Comparative Analysis of Training Programs for Outplacement Service Workers in Korea: Focused on the CIPP Evaluation Model

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Sun-Mi Lim
Graduate School of Human Resource Development,
Sookmyung Women's University, Seoul, Korea

Young-Min Lee*
Department of Public Administration, Sookmyung Women's University, Seoul, Korea

ABSTRACT

This study aims to compare and analyze the training courses for employees in Korea's Public Employment Service (PES), focusing on outplacement support service employees. The analysis intends to propose practical improvements to the training curriculum to enhance the professionalism of outplacement service workers. The CIPP model was used to analyze the training courses. The study subjects were public institutions, private institutions, and corporate employees who attended outplacement support service training programs. The public sector included outplacement support service workers employed at Seoul City Public Service Centers and Employment Centers, the private sector comprised employees of outplacement support consulting firms, and the corporate sector included outplacement support workers at Company S. The diagnostic results showed that in the context evaluation, there was a high degree of suitability in terms of reflecting changes in the labor market, but a low degree of responsiveness to learners' needs. In the input evaluation, the educational planning, content composition, and physical resource allocation were high, while the allocation of human resources was low. In the process evaluation, lecture planning and course management quality was high, but the teaching methods and instructors' expertise needed to be higher. The output evaluation showed high satisfaction with educational goals but low satisfaction with course improvement and instructors. An analysis of factors affecting the output evaluation revealed that all areas had a significant impact, with the process evaluation having the most excellent effect ($t = 13.63$, $p < .001$). Based on the research results, the following recommendations for improving the outplacement support service training curriculum are proposed. First, the course content and methods must consistently address learners' needs by identifying and resolving practical issues. Second, the curriculum should adapt to the digital transformation in the labor market and employment services. Third, to support a variety of outplacement support service recipients, the curriculum should encourage interaction through diverse teaching methods to share case studies and propose solutions. Fourth, educational content should address social changes brought about by artificial intelligence and carbon neutrality to equip the workforce better.

Keywords: Outplacement Support Service, Outplacement Support Service Employees, CIPP Evaluation Model.

1. INTRODUCTION

An active employment policy is necessary to support workers' job and career transitions due to life cycle changes, digital transformation, and the new normal (Choi, 2018). The concept of a lifelong job is disappearing from the labor market due to the lengthening of the life cycle caused by aging and changes in industrial structures driven by scientific and technological development. In addition, the demand for outplacement support services is increasing in response to the changing labor market. Job transitions and career changes are becoming more common due to changing perceptions of jobs among people in their 30s and 40s (Kim, 2016). Active government support is required to meet the needs of middle-aged and older individuals who hope to continue economic activities after retirement due to aging (Lee, 2007). Outplacement support services refer to services for those who are involuntarily facing job transitions, including retirement, and offer outplacement services such as job search assistance, career consulting, resume writing, interview skill improvement, and employment workshops (Kim, 2015). Outplacement support services encompass re-employment support services and life planning, and the providers of these services have expanded from government public institutions to corporate in-house services and private outplacement firms (Kim, 2014). The professionals offering outplacement support services are experts who provide counseling and educational programs from a life-planning perspective, offering advice and support for job transitions, career changes, or entrepreneurship within a specific timeframe (Kim, 2015).

The effective operation of outplacement support services requires a focus on enhancing the quality and professionalism of outplacement support service professionals (Kang, 2006). The professionalism of outplacement support service workers involves recruiting specialized career counselors and operating systematic training programs to improve their job skills continually (Lee, 2007). In Korea, research has been conducted on individual career and job selection. However, there needs to be more systematic studies on the qualifications, background, and training needs of the career counselors responsible for implementing these programs, including the knowledge and skills they should possess (Jin., 2004). Studies related to outplacement support services have mainly focused on policy aspects and operational components, with limited research on the competencies and professionalism of outplacement support service workers. A study by Kim(2015) indicated that the competency of outplacement support service workers significantly affects satisfaction with outplacement support service outcomes. Another study by Kim(2011) highlighted the need for training to support the career development of outplacement support service workers. Given the expansion of outplacement support services and the need for studies to improve satisfaction with them, it is necessary to identify and analyze the current state of training programs for outplacement support service workers. This analysis aims to uncover the limitations and areas for improvement in training outplacement support service workers.

2. PREVIOUS RESEARCH

Today, it is becoming increasingly difficult for workers who leave their primary jobs to transition to "decent work" (Im, 2006). The employment structure is transforming due to digital transformation, extending from production to service and communication sectors. As job transitions have become common in the labor market, individuals need outplacement support services to plan their careers and prepare for these transitions.

Companies are constantly undergoing restructuring due to increased market competition, leading to rising unemployment rates and associated social costs. Existing labor market and employment policies need to change to address these challenges (Im, 2006). Outplacement support services are gaining importance due to longer life cycles (Jin, 2021). Workers facing unemployment require support to adapt to a changing labor market. A job transition is defined as a change in profession or position, and services supporting such transitions are becoming increasingly significant on a societal, personal, and industrial level (Kim, 2016). According to the Ministry of Employment and Labor, outplacement support services are services provided to quickly reemploy workers laid off due to business reasons, with the support of employers (2022, Ministry of Employment and Labor).

The heightened competitiveness of the job market has created a demand for professional outplacement support. Companies offer specialized and personalized services to meet this demand, while the government provides outplacement support services for free or at a low cost through public institutions and local governments. These services aim to improve employment rates in the job market and contribute to social stability. Research on outplacement support services has been conducted in earnest since the 2000s. It can be categorized into studies on retirees, research on the content and effectiveness of outplacement programs, and studies on program needs analysis (Kim & Yoo, 2015). While there is research in Korea on individual career paths and job selection for outplacement support, there needs to be more studies on the qualifications, backgrounds, and training of outplacement support workers and the professional knowledge and skills they should possess (Jin, 2004). In the private market, outplacement support services help workers scheduled to change or leave their jobs find new employment quickly by providing job referrals, start-up support, career counseling, and vocational training. These services include career planning, job referrals, and start-up education. General outplacement support services provide retirees with psychological stability, self-assessment, goal setting, job information, and start-up information in response to environmental changes. It is a comprehensive service that supports career transitions through systematic support. It includes setting individual long-term or short-term goals, providing practical job search assistance, start-up support, life planning, and office space support. These services are provided in a step-by-step manner, from pre-consulting work, process management, goal setting, and growth to post-consulting follow-up. In Korea, the NCS (National Competency Standard) defines outplacement support and outlines 19 competency unit elements to enhance the competencies of outplacement support workers (Ministry of Employment and Labor, 2022). The definition of a job for outplacement support involves analyzing the needs of service recipients, planning outplacement support, diagnosing the capabilities of those seeking outplacement, setting transition goals, managing change, life planning, supporting start-ups and employment, conducting advanced counseling, and providing ongoing outplacement support management (Ministry of Employment and Labor, 2023).

Outplacement support is classified as a subcategory within job counseling services, with outplacement support services being a more specific category. Relevant qualifications for this field include Career Counselor Grades 1 and 2, providing career-related information. The service stages are divided into four steps: planning outplacement support services, initial outplacement interviews, setting outplacement goals, counseling services, and improving outplacement services. Each stage includes several sub-competencies: first, the planning stage involves creating client leads, analyzing target company needs, and planning outplacement support services. Second, the goal-setting

stage involves initial outplacement interviews, supporting change motivation, diagnosing outplacement issues, analyzing outplacement competencies, and setting outplacement goals. Third, the outplacement counseling services stage includes providing life planning support, running outplacement support programs, re-employment counseling, start-up counseling, outplacement training counseling, and advanced outplacement counseling. Finally, the improvement stage involves overseeing outplacement support counseling, managing outplacement support information, conducting outplacement support research, post-support management, and outplacement administration (Ministry of Employment and Labor, 2023). Institutions offering training for outplacement support service workers include the Korea University of Technology and Education, the Korea Employment and Labor Education Institute, and private employment service firms (Lee, 2023).

Looking at international examples of promoting outplacement support services, Germany has both public and private sectors involved. The Federal Employment Agency oversees public employment services, employing 100,000 people. After establishing HaBA (University of Applied Labor Sciences) in 1973, the Federal Employment Agency has been training its workforce through this institution. Staff trained through this process manage the labor market and handle tasks such as education, career counseling, and employment counseling. This system allows them to maintain a public employment service workforce, while HaBA complements private employment services and helps maintain the quality of employment services. Public service job holders are trained through the HaBA's theory and public employment service practice, ensuring they have highly skilled personnel.

In Japan, basic training is provided to public service workers in their early careers or those with five years or less of tenure. They also offer supervisory or expert training based on the length of service or work role. The expert courses cover employment stability administration, labor standards administration, job counseling, disability employment, and youth employment. Education is also provided for private institutions, and Japan has introduced the JCDA (Japan Career Development Association) certification system. JCDA is a national career consultant certification system where individuals must complete continuing education every five years to renew their certification. Japan has a well-established education system, resulting in high satisfaction with the content and structure of the training courses, though there's a demand for facility improvements.

Australia privatized its public employment services in 1998, outsourcing them to private agencies. The public sector handles the referral functions to the outsourced agencies through the Centrelink organization. Australia runs eight modules based on the U.S. National Career Development Association (NCDA). Those who do not complete the course cannot access the government database. By implementing detailed courses, Australia has improved the quality and performance management of outplacement support services workers by enhancing their skills.

This study aims to compare the training courses for outplacement support service workers to find ways to improve the detailed competencies of the workers. The study uses the CIPP evaluation model for comparison and analysis. The CIPP evaluation model is recognized for its effectiveness in developing and operating educational programs (Stufflebeam, 2000; Stufflebeam & Kellaghan, 2003). The CIPP evaluation model is divided into context evaluation, input evaluation, process evaluation, and product evaluation. The context evaluation identifies the needs and sets goals to diagnose the problem. The input evaluation analyzes the planning and design process. The process evaluation examines the execution process, procedures, methods, strategies, control, and

improvements. The product evaluation determines whether to continue, modify, or stop the education program based on the results and explanation of the outcomes (Stufflebeam & Kellaghan, 2003).

3. RESEARCH METHODOLOGY

3.1 Research Process

To compare the curriculum for outplacement support services, this study utilized the CIPP evaluation model (Stufflebeam, 2000; Stufflebeam & Kellaghan, 2003). The following research procedure was conducted to verify the content validity (CVR) of the evaluation criteria and questions. First, the theory of the CIPP evaluation model and previous studies (Lee, 2019) were explored to develop the evaluation criteria and items for the outplacement support service curriculum. Relevant evaluation factors were extracted based on these evaluation items and questions.

Second, a preliminary draft for the curriculum was developed through the CIPP evaluation model questions derived from previous research and expert interviews. Third, the questions were refined through content validity verification of the developed evaluation criteria. Fourth, the refined questions were used to survey outplacement support service workers, and descriptive statistics and correlation analyses were used to verify validity and reliability (Jung, 2000).

Table 1. CIPP Evaluation Components

Stage	Research Content	Research Methods and Tools
Development of Evaluation Criteria	Derive evaluation criteria and sub-areas	Literature review and expert interviews
	Select expert panel	
	Content validity verification and revisions	Content validity
Validation of Measurement Tools	Develop preliminary questions	
	Conduct interviews	Participants in outplacement support service training
	Validate validity and reliability.	Descriptive statistics, correlation analysis

3.2 Research Methods

Expert Panel
The research study subjects were individuals working in outplacement support services as of 2023, including those in public institutions such as 50 Plus program managers, Employment Center managers, private outplacement support service employees, private company operators, and corporate outplacement support service managers. The interview participants were outplacement support service representatives from various institutions, focusing on employees with at least five years of work experience and who handle the four stages of the NCS. The expert panel for this study consisted of three experts with over 15 years of experience in outplacement support services and related research. This panel included two public sector employees with over ten years of experience, three

employees from private outplacement service companies, and two employees from in-house outplacement support service departments in large corporations. Detailed information about the research participants is provided in Table 2. To protect the privacy of the research participants, their names have been anonymized.

Table 2. Status of Experts

Participant	Age	Expert Status	Experience in Outplacement Support Services
A	65	Expert with over 15 years of experience in outplacement support services	Over 15 years
B	67	Employee at a private outplacement support agency	Over 15 years
C	55	Expert with over 15 years of experience in outplacement support services	Over 15 years
D	51	Expert with over 15 years of experience in outplacement support services	Over 15 years
E	49	An employee at a public institution for outplacement support services	Over ten years
F	48	Employee at a private outplacement support agency	Over ten years
G	48	Employee at a private outplacement support agency	Over ten years
H	41	An employee in a corporate in-house outplacement support department	Over ten years
I	43	An employee in a corporate in-house outplacement support department	Over ten years
J	43	An employee at a public institution for outplacement support services	Over ten years

The research process consisted of three stages, with interviews conducted for data collection from February 26 to March 10, 2024. A literature review and expert evaluation were used in the first stage to analyze outplacement support service evaluation factors and derive the CIPP evaluation questions. In the second stage, interviews with research participants were conducted using the derived evaluation and open-ended questions to discuss the issues, peculiarities, and requirements of outplacement support services. In the third stage, the derived evaluation questions were used to interview field workers to analyze and propose improvements for outplacement support services. To assess the validity of the expert opinions, the Content Validity Ratio (CVR) was calculated (Cho Yang-sook, 2015).

$$CVR = \frac{N_e - \frac{n}{2}}{\frac{n}{2}}$$ N_e : Number of expert panel members who found the question valid

n: total number of expert panel members who participated

When more than 50% of the expert panel finds the derived content valid, the question is considered to have some level of content validity. If the number of respondents is less than 50%, the Content Validity Ratio (CVR) is harmful; if 50%, the CVR is 0; and if 100%, the CVR is 1 (Lee Kyu-no, 2010). The CVR is based on the values proposed by Schipper, with the minimum value determined by the number of panel members participating in the expert opinion survey. At a significance level of 0.05, only items with a CVR value above the minimum determined by the number of expert panel members are considered content validity (Lawshe, 1975). In this study, items with a CVR of 0.62 or higher, corresponding to the number of expert panel members, were derived. This included three items in the context evaluation, four in the input evaluation, five in the process evaluation, and three in the product evaluation.

Table 3. The minimum value of the Content Validity Ratio based on the number of expert panel members (p < .05)

Number of panel members	5	6	7	8	9	10	11	12	13	14	15	20	25	30	35	40
Minimum CVR value	.99	.99	.99	.78	.75	.62	.59	.56	.54	.54	.49	.42	.37	.33	.31	.29

The CIPP evaluation model uses methods that are useful for determining whether to continue or terminate educational programs. It consists of ① context evaluation, which involves decision-making regarding the setting of educational program goals; ② input evaluation, which assesses the resources utilized to achieve these goals; ③ process evaluation, which is helpful for decision-making during the execution of the educational program; and ④ product evaluation, which helps decide whether to continue or terminate the academic program. This approach was used to analyze the outplacement support service training curriculum.
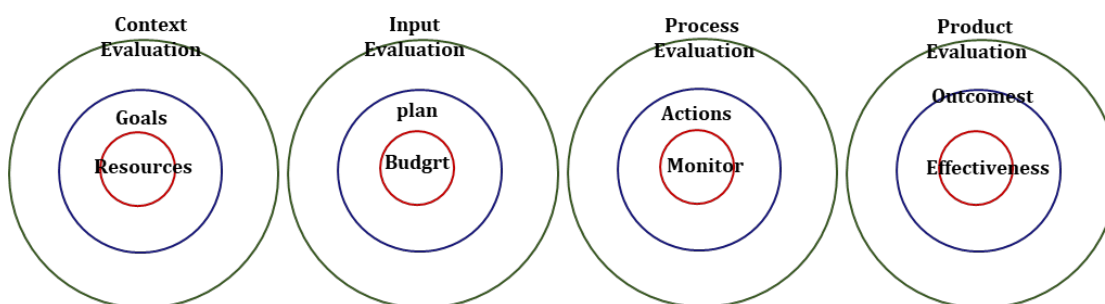

Figure 1 CIPP Research Model

Validation of Content Validity of Evaluation Elements
The content validity was assessed through a two-stage process with an expert panel to verify the validity of the developed evaluation criteria. The questionnaire listed evaluation criteria, items, and questions across the context, input, process, and product evaluation areas, using a 5-point Likert scale to gauge the perceived validity of each criterion and item. The experts were invited to suggest modifications or improvements to the evaluation criteria and items.

Table 4. Descriptive Statistics and Correlation Analysis

Evaluation Area	Evaluation Factor	Evaluation Item	CVR	CVR	Result
Situation Evaluation	Requirement Reflection	Has the change in the job market been reflected	1	1	Selected
		Have the learners' needs been reflected	1	1	Selected
		Has digital transformation been reflected	1	1	Selected
	Goal Setting	Are the goals of the vocational support service training course specific and clearly stated	1	.43	Deleted
	Operational Organization	Is the preparation and system for operating the vocational support service training course appropriately established	.71	1	Selected
Input Evaluation	Educational Plan:	Is the vocational support service training course systematically structured	.71	1	Selected
	Educational Content	Is the course content designed to improve job performance	1	1	Selected
	Educational Method	Is the allocation of online and offline education time appropriate	-.71	-.43	Deleted
	Evaluation Design	Are the evaluation criteria and methods appropriate	.71	.43	Deleted
	Human Resources	Have instructors with the required expertise and capabilities for operating the vocational support service training course been secured	1	1	Selected
	Physical Resources	Are online education systems and auxiliary tools provided to support online education	1	1	Selected
Process Evaluation	Learning Activities	Is the vocational support service training course operated according to the lecture plan	1	1	Selected
		Do instructors appropriately use various teaching methods (PBL, TBL, presentations, discussions, etc.)	1	1	Selected
		Is the level of expertise of instructors in their respective subjects high	1	1	Selected
	Process Support	Are the resources appropriately utilized to support the operation of the vocational support service training course	-.14	.14	Deleted
	Process Management	Do instructors provide feedback on the student's class activities	1	1	Selected
		Is a satisfaction survey conducted among students regarding the operation of the vocational support service training course	1	1	Selected
	Monitoring	Is monitoring of lecture content and methods systematically conducted	-.71	.43	Deleted
Output Evaluation	Learning Satisfaction	Is satisfaction with the achievement of educational goals and core competencies sufficient	1	1	Selected

	Is satisfaction with the instructors' lecture content and methods sufficient	1	1	Selected
Process Improvement	Are the improvements and plans based on evaluation results adequate	1	1	Selected

Before conducting the main study, a preliminary survey was conducted with ten outplacement support service workers to ensure there were no comprehension issues with the survey questions. Based on the results, additional explanations were provided for the outplacement support service continuing education program, and the primary survey interviews were conducted with outplacement support workers who had attended at least one continuing education session. The sampling method used was a snowball recruitment technique, relying on recommendations from outplacement support professionals within expert organizations. The evaluation criteria, consisting of various evaluation areas, were analyzed for their mean, standard deviation, skewness, kurtosis, and inter-variable correlation coefficients to assess the appropriateness of the survey questions. The correlation coefficients ranged from .603 to .912, indicating a high correlation among variables. A standard deviation of at least .15 was considered appropriate (Meir & Gati, 1981), and skewness with an absolute value of 3.0 or lower and kurtosis with an absolute value of 10.0 or lower was considered indicative of normality in the response data (Kline, 2005).

The reliability analysis (Cronbach's α) for the evaluation areas yielded very high results: context evaluation (requirements reflection, operating organization) had .966 (.921, .9654), input evaluation (education planning, course content, human resources, physical resources) had .960 (.773–.938), process evaluation (learning activities, course management) had .959 (.904, .911), and product evaluation (learning satisfaction, course improvement) had .970 (.942, .953).

Table 5. Correlation Coefficient & Descriptive Statistics

Evaluation Criteria	a	b	c	d	e	f	g	h	i	j	k	l
Requirements Reflection	1											
Goal Setting	.892											
Operational Organization	.740	.728										
Education Planning	.809	.834	.708									
Course Content	.784	.836	.649	.708								

Human Resources	.782	.836	.720	.868	.836							
Physical Resources	.782	.803	.748	.835	.808	.844						
Learning Activities	.712	.779	.603	.748	.800	.783	.722					
Course Management	.790	.794	.654	.733	.758	.789	.758	.860				
Monitoring	.706	.760	.635	.725	.752	.763	.870	.828	.871			
Learning Satisfaction	.828	.850	.714	.792	.789	.796	.797	.824	.898	.871		
Course Improvement	.809	.809	.703	.767	.775	.786	.802	.822	.848	.809	.912	1
M (Mean)	3.71	3.91	3.44	3.86	3.92	3.87	3.74	4.10	3.94	4.07	3.98	3.82
SD (Standard Deviation)	.94	.89	1.08	.87	.93	.89	.94	.83	.86	.87	.91	.96
Skewness	-.550	-.560	-.900	-.202	-.545	-.644	-.518	-.351	-.723	-.393	-.563	-.522
Kurtosis	.343	.343	1.114	-.654	.379	.140	.053	-.395	-.340	1.084	.149	-.104

4. RESEARCH RESULTS

4.1 CIPP Phase-wise Research Results

The educational course was evaluated to improve the vocational support service training. The research results identified the context of the educational program and the requirements for goal setting through the context evaluation. An educational program must have a proper review to be designed to achieve specific goals (Donaldson & Lipsey, 2007). The input evaluation area identified improvements in planning through strategic design and means for achieving the educational program's objectives. The process evaluation area analyzed the operations and identified the need to review continued operations. In the output evaluation area, the effectiveness of education and satisfaction analysis, which are the outcomes, were analyzed to assess the educational course.

4.1.1 Demand Analysis Through Context Evaluation

Although demand surveys are conducted concerning the vocational support service staff training course, their utility and applicability appear lacking. The response rate for diagnostic evaluation was high, but negative responses were observed in the in-depth evaluation. The subjective domain questions focused on satisfaction with and areas for improvement in the educational course. The reason for satisfaction was that it provided concrete education applicable to the practical work required for vocational support services. Reasons for satisfaction and differences from other institutions were also examined. The open-ended questions gathered opinions about the current job and the necessary education. The results of the analysis on facilities, equipment, and instructors required for education are as follows. The safety of the educational program is ensured through a standard learning model. Still, there is a demand for an optimized curriculum that matches the competency levels of vocational support service workers. The need for continuous education arises from combining individual learning with resource-based learning. There is a demand for educational content on understanding cases, response policies, and techniques for vocational support services.

4.1.3 Program Operation Analysis Through Process Evaluation
An open-ended survey was conducted to understand the purpose of the educational program, schedule management, the thoroughness of education, and the use of teaching materials. There is a need to share operational know-how and processes from the perspective of program management and problem-solving processes.

4.1.4 Effectiveness and Satisfaction Analysis Through Output Evaluation
It was found that institutionalization of the post-training evaluation and checking the outcomes of the educational program was insufficient after operating the vocational support service workers' training program. Outstanding cases regarding trainees' performance and satisfaction showed that raising awareness of the need for training and its success supported the dissemination of opinions toward expanding future educational opportunities.

4.2 Development Plan for Training Curriculum for Vocational Support Service Workers
The comparative analysis of the training curriculum for vocational support service workers in this study was conducted through a council of vocational support service experts and corporate vocational support service managers. Based on their feedback, the analysis focused on the educational content. As of 2022, around 12,000 vocational support service workers participated in vocational support service refresher courses, with about 9,000 at the Korea University of Technology and Education (a public educational institution), 3,000 at the Korea Labor Institute, and about 200 at the Korea Institute of Employment and Vocational Training. The Korea National Employment Association had 1,322 participants among private institutions, and the Korea Association for Vocational Counseling had 1,707 participants. Due to the mandatory vocational support service refresher training in South Korea, educational demand comprises 330,000 fee-based job placement institution employees, 5,000 new business owners and workers, 150,000 private commissioned agency workers, and 50,000 temporary employment and outsourcing workers, with actual participation numbers expected to be higher (Jang, 2022). Given the number of participants and the demand for vocational support service workers' training, there is a need for curriculum improvement and operation. The current curriculum was analyzed to propose suitable educational improvement measures for

vocational support service workers. Suggestions for the vocational support service curriculum were made based on the analysis of private specialist agencies and public institutions' vocational support service worker training programs. First, there is a need for an educational curriculum to strengthen the capabilities of vocational support service workers. Changes in industry, advances in ICT, and demographic shifts due to an aging population have led to changes in the labor market, including shorter job tenures and a broader transition and career change market. Compared to before, the increasingly specialized and diversified job market information requires systematic support. To respond to these changes, a curriculum is needed to enhance the professional capabilities of vocational support service workers. Second, the subject of career development has shifted from companies to individuals, leading to the spread of frontier career development. Frontier career development encompasses education, training, practical experience, mentoring, coaching, networking, goal setting, and other processes that guide individuals' career advancement. Therefore, vocational support service workers require education that suits this new career development approach. They need skills for acquiring new information, understanding various job sectors' practical aspects, building and maintaining networks, and setting career development goals. Third, training based on the roles and responsibilities of vocational support service workers is required. Vocational support services involve different roles, such as counselors, operators, planners, managers, and supervisors, each demanding different competencies. Therefore, specialized courses should be designed for each of these roles. Fourth, as vocational support services become more sophisticated, expertise in job placement, career development, resume writing, interview skills, and job market trends, along with data collection and analysis skills to evaluate and improve service effectiveness, is necessary. Developing and operating training and education programs targeting specific customer groups is critical, as is forming and maintaining partnerships with various organizations. Effective self-management for interaction and stress management, as well as efficient planning and execution of work, are also needed.

4.3 Operational Plans for the Vocational Support Service Worker Training Program

Training for vocational support service workers can be divided into public institutions, private institutions, and corporate in-house training. Vocational support services encompass a complex range of employment services, making it challenging to cover all required skills with a single training program. Therefore, in addition to core training for vocational support service work, there is a need to develop competencies in vocational psychology assessments, counseling, job placement, labor market analysis, and related policy information. The training for vocational support service workers is typically divided into foundational competencies and job-specific skills. However, as mentioned earlier, a plan for operating the training program is needed to cover the diverse range of tasks. First, field-oriented instructors should be used to improve the quality of educational services and operational efficiency. Training materials should be updated with recent data, and the lecture content should reflect field experience to enhance the comprehension and adaptability of vocational support service workers. Second, the program should be categorized by sector and skill level to achieve effective training results. Incorporating pre-evaluation to determine the appropriate differentiation and strengthen interconnections is necessary, allowing for a more tailored training operation. Third, to facilitate learning transfer, various teaching methods should be utilized. Adult learners prefer learning methods that encourage sharing experiences and opinions through

discussion, proving more effective. Applying diverse teaching methods that allow learners time and opportunity to understand and embrace the educational content is essential. Due to the need for defined learner qualifications in the current training program, there are potential negative impacts on the training process and overall satisfaction. It's crucial to design the training curriculum based on an assessment of participants' knowledge levels and experience differences, thereby considering individual customization and support.

5. CONCLUSION AND RECOMMENDATIONS

Korea's vocational support services were first introduced in 1998 and have since expanded across the private and public sectors. With the expansion of vocational support services, industrial structure changes and ICT advancements have necessitated a higher level of expertise and specialization among vocational support service workers. However, compared to when these services were initially introduced, the content, structure, and operational methods of training programs for vocational support service workers have remained the same. As the demand for vocational support services grows and the required skill sets become more diverse, there is a need for the training programs to be reorganized.

This study aims to propose suggestions based on feedback from vocational support service experts to improve the direction and structure of training programs for vocational support service workers. Using the CIPP evaluation model, the proposed improvements for vocational support service worker training programs are as follows: First, the training program must accommodate the changing business structure, digital transformation, and demographic shifts, necessitating real-time adaptability to diverse and rapidly evolving needs. Second, the training should support the rise of frontier career development by focusing on skills that allow vocational support service workers to understand and design tailored programs for individual career advancement. Third, customized training programs must be designed for specific roles, such as counselors, operators, planners, managers, and supervisors. Fourth, the curriculum must include courses that build the capabilities required to address the increasing complexity of vocational support services.

Although existing training programs for vocational support service workers are categorized by institution and skill level, they often lack clear criteria for evaluating workers' competencies and defining participation requirements during recruitment.
The following operational improvements are proposed for the training programs to address these issues: First, there should be a more vital linkage between related educational programs. As vocational support services encompass a complex array of employment services, covering all relevant content within a single program is impractical. Thus, cross-program integration and credit transfers between related courses are essential.

Second, more active use of field-oriented instructors is needed. Since vocational support services aim to improve service quality and operational efficiency, the instructors' real-world experience and expertise play a critical role.

Third, training should be conducted at the field and level to maintain a clear focus on the program's objectives. This requires differentiated selection processes based on program goals.

Fourth, various teaching methods should be utilized to ensure effective learning transfer. Considering individual differences among vocational support service workers, instructional strategies that suit adult learners' preferences, such as discussion-based learning, should be employed.

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