

行政院國家科學委員會專題研究計畫 期末報告

國際化職場文化能力之學習：以個人環境互動論觀點之探析

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計畫主持人：張女韋雯

計畫參與人員：碩士班研究生-兼任助理人員：洪小惠
碩士班研究生-兼任助理人員：郭勇呈

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中文摘要： 隨著全球化趨勢，國際間人員互動愈加頻繁，不同文化的接觸也日益普遍，進而使社會多元化的程度也逐漸深化。許多國內的工作者雖然處在自身的國家，但在組織中卻面對日益國際化的環境及工作要求。對這些人員而言，文化的衝擊成為每天職場的實務，瞭解他們的經驗及文化能力的發展成為當前重要的課題。

雖然目前文獻已經開始探索國際化環境工作人員的文化職能，然而，許多研究仍僅著重於個人的面向，較少檢視個人與其組織的互動關係。由於員工的能力學習是發生於組織的脈絡之中，缺少了組織的面向，便較難瞭解人員職場經驗與能力發展的全貌。有鑑於此，本研究以高等教育中國際事務處人員為樣本，蒐集國際化職場人員之實務經驗，以「個人-組織互動理論」之觀點切入，探討個人在國際多元文化的環境中所需具備的能力與學習。

本研究採質性研究途徑，透過半結構訪談及文件內容回顧等方法來蒐集資料。並且以重要事件分析法，探討工作者面對多元文化服務對象的經驗與調適。本研究發現個人的國際能力發展常受到組織其他因素之牽動。依據研究結果，本研究建議，國際化職場文化能力學習及發展，應該由個人及組織的雙重角度同時切入，方能達到成效。

中文關鍵詞： 國際化職場、文化職能學習、多元文化環境

英文摘要： With the climate of globalization, human mobilization and interaction of people from multiple cultures has significantly increased. Although many studies have contributed to our understanding of cultural competence learning, any consideration of an organizational context was often missing from these discussions. To address this limitation, the present study focused on the cultural competence of domestic workers in internationalized workplace from both an individual and an organizational perspective.

This study used the person-environment interaction theory as the theoretical framework to examine cultural competence learning. Because people's behaviors are influenced by their environment, individual competence development may not be fully

understood if the research lens merely focuses on each individual without connecting to their organization.

Through a qualitative research design, this study examined cultural competence of Taiwanese workers in internationalized workplace. Both techniques, semi-structured interview and document review, were used for data collection. The results indicated that Taiwanese workers in internationalized workplace needed cultural knowledge, skills, and sensitivity to accomplish their daily work. In addition, both individual and organizational aspects have effect on their intercultural competence development and should both be considered in the process.

英文關鍵詞： internationalized workplace, cultural competence learning, multicultural environment

行政院國家科學委員會補助專題研究計畫期末報告

國際化職場文化能力之學習：
以個人環境互動論觀點之探析

**Cultural Competence Learning in the Internationalized Workplace:
A Perspective of Person-Environment Interaction Theory**

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計畫參與人員：洪小惠、郭勇呈

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Cultural Competence Learning in the Internationalized Workplace: A Perspective of Person-Environment Interaction Theory

Abstract

With globalization has come human mobilization and a significant increase in the interaction of people from multiple cultures. Although many studies have contributed to our understanding of cultural competence, any consideration of an environmental context was often missing from these discussions. To address this limitation, the present study focused on the cultural competence of domestic workers in multicultural workplace from both an individual and an environmental perspective.

The present study adopted a qualitative research design, and 10 Taiwanese workers in multicultural workplace were enlisted as research participants. An examination of their experiences helped identify cultural competence in a multicultural mission and extended the model for cultural competence and the process used to assess it. The results indicate that the development of cultural competence by individuals may not be fully understood if the research lens merely focuses on each individual without connecting to the larger unit — their environment. Based on the results and literature review, the present study suggests an integrated model for the understanding of workers' cultural competence in multicultural workplace.

Keywords: internationalized workplace, cultural competence learning, multicultural environment

Cultural Competence Learning in the Internationalized Workplace: A Perspective of Person-Environment Interaction Theory

Introduction

With the development of technology and the global economy, interaction among people from multiple cultures has significantly increased. Convenient communication and transportation creates interpersonal contacts across national boundaries, which brings new opportunities and challenges to the contemporary workforce. Globalization has increased people's desire and ability to move to other places, and international migration today is the subject of global discussion (Annan, 2006). Other scholars, such as Castle and Miller (2003) have also indicated that "large-scale movements of people arise from the accelerating process of global integration; migrations are not an isolated phenomenon, movements of commodities and capital almost always give rise to movements of people" (p. 4).

Although previous studies have helped to identify the connotations of cultural competence, the existing literature still has two limitations. First, many of the implications were derived from literature reviews rather than from empirical analysis. Second, many studies focused only on individual aspects, with limited attention to their interaction in an environmental context. As employees perform their jobs within the organizational context, their competence and behavior is highly related to their workplace. As Suarez-Balcazar and Rodakowski (2007, p.15) stated, becoming culturally competent is an "on-going contextual" process. In multicultural settings, the practice and development of cultural competence cannot be fully understood if the research lens merely focuses on each individual, without connecting them to the larger unit, the work environment. Even though some articles discussed international-environmental interactions (e.g. Keršienė & Savanevičienė, 2005), they provided little empirical analysis.

In order to empirically examine the connotations of cultural competence and

understand workers' experience in the multicultural workplace from a contextual perspective, the present study approached the subject from both an environmental and an individual perspective. Empirical data were collected from workers for international student affairs, the cultural competencies they needed to perform their jobs were identified, and the interaction between individual and environment was analyzed. The purposes of the present research study included an examination of cultural competence connotations through the analysis of empirical data from workers in multicultural workplaces, and an exploration of individuals' interactions with their environments and the influence of these interactions on their multicultural work.

Literature Review

Cultural Competence

Previous definitions of cultural competence focused more on the capability to eliminate discrimination arising from racial identity. This translated to an awareness of a person's membership in either a minority or a majority culture (Norton, 1978), and it was also defined as a social work practice with people of color (Lum, 1992), or as an ethnically sensitive practice (Schlesinger & Devore, 1995). The definition of cultural competence was then extended through increased discussion. For example, focusing on the individual aspect, Camphinha-Bacote (1999) suggested that cultural competence is demonstrated when practitioners understand and appreciate differences in beliefs and behaviors, recognize and respect variations that occur within cultural groups, and are able to adjust their practice to provide effective interventions for people from various cultures.

McPhatter (1997) concluded that there were three major components of cultural competence: enlightened consciousness (awareness), grounded knowledge base (knowledge), and cumulative skill proficiency (skills). In another study, through Delphi survey involving higher education administrators at US institutions and intercultural experts, Deardorff (2006)

identified the components of intercultural competence, including cultural awareness, cultural knowledge, experiencing other cultures, self-awareness, communication, appropriate behaviors, and skills to analyze, interpret, listen and observe. In addition, Hunter, White, and Godbey (2006) used a Delphi technique to collect data from human resource managers at transnational corporations, senior international educators, United Nations officials, inter-cultural trainers, and foreign government officers, and they identified the definition of global citizenship and competence in three categories, including attitudes, skill, and knowledge. These previous studies indicated that cultural competence was concerned with the ability of people to transform their knowledge into systematic skills, strategies, practices, stages, or attitudes of life. This competence allowed people to adapt better in complex workplace and enabled them to provide higher quality services; it was the ability to transform knowledge and cultural awareness into practical interventions (McPhatter & Ganaway, 2003). The definition of cultural competence has become a more practical norm, including not only knowledge and awareness, but also a heightened consciousness of how individuals experience their own uniqueness and behaviorally deal with differences, similarities or conflicts within a larger social context (NASW, 2007).

Person-Environment Interaction

Person-Environment Interaction emphasizes the relation between person and environment. From the person aspect, the theory discusses the needs, values, goals of the person and the ability of the environment to fulfill those needs. Individuals' behavior and development is significantly influenced by their environment. (Neufeld, Rasmussen, Lopez, Ryder, Magyar-Moe, Ford & Bouwkamp, 2006). Individual competence development should be understood within the context. Therefore, the definition of cultural competence also combined both individual and environmental perspectives. Cross, Bazron, Dennis, & Isaacs (1989) defined cultural competence as a set of congruent behaviors, attitudes, and policies

that come together in a *system, agency, or among professionals* and enable that system, agency, or those professionals to work effectively in cross-cultural situations. Similarly, the definition suggested by NASW (2001) also involves both aspects:

Cultural competence refers to the process by which *individuals and systems* respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each other (p.11, emphasis added).

Neither organizational competence nor individual competence stands alone, but rather they connect with each other. As Keršienė & Savanevičienė (2005) stated, “organizational competence is a semantic construct providing a reference point for, and giving a meaning to, individual competence” (p.46). Heeding this connection, the present study examined the experiences of workers in multicultural workplaces and discussed cultural competence from both individual and organizational perspectives.

Research Methods

The present study used a qualitative approach to explore workers’ experiences in multicultural workplace. Data were collected from six organizations (a total of 10 workers) through observation, semi-structured interview, and document review.

Sampling Process and Criteria

To identify potential research participants, we began the sampling process by contacting six organizations that provided assistance for international students and faculty who came to Taiwan to study or work. One or two workers in international affairs in each organization accepted our invitation, and a total of 10 people became research participants in the present study.

Universities comprised 5 of the 6 organizations that provided educational programs for

international students, and they each had an Office of International Affairs (OIA). Nine workers involved in international affairs at these universities participated in the present study. The sixth organization was a foundation that helped Taiwan to strengthen international relations through cooperation with other nations in economic and social development, and one of its programs for talent development provided foreigners with scholarships to attend institutions of higher education in Taiwan. One interviewee from this organization was invited to share the multicultural tasks involved in this job.

Through purposeful sampling, we enlisted 10 workers to participate in the present study who all met the following two criteria.

1. The interviewee worked in the domestic arena and had at least two years of experience working with the foreigners in their current job.
2. The interviewee frequently provided direct services to, or had contact with, people from other countries.

Through these criteria, two types of workers were excluded, including (a) expatriate workers who constantly stayed abroad, and (b) workers in a multicultural workplace who in fact had very few chances to interact with foreign people.

Research Participants

These 10 interviewees (one male, nine females) provided services to people from different countries with different cultural backgrounds, and most of their clients were international students, foreign faculty members, and foreign government officials. Their ages ranged from 25 to 41 years of age, with work experience in multicultural workplace ranging from 2 to 11 years. Their positions included Vice Department Director, Executive Officer, Specialist, Senior Specialist, Project Manager, Project Assistant, Mandarin Teacher, and Administrative Assistant. With respect to their professional backgrounds, five were foreign language major, and the others were in diplomacy, education, biotechnology, administration,

and social work. They worked in the departments of International Relationships (e.g., annual conference, guest reception), International Student Care (e.g., foreign students' living conditions, scholarship opportunities, and cultural activities and festival events), and Academic Cooperation (e.g., educational exhibition, international recruitment, academic cooperation with visiting groups, and partnership building). The people they served came from Australia, Belgium, Brunei, Canada, Finland, Gambia, Indonesia, Japan, Korean, Macao, Malaysia, Myanmar, New Zealand, Paraguay, Spain, Sweden, Thailand, Philippines, United Kingdom, USA, and Vietnam. Table 1 shows the background information of the research participants.

Data Collection and Analysis

In this study, data were collected through observation, semi-structured interview, and document review. First, workplace observation was conducted for interview preparation. With the interviewees' agreement, one researcher participated in the workplace and observed the workers' daily job at the universities for either half a day or for 1 full day. This observation increased the researchers' knowledge regarding the multicultural workplace, and also helped to ensure the workers had direct contact with people from different national cultures.

Second, based on literature review and observation, we designed the interview questions, which included three major directions: their experience of interaction with foreigners, the difficulties and strategies in the multicultural workplace, and the cultural competence that they felt necessary for such job tasks. The interview questions were first examined by the research team to enhance their relevance to the research purposes. We then invited two research participants to help review the questions, to assure the meaning and word usage was clear and appealing to practitioners. We revised some ambiguous words in the questions based on the opinions of the participants, and encouraged interviewees to provide more

examples by adding phrases like “please provide some examples to explain your change” or “please share your most impressive experience.” After the interview questions were finalized, individual face-to-face semi-structured interviews were then conducted (in Chinese), all of which were tape-recorded and then transcribed. The study also included relevant documents. The research team reviewed the websites of the target organizations to collect information about their history, goals, and structure. The interviewees also provided their annual reports, brochures, and work records for additional data analysis.

The interview answers were transcribed for analysis, and a coding technique (Corbin & Strauss, 2008) was then used to summarize the important phrases. Researchers then reviewed the codes and grouped similar ones into categories. Finally, a theoretical framework for the study was employed for systematic comparison and theme identification.

Research Results

The participants in the present study shared their experiences with cultural encounters, how these experiences affected their cultural knowledge and practical skills, and how the organizational factors influenced their multicultural tasks. Their experiences were grouped into four categories.

Cultural Encounters and Awareness

The process of awareness usually began with observations about significant differences among cultures. Many such cultural differences were identified in the interviews. Although these differences caught workers’ attention and extended their understanding of different cultures, they usually did not bring workers much trouble or frustration. However, some specific work-related incidents that involved tension, conflicts, shock, or appreciation engaged them personally and had a significant emotional influence on their development of cultural competence. For example, Shirley shared an incident when a student was angry and wanted to argue with faculty members. “I told the student that you were not allowed to do so.

The student accused me and yelled at me. I was shocked.” Interviewee Ruby said, “There are too many difficulties. For example, sometimes I had passed important information about requirements to students; however, when they failed to meet the requirements, they put the responsibility on my shoulders and we needed to clean up the mess.” Another interviewee reported difficulty in cooperative planning for a party between the school and the international student unit. “The biggest conflict was whether alcohol was allowed at the party,” she said. “From the school’s perspective, alcohol was not allowed. The students consistently argued with us for three months. They did not like our approach, and we did not agree with their arguments and attitudes. This was a huge cultural conflict.” Shirley also shared an occasion when foreign students joked about her English with friends. “I knew that they said I was stupid,” she recalled.

These participants served as first-line workers who had direct interaction with people from different cultures. The incidents that occurred in their daily jobs, whether pleasurable, unpressured, negative, or positive, served as sparks that were sometimes disturbing, but also became critical learning points. Incident by incident, their cultural awareness regarding cultural differences was developed and extended. Although faced with some difficulties and frustration, an interviewee said, “Many students would come and show their appreciation. I did not regret working here.”

Cognitive and Behavioral Competence

After experiencing these cultural incidents, workers in multicultural settings gained more of the necessary knowledge for various cultural demands and situations. They identified three types of knowledge. The first was factual information regarding guest and host countries, including their social and economic situations. The second was understanding of differences in food, customs, taboos, festivals, religions, and so on. The third type was work-related knowledge, such as the visa process, regulations regarding foreigners, and

administrative rules.

At the level of behavior and skills, language skills were viewed as the most fundamental ability. Other skills were categorized into three types, including those for clients, for administrative tasks, and for self-adjustment. The first type of skill involved the ability to interact with foreigners directly, such as observation, communication, emotional counseling, and handling of emergencies. The second type of skill involved their daily administrative tasks, such as project management, time management, coordination, and logical thinking. The third type involved workers' self-adjustment for adaptation.

Interviewees said that after working with a multicultural population, her observation of cultural differences was enhanced, and this increased her ability to discern the special needs of different populations. For example, Lydia shared her observation regarding the special concerns of some students. Due to their different skin colors, when they first arrived in the new environment they preferred to attend activities at night, which drew less attention. Lydia said, "Some students had a dark skin color and easily caught people's attention. Therefore, if our orientation program was held at night, these students were more willing to come out. They felt more secure." In addition to observation skills, communication and emotional counseling were identified as crucial skills for their work (e.g., Evelyn, Joyce, Melody, and Ruby). As Joyce pointed out, "you needed to know how to dampen students' emotions, and you needed to have different communication strategies for different age groups."

Finally, due to the features of multicultural service (long work hours, frequent emergencies), many interviewees highly emphasized stress management and self-directed learning. Rudy said, "Basically, you are on 24-hour call." Therefore, Joyce said, "for this job, you must have the ability to handle stress." Lydia also pointed out that in this job they often received a lot of complaints, which increased workers' stress. She said, "Since this job has high stress, workers need to have the ability to manage stress and the wisdom to handle

various emotions.” Faced with these high-pressure jobs, workers relied on stress management skills and continual learning to overcome the difficulties of multicultural workplace.

Individual-Environment Interaction

In addition to the identified knowledge and skills, the present study also found that environments influenced the workers’ multicultural tasks. This influence involves leadership and support as well as insufficient organizational cultural competence.

As international work involves various aspects, the leaders’ clear vision and supportive leadership provides team members with a sense of confidence, because they understand the blueprint for the future and their own responsibility in accomplishing the blueprint.

Leadership has been defined in the literature as the ability to influence a group toward the achievement of a vision or set of goals (Robbins & Judge, 2007). Because the nature of international affairs is broad and vague, the influence of leadership and support on individuals’ work adaptation is even more obvious.

Almost all interviewees mentioned the heavy work load and their need for collaboration from other departments. Regarding the heavy work load, Irene said, “The international affairs business will keep growing in every university.....The speed of human resource recruitment cannot catch up with the growth of the business; therefore people who work in this environment will always have heavy work loads.” Several interviewees, who worked in different schools, reported that they had to work after regular working hours (Evelyn, James, Ruby, Shirley, Winnie,). Shirley said, “you need to learn to distinguish what is work and what is life.” As Ruby also pointed out, “Sometimes foreigners’ requests need to be handled by other departments. When the infrastructure for the multicultural workplace (e.g., bilingual environment, English-user-friendly campus) was not sufficient, this caused many complaints and huge work pressure for us.” In a worse-case scenario, Shirley mentioned that due to a lack of trusting relationships in her school, one department often held back the international

affairs office and became an obstacle to their work.

Discussion

In the original model, the cultural competence process involves only a single dimension. However, a major finding of the present study was that individuals' multicultural work was affected by environmental factors. Most studies in the literature discuss the development of cultural competence purely from an individual perspective. However, such a one-dimensional approach overlooks the significant influence of environments on workers. The environmental influence was even greater for domestic workers in multicultural settings, compared with expatriate workers, because the domestic workers stayed in their environments and remained in close interaction with the leader and other departments on a daily basis. Therefore, because their environment did not have sufficient cultural awareness, understanding, or policies to support them, their work became very difficult because they not only needed to serve their foreign clients, but also needed to handle internal tension, misunderstandings, or even conflicts. This situation made their work more isolated and ineffective in terms of service quality, because they did not have enough support to meet the demands from the people they served. These situations reflect the challenges identified by Ouellett (2005) in effecting change for multicultural higher education. The challenges included, (a) change efforts not inclusive; only involve certain segments of an institution, (b) focus on individual behavior change, not systems change, (c) lack of a vision of change, (d) low levels of institutional support from senior leadership, (e) lack of system orientation and system-change strategy, (f) lack of a comprehensive framework to measure the outcomes of change efforts, (g) failure to establish accountability, and (h) more focus on planning than sustained implementation.

Cross (2001) has developed a cultural competence continuum that divides organizational competence into five levels, from cultural destructiveness to cultural incapacity, cultural blindness, cultural pre-competence, and advanced cultural competence. In the present study,

we found that people in different departments stand at different points in Cross's continuum. For example, people in the international affairs department demonstrated the characteristics of acceptance of difference, continuing self-assessment regarding culture, careful attention to the dynamics of difference, and continuous expansion of cultural knowledge and resources (cultural pre-competence), while people in some departments assumed that all students and customers were the same and overlooked the particular needs of people from different backgrounds (cultural blindness). When people from different departments needed to collaborate, obstacles arose.

The competence of an organization and the individuals within it should be linked. Keršienė & Savanevičienė (2005) suggested that, "It is a link between an organization's strategic goals, operational objectives and task and behaviour requirements." Therefore, "individual competence create[s] organizational competence and is one of its constituents" (p.46). However, the present study showed that difficulty existed in practice. When only a small group of people in an environment were expected to have cultural competence, it was extremely difficult to build collaboration and networking support. A lack of cultural awareness, knowledge, and skills prevented the majority of the organization from providing necessary support to the front-line workers. The insufficient competence of other departments increased these workers' isolation and job challenges.

Faced with this challenge, support from leaders plays an important role in bridging the gaps between different levels of cultural competence. However, psychological support alone cannot fully encourage organizational development in cultural competence until the support has been transformed into leadership in practice, including a series of policies and actions (Grieves, 2003; McCracken & Wallace, 2000). As the Diversity Excellence Model (UK National School of Government, 2007) has suggested, leadership, people, policies, strategies, and resources should all be included to build a supportive partnership and network. As shown

in the revised model (Figure 2), the cultural competence of individuals and the environment are connected. Overlooking the development of each side could jeopardize the quality of multicultural service and organizational performance.

Implications

A strategic approach for cultural competence development should be utilized. Many previous studies of the multicultural workforce focused on individual competence development. However, insufficient cultural preparation for all relevant departments in an organization often increases the difficulties and isolation of the front-line workers. In recent studies, scholars have realized a more strategic and comprehensive approach is necessary for the development of an entire organization (Pitts, 2006). From a process perspective, Jackson (2005) developed a systems change process for multicultural organizational development in education. The process had five steps: (a) identify and develop a change agent team, (b) determine system readiness, (c) assessment and benchmarking, (d) change planning and implementation, and (e) evaluate, renew, and redo. In addition, Kellough and Naff (2004) identified seven core components for an environment to become more culturally diverse. The components included the following: ensuring management accountability; examining organizational structure, culture, and management systems; paying attention to representation; providing training; developing mentoring programs; promoting internal advocacy groups; and, emphasizing shared values among stakeholders. In a multicultural workplace, cultural competence development should not simply focus on a small group of individuals. Rather, it should become a series of strategic and systematic policies for all employees involved, which can help reduce internal tension and energy waste due to inadequate cultural awareness and misunderstanding.

Conclusion

In the present study, workers' experiences in the multicultural workplace were examined

and their cultural competence and interactions with their environments were explored. Results from the present study showed that workers' cultural adaptation and competence was influenced not only by individual aspects (e.g., experience and personal traits) but also by environmental aspects (e.g., leadership and other department support). As experienced workers described during this study, the multicultural work process was a mutual learning journey between individuals and their environments. On one hand, the individuals who handle problems in the first place must learn tolerance, because the organizational management sometimes cannot quickly solve difficulties on the front line, due to rigid structures and existing constraints. On the other hand, the organizational management should learn to be humble. "Faced with the multicultural issues raised by individuals on the front line, they should listen more, understand more, and accept more," the experienced workers emphasized. As the results of the present study suggest, the individuals' cultural competence did not stand alone; it was essentially connected with the development of their organization's cultural competence. Only when both sides grow at a similar pace can the quality of multicultural services be continually enhanced.

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國科會補助計畫衍生研發成果推廣資料表

日期:2012/12/09

國科會補助計畫	計畫名稱: 國際化職場文化能力之學習: 以個人環境互動論觀點之探析
	計畫主持人: 張女韋雯
	計畫編號: 100-2410-H-003-018- 學門領域: 社會教育
無研發成果推廣資料	

100 年度專題研究計畫研究成果彙整表

計畫主持人：張女韋雯		計畫編號：100-2410-H-003-018-					
計畫名稱：國際化職場文化能力之學習：以個人環境互動論觀點之探析							
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	2	2	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	1	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	0	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	<p>已於美國跨文化研究國際雙年會 (7th Biennial Conference of the International Academy for Intercultural Research)，發表部分之研究成果。</p>
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	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以 100 字為限）

已於美國國際研討會(跨文化研究雙年會)中發表部分研究成果

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

就實務面而言，在今日，隨著國際化的腳步，不同文化之間的人員互動愈加頻繁。由於國際之間的文化的接觸日益普遍，許多國內的工作者在組織中面對國際化的環境，對這些人員而言，文化的衝擊成為每天職場的實務，面臨許多新的挑戰，必須發展跨文化能力。本研究針對這個需求，探討國際化職場人員所面對的任務、困難、以及需要之職能，有助於工作者提昇能力，及組織培訓規劃。

就學術面而言，雖然目前文獻已經開始探索國際化環境工作人員的文化職能，然而，許多研究仍僅著重於個人的面向，較少檢視個人與其組織的互動關係。由於員工的能力學習是發生於組織的脈絡之中，缺少了組織的面向，便較難瞭解人員職場經驗與能力發展的全貌。基於此，本研究以「個人-組織互動理論」之觀點切入，探討個人在國際多元文化的環境中所需具備的能力與學習，有助於學術研究方面探究層面的拓展。

在應用價值方面，本研究採質性研究途徑，透過半結構訪談及文件內容回顧等方法來蒐集資料。並且以重要事件分析法，探討工作者面對多元文化服務對象的經驗與調適。對於實際工作者的現況及期望有所描述，有助於國際化職場管理者作為發展人員能力，以及改善組織績效之應用。

