

A Study on the Experiences of College Student Mentors Participating in Community Networks Youth Career Experience Programs- Focusing on the Case of “Ggumridan-gil”

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Abstract

The purpose of this study is to examine the characteristics of youth career experience programs in connection with the local community and to examine their meaning based on the experiences of university student mentors who participated in the "Ggumridan-gil" program. For this purpose, in-depth interviews were conducted with 8 university student mentors who participated in the "Ggumridan-gil" program. 15 topics and 6 categories were derived based on the collected interview contents. First, the "Ggumridan-gil" program, in which teenagers took part, first and foremost signifies "restoring the essence of career experience," which has been validated as a "professional education" and shown to be a program that permits easy "rapport formation" between youth and adults. On the other hand, it was found that university student mentors were in charge of the role of "supporters and guides" and experienced "growth and change" with youth mentees who participated in the program. And it was found that the youth who participated in the program had a special experience of 'community support'. Based on these research results, this study suggested that the "Ggumridan-gil" program can be a new model for youth career experience education based on connection and cooperation with the local community.

Keywords: career education for youth, career experience education, community networks, university student mentoring

1. Introduction

The capabilities needed by the future society are diversifying as a result of the fourth industrial revolution and the advancement of intelligent information technology, which is accompanied by rapid social change. In particular, as members of the rapidly changing society of the future, children and adolescents will experience various social sites and various jobs as a driving force for living in the future. A recent OECD report emphasized that high-quality career education should be provided to help all students smoothly transition from school to working life without being limited by social background, educational requirements, special skills, aptitude, and interests (OECD, 2018).

As the OECD recommendations, expand opportunities for students to experience the world of work before making important career decisions, strengthen industry-university linkages to support these activities, and experience career learning in college freshman selection such as current community service (Ji-Yeon Lee, Jaehee Kim & Seojung Lee, 2017).

In order to advance different career education policies, the Ministry of Education in South Korea, additionally deployed career instructors after 2011, began setting up and running a career experience support center in 2014, and enacted the Career Education Act in 2015. However, students' satisfaction with their career activities increased until 2018 and then stagnated or declined. Accordingly, the Ministry of Education suggested a new direction for career education to overcome the limitations and to revitalize the career education. (Ministry of Education, 2021).

First of all, it is said that the need for career education considering ‘students’ interests and aptitudes’ in career education and the reinforcement of ‘career experience programs’ and ‘safety and professionalism’ focused on the field are necessary. In addition, ‘local community connection and cooperation’ for career field experiences, blind spots in career education, and supplier-centered information networks were emphasized.

As mentioned above, the first thing to be considered in career education is whether the activity was chosen by the student themselves. Among the various activities, the one selected by the student can easily lead to interest and aptitude, and can lead to a career path naturally, because it can restore the essence of career education. Second, it is necessary to further increase field-oriented experiential activities. As a key solution for this, connection and cooperation with the local community will be important. Beyond government-led career education, corporations, organizations, or businesses and the local community should cooperate to provide various career education opportunities to children and youth. As mentioned in Article 2 of the Career Education Act, career education is a school where the state and local governments, who are the main actors of education, can understand the world of work and explore and design their own career paths based on their talents and aptitudes. It means activities that are ‘through cooperation with the local community. In other words, it is essential for career education to collaborate with the local community, and as a result, students must have firsthand exposure to a variety of career education in the local company and community. This is because they correspond to the legal duties of national career education centers and regional career education centers.

Professionalism and stability are important variables for children and young people to have field experiences in companies or local communities. Professionalism can be solved by receiving direct education from experts, and stability can be solved by working with parents, teachers, or college student mentors in the field. In the case of college student mentoring, there are many support programs for volunteer activities or academic achievement improvement. Mentoring refers to both a system in which a mentor who has the experience and wisdom to provide guidance and advice supports the right growth in a relationship with the mentee and transmits it. (Sung-Mi Park, 2006). Mentoring is based on mutual trust and cooperation, where a person with more experience in the field (mentor) provides psychological, social, and empirical knowledge to a person with less experience (mentee) to become a successful member of society (Sung, Eunmo, & Yun, 2013). Mentoring often refers to ongoing support, assistance, or guidance provided by one or more adults to youth. The purpose of mentoring varies according to the mentee's needs or activity topic, but in common, it is to increase social adaptability through interaction with role models. Mentoring is said to improve self-esteem, social skills, and learning ability (Dol Il Kim et al., 2010; Park & Lim, 2013).

Active learning about career paths and providing opportunities to interact with adults in the surrounding environment are necessary for preparation for adulthood, not simply to prevent problematic behaviors. In addition, social support networks and broad community partnerships are very important not only for adolescent development but also for the transition from school to work. In this sense, all education related to youth can be said to be career education. In order to provide high-quality career services to young people, a comprehensive and systematic community network based on the level of youth development is required. Therefore, this study was conducted to examine the experiences of college student mentors who matched and participated in the youth career experience program in connection with small business owners in the local community. The purpose of this study is to reveal the characteristics of the community-linked youth career experience program experienced by university student mentors who participated in the study. Furthermore, this research was intended to present a model of career experience education for youth in the local community through research.

2. Research Method

2.1 Research Outline

The community-linked youth career experience program that this study focuses on is the ‘Ggumridan-gil’ program implemented by a youth support group called ‘Kumi-Rumi’. This program is a career experience program in which small business owners located in Ilsan Daehwa-dong, Goyang-si, college student mentors, and youth mentees are connected. One of the main characteristics of the program is the existence of a university student mentor. They will play a role in cooperation and linkage between small business owners and young people in the overall process of the career experience program. Therefore, college student mentors are considered to be able to view the program in more detail and comprehensively, and more objectively. Therefore, this study intends to examine the meaning of the program through the experiences of university student mentors participating in the program. The concept of this program is shown in Figure 1. And the actual operation of this program is shown in Figure 2 below.

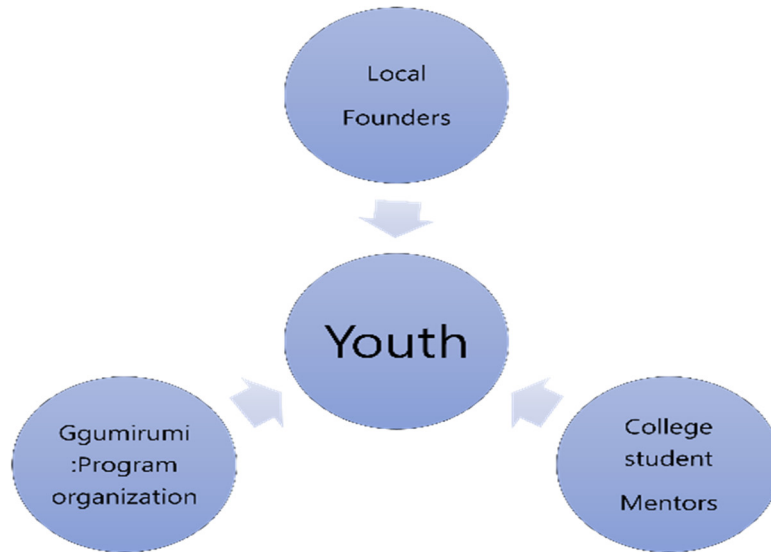


Figure 1. Concept of the Program

The examples of the programs are as follows.



Figure 2. Examples of Programs in Operation

Table 1. A Mentor for Participation

Participant	Gender	Age	Mentee
Mentor 1	Woman	24	Middle school Grade 1/ Female student
Mentor 2	Man	22	Middle school Grade 2/ Female student
Mentor 3	Woman	23	Middle school Grade 2/ Female student
Mentor 4	Woman	22	Middle school Grade 2/ Female student
Mentor 5	Woman	22	High school Grade 3/ Female student
Mentor 6	Man	22	Middle school Grade 2/ Male student
Mentor 7	Man	23	Middle school Grade 2/ Male student
Mentor 8	Man	22	Middle school Grade 2/ Female student

2.2 Study Participants

The participants of this study were eight college students who participated as college mentors in the 'Ggumridan-gil' program, a career experience program for youths linked to the local community. These were students who had already experienced mentoring several times as they were registered as college student mentors in a group called 'Ggumridan-gil ', and they were also students who participated in this Ggumridan-gil program to act as college student mentors. The Table 1 shows their general characteristics.

2.3 Data Collection and Analysis

Research data were collected from August to September 2021, and individual in-depth interviews were conducted with the research participants. The interview questions consisted of unstructured open-ended questions about the overall process and experiences of mentoring the study participants.

The content of the question is 'What was your experience as a college student mentor on 'Ggumridan-gil'?. All contents were recorded with consent of the study participants, and the contents were transcribed and used for analysis. The data collected to discover the meaning of the experiences of college student mentors who participated in the 'Ggumridan-gil' program were analyzed using the phenomenological research method using the method of Colaizzi (1978). First, meaningful sentences were extracted from the statements of the participants in the study, and based on this, general and abstract statements were made to compose sub-themes. Then, sub-themes were analyzed and were categorized.

2.4 Securing the Validity of the Study

Researchers set up the study in consideration of reliability, applicability, certainty, and verifiability to meet the evaluation criteria of qualitative research suggested by Lincoln and Guna (1985). In-depth interviews were conducted to interpret the experiences of college student mentors, leading to free statements, and increasing reliability by checking the stated contents several times and extracting essential meanings. In the process of extracting meaning and essence, we tried to exclude individual bias and grasp more objective and scientific meanings, and to group categories and subjects, we analyzed meanings and objectively stated meanings. In order to secure applicability, we tried to extract meaningful statements and subcategories and categories through practical experience using the contents of the in-depth interview of the participants as they are. In addition, in order to secure certainty and verifiability, the meaning of intersections between researchers was analyzed from the beginning of the analysis process, and the data analysis results also went through the procedure of correcting intersections between researchers several times. The researchers then had time to show the organized contents to eight fellow researchers and professors, ensure that the analyses' findings accurately matched the interview's contents, and get feedback.

3. Results

Table 2. Research Result

Theme cluster	Theme
1. Restoring the essence of career experience	1) self-directed activity 2) interest-based activities
2. Professional training	1) customized training 2) securing expertise 3) intensive class system
3. Rapport building	1) building trust and bonding 2) counseling effect
4. Supporters and guides	1) consumer-oriented mentoring 2) horizontal mentoring 3) role as a facilitator
5. Growth and change	1) growth of Mentor 2) change of mentee 3) principles of Mutual Growth
6. Community support	1) emotional support 2) building New Relationships 3) sharing experience

The results of the study on the experiences of college student mentors who participated in the community-linked youth career experience program are as follows. Based on the in-depth interview data, 16 topic groups were organized, and the final 6 categories were derived based on them. The detailed contents of the research results are shown in Table 2.

3.1 Restoring the Essence of Career Experience

It was stated that self-directed activities were possible because young people were able to directly select and participate in the activities they were interested in when they selected career experience activities or locations. In addition, the youths who participated stated that they found the activity fun and interesting.

3.1.1 Self-Directed Activity

When adolescents selected activities for career experience, they were able to directly select the activities they wanted from among various activities. Thus, it turned out that he was able to experience the activities he had chosen on the spot.

“Existing mentoring is something like a program designed by an institution, and if you receive it and do what you ask for it, I think that there are many options for children to choose on this Ggumridan-gil.” (Mentor 2)

“I think it was different for the mentee child to be able to choose what he liked and to participate.” (Mentor 5)

“The dude, the student asked lots of questions, asking how to get the qualification and about the career path. He also asked where to buy the materials, how to do it at home etc. I remember that he was a very quite person but was quite surprised that he asked questions first. And it was fresh to me” (Mentor 4)

3.1.2 Interest and Interest-Based Activities

Adolescents who chose career experience activities claimed that by selecting the activity they were passionate about above all else, the experience may be more enjoyable, joyful, and full of laughter. Moreover, not only did the adolescents enjoy the program, but also did the college mentors. They all said that everyone can participate and enjoy the programs. Considering the situations of out-of-school students, college mentors sometimes felt depressed when they did average mentoring activities before. However, this time, they said that the programs end up with joy. And it is a huge difference with the other mentoring programs.

“What I’ve done before is that I don’t know what this kid might like, so I make books and cook various things, and this means that this kid is interested in me. So I think I felt more pleasure while doing that activity, and that’s the difference.” (Mentor 5)

“When you do this, you have a lot of options, and there are connections. My friend wanted this activity the most. This is my top concern, so I want to do this. I did it because I wanted to do it the most” (mentor 2).

“It was more fun. And I felt good too. She was really interested in programs. She was usually very powerless..... got tired easily before, this time, she told me that I will do this, I will do that. She wanted to do more even wanted to do systemically” (Mentor 4)

“My mentee loved it, I could find the joy on her face. She was originally interested in cooking and making desert. I found smile all the time during the program” (Mentor 5)

3.2 Professional Training

When young people engage in career experience activities, they can directly listen to lectures from experts in their chosen field, acquire new knowledge, and receive realistic questions and answers.

3.2.1 Customized Training

Participants agreed that it was beneficial to be able to impart detailed information to young people participating in career experience activities and to listen to explanations at a level appropriate to their degree of professional knowledge.

“It was just a lecture because it was given in more detail, we can think about it (omit it), and when we usually do activities, it is one-to-many.” (Mentor 1)

“When I communicated with the boss, he was really kind and explained it to our level.” (Mentor 5)

3.2.2 Securing Expertise

It was found that when young people participate in career experience activities, they are receiving high-quality and substantial education from small business experts.

"The experts, I mean first handed, they knew the path and experienced already. They already know what students think and worried, they have been there and done those worries, I think they understand even though they are not teachers. They could answer all the questions about that field. So I think this is a huge benefit of this program." (Mentor 5)

"the expert was a baker and he owns café. And the mentee student was junior high was really interested in baking. (Sometimes in other programs, teachers always told to students only bright sides, but it is not realistic.) This time, he was told the real stories about this career. Those who want to be a baker should be diligent, wake up early in the morning and have to work hard to succeed. The students took this advice seriously. And I think this point was really good for students when selecting jobs." (Mentor 3)

"I was writing a book, but I couldn't finish it and only wrote halfway through, but if the boss of the library tame the way to write for 30 minutes a day, it can be concluded. (The mentee) I have to organize what I have gathered at home and try to finish it up a little bit from today (he said). It's the first time that (mentee) said that he would do it that far." (Mentor 4)

"While making bread, if the teacher says difficult words, he sees our expressions and changes them back to easy language (omitted). They let me taste it as a test, and I learned anew that (mentee) is so different." (Mentor 5)

3.2.3 Intensive Class System

When adolescents engage in career experience activities, it has been stated that one-on-one, highly focused classes are conducted rather than lecture-type infusion education.

"If I had gone with someone else, I think I would have just copied what other friends did. There is no comparison and I can focus completely on myself, so I was able to focus more for a long time" (Mentor 4).

"It wasn't a one-to-one majority, but even me, it was two-to-one, and my friend chose what he wanted, so his fields of interest were grafted. It was more detailed than I thought, so that's why there are so many things to learn and a lot more interest than running as a majority. It was helpful" (Mentor 1)

"It was 1 to 1 program. The teacher showed huge interests to the mentee students. Me either. He answered even small questions" (Mentor 5)

"Other classes were group activities. This one was 1 to 1 class. I think we, I mean me, the mentee and the expert, became friend. It was really good to take care of the mentee's mind. We had conversations about the career path deeply." (Mentor 3)

"Before participating, I worried about the program. I thought that this was a group lecture. But it was not. Even better it was not 1 to 1 class, including me, it was 1 to 2 class. There are two mentors for one student. And the subject was also student oriented. It was far beyond my expectation, and was very detailed activity. It was very helpful" (Mentor 1)

3.3 Rapport Building

It was stated that the youth naturally formed familiarity and rapport through the activities of career experience, and that they were able to naturally lead to stories and counseling after the activity.

3.3.1 Building Trust and Bonding

It was found that when adolescents engaged in career experience activities, a friendly relationship was naturally formed in the relationship between mentor and mentee through activities that they did together even if they met for the first time.

"If you are directly involved in the activity, there is a part where it is awkward to talk with your friends. (omitted) Instead of being forced to proceed, sharing what this friend is interested in gives a good answer to your friend, and it helps to get rid of the awkwardness so quickly. It was good for building closeness." (Mentor 1)

"This is an advantage because it brushes naturally. Why are you like this if you hug me out of nowhere? It may look like this or it may seem contrived, but since we are promoting, we help each other a little bit, and there are some embarrassing moments, and that's good nonetheless. Embarrassing moments come when we can laugh at each other and care for and hug each other." (Mentor 4)

"We never stop talking, I tried to be talkative, it was my role. But anyway it was much better than I expected. And the students start to talk a lot. It was extraordinary thing with the student. Compared to usual mentoring period.... we talked each other a lot during the program." (Mentor 5)

"I used to be a mentor in this organization. I have been a counselor and a mentor in many program. This time was different. I have done the counseling on the bus, which is a moving shelter for adolescents on street in Goyang city. This program was took place not in a shelter but in a shop. I think the atmosphere was different. Out-of-school youth or adolescents on street don't have many job shadowing chances. It is difficult for them to participate programs like making ceramics, cooking. Moreover, they had college mentors like brothers and sisters as supporters. So, they could open their heart." (Mentor 4)

"It was very good to build rapport between participants" (Mentor 3)

3.3.2 Counseling Effect

They said that because they built rapport and familiarity through career experience activities, talks or counseling could organically follow the activities.

"In the past, if I used to spend time and mentor only for a certain amount of time and it felt like it was over, this program gave me enough time to talk and I was able to get to know the (mentee) deeply because I had counseling after the activity was over." (Mentor 2)

I think there is a lot to be gained through the conversations that come naturally while promoting. Do I have to say that I can bring up my own story right away? Because when you do this, you can move your hands but move your mouth separately, so you can talk about things like that." (Mentor 4)

"It was good for me to have enough time to talk a lot. The time that I can hear about the anticipates and thoughts of the students." (Mentor 1)

3.4 Supporters and Guides

Mentors in the existing college student mentoring program had to prepare beforehand, but this mentoring served as support and guidance during the process. According to what was said, this career experience support activity acts as the intermediary through both horizontal and customer mentoring.

3.4.1 Consumer-Oriented Mentoring

It was confirmed that college student mentors who participated in the Ggumridan-gil program experienced consumer-oriented mentoring that was different from the existing mentors.

"When it comes to general mentoring, to form a rapport, I prepare quizzes and games (omitted), and are the children doing it because they want to do it or just because they do it?" (Mentor 1)

"There is a burden to lead, but without that, we clashed together for a common goal" (Mentor 3)

"Existing mentoring is something like a program designed by an institution, and if you receive it and do what you ask for it, I think that there are many options for children to choose on this Ggumridan-gil." (Mentor 2)

3.4.2 Horizontal Mentoring

It was confirmed that college student mentors who participated in the Ggumridan-gil program experienced horizontal mentoring that was different from the existing mentors.

"In a horizontal relationship, when you discover that there is something you are better at than the teacher while making the same thing, the friend's bright eyes, a sense of achievement, and if I prepare something, the teacher does better. Because I prepare what I am good at. But in this program, he did better and was praised, and his self-esteem seemed to rise in that area. (omitted) It should be done from a horizontal standpoint. I think there should be more joy in learning together than the feeling of doing more." (Mentor 4)

3.4.3 Role as a Facilitator

Participants said that they have done the roles as mediators and supporters during the program.

"I think I was a mediator like a bridge between the students and the business founder. I thought that if the students have been alone in the program, he or she would have felt awkward and lonely."(Mentor 1)

"I loved to make things together. The student was very shy, so I insisted to participate the program. I asked questions for her. Then it went very well."(Mentor 4)

3.5 Growth and Change

Through the Ggumridan-gil program allowed the participants to observe the mentees' growth. And the mentor acknowledged that it was an opportunity to develop. In addition, it was mentioned that a mutually developing relationship was formed by the principle of mutual growth between the mentor and the mentee.

3.5.1 Growth of Mentor

The college student mentors who participated in the Ggumridan-gil program stated that this program helped them in their career exploration and provided an opportunity to motivate them through new experiences.

“University students have a hard time finding their own career path, but teenagers and college students are the same. Usually, they go to university because they are busy preparing for entrance exams, but it is not because they usually want it. I think” (Mentor 2)

“Certainly, I am also a college student, so I also have a lot of worries about my career path, but my older sister accompanied me to find a career path for young people. It may be a concept like this, but it was a great experience for me, and it’s good to experience things like this, that I can do baking like this, I can set up a workshop. Mentor 3)

“I was excited more, actually, I had a lot of fun, during the activities....” (Mentor 4)

“For me? I found my new hobby through this activity” (Mentor 1)

3.5.2 Change of Mentee

It was confirmed that the youths first felt opening the door to their hearts while participating in the career experience program, and experienced motivation and change, such as expressing various energies and positive emotions that were not normally seen during activities.

“I received information that he was a very unfamiliar friend, but he talked to me first. It was because we met through this activity, so I felt that he opened up (heart) first.” (Mentor 3)

“(The mentee) really enjoyed it. My friend is helpless, but I get tired quickly and the next week, I just went home like that.” (Mentor 4)

“First of all, there is a reaction that I have never seen before. For example, when I went to my house and made food, I never applauded before, but there is an exaggerated reaction. He wasn’t like that, but when you were with me, he wasn’t like that, but was he a kid who could do something like this? The reaction came out so much that it was talked about, so I’m usually proud of myself” (Mentor 4)

3.5.3 Principles of Mutual Growth

It was found that mentors and mentees who participated in the Ggumridan-gil program had a shared experience through activities together and grew into a mutually developing relationship.

“First of all, I was interested, and the mentee child was also interested, so it was good that we were talking about each other on the dreamy road like this, and the story went well, and the mentee child was originally interested in cooking, so I’ve done this at school and elsewhere. This is what it does. They talk a lot while doing it, but looking at them, I think that people should do what they are interested in” (Mentor 5).

“In such a world, the person you will pass by will have meaning, development, mutual help, and such a relationship” (Mentor 3).

“During the program, we experienced same thing. I found the student did better than me. In fact I wanted to perform better, but I couldn’t. I told her she did better than me. She was pleased with that. She made kind a fun of me. I think through this process, she felt self-efficiency. I praised her more on purpose.” (Mentor 4)

“In other mentoring programs, I had to make programs and I had to think more about the ideas about the program. This time, the program which mentee students selected by themselves. That is the huge difference of this program.” (Mentor 5)

3.6 Community Support

They claimed that while taking part in the career experience program, they had the chance to gain emotional support from the community and that the adults there had given them welcoming and valuable experiences through mentors and professional education. Furthermore, it was mentioned that traveling back and forth between home, school, and private academic institutes, provided a chance to develop valuable new relationships with local adults

3.6.1 Emotional Support

It was found that the mentees who participated in the Ggumridan-gil program gained emotional support from experts and mentors through activities, and experienced support for their dreams.

“The fact that I have a mentor; that it was a time when I had an adult who supported my dream and could learn

and feel it, something to do in the neighborhood first” (Mentor 3)

“I have a friend to go with my parents or a friend to go with, but maybe not. I think it means that you can spend time happily ever after. Not all friends have friends with their parents, so I think this program is good when they don't. Even if someone next to me cheers me on, supports me, and I don't worry about it anymore, I think it's meaningful to say that such a person exists.” (Mentor 4)

“There are so many adults who ignore and look down on youth these days. But during the class, the shop owner treated the mentee so nice, showed respect to her. I thank a lot about that point...” (Mentor 3)

“Emotional and mental support! That's all I could do and I wanted to do as a college mentor. In Korea the University admission is very important. And the competition is very fierce. I've been there.”(Mentor 1)

“Out-of-school youth feel lack of emotional support. I wanted to express and to praise more. I guess it was good for the mentee, wasn't it?” (Mentor 3)

3.6.2 Building New Relationships

It was found that the mentees who participated in the Ggumridan-gil program met experts and mentors through activities to obtain emotional support, and furthermore, they formed meaningful encounters and new relationships with adults in the local community.

“Actually, children are disrespected wherever they go in school uniforms and masks. Ah, those noisy kids are here again. I think it's important to have the feeling that adults are interested in them and that they're willing to give it their all. (Omitted) Wouldn't it be very reassuring to have that kind of feeling? If you have any questions or concerns, you can come to us at any time. To have such an adult and to have a connection, that feeling, for adults... I think that's important... You can go and learn on your own, and children don't know where to go to meet such an adult. I think it is important to form a relationship like this.” (Mentor 4)

“The shop owners in the place I passed by, the boss I passed by, just having a relationship with that person, learning and developing through him” (Mentor 3).

“the business owners in that street, they don't know the students in the community, these days, The students don't know the community too. They ignore each other. I felt good when the mentee got to know an adult who cares for him or her, even one adult.” (Mentor 4)

“We have to let them know there are adults who are willing to hear their stories. And they should know there is wider world. I wanted to show that.” (Mentor 1)

3.6.3 Sharing Experience

It was investigated that the mentees who participated in the Ggumridan-gil program experienced talent donation and various sharing from experts and mentors through activities.

“When we said we were going, please do something better and do something better than the price as an ideal. I went to a florist and also went to flower arrangement, so I went as an experience, but the owner upgraded it to a flower basket instead of a small moss-making terrarium. I was so touched and it's so good that they have that kind of mindset.” (Mentor 4)

4. Conclusion and Discussion

This study examines the experiences of college student mentors who participated in the 'Ggumridan-gil' program, a career experience program for youths linked to the community, planned by 'Ggumirumumi', a non-profit private organization. Based on the experiences of university student mentors who participated in the study, the characteristics of the 'Ggumridan-gil' program, which conducts career experiential education for youth through cooperation with the local community, were clarified and its meaning was examined. The results of the study were derived into 16 topic groups and 6 categories. The specific results organized around the meanings of the six points are as follows.

First, the experiences of the youth who participated in the Ggumridan-gil program were found to be 'recovery of the essence of career experiences'. If there is a difference between the Ggumridan-gil program and the existing career education, the youth who participated in the program were able to choose the activity they wanted to experience when they selected the activity. In addition, it was said that an experiential type of education that was felt by making, drawing, and feeling by using new tools or instruments was carried out, away from the passive class form that many people listened to unilaterally in the classroom.

As such, the Ggumridan-gil program is considered to restore the essence of career experience education by securing a variety of career experience sites that students can choose from, and choosing the activities they want to experience in practice. In other words, the essence of youth career experience activities can be derived from interest, aptitude, and self-direction. This study also defines a true career experience education as an activity that can lead young people to explore their hobbies and career paths, design their future, and even find a job and start a business by naturally experiencing a variety of activities within the local community do.

Second, the Ggumridan-gil program in which the youth participated was confirmed as 'professional education'. The Ggumridan-gil program consists of small business owners who have started a business in the local community, who donate their talents to young people. Nevertheless, rather than falling in quality, it was being conducted with 'customized education', 'professional education' and 'intensive class' that informs and provides more detailed information for young people. Based on the activities selected by the students, but from experts in the field, detailed and customized education at a level suitable for the children's eye level was being provided, and in the process, the children not only acquired new knowledge, but also listened to realistic advice rather than vague guidance. In addition, intensive classes were conducted by a small number of students, university student mentors, and experts. Therefore, the Ggumridan-gil program can be evaluated as an intensive and customized professional education consisting of a small number of elites.

Third, it was found that the 'Ggumridan-gil program' in which young people participated was able to create a smooth 'rapport'. In the process of engaging in activities that children are interested in, trust and bonds between the mentor and mentee were naturally formed, and after the activity, counseling naturally took place in the relationship. It was discovered that there was no need for a preparation process to establish a separate rapport for counseling because the rapport naturally developed during the children-centered career experience education process, making counseling possible. This was one way in particular that it differed from the existing counseling. Considering that it is not easy for adolescents who are going through a period of gale and raging to have conversations or counseling with adults other than their peers, it is a part that can derive considerable educational significance.

In other words, it can be used as a new alternative program for underprivileged and crisis youth as well as general youth by leading natural dialogue and counseling through interest-oriented activities that children voluntarily choose, rather than forming relationships in a formal and intentional way will be.

Fourth, it was found that college student mentors only need to play the role of 'supporters and guides' for young people in the Ggumridan-gil program. In the past mentoring programs, it was common to have to passively follow a well-planned program or have to bear the burden of having to prepare something for the mentee as a mentor. However, since the Ggumridan-gil program was a program that started with the interest and interest of young people, it was impossible for a mentor to decide or prepare something in advance. As a result, it was found that the youth naturally play a role of helping and guiding while doing the activities they want to do. In other words, the Ggumridan-gil program consisted of 'consumer-oriented mentoring' and 'horizontal mentoring'.

Fifth, the Ggumridan-gil program was leading 'growth and change' not only for young people who participated as mentees but also for college students who participated as mentors. First, it was found that mentees naturally opened their minds in the process of carrying out their desired activities with their mentors, and experienced positive emotional expressions and various motivations. It is believed that this process in which adolescents show positive changes through activities and form relationships with others will help them discover a healthy self in adolescence.

In addition, college student mentors were also getting opportunities to find their own hobbies, explore their career paths, and even develop themselves while participating in the program. It is often difficult for college students to fully think about and experience their career paths through major studies and preparation for employment. By participating in the Ggumridan-gil program, they will have a good opportunity to experience their career exploration and design as well as volunteer activities for youth. As a result, it was discovered that participants in the Ggumridan-gil program witnessed reciprocal growth between mentors and mentees. Through their shared experiences, their connection was growing into one of mutual growth

Finally, it was found that the youth who participated in the Ggumridan-gil program experienced 'support from the local community'. For young people who repeatedly go back and forth between home, school, and hagwon, doing activities that allow them to directly experience something they are interested in in a new place and environment can be a meaningful experience in itself. However, it was found that the Ggumridan-gil program is gaining emotional support from experts and college student mentors in the local community, forming new relationships with them, and receiving various experiences of sharing. Such support from the community not only fills the social and emotional stability of the youth, but also leads to a sense of belonging in the community, and it has been shown to be an

opportunity to form a new meaningful relationship with adults who even support their dreams.

This study is meaningful in that it provides an opportunity to rethink the definition and essence of career experiential education for youth. In addition, the Ggumridan-gil program focused on in this study is a consumer-oriented activity based on the interest and interest of young people, a self-directed activity that they choose and experience directly, and is a customized education for a small number of elites with professionalism guaranteed. It has been found to be a useful career experience program that provides opportunities for all participants to grow together. It can be said that this study revealed the limitations of career education in schools and the solution of the direction of the Ministry of Education to increase satisfaction with career education in 2021. Therefore, the program is created through the cooperation of local communities and private organizations, and should become a new model for youth career experience education and should be more active and disseminated.

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