

Development Case of a Core Competence Model for K-University Students from a LINC Viewpoint: A Case Study

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Abstract. The purpose of this study was to propose a competency model after exploring the major competencies that must be equipped by students participating in the LINC business group of K- University and then undergoing expert consultation. The research method involved categorizing the macro procedures of competency development according to Lucia and Lepsinger's (1999) categories and the micro procedures and techniques integrated several preceding studies and cases to reconstruct a competency model development procedure. The results designated the four core competencies of the LINC business group of K-University as 'intellectual inquiry and self-development', 'field experience', 'creativity', and 'global competitiveness'. The final competencies determined were named as the 'SMART Core Competency Model' with the purpose of branding, by connection to the Smart CC of the specialized human resource training program of the LINC business group at K-University. The results mentioned above will be used as basic data for the development of a educational platform and the composition of a curriculum based on K-University core competencies.

Keywords: competency model, LINC(Leaders in Industry-university Cooperation)

1 Introduction

The recent trend in industry-university collaboration tends to increasingly emphasize the importance and expansion of the term industry-university collaboration. The government has been carrying out LINC (Leaders in Industry-university Cooperation) since 2012 in order to improve open innovative competencies, resolve youth employment mismatches, expand the role and responsibilities of universities, and promote university restructuring and specialization. It aims at changing the nature of universities and creating diversified industry-university collaboration models by

expanding the collaboration range to all fields, with the purpose of overcoming the limitations of existing industry-university collaboration supporting projects, or in other words, those which were research centric, education centric, and particular department centric (Kang, 2011).

Competence is the continuous tendency that allows the prediction of an individual's behavior in various situations and includes motive, trait, self-concept, skill, and knowledge. Based on the basic concept of such competencies, studies that establish the necessary competencies of social members in the 21st century is carried out by universities, businesses, and overall society. In keeping pace, the need for this work is arising at the LINC business group at K-University, which involves establishing the required competencies for new generation learners, which satisfy global and social needs and consider the trait soft talented human resources.

The purpose of this study was to propose a core competency model after exploring the major competencies that must be equipped by students participating in the LINC business group of K-University and then undergoing expert consultation. Also, by conceptualizing the definition of each competency, the study may used as basic data to develop a competency-based curriculum and education platform for the LINC business group.

2 Research Method

The competence model development procedure proposed in the study categorizes the macro procedures of competence development into three stages, following Lucia and Lepsinger's(1999) categories, and the micro procedures and techniques reconstructed the competence model development procedures of this study by making reference to the research of So(2007), which integrated and reconstructed several preceding studies and cases Figure 1.

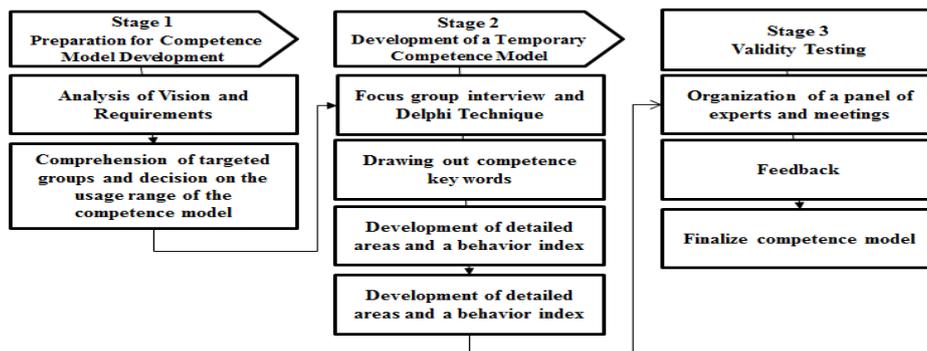


Fig. 1. The competence model development procedure

3. Research Results

3.1. Development of a Temporary Core Competence Model

After categorizing the results from the Delphi survey and the focus group interviews into 4 viewpoints, competencies with similar meanings were integrated and adjusted in order to draw out separate competence key words (Roh and Ri, 2013). The drawn out competence key words and the sub competencies underwent secondary classification, and the primary and secondary classification of competence key words were integrated so that the temporary core competence model of the LINK business group could be drawn out as the 6 categories of intellectual exploration and self-development, training in one's major, creativity, spirit of challenge, social empathy, and global execution strength

3.2. Verification Testing and Model Finalization

The vision and goals of the LINC business group were made into viewpoints and evaluated the verification degree of the drawn out competence model so that the competence model of intellectual exploration and self-development, field experience, creativity, and global competitiveness, which consider the characteristics of the LINC business group, could be finalized and these were designated as the 4 core competencies of the LINC business group at K-University. The detailed definition of the core competence group and the sub competence group are displayed in Table 1 and Table 2.

Table 1. Definition of core competence

Core Competence	Competence Definition	Sub-Competence group
Intellectual Exploration and Self-development	The ability to understand, explore and practice individual needs with initiative	Self-perception
		Self-directed learning
		Career Development
Field Experience	The ability to apply the individual's information and knowledge by accurately understanding and learning the curriculum of the major.	Learning your major
		Exploring experience
		Applying experience
Creativity	The ability to use the fusion and complex of disciplines and the cognitive abilities of diversity and uniqueness.	Comprehensive thinking
		Knowledge and information use
		Problem solving
Global Competitiveness	The ability to understand the various cultural values existing in society beyond a local level and at an international level	Foreign language abilities
		Global leadership

Table 2. Definition of sub competence

Core Competence group	Sub-Competence group	Definition
Intellectual Exploration and Self-development	Self-perception	The ability to understand one's needs based on the understanding of one's interests, aptitude, and traits
	Self-directed learning	The ability to understand the importance of self-direction and plan and carry out learning and one's career
	Career Development	The ability to self-develop by participating in practices and internships related to the job one will get in the future
Field Experience	Learning your major	Basic learning ability to accurately understand one's major
	Exploring experience	The ability to develop technology, attitude and practical knowledge in one's major
	Applying experience	The ability to strategically use knowledge of one's major in the actual field
Creativity	Comprehensive thinking	The ability to apply one's information and knowledge to the actual field by accurately understanding and learning the curriculum of one's major
	Knowledge and information use	The ability to accept, organize and use effectively the information provided through cutting edge media.
	Problem solving	The ability to quickly and reasonably propose solutions involving varied methods toward a certain problem
Global Competitiveness	Foreign language abilities	Optimum command of a foreign language in the global era
	Global leadership	A discerning eye ahead of the times, which understands and reacts to the international trend and viewpoint

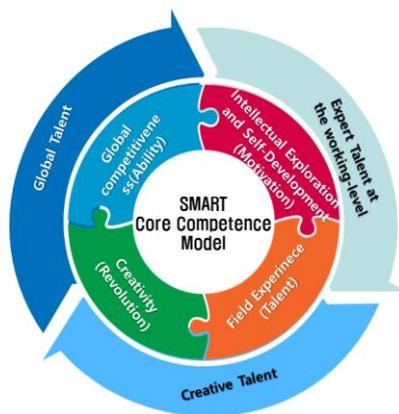


Fig. 2. SMART Core competence model

In order to brand the finalized competencies which were linked to the specialized human resource training program of the LINC business group at K-University, it was named as the 'SMART Core Competence Model'.

The definition of the SMART core competence model refers to the training of talented human resources who are competent to influence the region and the world as an innovative main figure of future society, by reestablishing knowledge, through a foundation of creativity, while possessing various talents for field experience by completing the learning process in the field, and by designing and preparing in detail his or her won future society, through intellectual exploration, self-development, and a motivation

toward future society, with the purpose of accomplishing the Smart CC of the LINC business group at K-University Figure2.

5 Discussion

The study proposed 4 major core competence models by developing the core competence model of the LINC business group at K-University. This aims at constructing a competence empowering curriculum and specialized human resource training with a focus on the 4 competencies. Until now, each program was operated independently, and the purpose of the program was unclear. In other words, learning activities through program participation continues to occur but the calculation of detailed goals and results is ambiguous from the position of participating students and preparing teachers. Also the program participation by students was not being conducted in a self-directed way. Therefore, the clear proposal of connectivity and purpose is expected to motivate both teacher and learner toward self-directed learning activities by establishing a competence-based curriculum on the foundation of the developed competencies.

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