
 :

ANOVA

가 t-test 가
< -7> (,)

		(n=962)	(n=247)	(n=455)	(n=29)	(n=231)	(n=513)	(n=449)		
	M	5.04	5.08	5.03	5.24	5.01	5.17	4.90		
		SD	1.26	1.22	1.28	1.38	1.25	1.23	1.28	
	1)	M	4.57	4.51	4.67	4.59	4.44	4.59	4.54	
		SD	1.20	1.14	1.22	1.24	1.20	1.20	1.20	
		M	4.94	4.96	5.00	4.93	4.82	4.97	4.91	
		SD	1.14	1.16	1.13	1.10	1.15	1.14	1.15	
		M	4.85	4.85	4.90	4.92	4.76	4.91	4.78	
		SD	0.98	0.97	0.99	1.02	0.97	0.98	0.98	
	/	M	4.23	4.30	4.18	4.28	4.25	4.36	4.08	
			SD	1.35	1.37	1.31	1.36	1.40	1.36	1.32
			M	5.15	5.19	5.11	5.14	5.19	5.23	5.06
			SD	1.17	1.18	1.15	1.36	1.16	1.16	1.16
가		M	4.66	4.73	4.65	4.55	4.59	4.72	4.58	
		SD	1.23	1.14	1.22	1.53	1.29	1.25	1.19	
2)		M	4.10	4.23	4.15	4.55	3.83	4.07	4.14	
		SD	1.34	1.31	1.33	1.50	1.33	1.39	1.28	
2)		M	4.23	4.33	4.26	4.59	4.00	4.23	4.22	
		SD	1.25	1.24	1.25	1.21	1.23	1.27	1.23	
3)		M	4.47	4.56	4.47	4.62	4.37	4.52	4.41	
		SD	0.99	0.99	0.97	1.14	1.01	1.02	0.95	
	M	4.77	4.76	4.72	5.21	4.81	4.74	4.80		
		SD	1.32	1.27	1.32	1.32	1.35	1.34	1.29	
		M	4.70	4.64	4.71	4.79	4.72	4.70	4.70	
		SD	1.17	1.17	1.15	1.24	1.19	1.15	1.19	
	1)	M	4.55	4.61	4.45	4.62	4.66	4.60	4.49	
		SD	1.22	1.22	1.24	1.35	1.18	1.22	1.22	
		M	4.56	4.49	4.62	4.76	4.46	4.58	4.53	
		SD	1.24	1.29	1.22	1.21	1.20	1.27	1.19	
		M	4.64	4.63	4.63	4.84	4.66	4.65	4.63	
		SD	0.94	0.96	0.93	1.03	0.93	0.95	0.93	

1) 가 (p<.05, LSD)
 2) 가 (p<.05, LSD)
 3) 가 (p<.05, LSD)
 :

1) ‘ , , , , ’ 22)

‘ 4.85, ‘ ‘ 4.47, ‘ ‘ 4.64

, ‘ , ‘

(5.15) 가

, (4.10) 가 .

, ,

, 가 ,

, 가

.

2)

1,2

, 3,4 .

, . 가

가 ,

가 ,

,

22 ‘ , ’ NCDG(National Career Development
 Guideline) (Self-knowledge), (Education & Occupational
 Exploration), (Career Planning) 3
 , Pilot-test .8112 .

3)

가
(4.41) (4.61)
21
가

1) 79.4%가

79.4%
, 1·2 (70.5%) 3·4 (86%)
가
/ , <
<-8> (75.1%) (85.5%)

< -8> (: , %)

	1)			2)	
	1,2	3,4			
	153 (20.4)	56 (15.0)	134 (22.8)	81 (15.8)	109 (24.3)
	442 (59.0)	207 (55.5)	372 (63.2)	304 (59.3)	275 (61.2)
	147 (19.6)	104 (27.9)	82 (13.9)	121 (23.6)	65 (14.5)
	7 (0.9)	6 (1.6)	1 (0.2)	7 (1.4)	- -
	749 (100.0)	373 (100.0)	589 (100.0)	513 (100.0)	449 (100.0)

1) $\chi^2 = 38.666, p < 0.001$

2) $\chi^2 = 25.293, p < 0.001$

2) ‘ ’ ‘ ’ ,
 ‘3-4 ’가 24.9% 가
 , ‘ ’(21.4%), ‘
 ’(15.6%) (< -9>).
 , 27.6%
 가 , 3-4
 40.4% 가 . ,
 3-4 33.6% 29.7% 가
 ,
 44.8% 25.1% 가 .

< -9> (: ,
 %)

	%	1)		2)			
		1,2	3,4				
	150 (15.6)	103 (27.6)	47 (8.0)	28 (11.3)	51 (11.2)	13 (44.8)	58 (25.1)
	102 (10.6)	61 (16.4)	41 (7.0)	21 (8.5)	47 (10.3)	3 (10.3)	31 (13.4)
	206 (21.4)	80 (21.4)	126 (21.4)	48 (19.4)	98 (21.5)	6 (20.7)	54 (23.4)
3-4	240 (24.9)	2 (0.5)	238 (40.4)	83 (33.6)	135 (29.7)	1 (3.4)	21 (9.1)
(,)	61 (6.3)	17 (4.6)	44 (7.5)	25 (10.1)	27 (5.9)	1 (3.4)	8 (3.5)
	11 (1.2)	2 (0.5)	9 (1.5)	- -	6 (1.3)	- -	5 (2.2)
	192 (20.0)	108 (29.0)	84 (14.3)	42 (17.0)	91 (20.0)	5 (17.2)	54 (3.4)
	962 (100.0)	373 (100.0)	589 (100.0)	247 (100.0)	455 (100.0)	29 (100.0)	231 (100.0)

1) $\chi^2 = 250.713, p < 0.001$

2) $\chi^2 = 98.607, p < 0.001$

10.6% , 80%가

가

3)

< -10>

53.5%가

, 1,2

3,4

가

가

가

< - 10>

(: , %)

	1)		2)				3)		
	1,2	3,4							
	515 (53.5)	176 (47.2)	339 (57.6)	127 (51.4)	253 (55.6)	21 (72.4)	114 (49.4)	261 (50.9)	254 (56.6)
	256 (26.6)	94 (25.2)	162 (27.5)	78 (31.6)	117 (25.7)	4 (13.8)	57 (24.7)	122 (23.8)	134 (29.8)
	191 (19.9)	103 (27.6)	88 (14.9)	42 (17.0)	85 (18.7)	4 (13.8)	60 (26.0)	130 (25.3)	61 (13.6)
	962 (100.0)	373 (100.0)	589 (100.0)	247 (100.0)	455 (100.0)	29 (100.0)	231 (100.0)	513 (100.0)	449 (100.0)

1) $\chi^2 = 23.517, p < 0.001$

2) $\chi^2 = 14.021, p < 0.05$

3) $\chi^2 = 21.421, p < 0.001$

4) ‘ , 가 가 , , 가 , , , 가 , 4 가 , 1 (65.1%) , 2 (26.7%) (< -11>). ‘ , , 2 ‘ ‘ 가 ‘ , .

< - 11> (: , %)

		1		2			
가 (51.5%)		626	65.1	98	10.2	724	37.6
		12	1.2	67	7.0	79	4.1
		71	7.4	118	12.3	189	9.8
(39.5%)		131	13.6	257	26.7	388	20.2
		60	6.2	157	16.3	217	11.3
		34	3.5	120	12.5	154	8.0
(8.6%)	가	26	2.7	128	13.3	154	8.0
		1	.1	10	1.0	11	0.6
		1	.1	7	.7	8	0.4
		962	100.0	962	100.0	1924	100.0

5) /

(29.7%), (10.4%) (34.6%),
 -12> < -13> . , <
 , 가

< - 12> (,) (: , %)

		1)		2)			
	333 (34.6)	150 (40.2)	183 (31.1)	65 (26.3)	150 (33.0)	13 (44.8)	105 (45.5)
	26 (2.7)	8 (2.1)	18 (3.1)	9 (3.6)	11 (2.4)	- (-)	6 (2.6)
	17 (1.8)	4 (1.1)	13 (2.2)	2 (0.8)	13 (2.9)	- (-)	2 (0.9)
	100 (10.4)	40 (10.7)	60 (10.2)	20 (8.1)	48 (10.5)	4 (13.8)	28 (12.1)
	286 (29.7)	77 (20.6)	209 (35.5)	95 (38.5)	142 (31.2)	3 (10.3)	46 (19.9)
	85 (8.8)	42 (11.3)	43 (7.3)	27 (10.9)	36 (7.9)	6 (20.7)	16 (6.9)
	115 (12.0)	52 (13.9)	63 (10.7)	29 (11.7)	55 (12.1)	3 (10.3)	28 (12.1)
	962 (100.0)	373 (100.0)	589 (100.0)	247 (100.0)	455 (100.0)	29 (100.0)	231 (100.0)

1) $\chi^2 = 30.928, p < 0.001$

2) $\chi^2 = 49.028, p < 0.001$

< - 13> (,) (: , %)

		1)		2)	
	333 (34.6)	128 (28.4)	205 (40.1)	199 (38.8)	134 (29.8)
	26 (2.7)	14 (3.1)	12 (2.3)	9 (1.8)	17 (3.8)
	17 (1.8)	11 (2.4)	6 (1.2)	6 (1.2)	11 (2.4)
	100 (10.4)	44 (9.8)	56 (11.0)	58 (11.3)	42 (9.4)
	286 (29.7)	162 (35.9)	124 (24.3)	141 (27.5)	145 (32.3)
	85 (8.8)	35 (7.8)	50 (9.8)	48 (9.4)	37 (8.2)
	115 (12.0)	57 (12.6)	58 (11.4)	52 (10.1)	63 (14.0)
	962 (100.0)	451 (100.0)	511 (100.0)	513 (100.0)	449 (100.0)

1) $\chi^2 = 24.929, p < 0.001$

2) $\chi^2 = 17.531, p < 0.01$

6)

< -14> . 1 ' , <
 ' 가 24.1% 가 , 2
 3 ' ,
 , ' '가 18.7% 가
 , ' , TV, ' 14.5%, '
 ' 10.4% .
 23)

23 ,
 ' ,
 가 (, 1997). 가 ,
 (. . , 2000),

가
 ,
 , 가 9.5% .
 , 가
 가

< - 14> (: , %)

	1		2		3			
, ,	123	12.8	70	7.3	80	8.3	273	9.5
, ,	115	12.0	114	11.9	72	7.5	301	10.4
	18	1.9	13	1.4	24	2.5	55	1.9
	36	3.7	77	8.0	90	9.4	203	7.0
, ,	9	.9	37	3.8	47	4.9	93	3.2
	28	2.9	38	4.0	65	6.8	131	4.5
, ,	232	24.1	174	18.1	111	11.5	517	17.9
, TV,	118	12.3	161	16.7	140	14.6	419	14.5
, ,	204	21.2	174	18.1	163	16.9	541	18.7
가 ,	62	6.4	77	8.0	107	11.1	246	8.5
	7	.7	6	.6	16	1.7	29	1.0
	10	1.0	21	2.2	47	4.9	78	2.7
	962	100.0	962	100.0	962	100.0	2,886	100.0

7) ‘ , ‘ ,
 4 ‘ , ‘ ,
 ‘ , ‘ 3

 1 가 ‘ 가
 (. , 2000).
 ‘ / / ‘ 가

가 , 1 ' 가 23.4%
 가 , 2 ' ' 13.1% , 3
 ' ' 13.5% . < -15> .

< - 15> (: , %)

		1		2		3			
		35	3.6	10	1.0	16	1.7	61	2.1
		32	3.3	30	3.1	32	3.3	94	3.3
		57	5.9	45	4.7	26	2.7	128	4.4
		74	7.7	26	2.7	38	4.0	138	4.8
		225	23.4	117	12.2	87	9.0	429	14.9
		200	20.8	126	13.1	65	6.8	391	13.5
		77	8.0	75	7.8	49	5.1	201	7.0
		14	1.5	33	3.4	18	1.9	65	2.3
		20	2.1	65	6.8	71	7.4	156	5.4
		75	7.8	118	12.3	70	7.3	263	9.1
		22	2.3	52	5.4	50	5.2	124	4.3
	, TV	18	1.9	38	4.0	61	6.3	117	4.1
		50	5.2	107	11.1	130	13.5	287	9.9
		13	1.4	14	1.5	16	1.7	43	1.5
		14	1.5	24	2.5	39	4.1	77	2.7
		3	.3	17	1.8	40	4.2	60	2.1
		10	1.0	28	2.9	68	7.1	106	3.7
		13	1.4	27	2.8	67	7.0	107	3.7
		2	.2	1	.1	2	.2	5	0.2
		8	.8	9	.9	17	1.8	34	1.2
		962	100.0	962	100.0	962	100.0	2,886	100.0

1, 2, 3 가 ' ' , ' , ' , ' ,

,

,

, 가 ' ' , ' ,

가

24).

, -

,

가

(2.5%)

8) ‘ , ‘ ,

25)

4

,

(3.63)

(3.83)

4

가

, 3-4

1-2

가, ,

, 가 ,

24

1,2,3

(action)

가

가

(intention)

가

(intention)

(action)

가

가

(Osipow,

1994).

25 Bandura(1986)

(self-efficacy)

(Job seeking self-efficacy)

(Wanberg, Watt & Rumsey,

1996)

1)	M	4.82	4.76	4.86	4.83	4.79	4.79	4.88
	SD	1.23	1.28	1.19	1.24	1.22	1.08	1.25
가, 1)	M	4.93	4.79	5.01	5.00	4.97	4.62	4.82
	SD	1.12	1.16	1.08	1.04	1.12	1.35	1.14
	M	4.79	4.79	4.79	4.70	4.83	4.90	4.79
	SD	1.13	1.13	1.13	1.13	1.13	1.21	1.11
	M	4.40	4.30	4.46	4.40	4.36	4.79	4.42
	SD	1.26	1.25	1.27	1.26	1.24	1.40	1.29
2)	M	4.77	4.72	4.81	4.79	4.71	5.28	4.82
	SD	1.25	1.28	1.22	1.27	1.24	1.03	1.24
3)	M	3.63	3.44	3.75	3.95	3.56	3.45	3.45
	SD	1.51	1.44	1.53	1.55	1.47	1.48	1.49
1)4)	M	3.83	3.51	4.03	3.89	3.92	3.97	3.58
	SD	1.41	1.45	1.34	1.36	1.43	1.45	1.37
5)	M	5.24	5.04	5.38	5.25	5.36	5.00	5.04
	SD	1.27	1.36	1.19	1.27	1.20	1.67	1.33
	M	4.55	4.42	4.64	4.60	4.56	4.60	4.47
	SD	0.87	0.88	0.85	0.88	0.85	0.94	0.90

- 1) 가 (t-test, p<.05).
- 2) , 가 (p<.05, LSD).
- 3) , 가 (p<.05, LSD).
- 4) , 가 (p<.05, LSD).
- 5) 가 (p<.05, LSD).
- :

< - 17 >

(, ,)

	M	4.82	4.91	4.75	4.80	4.85	4.90	4.75	
	SD	1.23	1.29	1.17	1.20	1.25	1.27	1.18	
가,	M	4.93	5.01	4.86	4.89	4.97	4.92	4.94	
	SD	1.12	1.13	1.10	1.14	1.09	1.15	1.08	
	M	4.79	4.96	4.65	4.80	4.78	4.85	4.73	
	SD	1.13	1.14	1.10	1.14	1.12	1.15	1.10	
2)	M	4.40	4.52	4.29	4.45	4.33	4.46	4.33	
	SD	1.26	1.28	1.23	1.30	1.21	1.26	1.26	
	M	4.77	4.86	4.70	4.81	4.73	4.93	4.61	
	SD	1.25	1.28	1.21	1.27	1.22	1.21	1.26	
	M	3.63	3.59	3.67	3.65	3.61	3.52	3.75	
	SD	1.51	1.50	1.51	1.53	1.48	1.49	1.52	
1)3)	M	3.83	3.92	3.75	3.68	4.00	3.78	3.89	
	SD	1.41	1.50	1.31	1.41	1.38	1.46	1.35	
	M	5.24	5.38	5.12	5.20	5.29	5.27	5.21	
	SD	1.27	1.23	1.29	1.29	1.25	1.31	1.23	
	M	4.55	4.64	4.47	4.54	4.57	4.58	4.53	
	SD	0.87	0.86	0.87	0.88	0.86	0.88	0.86	

- 1) 가 (t-test, p<.05).
 2) 가 (t-test, p<.05).
 3) 가 (t-test, p<.05).

:

1) 60.9%가

60.9%

586

58.2%(265), 89.2%(206) ,

가

(589)

가 52.5%가

(< -18>).

< - 18>

(,) (: , %)

	1)				2)		
	586 (60.9)	98 (39.7)	265 (58.2)	17 (58.6)	206 (89.2)	277 (74.3)	309 (52.5)
	376 (39.1)	149 (60.3)	190 (41.8)	12 (41.4)	25 (10.8)	96 (25.7)	280 (47.5)
	962 (100.0)	247 (100.0)	455 (100.0)	29 (100.0)	231 (100.0)	373 (100.0)	589 (100.0)

1) $\chi^2 = 125.727, p < 0.001$

2) $\chi^2 = 45.589, p < 0.01$

2) . . “ ”
 (35.5%) (42,3%)
 , (49.2%) (30.2%)
 가 .
 20% ,
 58.5%
 (< -19>).

< - 19> (/ /) (: , %)

	1)		2)		3)		
	586 (60.9)	291 (64.5)	295 (57.7)	358 (69.8)	228 (50.8)	388 (80.0)	198 (41.5)
	376 (39.1)	160 (35.5)	216 (42.3)	155 (30.2)	221 (49.2)	97 (20.0)	279 (58.5)
	962 (100.0)	451 (100.0)	511 (100.0)	513 (100.0)	449 (100.0)	485 (100.0)	477 (100.0)

1) $\chi^2 = 4.644, p < 0.05$

2) $\chi^2 = 36.328, p < 0.001$

3) $\chi^2 = 149.644, p < 0.001$

3) ‘ ’

가 가 . 211
 3.5 , , ,
 158 2 (1.86)
 가 .

< -20>

	N()	M	SE	SD	Min	Max	Sum
	153	1.86	.35	4.33	1	50	285
	211	3.55	.35	5.05	1	56	748
	153	2.64	.41	5.02	1	52	404
	119	2.08	.18	1.98	1	11	248
	75	1.53	.11	.93	1	5	115
	156	2.59	.27	3.40	1	15	404

4)

< -21>

	N								
	M	SD	N	M	SD	N	M	SD	
	153	4.10	1.32	34	3.79	1.47	121	4.19	1.27
	211	4.63	1.10	45	4.42	1.08	166	4.68	1.11
	153	4.08	1.29	29	4.03	1.15	125	4.09	1.32
	119	4.38	1.25	51	4.59	1.17	69	4.22	1.29
	75	4.12	1.32	18	4.33	1.08	58	4.05	1.38
1)	156	4.69	1.12	24	4.50	1.50	131	4.73	1.04

1) , 가
(t-test, p<.05)
:

가
, , ,
,
(4.73)가 (4.50)
가

5) . . . ‘ , ’

< -22> (: , %)

	1		2		3			
	125	29.7	41	9.9	55	13.3	221	17.7
4	54	12.8	50	12.0	22	5.3	126	10.1
	18	4.3	22	5.3	16	3.9	56	4.5
	36	8.6	35	8.4	28	6.8	99	7.9
	17	4.0	37	8.9	15	3.6	69	5.5
	11	2.6	18	4.3	22	5.3	51	4.1
	34	8.1	63	15.1	46	11.2	143	11.4
	51	12.1	49	11.8	52	12.6	152	12.2
	22	5.2	30	7.2	56	13.6	108	8.6
	15	3.6	23	5.5	42	10.2	80	6.4
	36	8.6	48	11.5	56	13.6	140	11.2
	2	.5	-	-	2	.5	4	0.3
Total	421	100.0	416	100.0	412	100.0	1,249	100.0

1 ‘
 ‘ 29.7% , 2 ‘
 ‘가 15.1% , 3 ‘ ‘ 13.6%

. . 가 ‘ ‘
 가

2 .

1) 1 4

< -23> (: , %)

	1		2			
	108	22.4	55	11.5	163	17.0
	81	16.8	72	15.1	153	15.9
	91	18.9	77	16.1	168	17.5
	46	9.5	56	11.7	102	10.6
	63	13.1	107	22.4	170	17.8
	91	18.9	110	23.0	201	20.9
	2	4	1	.2	3	0.3
Total	482	100.0	478	100.0	960	100.0

1
 ‘ (/) /
 / , 2 ‘1 4
 , ‘
 , ‘
 ‘ ,

2) ‘ , ‘ ,
 가 1 2 가
 , ‘ 27.3%
 가 , ‘ 21.1%, ‘
 , ‘ 15.9%

< -24>

/ (: , %)

	1		2			
	48	10.0	24	5.0	72	7.5
	74	15.4	78	16.3	152	15.9
	87	18.1	62	12.9	149	15.5
가	25	5.2	36	7.5	61	6.4
	142	29.6	120	25.1	262	27.3
	19	4.0	39	8.1	58	6.0
/	84	17.5	118	24.6	202	21.1
	1	.2	2	.4	3	0.3
Total	480	100.0	479	100.0	959	100.0

< -25>

(: , %)

	1		2			
	64	13.4	28	5.9	92	9.6
pool	66	13.8	48	10.1	114	11.9
	160	33.5	115	24.2	275	28.9
	41	8.6	55	11.6	96	10.1
	39	8.2	75	15.8	114	11.9
	108	22.6	153	32.1	261	27.4
	-	-	2	0.3	2	0.2
Total	478	100.0	476	100.0	954	100.0

1 , 2

2.

‘ ’

< -26>

	<ul style="list-style-type: none"> 가 ' ' - . 가 .
	<ul style="list-style-type: none"> 가 ' ,' ' ,' .
	<ul style="list-style-type: none"> .
/	<ul style="list-style-type: none"> () . 가 , / . DB
	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> . Pool / 가 가
	<ul style="list-style-type: none"> () (/) . . () ()
	<ul style="list-style-type: none"> . () () , () - ,
: 1 가 (/ , 2001. 4. 27) 2 가 (, 2001. 5. 25)	

8가

가 가 ,

, , , ' ' 가 ' ' , () () ,

< -27>

	<ul style="list-style-type: none"> 가 - 가 - 가
	<ul style="list-style-type: none"> 가 / - 가, / 65.5% (' , 2000.12.)
	<ul style="list-style-type: none"> 가 - '98 , 2000 10% 25.8%, 61.6%가 ' , 2001 3 ,) - -
가	<ul style="list-style-type: none"> 가 - , , , / -
<p>: 1 가 (/ , 2001. 4. 27) 2 가 (, 2001. 5. 25)</p>	

가
 가
 , 가
 ,
 , 가
 가

3

,

,

5

,

,

.

IV.

18~22

2/3

22

가

(Isaacson & Brown, 1997).

Griff(1987)

가

(Zunker, 1998).

- 1.
2. , 가 , ,
- 3.
- 4.
5. , ,
- 6.

Pascarel & Terenzi(1991) 20

(Zunker, 1998).

1. .
 2. .
 3. ,
 - 가 .
 4. 가 .
 5. 가 .
 6. 가 가
 7. 가 .
 8. . , 가
 9. .
 10. 가 .
 11. . (), (), () , () .
 12. . , , 가 , 가 가 가
- 가 (Johnson & Packer, 1987; Isaacson &

Brown, 1997)

1.

가. (: MSU)

(Michigan State University: MSU)

. MSU

(Division of Student

Affairs & Services)

(Career Services & Placement) 6

[-1]

(Career Development Center)

(Service-Learning Center)

(Student

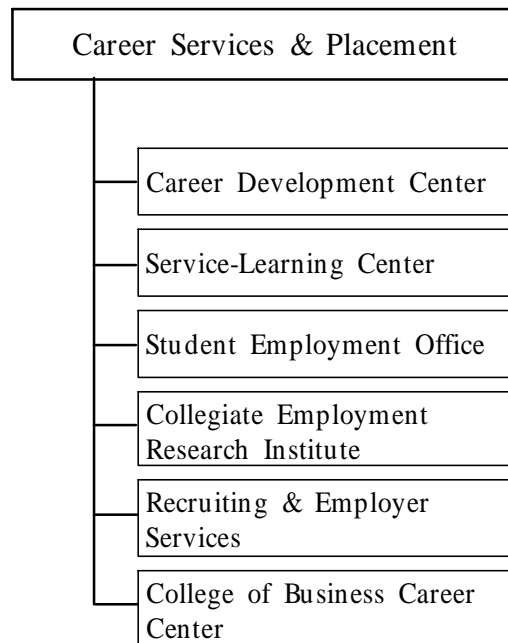
Employment Office)

(Collegiate Employment Research Institute)

(Recruiting & Employer Services)

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(College of Business Career Services)



: [On-line]. Available: <http://www.csp.msu.edu/>

[- 1]

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(University

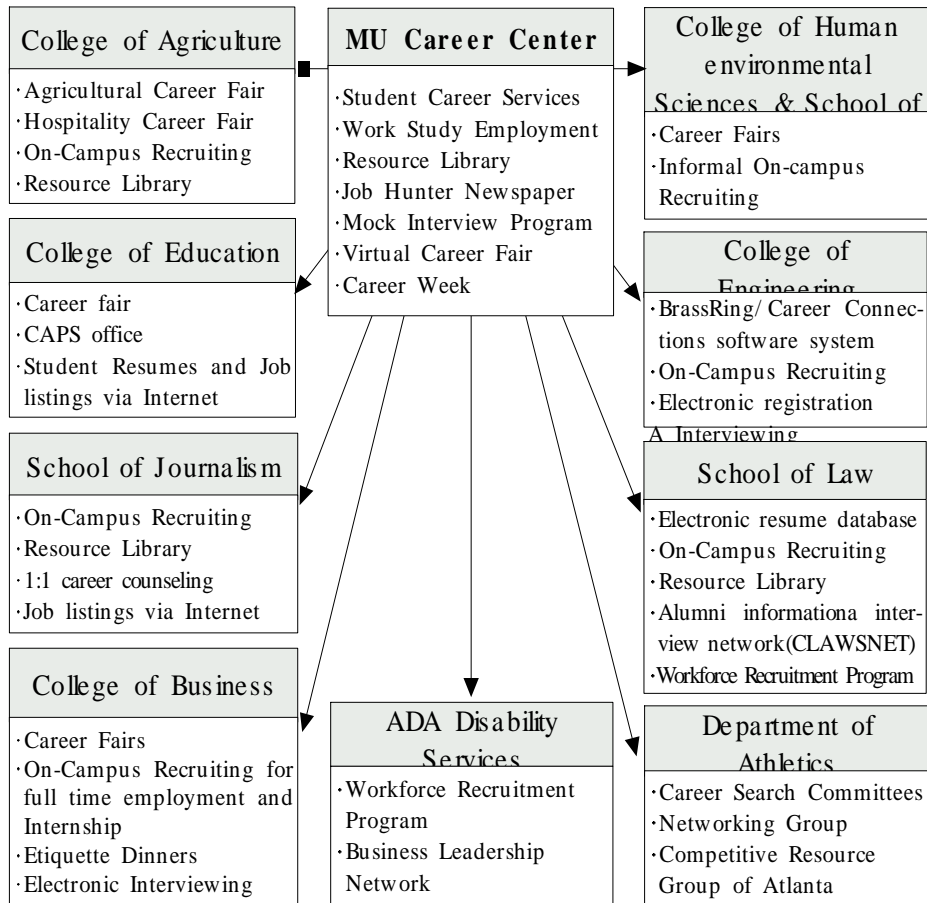
of Missouri-Columbus : MU) 2001 10

8 ,

ADA (Disability Services)

(Business Leadership Network)

[-2]



: [On-line]. Available: <http://www.career.missouri.edu/guest/index.html>

[-2]

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(Colorado State University)

CCL(College Career Liaison)

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(College Career Liaison)

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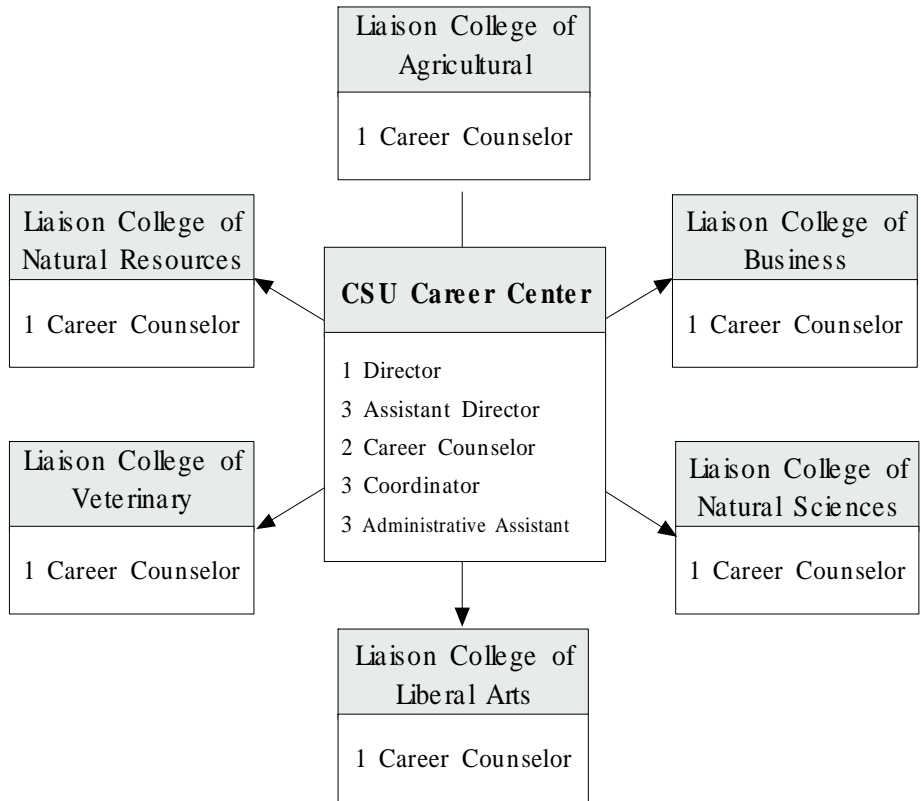
,

(K-12 outreach)

(On-

Campus Interview)

2



: [On-line]. Available: <http://career.stuser.colostate.edu/index.html>

[-3]

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(1998)

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Herr & Cramer(1996)

가

(University of Minnesota at Crookston : UMC)

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(Quinn & Lewis, 1989).

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(brief intervention) . Goodson(1982)

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(Pennsylvania State University)

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가 (Elliot, 1988).
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가.

(Colorado State University)

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1 - (Awareness)	
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	<ul style="list-style-type: none"> • , 가 , • • • • • •

: [On-line]. Available: <http://career.stuser.colostate.edu/seminar1/Freshman.html>

2) 2

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2 - (Exploration)	
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	<ul style="list-style-type: none"> • JOBS On-line • , • .
	<ul style="list-style-type: none"> • 가 • • • • • • •

: [On-line]. Available: <http://career.stuser.colostate.edu/seminar/Freshman.html>

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3 - (Experience)	
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	<ul style="list-style-type: none">•• JOBS OnLine•••
	<ul style="list-style-type: none">• 가••••••••••

: [On-line]. Available: <http://career.stuser.colostate.edu/seminar/Freshman.html>

4) 4

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4 - (Choice)	
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<ul style="list-style-type: none"> • • • • • • • 	<p>(4 1)</p>

: [On-line]. Available: <http://career.stuser.colostate.edu/seminar1/Freshman.html>

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JOB TRACK .
< -7> .

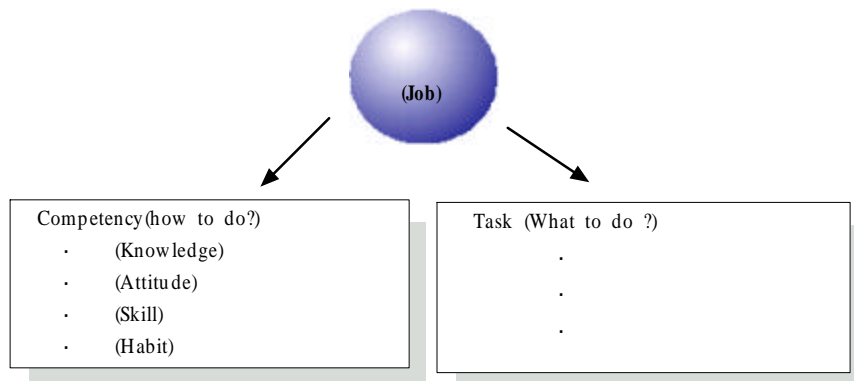
(student & alumni)	<ul style="list-style-type: none"> • (Find a Job) • (Register & Post Your Resume) • (JobTalk Message Boards) • (Career Contact & Alumni Network) • (Online Career Fair) • (Employer Showcase) • (Jobtrak Academy) • Job-Track (Jobs @ Jobtrak) • (Job Search Tips) • (ScholarshipTRAK) • (Become A Tutor) • (TutorCafe.com) • (Online Car Center) • (Monster Campus / Monster Moving)
(employers)	<ul style="list-style-type: none"> • (Post Jobs & Internships) • (View Current Job Postings) • (InterviewTRAK) • (Employer Showcase) • (Career Contact & Alumni Network) • (Advertising Rates) • (Jobtalk Message Boards)
(college staff)	-

: [On-line]. Available: <http://www.jobtrack.com>

3. (Competency - Based Career Development Strategies)

(competency) , 1970 David Mcleveland²⁶⁾
 (IQ)
 ,
 (outstanding performer) , 가
 . (task)
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 가 ,
 , (task)
 , , , , , ,
 가 (knowledge), (attitude),
 (skill), (habit) , “
 (performance)=K×A×S×H” , KASH가
 CASH()가 가
 , , , , , , 가 (core
 competency) .

26 1973 “ (Testing for Competency Rather Than
 Intelligency)” ,
 , , (Bias)
 .



: 99 ACTE(Association for Career and Technical Education) Pre-Convention
 Seminars Norman C. Gysbers Workshop (2000,
 2000 . 3 2) .

[-4]

가

. 1990

NCDG(National Career Development Guideline)

(Self-Knowledge), (Education & Occupational Exploration),
 (Career Planning) 3 4 (, , , ,)
) 12 (3 × 4)

NCDG

. NOICC(the National Occupational Information
 Coordinating Committee)

가 Perkins

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NCDG

NOICC

NCDG . NCDG 1987
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< -8> NCDG

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: Howard & Amy(1990). Competency-based Career Development Strategies and the National Career Development Guidelines. p.3.

4

< -9>, < -10> .

(Self Knowledge)	<ul style="list-style-type: none"> • : • , , , , 가 , , • , , 가 , •
	<ul style="list-style-type: none"> • : • • (self-defeating) • () •
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(Educational and Occupational Exploration)	<ul style="list-style-type: none"> • : 가 • (, / , ,) • () , , , • , 가 , () , , • 가
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	<ul style="list-style-type: none"> • : , 가 (, ,) • 가 가, , , , , , • • • () 가 •

: Zunker(1998). Ch.11. Career Guidance in Institutions of Higher Learning. Career Counseling -Applied Concepts of Life Planning, 5th ed. pp.255-257.

<p>(Educational and Occupational Exploration)</p>	<p>: , ,</p> <ul style="list-style-type: none"> • • • , , 가 • • • • (: , , , ,) • .(OJT, , mentor, 가) • • <hr/> <p>:</p> <ul style="list-style-type: none"> • 가 • • • 가
<p>(Career Planning)</p>	<p>:</p> <ul style="list-style-type: none"> • , , • , 가 , 가 , • 가 , 가 , , 가 • • / • <hr/> <p>: 가</p> <ul style="list-style-type: none"> • 가 가 • () 가 가 • , 가 , 가 • 가 , 가 , 가 (,) <hr/> <p>XI :</p> <ul style="list-style-type: none"> • • • • , 가 , , , <hr/> <p>XII :</p> <ul style="list-style-type: none"> • (가 ,) • (,) • 가 (, ,) • • , ,

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가 Splete & Stewart(1990) . 1514

(1026) (488)

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< -11>

< - 11> Howard & Amy(1990)

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						/	
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	: 1,026			: 488			
	1,514						

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 XI :
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68% , 16%

84%

가

4 가

가 . 가

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	가	96(54)										9(5)
		15(8)										96(54)
	/	-(-)										10(3)
		1(1)										23(13)
가 (National Guidelines)												
											XI	XII
	17	4	4	16	38	65	67	12	17	7	13	31
	(10)	(2)	(2)	(9)	(21)	(36)	(37)	(7)	(10)	(4)	(7)	(17)
	18 (10)			151 (84)					59 (33)			

: Howard & Amy(1990). Competency-based Career Development Strategies and the National Career Development Guidelines. pp.47-48.

4

가 99%

가

90%

3%

가 10% , 10% , 84% ,
 가 3% 가 ,
 가 7 ,
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 가 ,
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NCDG

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 28) 1,2,3
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 가

27 161 , 가 ,
 (/) 6 (, , , , ,)
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 ' ' 155
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29)

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가?

29

가

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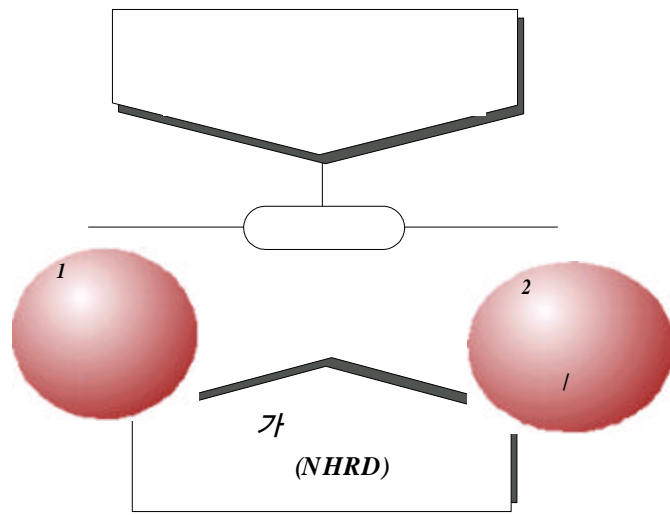
가.

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[- 1]

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(knowledge) · (skill) · (attitude) ·

(habit)

가 (量) (manpower)

(質)

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가

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30)

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2. ‘ ’

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가 ?

3

가

(Best Practice)

(performance improvement)

(behavior)

30

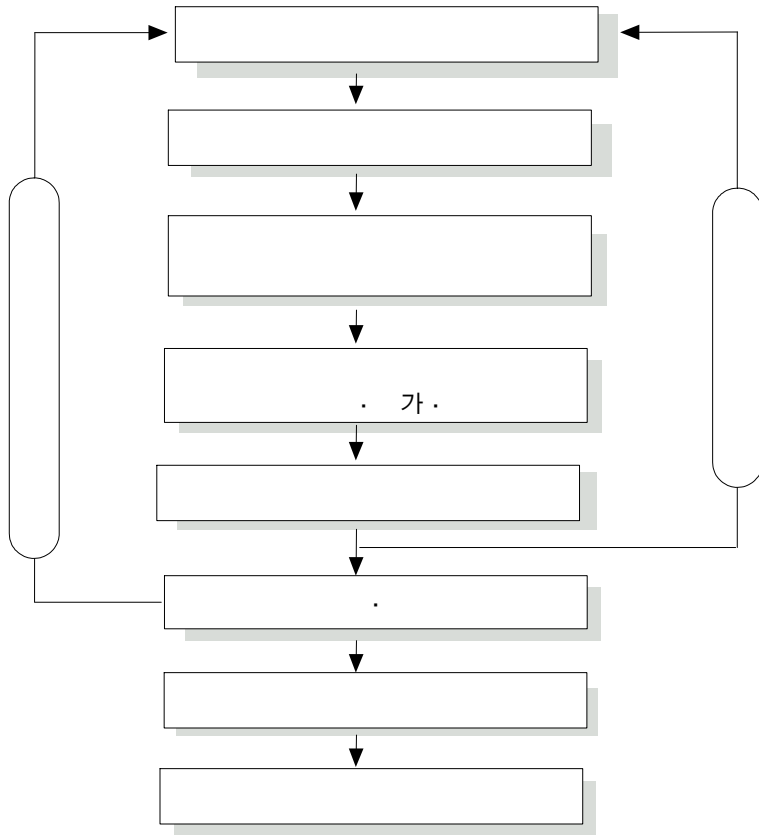
(competency approach)

/ 가 ,

(, 2000)

가

가



[-2]

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가 가 , ,

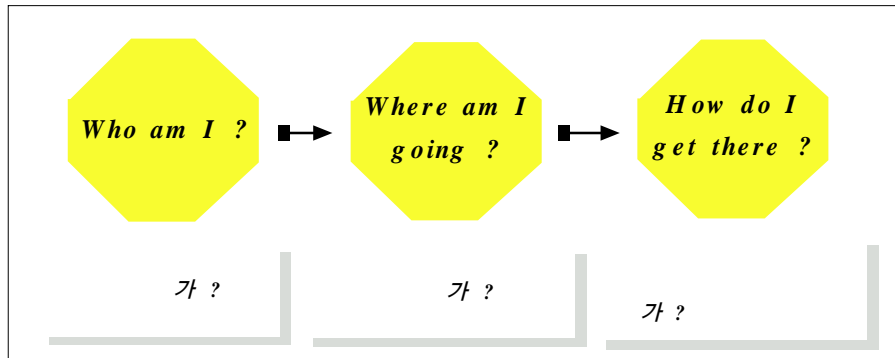
18-22
 31) 가 ([-2]).
 . 1 4 ‘ ’

42 2 32) 161 4
 (1). 2
 3, 4
 가
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31 (career resilience)
 (/)
 2000; 2001).
 32 ()
 42

, 1 4

가



: 99 ACTE(Association for Career and Technical Education) Pre-Convention
 Seminars Norman C. Gysbers Workshop (2001) “
 Manual”

[-3]

[-3] 가

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1 (認識)	1 ()	() . 가. () . (/) · (,)	() . (/) - / , - / , - / ,
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3 (準備)	3 2 , , (.) , ,	· , 2 · 가. 2 가 () . (/) · (,)	2 가 - / , - / . - / .
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Missouri-Columbia University of
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< -2> University of Missouri-Columbia

	Co-operative Education	Internship	Practice	Part-time Employment	Work Study Assignment	Service Learning	Externship	Volunteer
		/	/			/		
	2	1	1					
		,	,	,	,	,	,	,
			()			가		

Original source: Carter, J. K.(1994). Job development programs. Journal of Career Development, 21(2), 127-129.
: (1998) ‘

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가

33

가
(experiential learning)
가

가

(, 1998). University of Missouri-Columbia
(Financial Aid Office)

1979

(Higher Education Act of 1965)

(job locator program)

34)

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가 .

3. ‘ ’

가.

161 4 가 ?

5가

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가

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34 , 가 , 50%-70%) (1,2 가

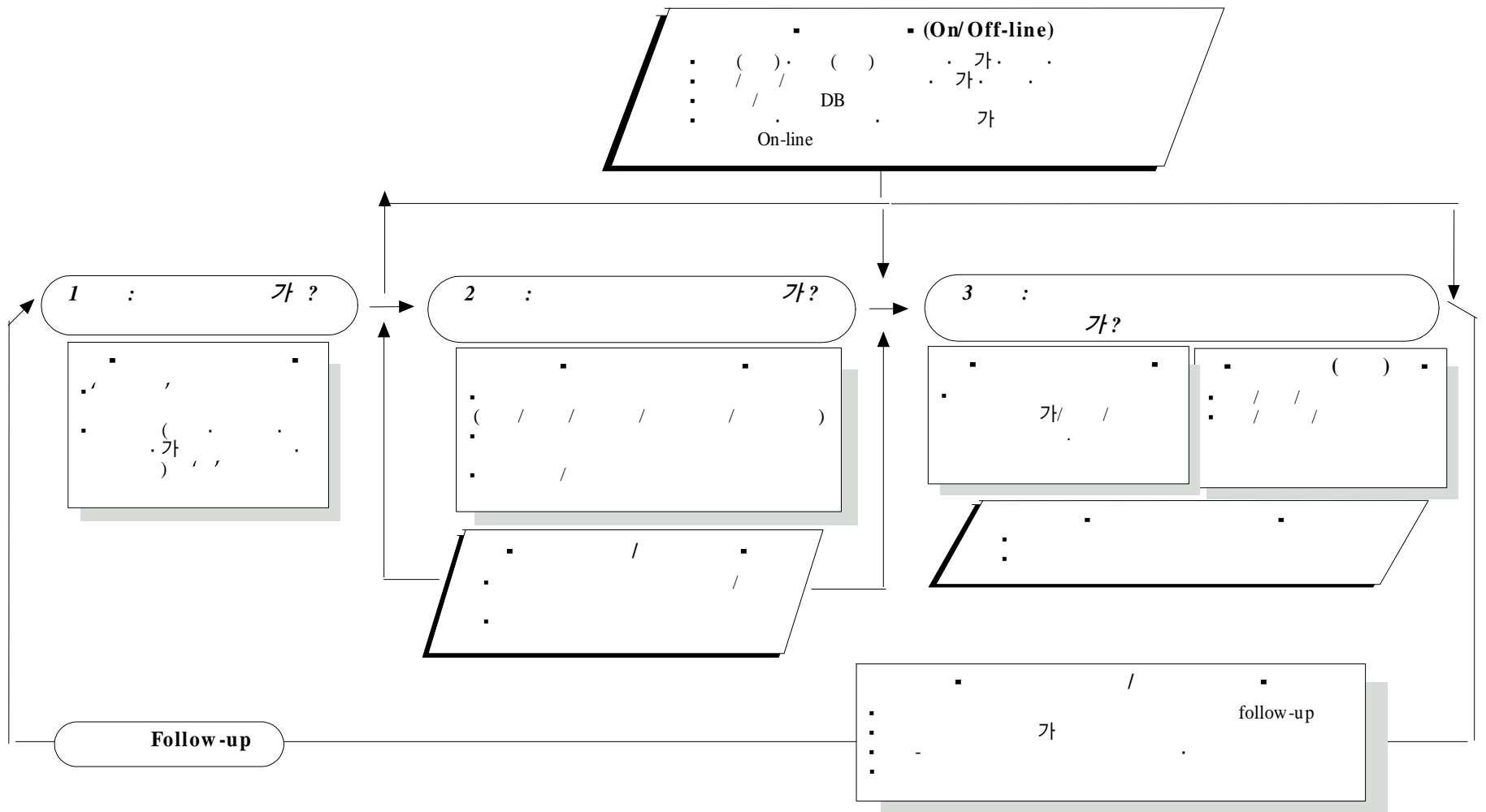
가 가

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(on-line)	<ul style="list-style-type: none"> 가 가 	<ul style="list-style-type: none"> / ()
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.35)



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JOB TRACK

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JOB TRACK

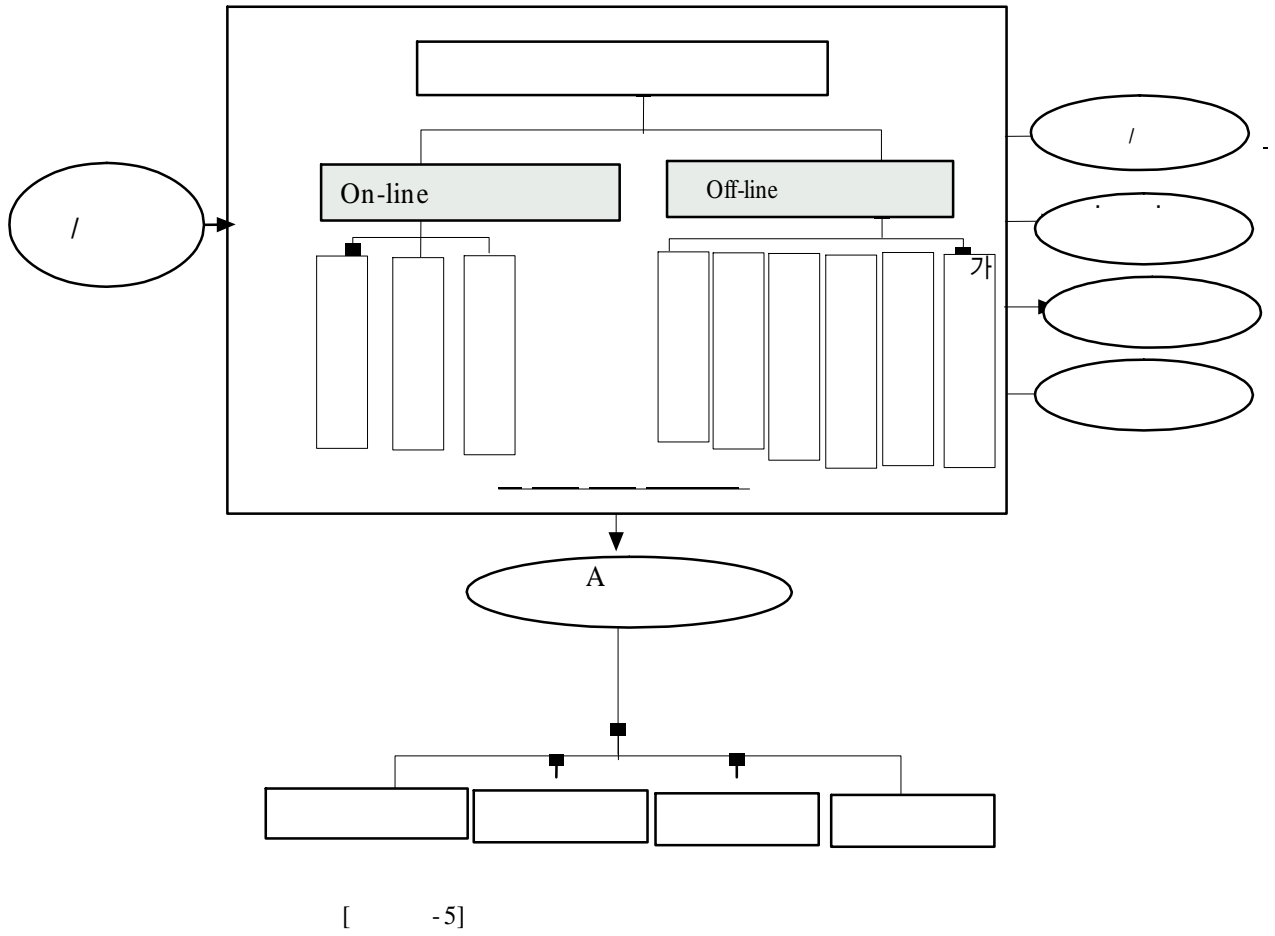
35 (1993) ' .

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2 가

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'Career-net' , 가
[-5] 161 , 가
가 , JOB
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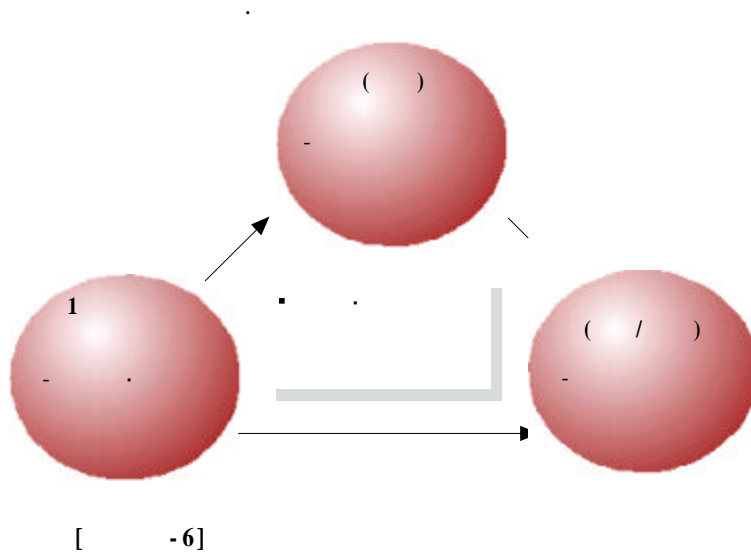
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.37)

36 (career) 가 (totality of work) .
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가 (Osipow, 1994;
2001).
37 , . ()
가 ,

[-5]

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가

(2001)

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 가가 . 가 가 가

38 1 '82-'86 , 2 '88-'92, 3 '94-2000 , 가
 3 1994 7 1 가 가 2000
 , 2001 5 가 2
 (1, 2 가).

< -4> 가

가	가	가	가	가
1.				(60)
2.				(50)
3.				(120)
4.				(100)
5.	.			(90)
	5-1			24
		5.1.1		8
		5.1.2.		10
			.	
			.	
		5.1.3	/	6
	5-2			41
	5-3			25
6.				(80)
	6-1.			16
		6-1-1		8
		6-1.2		3
		6-1.3		5
			.	
			.	3
			.	
	6-2			24
	6-3			17
	6-4			23
				500

< -4> 2 가 .
 가 가 7 가 500 14% 1
 가 가 가 5 가 1%
 가 . 가

가 가 100
 가 가 가 < -5>
 가

< -5> 가

가	100	100
가	7	9
가	(2) (2) (3)	(3) (1) (2) (3)

가
 가 , 가
 가 , 14% 10%

가 가 가
 가 ()
 (量) 가
 (質)
 가
 가가

39)

가
가
(career planning) (career management)
가 .

가 가

(1997). . . . :

. . . . (1989).

. pp.93-132. :

(2001). “ ”. 『CEO Information』, 300. 1-18. [On-line]. Available: <http://www.seri.org>

(2000). “ ”. 『 』, 3(2). 56-60. :

(2001). **Manual**. 01-1. :

. . . . (2000). . . . 00-36. :

. . . . (1999).

99-38. :

. . . . (2000). (I) - 00-31. :

(2001).

(2001). “ ”. 『 』, 13. 227-255.

(1993). “ ”. 『 』, 14. 7-24.

(2001). **II** 5 :

(1993). . . . :

(1998).

(2001). "NHRD ". 『 』 , 13. 61-80.

, 1997. 4. 12.

2001 1 . 20 220 , pp.26-29.

2001 4 . 20 223 , pp.28-32.

, 2000. 10. 11

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Barnes, A. James & Herr, L. Edwin.(1998). The Effect of Interventions on Career Progress. *Journal of Career Development*, 24(3). pp.179-193.

Carter, J. K.(1994). Job development programs. *Journal of Career Development*, 21(2). pp.127-129.

Herr, L. Edwin & Cramer, H. Stanley.(1996). Ch.10. Career Guidance and Counseling in Higher Education. *Career Guidance and Counseling through the Life Span -Systematic Approaches, 5th ed.* New York: Harper Collins.

Isaacson, E. Lee & Brown, Duane.(1997). Ch.11. Career Development in Four-Year Colleges, Community Colleges, and Vocational-Technical Schools. *Career Information, Career Counseling, and Career Development*. pp.289-309. Boston: Allyn and Bacon.

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Osipow & Fitzgerald(1996). *Theories of Career Development. Fourth Edition*. Allyn & Bacon, A Simon & Schuster Company.

Peterson, Nadene & Gonzalez, C. Roberto.(2000). *The Role of Work in People's Lives -Applied Career Counseling and Vocational Psychology*.

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Strategies and the National Career Development Guidelines. Columbus:
ERIC Clearinghouse.

Stevens, T. Darryl & Lundberg, J. David.(1998). The Emergence of the
Internet: Enhancing Career Counseling Education and Services.
Journal of Career Development, 24(3). pp.194-208.

Zunker, G. Vernon.(1998). *Career Counseling -Applied Concepts of Life
Planning, 5th ed.* Pacific Grove : Brooks/ Cole Publishing.

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Workshop

[On-line]. Available: [http://www.kyungnam.ac.
kr/guide](http://www.kyungnam.ac.kr/guide)

[On-line]. Available: <http://www.job.korea.ac.kr/>

[On-line]. Available: [http://home.dongguk.ac.kr/~gra
duation/main/](http://home.dongguk.ac.kr/~gra
duation/main/)

[On-line]. Available: <http://www.job.sogang.ac.kr/>

[On-line]. Available: [http://www.sogang.ac.kr/~cnse
ling](http://www.sogang.ac.kr/~cnse
ling)

[On-line]. Available: [http://home.ewha.ac.kr/~ewh
qjob](http://home.ewha.ac.kr/~ewh
qjob)

Colorado State University Career Center [On-line]. Available: [http://career.st
user.colostate.edu/index.html](http://career.st
user.colostate.edu/index.html)

Job Track [On-line]. Available: <http://www.jobtrack.com>

Michigan State University Career Services & Placement [On-line]. Availabl
e: <http://www.csp.msu.edu/>

University of Minnesota at Crookston Career Counseling Center [On-line].
Available: [http://www.crk. umn.edu/people/services/CAREER/index.htm](http://www.crk.umn.edu/people/services/CAREER/index.htm)

University of Missouri-Columbus Career Center [On-line]. Available: [http://
www.career.missouri.edu/guest/ index.html](http://
www.career.missouri.edu/guest/index.html)

ABSTRACT

Career Guidance at Higher Education Level in Korea

Korea Research Institute for Vocational Education & Training

Research Director : Ji-Yeon, Lee

The Research aims at presenting a new career guidance service that could systematically support career development competency among all university students from freshmen all the way up to seniors.

It has been pointed out that career guidance services provided by 161 universities in Korea are too focused on "recruitment" rather than "holistic student's career development". This problem causes the lack of continuity and professionalism in the area of career guidance service at higher educational level. However, fundamentally, those problems are integrated such as failures of career guidance at the levels of elementary to high schools, lack of communications and coordination between universities and companies, and undue emphasis on short-term performances in the process of career guidance service in reality.

The case has also been made for the strong need for university students to raise career competency that would allow them to effectively cope with possible unemployment after graduation. The experience of the "unemployment" comes on the heels of graduation can decisively weaken a sense of economic independence and a positive role they could play in

society. Therefore, the role of career guidance service has been noted that it needs to help harmonize students' career plans with the human resources needs of companies the ultimate beneficiaries of such service.

This situation has provided a context in which the Research has been launched, with the following four questions:

First, what institutions are there that provide career service in universities and what are their roles?

Second, what is the demanding needs form universities, companies and students on the issues of career guidance service respectively?

Third, what is the best delivery structure of integrated career guidance service among instituties?

Fourth, what is the best way for realization those suggestions on career guidance service in Korea?

Chapter 2 classifies the services provided by the 161 universities into on-line and off-line career guidance services in trying to answer the first question.

Chapter 3 surveys needs among students, career guidance professionals in universities and companies through questionnaires, conference calls and interviews, correspondingly. The questionnaires found that 60.9% of the students asked have never received on-campus career development service. Most of those who have received career guidance services are juniors and seniors (74.5%). Also found was that most of the experiences in career development service were from recruitment-oriented one-time events such as special lectures and seminars. Both the suppliers and beneficiaries of university career guidance service were found to demand, first and foremost, that career guidance institutions be strengthened in terms of personnel and finance. Following such demand was the request for putting in place systematic career development programs.

Chapter 4 is a case study of career guidance service in U.S. universities

concerning how it is structured and provided as well as how it develops and applies competency-oriented career development strategies. Chapter 4 also identifies four implications that it has for Korea. First, there is a need for cooperation between career guidance service and various other university-based institutions on campus. Second, career service needs to be specialized so that it can be provided at the faculty or department level. Third, the focus of career guidance service should shift from one-off events to continuous and synergistic approaches. Fourth, a blueprint for career guidance service should contain a roadmap that addresses each grade specifically. Career guidance service should also be an enabler that empowers students to set up and manage their own career goals.

Chapter 5 recommends ways for better career guidance service in universities through the following 4 research questions:

First, what should university career guidance service achieve ultimately? The question should be answered differently for each of the two groups of beneficiaries. From the standpoint of students its primary beneficiaries it should allow them to acquire knowledge, skills and attitudes required for their own career development process. In the meantime, from the standpoint of companies its endpoint beneficiaries it should maximize the efficient and competitive application of human resources.

Second, what should university career guidance service provide? The Research suggests that fostering competency for career development should form the core of overall university career guidance service and that career guidance service should manage curriculums and programs in a way that it could strengthen university-company links. The Research proposes that such curriculums and programs should also be based on a 3-stage career development process which spans the entire 4 years in university. Each stage of the process is designed to address the questions,

"who am I?", "what is my career goal?" and "what should I prepare to meet that goal?", respectively.

Third, how should university career guidance service be organized?

The Research presents a model that continues to use the merits of existing service institutions to the full. More importantly, this model is also designed to strengthen specialized expertise among various institutions and to support the 3-stage career development process seamlessly.

Fourth, what are the prerequisites for facilitating university career guidance service?

The Research identifies the following prerequisites: First, career guidance change should concur at the levels of elementary to high schools so that it can help nurture students' capabilities required for career development in a comprehensive manner. Second, universities should be more flexible in coping with changes taking place off campus. Third, the quality and outcomes of career guidance service should be incorporated into university evaluation. Fourth, university management should shift its priorities from recruitment of new students to nurturing of advanced human resources and job placement. Fifth, companies, traditionally the consumers of university graduates, should also seek to serve as the suppliers of university graduates. By undertaking this more aggressive role, companies could save "reeducation" costs by efficiently allocating human resources in the right place and at the right time. Lastly, the Research points to the commitment of students toward career resilience as a critical prerequisite for successful career guidance service. Living in the age of career transition, students are advised to commit themselves to balancing their goals with fast-changing social demands by continuously preparing for newly defined career paths and becoming a life-long learner.

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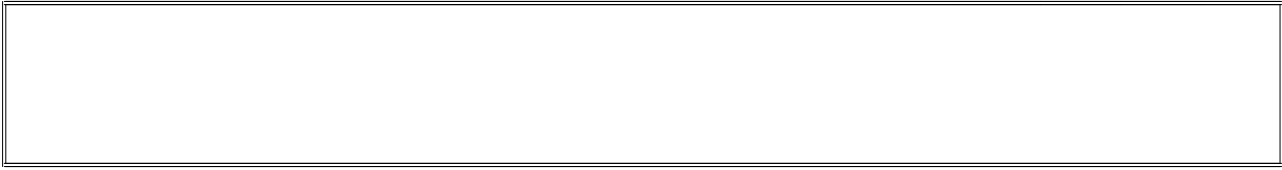
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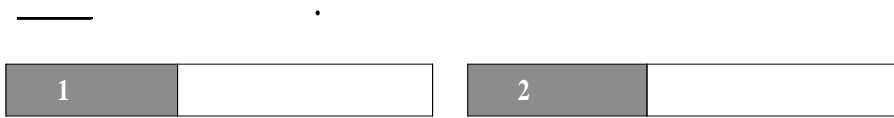
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