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THE EFFECTS OF A WORKSHOP ON CAREER SELF-EFFICACY AND INTENTIONS TO PURSUE

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Abstract

Cultural and creative industries have been vigorously promoted by the government and so have been booming in recent years. However, there are different competent authorities governing such industries and that scope definition for these industries is unclear, so there has been an alarming signal that talent cultivation in Taiwan focuses on width rather than depth. What is more, global young adults' unemployment has been stubbornly high and in Taiwan there has been a phenomenon that more and more young adults have been highly educated but unemployed. To enhance students' career self-efficacy and intensions to pursue job opportunities, 6 experts involved in this study, designing a two-day (16- hour) cultural and creative workshop for planning jobs. A total of 27 university students fully participated in this activity. After the two-day workshop, the study result indicated that career self-efficacy was slightly enhanced, and yet there was no significant difference. As for intensions to pursue marketing and planning jobs, there was a significant decrease. An interview after the workshop saw that most of the participants had expressed that actual job contents of planning jobs could be seen and understood more clearly through the workshop and because they knew more about actual workplace status, they felt hesitant about marketing and planning positions. In the future, universities shall largely conduct competency-oriented workshops so as to facilitate students to see if they have sufficient self-efficacy and enough intensions to pursue job opportunities.

Keywords: Workshop, Self-efficacy, Intensions to pursue job opportunities

1   INTRODUCTION

After "National Development Ten Key Individual Plan: Cultural and Creative Industrial Development Sub-plan" was published by Executive Yuan in 2002, many cultural and creative relevant departments at universities have been set up since then. Statistics by researchers show that there have been 21 departments enrolling students under the name of "Cultural and Creative Industries". Faced with such a rapid growth status, it is inevitable to encounter the problem that teachers and resources are insufficient and traditional departments transiting to cultural and creative industrial departments experience difficulties in shortages of fully-qualified teachers (Lin & Li, 2010). In 2010, "Regulations Governing the Development of Cultural and Creative Industries" was formulated and promulgated, dividing each sub-industry under cultural and creative industries into 15+1 sub-categories. The industry competent authorities for each sub-industry under the 15 industries are Ministry of Culture, Ministry of Economic Affairs and Ministry of Interior (Ministry of Culture, 2013). However, cultural and creative industries are emerging industries and there is no conclusion for such industry segmentation and definition yet. Moreover, creation mode for digital contents using digital techniques are more and more popular, leading definition and scope of cultural and creative industries are even more blur (Wang, 2009). Furthermore, connotative elements of cultural and creative industries are too extensive. This is not only easy to make policies out of focus but also easy to make resources input by the government and society fragmented, resulting in the consequence of policy ineffective (Chen, 2010).

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In recent years, it has been the common problem that youth unemployment around the world has been high. 12.7% (around 75 million) of young people between the ages of 15 and 24 years old in the world were out of work according to "Global Employment Trends for Youth", the research report by International Labor Organization (ILO) (ILO，2012); likewise the overall unemployment in Taiwan in 2013 was 4.14% , and if it was based on age, unemployment rate of the youth aged 15 to 24, the highest unemployment group, was 12.65% according to "National Statistics Report" published and if it was based on education, unemployment rate of those who had received a university degree or above, the highest unemployment group, was 5.14% (General Statistics Office, 2013). In the field of labor economics, there are essentially 4 types of unemployment, namely frictional unemployment, structural unemployment, cyclical unemployment and seasonal unemployment (Huang, 1993; Ehrenberg & Smith, 1997；Ceng, 2009). If unemployment phenomenon of cultural and creative industries is further analyzed, one will find that the unemployment is caused by rapid change of market demand pattern, which leads to the structural unemployment that labor suppliers do not possess critical skills required in the workplace and so are unable to find a job.

Talent cultivation has been one of the major operating levels that organizations need to be cautious about. As industrial definition and scope of cultural and creative industries are defined unclearly, students who receive cultural and creative education are easily to be out of focus and so are unable to meet the job market demands; therefore, it has become a difficult problem in human resources of cultural and creative industries as to how to cultivate professional talents to meet industrial needs and lower competency gap of talent cultivation between industrial and academic fields. CareerBuilder, the U.S. job website, and Economic Modeling Specialists Intl. (EMSI) analyzed relevant job data in the U.S. from 2010 to 2013 and then published the survey result for Best Jobs for 2014. It is found that marketing specialists (that are those who hold marketing and planning jobs mentioned in this paper and can be classified within the general term of planning personnel) will be the 10 best-paying jobs in the future. However, there are no specific requirements for background threshold of marketing and planning jobs in Taiwan and that the job description is unclear. Marketing and planning staff often have to handle everything from planning at the beginning, coordination in the middle and execution at the end of process. As time goes on, such jobs have been seen as heavy burdens and long-work hour yet low-pay jobs. Compared with other jobs, planning staff's turnover rate is fantastically high. For the above reasons, this study aimed to explore the effects of incorporating competencies into curriculums on students' career self-efficacy and intensions to pursue job opportunities.

2 LITERATURE REVIEW

2.1 Self-Efficacy and Career Self-Efficacy

Self-efficacy derived from Social Cognitive Theory (SCT) proposed by Bandura (1986; 1997). It emphasizes it is not enough for an individual who just has relevant knowledge and skills to produce behavior; he/she also must have plenty of confidence to believe that he/she is highly capable of executing relevant behaviors. Bandura also pointed out that self-efficacy affecting an individual's performance included "efficacy expectancy" and "outcome expectancy". The former refers to an important forecast estimate for an individual to know if he/she is capable of executing that certain behavior; the focus is on an individual's ability. For example, "Am I capable of doing this?" (Jian, 2010; Wu, 2000; Betz & Hackett, 1981). The latter refers to an estimation or judgment for an individual to know whether a given behavior by him/her will lead to certain outcomes; it is mainly the imagination of behaviors and outcomes. For example, "What will happen if I do this?" (Xi, 2007; Zheng, 2005)

Betz and Hackett (1981) further applied Bandura's self-efficacy theory to career counseling work and then developed the theory of career self-efficacy. Lent, Brown and Hackett(1994；1996；2000) subsequently used self-efficacy theory as a basis to explore relationship among an individual's self-competency expectation, career interest, goal selection, behavior and work performance and further considered the effect of an individual and his/her background on choosing behavior. This study used scores obtained from completing the Career Self-Efficacy Scale produced by Jian and Lian (2009) as an evaluation indicator.

2.2 The Effects of Self-Efficacy on Intensions to Pursue Job Opportunities

Intentions to pursue job opportunities refer to an individual's tendency or attitude that he/she is willing to plunge himself/herself into work based on the understanding and realization of a certain job position. Behaviors between career self-efficacy and career development are highly correlated, which are consistent with what Bandura put forwarded that self-efficacy may affect career choice, career performance and career

persistency. In recent years, there have been a great many relevant studies about the interrelationship between self-efficacy and intentions to pursue job opportunities during career development. Internationally, one questionnaire survey with 223 university students in the U.S. was carried out by Luzzo (1993) and the result indicated that there was positive correlation between career decision-making self-efficacy and career decision-making behavior. Another empirical study with 91 university students who participated in the workshop incorporating counselor self-disclosure was conducted by Dik and Steger (2008) for knowing effectiveness of the workshop on students' career development. Still another questionnaire survey with 217 university students in Korea was undertaken by Kim et al. (2013) and the result indicated that career decision making self-efficacy is an intervening variable between career involvement and career choice decidedness. The other pre/post-experimental design study with retired young soldiers in Israel as target participants of 5-day workshop with 7 hours per day was conducted by Gati, Ryzhik and Vertsberger(2013) for observation of career decision-making difficulties and career decision-making self-efficacy. The result showed that the workshop could significantly lower level of career decision-making difficulties and enhance career decision-making self-efficacy. Locally, one study with 1,705 university graduates was carried out by Ceng, Hu, and Chen (2011) to probe the correlation between learning experience at university and employability. They adopted not only theories of traditional human resources but also the concept of self-efficacy. The other questionnaire survey targeting 669 students of National Chung Hsing University was conducted by Guan (2012) to investigate the interrelationship between career self-efficacy and career barriers and the result found that there was a negative correlation between them. That is to say, when a student's self-efficacy is higher, his/her career barriers during career development are relatively fewer.

From the above relevant studies, it can be found that most of the studies on career self-efficacy and intensions to pursue job opportunities during career development are quantitative analysis studies adopting a questionnaire survey approach and using an empirical study approach to develop and promote the project of career self-efficacy and intensions to pursue a certain job. Only the study conducted by Gati, Ryzhik and Vertsberger in 2013 pointed out that teaching program at the workshop could significantly enhance career decision-making self-efficacy. This study incorporated cultural and creative planning competencies into the teaching program, the cultural and creative happiness embracement workshop, to explore the effects of incorporating competencies to curriculums on students' career self-efficacy and intensions to pursue job opportunities and it adopted an empirical study approach.

3 METHODOLOGY

3.1 Research Procedure

This study probed changes of career self-efficacy and intensions to pursue job opportunities of participants before and after they had joined the 2-day (16-hour) workshop. It then used the observed values as six major competencies that were thinking, observation, networking, socializing, word expression and design required for cultural and creative planning and then incorporated such competencies into the teaching program as empirical data for effectiveness. The study procedure was as follows:

3.3.1 Preliminary questionnaires.

This study collated literature on relevant job competency studies fallen under the category of cultural and creative industries in Taiwan and relevant studies about competency statements by domestic and overseas scholars, summed up four major competency types as (1) generic competency, (2) social competency (3) professional competency and (4) operation and management competency (Wang, 2013; Zhang, Wang, & Xie 2010; Li, 2009) and then drafted contents of the preliminary questionnaires using such competencies as a basis. Next, the preliminary questionnaire for the six industry experts who were cooperative partners at this stage of the study was sent by email and they were asked to express their personal opinions about the study topics and contents of the preliminary questionnaire on the questionnaires in written form (the six questionnaires for experts were open-ended questionnaires and so reasons could be stated on them.)

3.3.2 Expert questionnaires:

In order that competency indicators and contents collected could more actually reflect the job market status in Taiwan, study personnel collated and selected the answers on the six preliminary questionnaires. On the one hand, they deleted repeated answers for the same or high homogeneity indicators; on the other hand, they deleted answers for greater heterogeneity indicators. Lastly, questionnaire example of fuzzy Delphi method was considered (Li et al, 2013) to develop questionnaire tools for expert meeting.

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3.3.3 Expert meeting:

Invited six cooperative partners holding a face-to-face expert meeting for discussing about contents of the questionnaire for experts, assessing appropriateness of competency indicators item by item and expressing personal opinions as well as making relevant suggestions in the meeting. The purpose of the meeting was for six industry experts to understand each other's point of view, seek consensus for different thoughts and voices among the experts and consolidate opinions of greater homogeneity and then make classification. It short, the purpose was to enhance content validity of this study by reaching a consensus.

3.3.4 Competency indicators:

Planned six major competency indicators through the expert meeting and then examined the mean consistency. The result indicated that Cronbach's α value was 0.98 for each competency item. A high degree of consistency for study result would facilitate the next stage's practical use. Each competency indicator is as follows:

1. Thinking: Having problem exploring and solving abilities, critical skills, logical thinking, basic common sense of culture, history or industries, imagination or creative abilities, curiosity, inquisitiveness, attitudes to be happy to learn himself/herself and take challenges.
2. Observation: Having abilities to standardize goal setting, set up KPI   examination, control performance, analyze market or cost and appreciate.
3. Networking: Having abilities to work as a tem, resolve crises and conflicts, conduct overall planning, consolidate resources, organize information, share responsibility and obligation, and be rigorous self-discipline.
4. Socializing: Having abilities to communicate and coordinate, interact with others, listen to others, sympathize with and respect others, help one another, stable emotions, be friendly and have a sense of humor.
5. Word Expression: Having abilities to write proposals, process documents by computer, speak foreign languages and set up basic planning framework.
6. Design: Having aesthetic attainment, artistic ability and basic visual design concepts.

3.2 Participants

The workshop held for this study was opened to domestic college students for free registration. To ensure participants for this study were highly homogeneous, there were three registration restrictions/preferences on the workshop brochure at the time of public recruitment: (1) All domestic college students may make registration for participant selection; those who are junior, senior, (or graduate student) are preferred. (2) Students whose departments are related to domestic cultural and creative industries or who are interested in working in cultural and creative industries and are willing to dedicate to arts and cultural activities, exhibitions and marketing work in the future are preferred. (3) Those who are willing to participate in the whole workshop. In the end, a total of 27 students (male = 4, female = 23) fully attended the workshop and completed tests at each stage; the subjects' age is between 18 and 28 years old (an average of 20.6 years old).

3.3 Research Tool Development

3.3.1. Career Self-Efficacy Scale:

This scale was reproduced based on the self-produced scale by the scholars, Jian & Lian (2009) and Career Decision Making Self-Efficacy (CDMSE) Scale by Taylor & Betz (1983). Also, the scale was revised by two scholars by way of verification approaches such as expert review, item analysis and factor analysis. The α coefficient of the internal consistency was .920. There were five aspects taken into consideration for career self-efficacy, namely goal selection, self-assessment, problem solving, plan making and data collection and α coefficient for each scale was   .861, .844, .754, .785, .777 respectively. The subjects answered questions based on the Likert's five point scale with choices of having no confidence at all, lacking of some confidence, having no much difference, having some confidence and having tremendous confidence. There were a total of 22 original questions; the higher the score was, the greater the students' career self-efficacy and vice versa.

3.3.2. Questionnaire for Intentions to Pursue Job Opportunities:

The questionnaire was produced based on the Chinese scale by the scholar Lin (2010). There were a total of 5 original questions and used a Likert's five point scale with choices of highly inconsistent, inconsistent, no

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much difference, consistent and highly consistent for answering the questions. The higher the score was, the greater the subject's intensions to purse job opportunities. The reliability of the questionnaire was higher than .7 and factor loadings for each question were all higher than .6, which indicated that measuring items are reliable and stable.

4   RESULTS

4.1   The Effects of the Workshop on Students' Career Self-Efficacy

To investigate the effect of the workshop on students' career self-efficacy, this study undertook a dependent-sample t test and the result revealed that 5 sublevels under career self-efficacy failed to reach the significant level of .05. This indicated that each aspect of students' career self-efficacy was slightly higher after students participated in the workshop, and yet there was no significant difference. The mean of each aspect in descending order was self-assessment (M = 4.02), the highest one, problem solving (M＝4.00), plan making (M＝3.93), data collection (M＝3.85) and goal selection (M＝3.68), the lowest one. And the aspect of "data collection" had the highest growth rate.
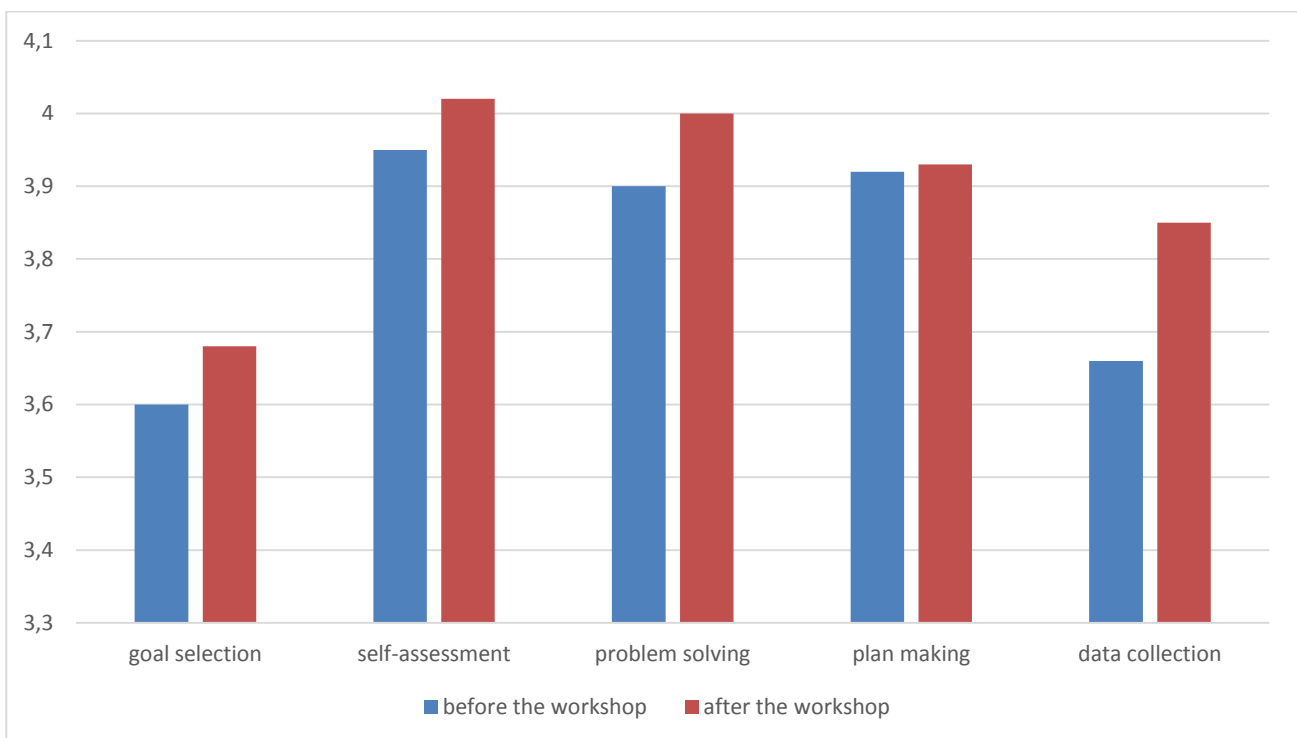

Fig. 1 The mean of career self-efficacy before and after the workshop.

4.2   The Effects of the Workshop on Students' Intentions to Purse Job Opportunities

To probe the effects of the workshop on students' intentions to pursue job opportunities, this study conducted a dependent-sample t test and the result showed that the mean difference before and after the workshop was significant at the .05 level (t= -2.180). The intentions to purse job opportunities before the workshop was 4.15 and reduced to 3.86 after the workshop. This means that after students participated in the cultural and creative happiness embracement workshop, they had a better understanding and recognition of cultural and creative planning and so there was an obvious decrease in their intentions to purse job opportunities.

Based on the above description, it can be said that the workshop design incorporating cultural and creative planning competencies into teaching program for this study did not have an evident effect on change of the students' self-efficacy and intensions to purse job opportunities. This demonstrated that a great many variables that had existed in other individuals and overall environment caused disturbances during the

implementation of the teaching program so that the program could not be fully controlled and the participants' behavioral performance was affected, making there was no significant difference and effect in quantitative data of the study.

5   CONCLUSIONS

This study aimed to discuss changes of career self-efficacy and intensions to purse job opportunities of the participants after they took part in the teaching program created based on the concepts of cultural and creative planning competencies. Also, it was intended to assess validity and effectiveness of the teaching program designed based on the competencies through practical operation of the experimental workshop in an empirical perspective. The study conclusions are as follows

5.1   Achievement Performance Facilitates an Increase in Career Self-Efficacy

It can be learned from the analysis result of the quantitative data of this study that there is no significant difference in career self-efficacy among the students from an overall perspective. However, if it is based on individual group data, it can be seen that there is a significant increase in career self-efficacy in the group of the preferred students selected via the participation mechanism of the workshop. This is consistent with the statement pointed out by the scholar Ceng et al. (2011) that achievement performance in the past is the most influential source of self-efficacy information. Successful experience can easily enhance a person's judgment in self-efficacy, whereas repeated failures will gradually decrease a person's sense of self-efficacy.

5.2   Personnel's Reflection after Program Implementation

Tao (2004) stated that "In an action study, those who study are those who practice, and vice versa. Those who study carry out studies for social practice in their professional roles. They do so for being more effective to professionally conduct studies but not for observing other actors doing so for studies." Perhaps it was because the design of the teaching program was not well-rounded and meticulous enough, the study result was not as significant as expected. However, it has helped study personnel self-examine cultural and creative education modes again and think how they themselves can grow professionally by getting rid of blind spots in their program designs.

5.3   Limitation of Study Participants

The study subjects were the students who participated in the workshop. This is consistent with the statement by the scholar Cai (2000) that action studies do not mean to engage in studies with a large number of samples; samples for such studies target certain participants and are not necessary to have an overall representativeness. Therefore, the experimental result produced in the end might be that generalization is a bit inadequacy and applicable range is also limited. Therefore, if the study result is to be applied in other industries in the future, proper modification has to be made so as to strengthen the external validity of the study. As for participant recruitment in an experimental design, there is a fundamental difference in students as an individual might be affected by factors such as school departments, backgrounds and learning status. Nevertheless, this study formulated the selection criteria for samples and conducted the experiment by seeing all the subjects as the same group with high homogeneity. Moreover, the spread of information over the internet and convenience of transportation in Taiwan have largely lowered the differences for background factors.

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