

가

(吳憲錫)*



가

가

가

가

(Strategic alignment)

가

I.

21 가 가가

가 (, 2001)
가

60 가 가

가 GNP 가 . , , ,

가 가

가 가 가

가 가 가

가 (OECD) 가

가 (, 2001b).

가 (IMD: International

Management and Development), (WEF: World Economic Forum),
(IPS: Industrial Policy Studies)

가 IMD (2002) 49 27 , WEF (2002) 75 23 ,
IPS (, 2001) 64 22 , 24 20 .

가 GDP (12) (13)

가 가 .

가

. IMD

20

5 (, , 가 , ,)

31

, WEF 12 가

, 32

23 가 14 , 24 가 18

. IPS 가

4 (가, 가,

,) 가 21 22 10 , 23 11

가

가 22

. ,

가 가 가

(, 2001).

가

, ,

,

가 ,

가

가

. ,

가 가 21

가

. 가 가

II. 가

1. 가

‘ 가 ’(national human resource

development)

,

가 , 가

,
,
(, 2001a; , 2001)

가,

가

가? 가

가? 가

가? 가

가

가

(, 2001b).

가

가

(human resource development)

1970

Nadler가

(McLagan, 1989)

(McLagan,

1989).

가

가

< 1> 가

		가.
(2000)		가
	NHRD***	가
(2000)		가 (skill) (stock) = (가) + ()
	NHRD	가
OECD (2001)		,
	NHRD	
(2001)		,
	NHRD	
(2001)		가
	NHRD	가
(2001)		가.
	NHRD	가
(2001)		가.
		(capacity/competency)
(2001)	NHRD	가
(2002)		가 , 가 , , ,
	NHRD	.
()** (2002)		가 .
	NHRD	가

* : , ** : , ***NHRD: 가 (National Human Resource Development)

가

(

)

(Mc Call,Jr, Lombardo & Morrijon, 1988)

가 (human capital) , OECD(2001) , OECD, World Bank (social capital) , World Bank(2000)

가

2.

(, 2001). , 가 가
 가 가
 1960 Schultz Becker, Mincer

Becker(1993)

1960

가

가

[1]

A 가 ,

가 B 가 .

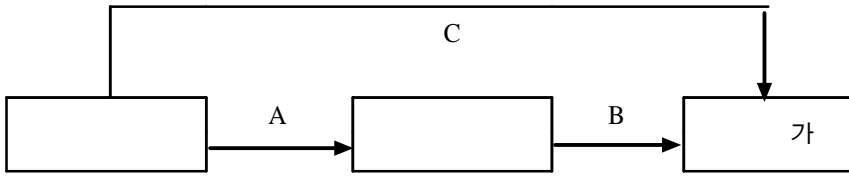
A B

가

가

C 가

(, 1994).



[1]

가 (+)

(+) 가

C

가 (screening hypothesis)

가

가

(screening device)

가

(, 1994). 가

가

3.

가

가

가

가 (, 1994).

가

가

가

가

가

가

가

가

가 가 (segmented market hypothesis).

,

가

가

,

.

.

가

(job competition theory)(Thurow, 1972)

가

가 (trainability) 가 (adaptability)

1

2

(Piore, 1974). 1

, 2

가 ,

1

2

가

가 .

가

4. 가

가 가 가 ,

(

, 1998). , , ,가

가가

가

가

가

가

. , 가 ,

가

가 가 , ,
(OECD, 1997) , ,

가
(, , 1998).

가 (Huber, 1991). 가
가 가 . Argyris(1977)
(single-loop learning) (double-loop learning)

, Johnson(1992)

가 . ,

(learning-by-interacting)

'(learning-by-searching)

'(learning-by-exploring)

가 .

가 (unlearning) (forgetting) (Levinthal, 1991;
Johnson, 1992).

가

가 가

(tacitness)

(tacit knowledge)

(Saint-Onge, 1996; Sveiby, 1997).

(Gladstone, 2000).

가가

가가

가

가가

가

가

가

III. 가

가

([2]).

가

(stock)

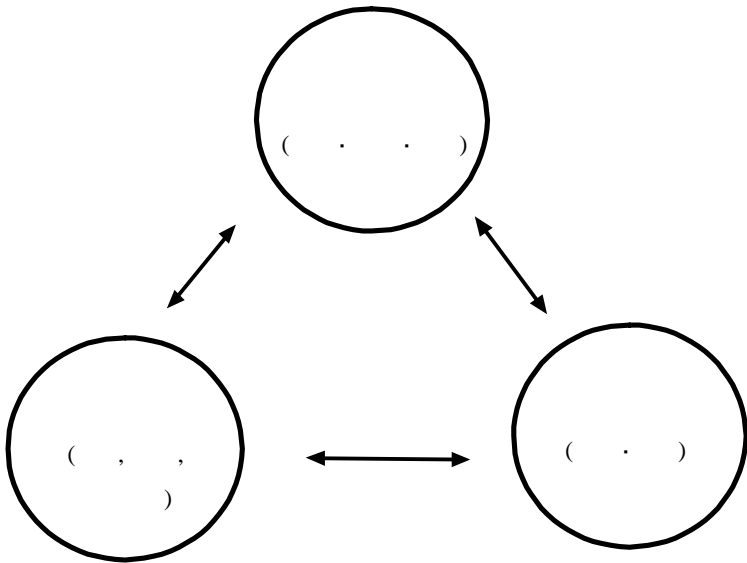
가

가

. Becker(1993)가

가가

(flow) ,
 가 (career
 paths) . 가
 가
 가
 가



[2] 가

(entry gate)

, , , , , , .

, , , ,

가 ,

가 , , ,

, ,

가가

, , 가

, 가

가 .

가

, ,

, 가

, , .

, - - -

, ,

, . ,

, ,

,

가

.

IV.

1.

1)

(OECD, 2000a),

2

가

가

가

(1999)

가 58%

13.3%

12%

1/3

(, 2001)

가

가

2)

, 2001)

가

3)

가 가

70 80

가가

(, , 2001).

(knowledge

worker)

가

(2002)

, 2002

2006

(IT)

9 9

. IT

2.

1)

(, , ,)

가

가

(< 2>)

10.9%,

12.1%

가 18.9%,

가 19.8%

35.7% 가 4.1% 가
 43% 가 20.6% 가
 가 가
 가
 가 (, , 2000).

< 2> (:%)

		10.9	24.8	21.3	24.2	18.9
		12.1	23.6	21.2	23.2	19.8
		4.1	22.0	23.1	27.1	23.7
		16.3	23.4	18.4	23.6	18.4
		20.6	28.2	19.7	18.8	12.8
		11.7	24.6	21.4	23.6	18.7
		9.0	22.0	19.9	25.0	24.1
		28.6	32.0	16.8	14.6	8.0
		7.4	32.6	28.7	21.2	10.1
		1.7	9.6	16.9	34.4	37.5
		6.2	20.1	15.0	25.3	33.4
		3.8	19.7	20.7	28.6	27.3
		11.4	24.3	21.3	23.8	19.3

: (1999), 「 」

(2000)

, 35.5%, 45%, 19.5%
 가, 260 , 213

가 가

370

60.3%가 ,

17.9%,

11.5%가
 5% 90%
 5% 63%가 (, 2000).
 , 가
 . 91.8%, 92.6%가
 (, 2000).
 . , , ,
 88%, 48.8%, 22.9%, 36.5%가 가
 가 , (, 2000).
 . 66,236
 (, 2000), 39%, 60%
 43%, 32%(, 2000)

2)

. OECD(2000a) , OECD
 . 1990 1996 7 , 5 ,
 , , 3.5 14 2 .
 ,
 23.3

27.2 4 .
 , 가 .

< 3 >

	*										
	27.2	22.0	21.0	21.4	23.6	24.6	24.3	23.2	22.2	25.3	25.6

*
 **: OECD(2000c). Transition from initial education to working life.

3)

가

가

3.

가

가 . OECD 51.7% 31.4%

. < 4> 가

가

가

가

1998 261,000 1999 234,000 가, 250,000
 (2000), 295,000 (2001)

< 4> 가 (:%)

	OECD					
	51.7	31.4	65.9	69.5	48.3	49.6
	57.0	26.4	68.4	73.4	48.8	52.9
	46.4	35.8	63.3	65.4	47.8	46.3

* OECD Employment Outlook(1999)

(47.2%)

(47.9%) (: 51.7%, : 50.7%, :

80.5, : 54.1%),

, (43.0%) (59.4%)가 (:
 64.6%, : 92.8%, : 79.0%, : 68.7%) (, 2000)

, 가 , M
 , 가 . 30 44
 (95) (: 49%, : 81%, : 84%, : 82%).

가
 . 225 가 28 . .
 . 가

가 . 가
 「 」

가
 가 가 .
 가

가 가 .
 가

V. : 가 .

, ,
 21 가
 가 .

,
 .
 .

가 .
 (Strategic alignment) .

1.

가 가

. '95 5.31

(5.31 : 120 , : 74

)가 , , 가

. 가.

가

가

(, 1998).

가

2. 가

가

OECD가 1990

'(Lifelong Education for All) , 2001 4 OECD

'(Investing Competencies for All)

(employability)

가 , ' / ' , ' .
 . 1/3
 , ,
 .

가 .
 .

가 가

1998 12

80%

1998

가

가

(individual learning account)

가

가

(, , 2001).

가

가 .

가 .

3.

가

. , ,

(, 2000).

가

가

가

4.

가

가

가

5.

가

가

가

2

가

6.

가

(post-doc)
가

가 가

가

가

80

가

(, 2000).

7.

(Nadler & Tushman, 1989; Selmer, 1998)

가

가

(, 2002)

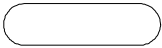
가

가

가

가

가



(2000). HRD

____(2001). 가

____(2002).

(2001). 21

가

(

),

(2001).

1-25.

가

59

가

(2001a).

, 3-39,

(2001b). 가

가

,

, 37-57.

(1998).

가

:

(2000).

(2000). 가

(2001).

:

, 181-213.

(1994).

2

:

(2000).

(2001). IPS

가

2001.

- , (1998). 가 , 가 : , 36-51.
- (2001). , , 99-138,
- (2001). 가 , . 3-16.
- , (2001). . 1-29, 59 가 .
- (2002).
- (2000).
- (2000).
- _____(2001). : , 5-27.
- (2002). 가 .
- (2001). : .
- (1999).
- (2000).
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* 2002 6 15 / 1 2002 8 5 / 2 2002 8 28

* (Ph. D)

가

가,

가

An Exploratory Study of National Human Resource Development and Management Model and Policy Suggestions

Oh, Hun-Seok*

The purpose of this study is to develop a conceptual model of national human resource development and management (NHRD&M) based on the review on the concepts and theories related to national human resource development, to identify problems in NHRD&M based on the model, and to provide human resource policy suggestions. This NHRD&M model is composed of three elements : (1) development by formation and selection of human resource, (2) circulation by distribution and exchange, and (3) utilization. This model assumes systemic interaction and feedback between development, circulation, and utilization.

Based on this model, problems in NHRD&M are identified as unbalanced development by age, academic background, problems in selection systems, lack of mid- and long-term plan of manpower demand and supply, a biased distribution of human resource, delay of job market entry, lack of human resource exchange, low participation rate of youth in economic activities, unbalanced employment rate by academic track and major, low rate of female resource utilization, and lack of strategic alignment in NHRD&M.

To solve these problems in NHRD&M, human resource development by continuous educational reform and national life long learning system improvement, human resource circulation by school-to-work system management, career paths management, information management system development of education and labor market, and employment based on performance and ability, and human resource utilization by linkage system development between education and labor market, mid- and long-term manpower planning, and demand side management of human resource were suggested. Finally, strategic alignment between

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ministries and educational administrative agencies should be established.

■ Key Words : National human resource development and management, human resource circulation, human resource utilization, strategic alignment