

#### Development of A Career Development Competency Inventory for College Students

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- Introduction
- Process and Methods
- Results
- Discussion and Limitations

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# Introduction



# National Career Development Guideline (NCDG; USA, 2003)

- · 3 Domains & 11 Goals (4 for PS, 2 for ED, 5 for CM)
  - Personal Social Development (PS)
  - . GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
  - · Educational Achievement and Lifelong Learning (ED)
  - GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
  - · Career Management (CM)
  - GOAL CM1 Create and manage a career plan that meets your career goals.
- 3 Indicators (Learning stages; based on Bloom's Taxonomy)
  - Knowledge Acquisition (K) / Application (A) / Reflection (R)
  - PS1.K2 Identify your abilities, strengths, skills, and talents.
  - PS1.A2 Demonstrate use of your abilities, strengths, skills, and talents.
  - PS1.R2 Assess the impact of your abilities, strengths, skills, and talents on your career development.

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# The Blueprint for Life/Work Design (BLWD; Canada, 2006)

- 3 Content Areas & 11 Competencies
- Personal Management, Learning and Work Exploration, Life/Work Building
- 4 Developmental Levels
- Early Years, Middle Years, Senior Years, Post-secondary and Adult Populations
- 4 Performance indicators
  - Acquisition: Acquiring knowledge (identify, discover)
  - Application: Experiencing acquired knowledge (explore, demonstrate)
  - Personalization: Integrating acquired and applied knowledge (deepen understanding of, explore the effect of)
  - Actualization: Striving towards full potential (use, express, appreciate)
- Example
- Competency 5.3: Locate, interpret, evaluate and use life/work information.
- Indicator 5.3.1: Explore the educational requirements of various work roles.
- Local Standard: Grade Nine students will correctly describe the educational requirements for five work roles of interest to them.

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# Australian Blueprint for Career Development (ABCD; Australia, 2010)

- 3 Areas & 11 Competencies
  - Personal Management, Learning and Work Exploration, Career Building
- 4 Phases (Developmental)
- Kindergarten-Primary, Middle, Senior/Post-Complusory, Adults
- 4 Performance indicators
  - Learners ACQUIRE and understand the required knowledge
  - They APPLY the knowledge, attitude or skill by putting it into action
  - They PERSONALISE their learning, and
  - They ACT upon that learning in creative ways.
- Example
- Understand the importance of and the ways in which you can locate and use education and training information.
- Adopt behaviours and attitudes conducive to reaching personal, social, educational and professional goals
- Assess the relevance of the career information resources you have used to your career information search

Improve strategies for locating, understanding and using career information

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## **Career Development Competencies** Research in Korea

- Lim, et al. (2008)
- Identified 3 areas and 11 competencies to integrate career education with other school subjects
- Lee, et al. (2010)
- Identified 5 areas and 11 competencies for career education policy to educate creative talented students
- Jung & Lim (2013)
- Developed a career development competency scale for adolescents: 3 areas and 9 competencies
- Lim & Jyung (2015)
  - Developed a career development competency inventory for middle school students: 3 areas and 8 competencies
- Yoon et al. (2016).
  - On, et al. (2019)
    Developed career development competency indicators for each level of students
    (elementary school, middle school, high school, vocational high school, 2-year college,
    4-year university): 4 areas and 10 subareas (for 4-year university)



## Need for the study

- · In last 10+ years, previous studies identified and developed inventories to assess career development level in each area and
- · However, most of them did not include "performance indicators" in the inventory nor suggested the level of performance of each competency.
- · In this study, Career Development Competency Inventory (CDCI) was developed for 2-year college students
- · based on national level career development competency model

**Inventory Development Process** 

To determine competency model and develop items, a group of career

- Australian Blueprint for Career Development (ABCD; Australia, 2010)

- Items were reviewed by 2 professors who have career education experience - Items were reviewed by 42 students in 2-year college: All items were found to be

- National Career Development Guideline (NCDG; USA, 2003) - The Blueprint for Life/Work Design (BLWD: Canada, 2006)

- Items developed by 1 GCDF instructor and 7 GCDFs

valid (one of complains was "too many items")

development professionals reviewed mainly

· with items to assess performance level of each competency

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Literature Review

Item development



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## **Career Development Competency** Inventory (CDCI)

3 Domains and 11 competencies

#### Self Management

- C1: Building and maintaining positive self-concept
  C2: Building and developing positive relationships with others in every life domain
- C3: Coping with changes from every life domain positively and proactively

#### Learning and Work Exploration

- C4: Participating in lifelong learning to achieve career goals C5: Exploring and using career information proactively
- C6: Integrating social-economic changes into your career plans

#### • Life/Work Building and Management

- C7: Mastering employability skills to obtain, maintain and advance your employment C8: Making realistic and rational career decisions

- C9: Maintaining Work-Life balance and accountability of your own life C10: Confronting and eliminating your stereotype, prejudice and discrimination in work and life domains
- C11: Maintaining accountability of your career development in a whole-life perspective

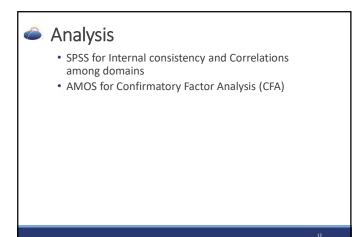
## **Career Development Competency** Inventory (CDCI)

#### Performance levels are

- 1. Acquisition Level 1
- 2. Application Level 2
- 3. Personalization Level 3
- 4. Actualization Level 4

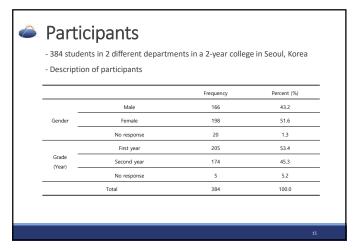
#### Item examples

- C1-L1: I can describe myself with two and more examples regarding my characteristics (e.g. value, interest, personality, strengths, etc.)
- C1-12: I can write a 1-page essay to explain how my characteristics (knowledge, skills, attitudes, vocational interest, values, belief) impacted my recent important decision-making regarding my career (e.g. school advancement, major choice, graduation, job or part-time job choice, employment, certification, leisure) and how the decision is currently affecting me.
- C1-13: After taking career assessments (interest, aptitude, value, personality, readiness, etc.) and its interpretation counseling, I can write a 1-page essay to describe my detailed and integrated characteristics.
- C1-L4: I can write a 1-page essay on how to develop my strength from my characteristics (belief, values, knowledge, ability, skills)



Results

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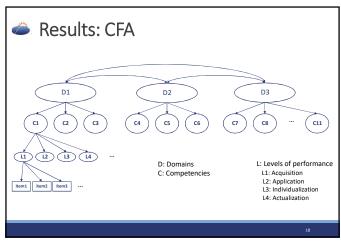


Results
Internal consistencies

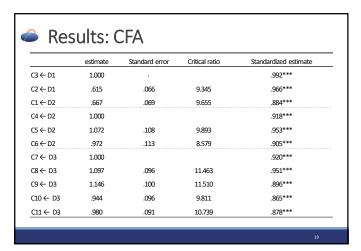
Areas Cronbach's α
Self Management .951
Learning and Work Exploration .956
Life/Work Building and Management .978
Total .986

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	esults										
Correlatio	ons among compete	ncies									
Domains	competencies	Self Management			Learning / Work			Life/Work Building			
		1	2	3	4	5	6	7	8	9	10
Self Management	Positive Self-concept	-									
	2. Positive relationships	.750	-								
	3. Coping with changes	.730	.767	-							
Learning and Work Exploration	4. Lifelong learning	.531	.602	.695	-						
	Exploring and using career information	.568	.642	.700	.792	-					
	Integrating social-economic changes	.600	.698	.661	.657	.740	-				
Life/Work Building and Management	7. Mastering employability skills	.557	.619	.685	.750	.794	.712	-			
	8. Making career decisions	.625	.696	.728	.654	.760	.763	.761	-		
	9. Work-Life balance	.624	.677	.688	.597	.687	.721	.711	.824	-	
	10. Confronting and eliminating discrimination	.591	.678	.655	.513	.618	.732	.674	.697	.772	-
	11. a whole-life perspective	.552	.561	.620	.592	.648	.593	.767	.668	.692	.64

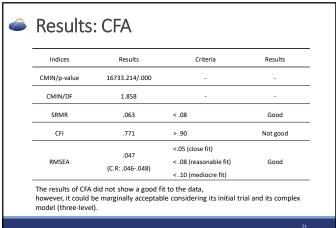


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Results: CFA Critical ratio ц←а 1.000 .961\*\*\* **11**←C7 1.000 .998\*\*\* .911\*\*\* 12←C1 .951 13 & 14 ← C1 1124 .117 9611 .991\*\*\* 13 ← C7 993 086 11525 963\*\*\* 11←02 1.000 .832\*\*\* L4 ← C7 1.145 12.789 .904\*\*\* 13 & 14 ← C2 1.420 .147 9.650 972\*\*\* 12←08 1.097 14,406 .993\*\*\* .068 ц←сз 9.281 13 & 14 ← 08 1.158 12,13 & 14 € 1.000 L1 ← C4 1.000 .907\*\*\* 12,13 & 14 ← C9 .989 L3 & L4 ← C4 1.100 12,13 & 14 ← C10 1.160 u+c5 1.000 .973\*\*\* ц←аі .951\*\*\* L2 ←C11 1.054 12.835 13 & 14 ← C5 L3 & L4 ← C11 11←06 1.000 1.458

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# Discussions /Limitations

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# Discussions / Limitations

- It is meaningful to confirm that the development of an inventory including performance indicators, like CDCI, is possible.
- The results of the study indicates that the structure of CDCI is acceptable.
- However, we need to review (or revise) the structure and items of CDCI considering the poor results of some fit indices such as CFI.
- Too long and many items should be revised to be utilized in practice.
- The participants in this study were all 2-year college students in one college. Need to be cautious with generalization of the study to other populations.

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