

科技部補助專題研究計畫成果報告

期末報告

你準備好了嗎？台灣國際學程學生的國際移動力

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本研究具有政策應用參考價值：☐否 ☒是，建議提供機關教育部
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中文摘要：全球競爭推動了對國際人才的需求日益增長。因此，在國際人力資源管理領域，尋找和招聘具有高度國際流動能力的勞動力成為一個重要問題。許多學生報名參加國際學程，因為他們認為沉浸在多樣化環境中所獲得的跨文化能力將提高他們的國際流動能力，從而提供更多的就業機會或更高的就業能力。但是，這種信念似乎缺乏經驗證據。運用自我效能理論，本研究探討國際學習經驗，跨文化能力，自我感知的就業能力和台灣國際學程中學生國際就業流動力的準備之間的關係。研究採量化方法，並以調查問卷收集資料，以評估學生的國際經驗，跨文化能力水平，自我認知的就業能力以及國際就業流動力準備情況。樣本選自在台灣的學生，包括國際學程與非國際學程的學生、國際和國內學生。這項研究發現，國際學習經驗可以正向地預測國際就業流動力準備程度、跨文化能力和自我感知的就業能力。其次，跨文化能力可以正向地預測國際就業流動力準備程度。另外，跨文化能力是國際學習經驗與國際就業流動力準備程度之間的中介。

中文關鍵詞：跨文化能力、自我認知的就業力、國際就業流動力準備度、國際學習經驗

英文摘要：Global competition has driven an increasing need for international talents. Identifying and recruiting a workforce with high readiness in international mobility thus becomes an important issue in the field of international human resource management. Many students enroll in an international program with the belief that the cross-cultural competence they gain from being immersed in a diverse environment will increase their international mobility readiness, hence more job opportunities or higher employability. However, that belief appears to lack empirical evidence. Applying the self-efficacy theory, this research proposed a link among global academic mobility, cross-cultural competence, self-perceived employability and readiness for international career mobility of students in an international program in Taiwan. The study adopted a quantitative approach which entailed sending a survey questionnaire to participants assessing their global academic mobility, level of cross-cultural competence, perceived employability, and international career mobility readiness. Sample for the quantitative study was selected from students enrolled in an international program in Taiwan, including international and domestic students. Data was analyzed using SPSS and AMOS SEM. This study firstly found that global academic mobility can positively predict the international career mobility readiness, cross-cultural competence and self-perceived employability. Second, the cross-cultural competence and self-perceived employability can positively predict the international career mobility readiness of students who studying the international

program in Taiwan. For the moderating effect, the country of origin was found to strengthen the relationship between cross cultural competence but did not moderate the relationship between self-perceived employability and international career mobility readiness. For mediating effect, self-perceived employability cannot mediate the association between global academic mobility and international career mobility readiness. Also, cross-cultural competence is found to be a mediator between global academic mobility and international career mobility readiness.

英文關鍵詞：Cross-cultural competence, self-perceived employability, international career mobility readiness, global academic mobility

Are you ready? International mobility of students in Taiwan's international programs

Abstract

Global competition has driven an increasing need for international talents. Identifying and recruiting a workforce with high readiness in international mobility thus becomes an important issue in the field of international human resource management. Many students enroll in an international program with the belief that the cross-cultural competence they gain from being immersed in a diverse environment will increase their international mobility readiness, hence more job opportunities or higher employability. However, that belief appears to lack empirical evidence. Applying the self-efficacy theory, this research proposed a link among global academic mobility, cross-cultural competence, self-perceived employability and readiness for international career mobility of students in an international program in Taiwan. The study adopted a quantitative approach which entailed sending a survey questionnaire to participants assessing their global academic mobility, level of cross-cultural competence, perceived employability, and international career mobility readiness. Sample for the quantitative study was selected from students enrolled in an international program in Taiwan, including international and domestic students. Data was analyzed using SPSS and AMOS SEM. This study firstly found that global academic mobility can positively predict the international career mobility readiness, cross-cultural competence and self-perceived employability. Second, the cross-cultural competence and self-perceived employability can positively predict the international career mobility readiness of students who studying the international program in Taiwan. For the moderating effect, the country of origin was found to strengthen the relationship between cross cultural competence but did not moderate the relationship between self-perceived employability and international career mobility readiness. For mediating effect, self-perceived employability cannot mediate the association between global academic mobility and international career mobility readiness. Also, cross-cultural competence is found to be a mediator between global academic mobility and international career mobility readiness.

Keywords: Cross-cultural competence, self-perceived employability, international career mobility readiness, global academic mobility

Introduction

Background

The development of internet and technology accelerates globalization which drives the movement of human capital across borders in an ever increasing rate. Many companies are competing on a global scale and have branches located all over the world which requires an increasing number of employees to be mobile internationally. International mobility thus becomes an important issue in

the field of international human resource management. However, while many have discussed recruiting and training of expatriates from the internal labor systems, few has focused on the new entrants to labor market, the students who are about to graduate.

To capitalize on the trend of internationalization, many universities implement internationalization strategies to attract talented students both locally and from all over the world. The higher education sector of Taiwan also participates in this “war for talent” by offering international and English-taught programs to international students, many with generous scholarships. In one of the recent news (<https://udn.com/news/story/6886/2252908>), the Ministry of Education (MOE), Taiwan, reported that in 2016, the number of international students in Taiwan has reached 116,416. The Taiwan Government is hoping to increase that number by attracting more international students from neighboring countries through the “New Southbound Policy”.

Many students enroll in an international program with the belief that the cross-cultural competence they gain from being immersed in a diverse environment will increase their international mobility, hence more job opportunities or higher employability (Gorodetskaya, et al., 2015; Keengwe, 2010; Wallgren, 2011). However, that belief appears to lack empirical evidence. King, Findlay and Ahrens (2010) in a literature review report on international student mobility concluded that the “link between mobility and employment has been little researched. Students and mobility managers believe that study abroad brings benefits (languages, intercultural skills, flexibility of outlook etc.) which can improve career prospects, but concrete survey evidence is scarce. Evidence from employers is mostly anecdotal.” (p. 2-3)

Moreover, while the government and the universities continue to invest in international programs, the effectiveness of these programs in preparing students for the international workplace has not been fully studied. Thus, this study proposed a comparison of international and Taiwanese students from Taiwan’s higher education international programs on the education outcomes of cross-cultural competence, employability and international career mobility.

Rationale of the Study

This study adopted Bandura’s (1997) self-efficacy theory. Self-efficacy belief is reflected when people appraise their ability to execute a specific behavior and has been demonstrated to affect career-related relocations (Eby & Russel, 2000). This study assumed when a student acquires more skills and knowledge of working abroad, she will become more confident of her ability to work abroad and may actually decide to do so. As international students encounter more hardship during their study in a foreign country, they may develop higher cultural competence and appraise themselves as being more employable.

Comparing samples of international and local students from Taiwan’s international programs, this study can fill one of the gaps in literature in providing empirical evidence of cross-cultural

competence and employability link. This study expected to find positive relationships among cross-cultural competence, perceived employability and international mobility readiness, as moderated by country of origin, applying the quantitative survey research. National differences were also expected and discussed to deepen the understanding of research findings.

The researcher hoped to contribute to the literature of international human resource management linking cross-cultural competence, employability and international mobility through the findings of this empirical study. At the same time, this study generated significant implications for policy making in terms of the overall effectiveness of international programs in churning out talents for the global market, as well as whether students of a particular experience have a higher level of mobility. These can potentially serve as indicators of the return on education investment which may help the MOE of Taiwan decide funding allocation to different international programs or different countries.

Objectives of the Study

This study attempted to achieve the following research objectives. First, from a program evaluation standpoint, the study investigated the effectiveness of Taiwan's international programs in producing culturally agile and internationally mobile talents. Second, through a comparison of international and domestic students, the study assessed the influence of academic mobility on people's career mobility decisions. All of the above are valuable information can assist the universities in recruitment and curriculum design of international programs, and enable the Taiwanese business to assess the supply of cross-culturally competent talents in international investment.

The research was designed to answer the following research questions:

1. Does global academic mobility enhance cross-cultural competence and self-perceived employability? In other words, do international graduates have higher cross-cultural competence and self-perceived employability than domestic graduates from similar programs?
2. Does cross-cultural competence enhance international career mobility? In other words, is higher cross-cultural competence of international graduates associated with their higher international career mobility readiness?
3. Does cross-cultural competence enhance self-perceived employability? In other words, is higher cross-cultural competence of international graduates associated with their higher self-perceived employability?
4. Does self-perceived employability enhance international career mobility readiness? In other words, is higher cross-cultural competence of international graduates associated with their higher self-perceived employability?
5. Is there a mediating effect of self-perceived employability between cross-cultural competence

and international career mobility readiness? That is, does international graduates' cross-cultural competence manifest as higher level of self-perceived employability and affect their international career mobility readiness in a positive way?

6. Is there a moderating effect of country of origin on the relationship between cross-cultural competence and international career mobility readiness? That is, does graduates' country of origin strengthen the positive association between cross-cultural competence and international career mobility readiness?
7. Is there a moderating effect of country of origin on the relationship between self-perceived employability and international career mobility readiness? That is, does graduates' country of origin strengthen the positive association between self-perceived employability and international career mobility readiness?

This research seeks to add value to the literature of cross-cultural education and career mobility decisions in international business management.

Literature Review

International Programs in Taiwan

According to available statistics gathered, currently in Taiwan, there are around 1498 departments or programs in 73 universities that provide English taught courses to foreign students. Among all these programs, there are approximately 371 programs that provided more than 90% of their courses in English, which attract lots of students all over the world (<http://www.studyintaiwan.org/index.html>). From the statistics provided by Ministry of Education in Taiwan (as shown in Table 1), there are 110,182 international students enrolled in Taiwan during the 2015 school year, among them, 46,523 were degree-seeking. Comparing to the school year of 2014, which are 92,685 and 40,078, the numbers of international students and degree-seeking international students increased about 19% and 12% respectively, and the population keeps on rising (<https://ois.moe.gov.tw/fs/html/Statistics.html>).

Table 1. Number of International Students in Taiwan 2011-2015

School year	Total intl. students	Degree-seeking				Non-degree-seeking ⁴	Specialty program
		Subtotal	Foreign student ¹	Overseas Chinese ²	PROC ³ student	Subtotal	
2015	110,182	46,523	15,792	22,918	7,813	63,659	492
2014	92,685	40,078	14,063	20,134	5,881	52,607	399
2013	78,261	33,206	12,597	17,055	3,554	45,055	567

2012	64,558	43,957	11,554	15,204	3,301	13,898	591
2011	55,463	40,843	10,059	14,045	2,259	14,480	630

Note: Compiled for this study from Statistics of Ministry of Education, Taiwan

<https://ois.moe.gov.tw/fs/html/Statistics.html>

1. Foreign students are students holding a non-ROC passport and are not Overseas Chinese or students from PROC.
2. Overseas Chinese students include students from Hong Kong and Macau.
3. PROC students are students from the People's Republic of China.
4. Non-degree-seeking students are exchange students, visiting students, students enrolled in a Mandarin Center and others.

A survey was conducted by Foundation for International Cooperation in Higher Education of Taiwan (FICHET) in 2015 to find out the reasons why foreigners choose to study in Taiwan and also to understand their learning and living experience in here. Around 3,000 foreign students participated in the survey and more than 80 percent of them highly recommended other foreigners to study in Taiwan. There are several reasons why they liked Taiwan so much. First, studying in Taiwan enables them to experience a variety of cultural heritages and the living environment is decent. Second, the tuition is reasonable, and there are plenty of scholarships for international students to apply for. Third, learning mandarin is a worldwide trend nowadays and that they found Taiwan a suitable place for learning. Finally, they consider having a degree or learning experience in Taiwan will benefit their chances of further education or job seeking in the future. According to the survey result, more 93% of the participants recommended studying here because they think it will be definitely helpful on their career and more than 80% are willing to stay in Taiwan for work if there are good opportunities (<http://news.ltn.com.tw/news/life/breakingnews/1553716>).

These reasons are of particular interest to Taiwan's neighboring countries in Northeast and Southeast Asia. As can be seen in Table 2, Malaysia is the number one source of Taiwan's international students, followed by Hong Kong, Japan, Macau, Indonesia, Vietnam, South Korea, Thailand, India and Mongolia.

Table 2. Top Ten Originating Countries of International Students in Taiwan, 2015

	All international students	Degree-seeking international students
Malaysia	14,946	11,534
Hong Kong	8,260	7,340
Japan	6,319	966
Macau	5,144	5,013
Indonesia	4,394	2,725
Vietnam	4,043	2,895

South Korea	3,820	792
Thailand	1,481	768
India	1,143	804
Mongolia	823	607

Note: Compiled for this study from Statistics of Ministry of Education, Taiwan

<https://ois.moe.gov.tw/fs/html/Statistics.html>

Cross-cultural Competence

Definition of cross-cultural competence.

Most literature refers the term cross-cultural competence to personal usage of necessary knowledge, skills, and attributes to carry out interactions in cross-cultural circumstances. Zakaria (2000) stated that cross-cultural competence benefits individuals with knowledge and ability to transform an “automatic home-culture international management mode” into a more “culturally appropriate, adaptable mode”, mitigating cultural shock and misconduct towards cross-cultural events. Abbe, Gulick and Herman (2008) stated that cross-cultural competence enables individuals to succeed and advance in a diverse setting when interacting with people from different nations. In international business realm, Johnson, Lenartowicz, and Apud (2006) summarized from the literature and stated that “cross-cultural competence is an individual’s effectiveness in drawing upon a set of knowledge, skill, and personal attributes in order to work successfully with people from different national cultural background or abroad” (p.6).

Extant research on cross-cultural competence.

Charleston, Gajewska-De Mattos and Chapman (2017) developed a grounded framework for cross-cultural encounters collaborating with a local team, including Curiosity, Passion, Adaptability, Communication and Empathy. It infers that workers who are good at this ability can quickly adjust themselves to understand and interact with their colleagues, customers, client, suppliers. For the leaders, Caligiuri and Tarique (2012) analyzed the data from 420 global leaders and found that dynamic cross-cultural competences as a predictor and facilitator for building future global leaders via high levels of both cultural flexibility and tolerance of ambiguity, and low level of ethnocentrism required in jobs with complex international and multicultural responsibilities. They proposed that leaders with dynamic cross-cultural competences are more likely to respond effectively to global challenges and satisfy confederates’ needs and expectations. Abbe, Gulick and Herman (2008) developed a general framework in Army leaders illustrating that cross-cultural competence as a set of variables consequently contributes to intercultural effectiveness. They posited that job performance, work adjustment, personal adjustment, and interpersonal relationship are the outcomes of intercultural effectiveness.

Some pieces of literature have discussed that learning and experience are the enablers for a

person to process cross-cultural competence. From the aspect of cultural learning, Caligiuri, Noe, Nolan, Ryan and Drasgow (2011) mentioned the experiential and observational learning assist to building the cross-cultural competence. They proposed two facets in cross-culture competence. Cultural learning refers to quickly realize the social context. And cultural agility means to effectively react to the multicultural situations. In the education sector, there is a growing pressure on teachers to provide diversity experience in order to equip students with related cultural knowledge towards different cultures. Keengwe (2010) stated that the multicultural education experiences are one way to enhance educators to develop appropriate cross-cultural competence. His research on a class of preservice teachers and English learners indicated that pre-training on cross-cultural partnerships assist preservice teachers to gain experience in preparing and teaching culturally diverse settings.

Critiques and new thoughts on cross-cultural competence.

Johnson et al. (2006) argued that little literature notices the effect of environmental barriers on cross-cultural circumstances, and mostly focus on the antecedents of possessing the cultural knowledge, relevant interaction skills, and personal attributions. They raised a model of cross-cultural competence in international business, emphasizing the interferences of external factors (i.e. institutional ethnocentrism and cultural distance/difference), and proposed the concept of cultural intelligence, derived from knowledge, skills, and attributes, as a core latent construct in the development of cross-cultural competence. They also believed that behavioral learning and cross-cultural training are beneficial in cultivating cross-cultural competence. Aleksandrova (2016) reviewed the relevant articles and gave a new interpretation that both individual and organizational levels are facets of cross-cultural competence. Organization manifests the cross-cultural competence in overall mission, policies, practices, advocacy, and philosophy. These two facets serve graduates more opportunities to acquire their cross-cultural competence before and at the workplace. Moreover, investigating from social learning, Caligiuri and Tarique (2012) confirmed that even the non-work cross-cultural experiences such as studying abroad, sojourning, etc. that involve high contact or experiential developmental experiences are effective for cognitive and behavior changes required to develop dynamic cross-cultural competence.

Different from most research that focus on the sensitivity to cultures and the individual ability to adapt in exotic cultural environments, Chiu, Lonner, Matsumoto and Ward (2013) posited that cultural metacognition is a new frontier, predicting behaviors and outcomes of cross-cultural competence. It refers to “awareness of the distribution of cultural knowledge and its sources within and across cultures” (Chiu et al., 2013, p.846). For instance, Hong, Fang, Yang and Phua (2013) showed international students who positively associate emotional security with native and host experience, are lower in acculturation stress and higher in subjective well-being in the host culture. From their research, those international students with higher scores have an advantage in implementing and learning the cross-cultural competence.

To validate the quality of cross-cultural competence measurements, Matsumoto and Hwang

(2013) suggested the inclusion of qualitative method which might complement the development of cross-cultural competence test. They concluded that the Cultural Intelligence Scale (CQ), Intercultural Sensitivity Inventory (ICAPS) and Multicultural Personality Inventory (MPQ) are the most promising measurements for ecological validity among 10 tests. They also found the potential active ingredients of cross-cultural competence with overlapping conceptual constructs such as openmindedness, flexibility, cultural empathy, emotional regulation; however, this remains a topic for future researchers to confirm empirically.

In sum, nowadays cross-cultural competent individuals are expected to be able to deal beneficially with those different ethnical and cultural backgrounds in the critical interpersonal events, understanding and recognizing the languages, behavior, values, and policies, and adapting to those variations (Aleksandrova, 2016). To foster cross-cultural competence, organizations are suggested to design cultural-general and cultural-specified projects (Abbe et al., 2008; Kako, 2016; Zakaria, 2000). In school setting, stimulating students' self-initiative involvement of social interaction in cultural experience and immersion in diverse environment appear to be the ways to establish cross-cultural competence (Gorodetskaya, et al., 2015; Keengwe, 2010; Wallgren, 2011).

International Mobility

Definition of international mobility.

Caligiuri and Bonache (2016) defined international mobility as the phenomenon of an individual's migration from one country (a home country) to another country with greater novelty for a fixed period of time. Hannam, Sheller and Urry (2006) stated that mobility refers to the actual and potential physical movement and flows of people, object as well as movement of capital and information across the world, which involves the transitions between fixity and motion, territorialisation and de-territorialisation and over which mobility for whom and when. International mobility involves the process of shaping a person's perceptions and competencies, such as cultural humility and tolerance of ambiguity, and self-efficacy (Bird, Mendenhall, Stevens, & Oddou, 2010; Caligiuri, 2012). Carr (2010) denoted that international mobility facilitates human development in which is part of a wider educational process. There are two general types of international mobility in the literature, **global academic mobility** and **international career mobility**. The former refers to studying abroad, and the later refers to working abroad.

Extant research on international mobility.

Globalization has made the world boundaryless and increased the flow of social, economic and human capital. It becomes a common phenomenon that people move towards other countries with an expectation of more career enhancement opportunities (Caligiuri & Bonache, 2016, Hall & Lunt, 2005). Frello (2008) indicated that movement comes along with social significance through discursive constitution and associates with symbolic profits. Globalization has propelled the flow of economic

expansion and information flows which facilitate a common phenomenon of international mobility. International mobility has resulted from market expansion, the privatization of land tenure systems, the collapse of local economies, and concentration of capital, and therefore job opportunities, in urban centers (Bach, 2003).

Due to the economic and political forces nowadays, a larger group of people cross the borders for a variety of purposes (Bach, 2003). Individuals who chose to be mobile are based on various motivating factors, such as career, family or personal priorities (Ackers, 2005; Thorn, 2009). Inkson (2005) identified 25 factors which were categorized into five key motives, namely, economics, career, family, lifestyle and culture, influencing New Zealanders on their decision to move across countries. Brown and Connell (2004) suggested the macro- economic forces would motivate workers to participate in international mobility behavior to earn higher wages in labor markets abroad. Similarly, people would be driven by their internal mobility to look for better career opportunities (Njonkou, 2008).

International mobility involves the process for an individual to experience cultural adaption which helps to develop an appropriate cognitive schema and enhance cultural competencies to become more adaptive to a host country (Caligiuri & Bonache, 2016; Cerdin & Duboulogy, 2004). Kayes, Kayes, and Yamazaki (2005) discovered seven cross-cultural knowledge an individual gains through international mobility experiences: valuing different cultures, building relationships, listening and observing, coping with ambiguity, managing others, translating complex ideas, and taking action. International mobility enhances an individual's emotional and cognitive responses within a cross-cultural context (Bird, Mendenhall, Stevens, & Oddou, 2010; Caligiuri, 2012). Caligiuri (2000) suggested that international mobility equips an individual to be advantageous for cross-cultural adjustment. People learn from their international mobility experience to become more effective to work in different culture contexts.

Gupta and Govindarajan (2002) suggested that global mindset has become a key competitive advantage to keep up this ever-changing world. Individuals with international mobility would develop their cultural competencies to adjust themselves preferably to work and live in different countries. Studies have also shown that people who are more willing to participate in international assignment are more likely to reach global career success (Caligiuri & Tarique, 2012; Johnson & Regets, 1998; Thorn, 2009).

Global academic mobility

A growing number of students choose to study abroad for the motives to increase cultural competencies and career enhancement in general (Teichler & Jahr, 2001; Teichler & Jahr, 2007). Scholars speculated that students with greater international competencies are more likely to be assigned for international professional positions (Bracht, Engel, Janson, Over, Schomburg & Teichler, 2006). Teichler and Jahr (2001) found the mobility of ERASMUS students related to international

awareness. Consequently, studying abroad paves the way for individuals to develop international mobility which made them become more likely to be employed overseas and to reach a higher status internationally.

International career mobility readiness.

For decades, most studies focus on the international mobility of expatriate worker and international assignees. International assignments enable an individual to learn from international mobility experiences by working internationally across different cultures (Kayes, Kayes, & Yamazaki, 2005). Scholars normally do not distinguish among different types of international career mobility. However, two general types can be detected from the literature. The first one is a total migration to a different country as when an individual takes a job offer to reside and work abroad. The job offer can be from a company, large or small, located in a host country, or from an international company located in the home country. This is also referred to as permanent relocation or traditional expatriation. Most literature on expatriates belongs to this type. The second one which is increasingly popular, is when the job requires an individual to take on shorter assignment to travel abroad periodically in order to carry out business related transactions or become a regular business commuter (Mercer, 2015). This research will examine readiness for international career mobility, in other words, whether the study sample feel they are ready to take on various kinds of international assignments.

The relationship between international mobility and cross-cultural competence.

Based on the above discussion on cross-cultural competence and international mobility, it is assumed that individuals who have international experience will learn and grow their knowledge and abilities in dealing with cultural differences, therefore, experiences of global academic mobility will increase an individual's cross-cultural competence. With the heightened cross-cultural competence, it is likely that the individual will feel more confident to pursuit international jobs and perhaps receive more recognition from employers as capable of undertaking global assignments, thus increase the possibility of a global career. The following hypotheses are proposed to test these assumptions:

H1: Global academic mobility has a positive effect on cross-cultural competence.

H2: Cross-cultural competence has a positive effect on international career mobility readiness.

Employability

Development of the employability concept.

According to the previous research from Forrier and Sels (2003) and McQuaid and Lindsay (2005), the developing history of the concept of employability can be traced back to the beginning of the 20th century. According to McQuaid and Lindsay (2005), the development can be divided into three waves. The first wave started at the beginning of 20th century referred the term “employability”

merely to the dichotomized idea of whether an individual is employable or unemployable. The former represents the ones who are able and willing to work, while the latter means the opposite. In the second wave, which began around the 1960s, the term was widely used in different fields such as statistics, social works and labor market policy. During this time, the main stream of employability stands for the identification and measurement of the distance between the work requirements and the individual characteristics in the labor market. Moving on to the third wave, which originated in the 80s and empirically studied in the 90s, the scope of the term has been largely expended. The focus is now not only on the individuals adaptation in the labor market but also on the collective aspect of groups of individuals (McQuaid & Lindsay, 2005; Guilbert, Bernaud, Gouvernet and Rossier, 2016).

Throughout the time, lots of modification and development have been made to the idea of employability. Different levels and distinct aspects have been identified as well. However, based on the recent study done by Guilbert et al (2016), the different definitions and operational concepts can be categorized into three main perspectives: Educational and Governmental, Organizational, and Individual. In this research, the main focus of employability will be on the individual perspective.

According to Forrier and Sels (2003), the core definition of employability is individuals' abilities to satisfy the various functions in the labor market. Van der Heijde and Van der Heijden (2006) defined employability as "the continuous fulfilling, acquiring or creating of work through the optimal use of competences." Rothwell, Herbert and Rothwell (2007) viewed employability as the chances of success that individuals who are looking for a certain types of jobs believe they have, and the factors that have an impact on their perception toward themselves. Berntson and Marklund (2007) stated that employability is the easiness for an individual to get a job. All these definitions seemed to be somewhat different, but they shared a common idea. That is, employability is the perceived abilities, traits or competence possessed that help individuals achieve sustainable employment in accordance with the level of their qualification.

Extant research on employability.

Rae (2007) conducted a research on finding a rationale for linking enterprise education with employability and career development. The author focus on the course design and learning experiences in higher education institutes Within UK. The findings of this research is that first, the learning experience of the incorporation of both enterprise and employability must be related the core subject of the institute. The designed courses should be stimulating as well as enjoyable so that students will consider the learning experiences to be a value add-on to them. Second, the curricula in higher education institutes should be designed personalized based on each individual's prior experiences and varied needs. Finally, the institutes should measure and evaluate the results of their courses form both their students and graduates so as to connect the learning experiences with the educators' expectations and the enterprising society.

Bridgstock (2009) argued that in the rapid changing society nowadays, universities are under great pressure to produce employable graduates. However, what exactly constitutes employability

and what core attributes graduates should possess needed to be discussed. The author proposed that employability is far beyond what the generic skills listed by the employers as attractive. A model of preferred graduate attributes is presented and the importance of self-management, career building skills and lifelong career management to develop employability is emphasized. The cooperation among educators, career services and employers is also suggested.

Smith (2010) proposed three mechanisms for enhancing employability in a turbulent and unpredictable era. In the article, the author stated that the anxiety toward job security and stability is so strong that brings out the importance of employability. The three strategies proposed to enhance employability are: identity work, training and networking, and laboring in unpaid and marginal paid positions. For the identity work, it refers to the know-how of presenting themselves to the employers as well as the self-reconstruction to successfully fit into work identities. As to training and networking, it suggests that people should constantly build their human and social capital to expand network. Even for those already employed, they need to build connections outside the company so as to have a better chance regarding future employment prospects. Finally, laboring in unpaid and marginal paid positions such as volunteering, internships or temp jobs can establish a better image to increase their employability.

Wittekind, Raeder and Grote (2010) proposed that many employability models have been presented, but the determinants of perceived employability still needed to be tested empirically. The research conducted in Switzerland using the sample of 465 employees showed that education, support for career and skill development, current level of job-related skills, and willingness to change jobs are significant predictors of employability. Meanwhile, willingness to develop new competencies, opportunity awareness and self-presentation skill failed to predictor perceived employability.

Hinchliffe and Jolly (2011) conducted a research on 100 employers to understand the graduate identity from their perspectives. The finding showed that there is not a certain identity that represents the graduates regarding the employability. However, when evaluating graduates' employability through their identity, performance is not the only factor taken into consideration. In fact, value, intellect, social engagement and performance are all criteria that employers take into account and the emphasis on each dimension will be different because difference of companies in nature.

Brooks, Waters and Pimlott-Wilson (2012) studied the relationship between international education and the employability of students in UK. They stated that university status, extra-curricular activities and other qualification are ways students used to distinguish themselves from the others and studying abroad is one of them. However, the result shows that for eastern students studying in western countries this might be a plus when finding jobs, but for western students (in this case, from UK) possessing an overseas degree might be significantly different due to the sense of superiority of UK qualification from the recruiters.

Harder et al (2015) conducted a research in the agriculture and natural resources industry to see if studying abroad increase employability. They interviewed 12 recruiters from twelve employers and

found that all recruiters agreed interpersonal communication and leadership skills are necessary characteristics they are seeking in the applicants. A majority of the recruiters preferred hiring employees who have experiences of studying abroad.

Guilbert, Bernaud, Gouvernet and Rossier (2016) conducted a review the concept of employability from the development history to the various definitions of the term. In the end, the authors suggested future research prospects: Modelization and operationalization of employability, central dimensions of employability and unemployability, vulnerable groups, older workers' employability, health issues and finally intercultural perspectives.

The relationship between employability and other study variables.

Cross-cultural competence as defined by Johnson, Lenartowicz, and Apud (2006) "is an individual's effectiveness in drawing upon a set of knowledge, skill, and personal attributes in order to work successfully with people from different national cultural background or abroad" (p.6). While according to Forrier and Sels (2003), employability is an individual's abilities to satisfy the various functions in the labor market. In the age of globalization, it is frequently mentioned that being able to function in the international labor market require a certain level of cross-cultural competence. Therefore, it is natural for individuals who possess international experience or have acquired a higher level of cross-cultural competence to believe themselves as being more employable. These individuals who identify themselves as more employable because of a higher level of cross-cultural competence may have access to more job opportunities and may have a higher tendency to seek careers that will put their cross-cultural competence to use. The following hypotheses are offered to test these assumptions:

H3: Global academic mobility has a positive effect on self-perceived employability.

H4: Cross-cultural competence has a positive effect on self-perceived employability.

H5: Self-perceived employability has a positive effect on international career mobility readiness.

H6: Self-perceived employability mediates the relationship between Cross-cultural competence and international career mobility readiness.

Cross-national Comparison

Fouad & Byars-Winston (2005) believe "work is a cultural construction" (p. 223). People made decisions and choose their work under the influence of cultural context. Thus many researchers have argued that the concept of work holds different meanings across ethnic or social groups as a function of their socio-economical, cultural, historical, educational and political experiences (Cheatham, 1990; Fouad & Byars-Winston, 2005). Most of Taiwan's international students come from the ASEAN countries. ASEAN is considered one of the most diverse region in the world, with varying economic

development, social and cultural values, religious beliefs, and lifestyles. Therefore, it is expected that the different country nationals may hold different views on international jobs, thus changing the relationship between study variables and international career mobility readiness. The following hypotheses are developed to test the above assumption:

H7: Country of origin moderates the relationship between cross-cultural competence and international career mobility readiness.

H8: Country of origin moderates the relationship between self-perceived employability and international career mobility readiness.

Methodology

Research Design

This research applied the self-efficacy theory and proposes a link between global academic mobility, cross-cultural competence, self-perceived employability and readiness for international career mobility of students who are about to graduate from an international program in Taiwan. The study adopted a quantitative approach and entailed sending a survey questionnaire to participants assessing their level of global academic mobility, cross-cultural competence, self-perceived employability and readiness for international career mobility. Sample for the quantitative study was selected from students who were currently enrolled and about to graduate from an international program in Taiwan. Data from both the international and the domestic Taiwanese graduates of these programs were collected for comparison. Data was analyzed using SPSS and AMOS SEM.

This study proposed to solve the research questions using a quantitative approach, which was taken to test hypotheses using data collected from a survey questionnaire. The hypotheses proposed in this study are as follows, which is illustrated in the research framework in Figure 1:

H1: Global academic mobility has a positive effect on cross-cultural competence.

H2: Cross-cultural competence has a positive effect on international career mobility readiness.

H3: Global academic mobility has a positive effect on self-perceived employability.

H4: Cross-cultural competence has a positive effect on self-perceived employability.

H5: Self-perceived employability has a positive effect on international career mobility readiness.

H6: Self-perceived employability mediates the relationship between cross-cultural competence and international career mobility readiness.

H7: Country of origin moderates the relationship between cross-cultural competence and

international career mobility readiness.

H8: Country of origin moderates the relationship between self-perceived employability and international career mobility readiness.

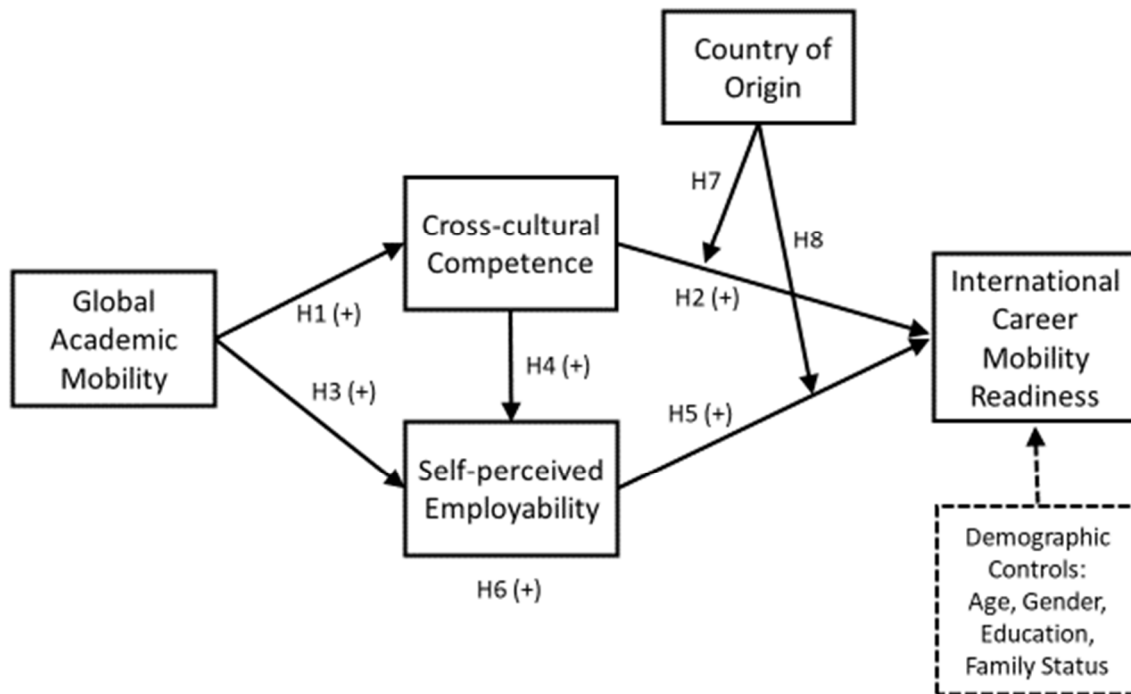


Figure 1. Research Framework

Sampling and Data Collection

The population of this study was individuals who were currently enrolled in a form of higher-level international education program in Taiwan and were at their final year of study. Higher-level education includes undergraduate level and graduate level (Masters, PhD). Those who were at their final year of study means the students are about to enter the workforce and are more likely to think of their future career. Sample was drawn from students who were international and those who were Taiwanese using purposive sampling method to get a representative population from all institutions with international programs within Taiwan. International programs were defined as those that use English as its major medium of instruction (English-mediated Instruction, EMI). According to the EMI programs list (Ministry of Education of Taiwan, 2014), there were a total of 181 EMI programs in 42 universities in Taiwan.

Questionnaires were distributed throughout these universities through international program managers, who were asked to pass the online questionnaire to their students. Both web-based survey and mail survey method were used to reach the research sample. 417 responses were generated for the quantitative analysis to test research hypotheses.

Measurement

Cross-cultural competence.

The four-dimensional cultural intelligence scale (CQS) developed by Soong, et al. (2007) is selected to measure cross-cultural competence. The scale is composed of 20 items, including four items for meta-cognitive CQ, six items for cognitive CQ, five items for motivational CQ and five items for behavioral CQ. A sample item from metacognitive CQ is “I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds”, for cognitive CQ “I know the legal and economic systems of other cultures”, for motivational CQ “I enjoy interacting with people from different cultures”, and for behavioral CQ “I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it”. Respondents are asked to rate their own cross-cultural competence on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Self-perceived employability.

The self-perceived employability (SPE) was measured using the 6-item measurement created by Rothwell, Jewell, and Hardie (2009) which was developed specifically for assessing post-graduate students’ self-perceived employability. The structure, reliability and validity of this measure was confirmed by a study of multi-cultural post-graduate sample. The original measurement contains four components relating to the university’s reputation (SPE with school reputation), individual self-confidence and proactivity (SPE knowledge, skill, ability), external labor market factors (SPE with major), and finally the individuals’ engagement with study and academic performance (SPE with grade). As the measurement items are designed for students, some items may not be appropriate for the sample of graduates. The dimension of SPE KSA was the most suitable one which matched to the operational objective of this study. Therefore, the research used a 5-point Likert scale (1 stands for strongly disagree and 5 stands for strongly agree) with six items, and participants were asked to answer questions such as “There are plenty of job vacancies in the geographical area where I am looking”, “There is generally a strong demand for graduates at the present time”.

Global academic mobility.

Global academic mobility was measured by two open-ended questions asking the research participants their length of study-abroad experience and the number of countries visited for study purpose. The study-abroad experience includes international field trips, exchange studies, internships and degree-seeking studies.

International career mobility readiness.

Otto and Dalbert’s (2010) measurement for on-the-job mobility readiness (OMR) was used as the basis for developing the measurement of international career mobility readiness. OMR considers only the readiness to accept a job where one is often on the road while international career mobility

involves many aspects of international career which may include traveling by air occasionally or frequently, and relocating for a short time or more permanently. Different types of international assignment were included in this variable, including short term assignment with overseas business travel, and long term assignment with permanent work. Using a 5-point Likert scale (1 stands for strongly disagree and 5 stands for strongly agree) with seven items, participants are asked to answer questions such as “I would like a job that involves going abroad on business trip a lot, including extended travel”, “I can imagine going abroad to work on business a lot with my job”.

Country of origin.

The variable will be assessed by one open-ended question which ask the research participants their country of origin.

Control variables

International career mobility readiness is often associated with age, gender, education, and number of dependent. Therefore, the study also collected these four variables and controlled them in the hypothesis testing.

Validity and Reliability of Measures

Prior to conducting substantive analyses, each of the construct was examined for unidimensionality using exploratory factor analysis. Then, responses were entered into a confirmatory factor analysis (CFA) using AMOS to test whether the measurement model fits the data. The CFA result of the overall three-factor model shows good fit. The CR of cross-cultural competence and self-perceived employability show good convergent validity except the CR of international career mobility readiness. The AVE of cross-cultural competence is acceptable, however, AVE of international career mobility readiness and self-perceived employability indicate low score to meet the expectation. The reason might be that it was the first time to use the measurement to test the sample in Taiwan and there will be more progress when these scales used to measure more times. See Table 3 and Figure 2 for the CFA result.

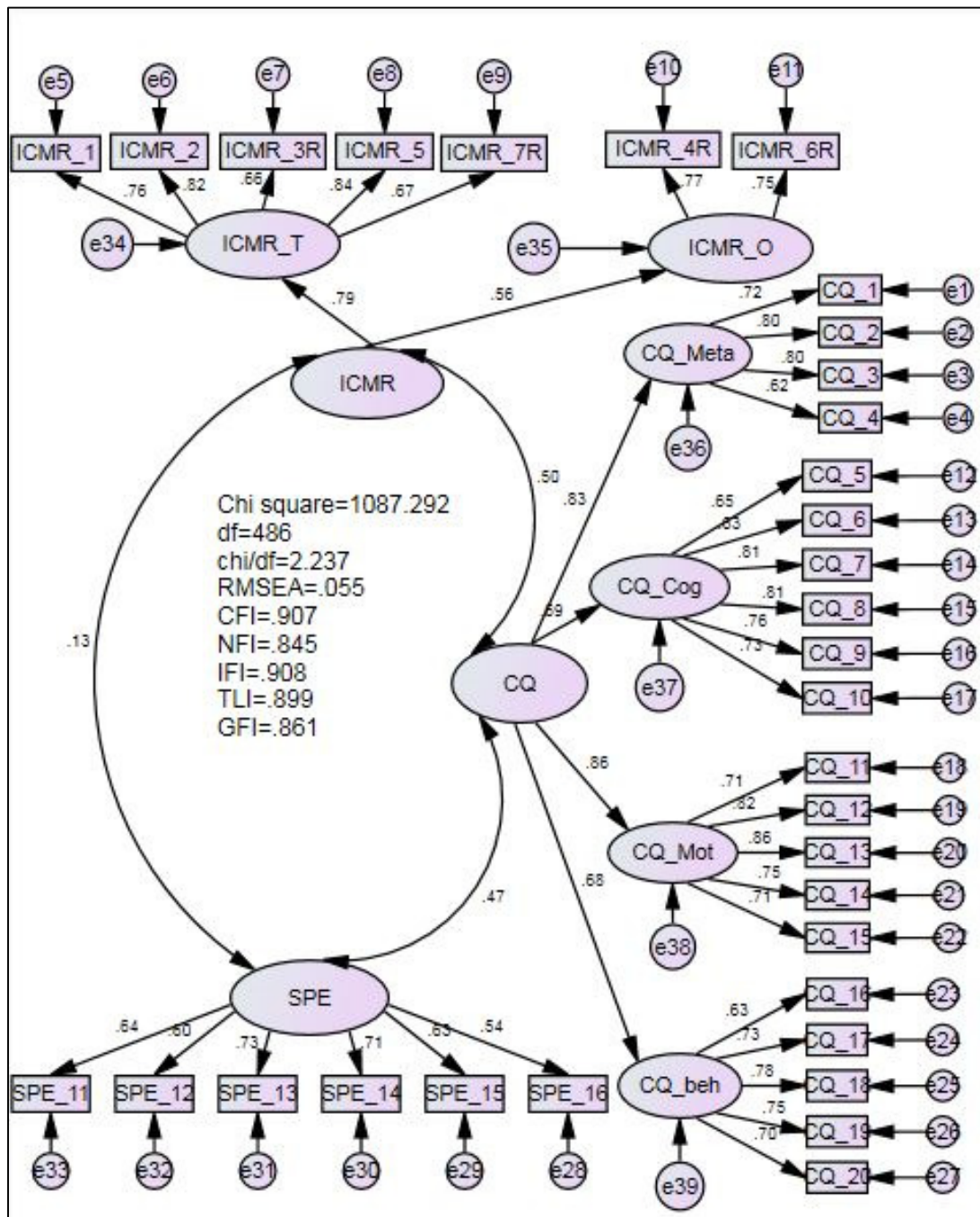


Figure 2. Confirmatory Factor Analysis Result

Table 3. Confirmatory factor analysis of the variables

	χ^2	χ^2/df	RMSEA	CFI	NFI	IFI	TLI	GFI	SRMR	CR	AVE
Cross-cultural competence.	463.5	2.79	.07	.93	.90	.93	.92	.90	.05	.85	.59
Self-perceived employability.	66.66	7.41	.12	.92	.91	.92	.87	.94	.06	.81	.42
International career mobility readiness.	89.51	6.89	.12	.94	.93	.94	.90	.94	.54	.63	.47
Three-factor measurement model	1087.29	2.24	.06	.91	.85	.91	.90	.86	.62		
Two-factor measurement model	1910.63	3.9	.83	.78	.73	.78	.76	.74	.11		
One-factor measurement model	5527.92	6.43	.11	.44	.40	.44	.41	.49	.13		

Data Analysis and Findings

As shown in Table 4, which shows the demographic profile of the study sample, the overall sample size is 417, with 63.5% female and 36.5% male. The majority of the sample holds a bachelor degree (54.7%), single (68.3%), Taiwanese (80.1%), college of business and management (28.3%), international program (58.5%), not have a full-time job (81.5%), and not have any dependents (68.1%). A 29.01% of the sample are 22 years old. For the nationality, the sample is composed of 334 local Taiwanese students (80.1%) and 83 foreign students who came from Indonesia (5%), Vietnam (2.6%), India (2.2%) and 26 other countries from all five continents.

Table 4. Demographic of the respondents (N = 417)

	n	%		n	%
<i>Gender</i>			<i>International program</i>		
Female	265	63.5	Yes	244	58.5
Male	152	36.5	No	173	41.5
<i>Education</i>			<i>Age</i>		
Bachelor program	228	54.7	19 – 21	49	11.75
Master program	157	37.6	22	121	29.01
PhD program	32	7.7	23 – 24	98	23.50
			25 – 30	103	24.70
<i>Marital status</i>			31 and above	46	11.03
Single	285	68.3			
Married	34	8.2	<i>Full-time job</i>		
Single with significant other	98	23.5	Yes	77	18.5
			No	340	81.5
<i>Major</i>			<i>Number of dependent</i>		
College of Humanities and the Arts	82	19.7	None	284	68.1
College of Social Science	27	6.5	1	20	4.8
College of Education	27	6.5	2	76	18.2
College of Engineering	71	17.0	3	19	4.6
			4 and above	16	3.8
College of Business and Management	118	28.3			
			<i>Nationality</i>		
College of Science	27	6.5	Taiwan	334	80.1
College of Medicine	31	7.4	Other	83	19.9
College of Sports and Leisure	5	1.2			
College of Law	2	0.5			
Other	27	6.5			

Correlations were utilized to find initial and linear relationships between research constructs. It appears that age is strongly and positively correlated to gender ($r = .18, p < .01$), education ($r = .66, p < .01$), marital status ($r = .12, p < .05$), number of dependent ($r = .19, p < .01$), global academic mobility ($r = .22, p < .01$), and self-perceived employability ($r = .14, p < .01$). Age is negatively correlated to nationality ($r = -.25, p < .01$), and international career mobility readiness ($r = .13, p < .01$). Gender is positively correlated to education ($r = .27, p < .01$), number of dependent ($r = .09, p < .1$), global academic mobility ($r = .08, p < .1$), and self-perceived employability ($r = .18, p < .01$). Gender is negatively correlated to nationality ($r = -.13, p < .01$). Education is positively correlated to international program ($r = .14, p < .01$), number of dependent ($r = .1, p < .05$), global academic mobility ($r = .3, p < .01$), self-perceived employability ($r = .23, p < .01$), cultural intelligent ($r = .10, p < .05$). Education is negatively correlated to nationality ($r = -.45, p < .01$), and international career mobility readiness ($r = .09, p < .1$). International program is positively correlated to global academic mobility ($r = .23, p < .01$), self-perceived employability ($r = .09, p < .1$), cultural intelligent ($r = .18, p < .01$), and international career mobility readiness ($r = .16, p < .01$). International program is negatively correlated to nationality ($r = -.37, p < .01$). Number of dependent is positively correlated to global academic mobility ($r = .09, p < .1$). Nationality is negatively correlated to global academic mobility ($r = -.45, p < .01$), self-perceived employability ($r = -.20, p < .01$), and cultural intelligent ($r = -.17, p < .01$). Global academic mobility is positively correlated to self-perceived employability ($r = .13, p < .01$), cultural intelligent ($r = .22, p < .01$), and international career mobility readiness ($r = .12, p < .05$). Self-perceived employability was found to correlate positively with cultural intelligent ($r = .39, p < .01$). Cultural intelligent is strongly and positively correlated to international career mobility readiness ($r = .33, p < .01$).

Hierarchical regression was performed to test the research hypotheses, with age, gender, education status and number of dependent as control variable. Table 7 to Table 9 showed the regression analysis results. Hypothesis 1 stated that the global academic mobility has a positive effect on cross-cultural competence. As seen in model 2 of Table 7, this hypothesis is supported ($\beta = .21, p < .001$).

Hypothesis 2 stated that cross-cultural competence has a positive effect on their international career mobility readiness. Model 5 in Table 9 provides strong evidence that support this hypothesis ($\beta = .35, p < .001$). Hypothesis 3 stated that global academic mobility has a positive effect on self-perceived employability. As seen in model 2 of Table 8, this hypothesis is not supported ($\beta = .07, p n.s.$). Hypothesis 4 stated that cross-cultural competence has a positive effect on their self-perceived employability. As seen in model 3 of Table 8, this hypothesis is strongly supported ($\beta = .37, p < .001$). Hypothesis 5 stated that self-perceived employability has a positive effect on international career mobility readiness. Model 5 in Table 9 does not support this hypothesis ($\beta = -.01, n.s.$).

Table 6. Mean, standard deviation, correlation, and reliability

	<i>M</i>	<i>SD</i>	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Age	25.18	5.78											
2. Gender	.36	.48	.18**										
3. Education	1.53	.64	.66**	.27**									
4. Marital status	1.55	.85	.12*	-.02	.02								
5. International program	.59	.49	.08	-.07	.14**	-.01							
6. Number of dependent	.75	1.32	.19**	.09 ⁺	.10*	-.01	.06						
7. Nationality	.80	.40	-.25**	-.13**	-.45**	.03	-.37**	-.02					
8. Global academic mobility	8.25	20.47	.22**	.08 ⁺	.30**	.01	.23**	.09 ⁺	-.45**				
9. Self-perceived employability	3.29	.70	.14**	.18**	.23**	-.02	.09 ⁺	-.01	-.20**	.13**	(.80)		
10. Cultural intelligent	5.06	.79	.06	.04	.10*	-.04	.18**	-.03	-.17**	.22**	.39**	(.92)	
11. International career mobility readiness.	3.43	.68	-.13**	-.01	-.09 ⁺	-.07	.16**	-.07	-.05	.12*	.08	.33**	(.84)

Notes.

+ $p < .1$, * $p < .05$, ** $p < .01$

Number in the parentheses indicated Cronbach's alpha

GAM= Global academic mobility; SPE= Self-perceived employability; CQ= Cultural intelligent; ICMR= International career mobility readiness.

SPE measured by 5 points Likert scales, CQ measured by 7 points Likert scales, ICMR measured by 5 points Likert scales.

Hypothesis 6 proposed that self-perceived employability has a mediation effect on the relationship between cross-cultural competence and international career mobility readiness. Self-perceived employability was found to have no significant mediating effect ($\beta = -.08, n.s.$), which is shown in model 4 in Table. Hypothesis 7 stated that the country of origin has a moderating effect on the relationship between cross-cultural competence and international career mobility readiness. Taiwanese or not was found to have significant interaction effect ($\beta = .25, p < .05$), which is shown in model 6 from Table 9. Hypothesis 8 stated that the country of origin has a moderating effect on the relationship between self-perceived employability and international career mobility readiness. Taiwanese or not was found to have no significant interaction effect ($\beta = .09, n.s.$), which is shown in model 7 from Table 9.

Besides the hypothesis above, this study also indicated other two findings. According to model 3 in Table 9, cross-cultural competence was found to have a partially mediation effect on global academic mobility and international career mobility ($\beta = .32, p < .001$). Furthermore, country of origin about Taiwanese or not was found to have significant interaction effect on the relationship between global academic mobility and cross-cultural competence ($\beta = .12, p < .05$), which is shown in model 4 from Table 7.

Discussion and Conclusions

As expected, global academic mobility is found to positively predict the international career mobility readiness and cross-cultural competence. Cross-cultural competence and self-perceived employability are found to positively predict the international career mobility readiness of students who studying the international program in Taiwan. Also, the country of student origin from was found to strengthen the relationship between cross-cultural competence and international career mobility readiness, which indicating that different backgrounds of an individual will likely effect cross cultural competence in turn influencing their career mobility readiness. In other words, those student have higher cross-cultural competence, they are tend to have higher readiness and confident to be assigned or initiatively pursuit a job in oversea.

However, the present study was discovered that, there was no moderation effect of country of student come from on linkage of self-perceived employability and international career mobility readiness. This finding was suggested the country that a person come from did not make any effect on the association of their self-confidence and proactivity on the job and readiness for oversea assignment. The mediation roles of self-perceived employability on relationship cross-cultural competence and international career mobility readiness was turned down in this present study.

The present study also highlighted the important roles of cross-cultural competence. The students who had longer abroad or overseas experiences tend to have higher cross-cultural competence, since they already had the experiences on exposure and adapt to the different ethnical and cultural backgrounds, which will enhance their international career mobility readiness.

Table 7. Hierarchical regression analysis of global academic mobility and country of origin with Taiwanese or not on cross-cultural competence (N = 417)

Variables	Cross-cultural competence			
	Model 1	Model 2	Model 3	Model 4
<i>Controls</i>				
Age	-.005	-.011	-.002	-.008
Gender	.017	.017	.015	.012
Education	.109	.050	.015	.012
Number of dependent	-.037	-.049	-.045	-.038
<i>Main effect</i>				
GAM		.214***	.183**	.109 ⁺
Taiwanese or not			-.084	-.100 ⁺
<i>Interaction</i>				
Taiwan * GAM				.122 [*]
R ²	.013	.054	.059	.069
Adj. R ²	.003	.043	.045	.053
F	1.341	4.700***	4.265***	4.314***
ΔR^2	.013	.041	.005	.010
ΔF	1.341	17.918***	2.028	4.395 [*]

Notes. ⁺ $p < .1$, $^*p < .05$, $^{**}p < .01$, $^{***}p < .001$

GAM= Global academic mobility

Table 8. Hierarchical regression analysis of with global academic mobility and cross-cultural competence on self-perceived employability (N = 417)

Variables	Self-perceived employability		
	Model 1	Model 2	Model 3
<i>Controls</i>			
Age	-.006	-.007	-.004
Gender	.131**	.132**	.125**
Education	.198**	.179**	.158**
Number of dependent	-.042	-.046	-.028
<i>Main effect</i>			
Global academic mobility		.068	
Cross-cultural competence			.369***
R ²	.068	.072	.202
Adj. R ²	.059	.061	.192
F	7.444***	6.339***	20.699***
ΔR^2	.068	.004	.134
ΔF	7.444***	1.855	68.795***

Notes. ⁺ $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$

Table 9. Hierarchical regression analysis of with global academic mobility, cross-cultural competence, self-perceived employability, and country of origin on international career mobility readiness (N = 417)

Variables	International career mobility readiness						
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
<i>Controls</i>							
Age	-.123 ⁺	-.127 ⁺	-.124 [*]	-.124 [*]	-.122 [*]	-.131 [*]	-.132 [*]
Gender	.020	.021	.015	.026	.025	.024	.023
Education	.002	-.043	-.059	-.035	-.039	-.031	-.030
Number of dependent	-.048	-.058	-.042	-.044	-.044	-.049	-.048
<i>Main effect</i>							
Global academic mobility		.166 ^{**}	.097 [*]	.096 ⁺	.092 ⁺	.106 [*]	.104 ⁺
Cross-cultural competence (CQ)			.322 ^{***}	.352 ^{***}	.352 ^{***}	.118	.134
Self-perceived employability (SPE)				-.083	-.085	-.078	-.110
Taiwanese or not					-.012	-.034	-.126
<i>Interaction</i>							
Taiwan * CQ						.245 [*]	.228 ⁺
Taiwan * SPE							.089
R ²	.019	.043	.142	.147	.147	.155	.155
Adj. R ²	.009	.032	.129	.132	.130	.136	.134
F	1.944	3.717 ^{**}	11.211 ^{***}	9.983 ^{***}	8.720 ^{***}	8.264 ^{***}	7.430 ^{***}
ΔR ²	.019	.025	.098	.005	.000	.009	.000
ΔF	1.944	10.627 ^{**}	46.606 ^{***}	2.389	.041	4.088 [*]	.088

Notes. ⁺ $p < .1$, ^{*} $p < .05$, ^{**} $p < .01$, ^{***} $p < .001$

Implications of the Study

Today, people are undergoing the trend of internationalization. The present study highlights the importance of cross-cultural competence and its outcomes, especially how it enriches international career mobility readiness and self-perceived employability. The findings discovered from this study are able to deliver several practical implications for the government, students and the organization.

To cultivate local or attract more international students, the government and the universities could consider investing in international programs which particularly would provide a new learning environment. Enrolling in an international program, local students are able to have a lesson differ from the traditional classroom and having opportunities for interacting with the course-mates from worldwide. In the other hand, promoting an international program to international students, especially degree-seeking purpose students, not only provide them a new opportunities but also as a way for welcoming them to learn in Taiwan so that will increase their possibility to living or working in Taiwan.

Additionally, for students who are currently having a school life, the findings provide an empirical evidence that the positive effects after joining an international program. Not only they are able to face the challenges when studying international program while also more confidence and comfortable for dealing with different cultural or communication conflicts. Also, students who are interested to work abroad, it is important to understand that they can improve their international career mobility readiness by increasing the abroad experience and exposure in various cultural. They can seek for having short-term academic experiences, then gradually cultivate motivation to expand their study or future work worldwide.

For policymaker, this study also highlights the employability of the pool of Taiwan-trained global talents. It showed to enterprise an evidence about students from international program more able competent and have the mindset for work abroad occasionally or frequently and relocating for a short time or more permanently. In short, all of the valuable information can assist the universities in recruitment and curriculum design of international programs while also enable the Taiwanese business to assess the supply of cross-culturally competent talents in international investment.

Limitations and Suggestions

As the study found that some hypotheses related to self-perceived employability were not successfully supported, the reason might be that the adopted measurement was used to test sample in Taiwan, where is the Asian country, might include some unidentified or unexpected precedential factors. Therefore, its effectiveness still has a room to ongoing and future research is recommend that to re-test it with different population or variables. Second, the response rate was low due to the limit of time and also the valid sample that get gathered was small. For the future research, it is recommend

to increase the response rate and the sample size in different group more equally in order to offer a more comprehensive and persuasive results. Third, the respondent is not required to provide name of school and the enrolled program in the present study. Thus, for future researcher who are interested in analyzing the performance and differences among the English taught international programs in Taiwan, this could be another considerable suggestion. Forth, the scope of the study does only divided the sample into two categories for further analysis criterions, which are Taiwanese and non-Taiwanese students. However, it can provide more practical benefit to school and government if the analysis done with multi-countries or areas. There is another suggestion that future research, to test the international career mobility readiness and self-perceived employability with more extensive purpose, a qualitative research approach can be conduct to validate the measurement.

Contribution of the Study

This research adds to the literature of international human resource management linking cross-cultural competence, employability and international mobility of the students studying international program. Two distinct contributions can be noted, one theoretical and one practical. The theoretical contribution is to introduce the country of origin as the mediator to explain the variation in the relationship among global academic mobility, cross-cultural competence, and international career mobility readiness. Also, the graduates' self-perceived employability, cross-cultural competence, and global academic mobility are all have positive effect to international career mobility readiness, which meets the expectation of one research objective for making overall effectiveness of international programs in churning out talents for the global market.

The practical contribution of this research comes from the quantitative part provide the effectiveness of Taiwan's international programs for cultivating the international and domestic students' self-perceived employability, cross-cultural competence, and international career mobility readiness. Moreover, the results show the effect of cross-cultural competence and global academic mobility to international career mobility readiness is more obvious within domestic students than international students. This research provided empirical evidence of the successful practices from the universities which have international program to encourage and motivate their students who are at their final year of study to go abroad long-term or short-term for work. Consequently, the international programs in Taiwan are helpful and proved to increase the contribution regarding the intention of international career mobility toward the graduates.

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科技部補助專題研究計畫出席國際學術會議心得報告

日期：109 年 4 月 30 日

計畫編號	MOST 107-2410-H-003-134-SSS		
計畫名稱	「你準備好了嗎？台灣國際學程學生的國際移動力」		
出國人員 姓名	葉俶禎	服務機構 及職稱	國立臺灣師範大學國際人力資源發展研究所副教授
會議時間	108 年 6 月 19 日至 108 年 6 月 21 日	會議地點	印尼峇里島
會議名稱	(中文) (英文) 11 th Asia Academy of Management (AAOM) Conference and 12 th Taiwan Academy of Management (TAOM) Conference		
發表題目	(中文) (英文) Sentiment Analysis of Employer Branding Elements in e-WOM Messages of the Cheers 2015 Top 100 Employer Brands.		

一、參加會議經過

在 6 月 18 日下午抵達峇里島登巴薩機場，一出機場遇到的是一場大混亂，大家都擠在出口處找接機人。我跟幾位同班機的臺灣學者在混亂中分別打探終於找到手舉 AAOM 牌子(牌子真小)的接機人，上了旅館的接機小巴。後來聽其它認識的學者說他們直接就叫了 Uber 計程車。到了旅館才發現原來旅館就在機場隔壁，如果不是有行李，走路就可以到了。住進研討會旅館 The Patra Bali Resort & Villas，不愧是知名的度假飯店，環境清幽，風光明媚，加上因

為房間不夠被升級住到一間二層樓的 Villa，寬敞又舒適，頓時把剛剛機場的煩躁一掃而空。晚餐時間約集了數位來自臺灣各校的老師與博士生們走路到離旅館較近的市區去覓食。在臺灣分散北中南各地的大家，重聚在異國，加上新認識的成員，頗為熱鬧。餐後回旅館到幾位學妹的房間續攤到深夜，距離上次見面已經二年(二年前在日本福岡的 2017AAOM)，已畢業分散各大專院校的談工作近況、分享研究成果，尚在博班奮鬥的也給予一些鼓勵。



6月19日主要是研討會 check-in 跟 development workshops。總共有 14 場 development workshops 分在兩個時段，琳琅滿目，還頗難抉擇。最後我選擇跟著澳門大學的 Rico Lam 教授去了 Research Methods Workshop I: Avoiding desk rejection because of ignoring state-of-the-art statistical analyses. 聽過 Rico 好幾次的演講，覺得跟著他的 session 準沒錯。加上統計/研究方法推陳出新，趁此機會一定要來學習一下。這個 workshop 用掉了兩個時段來介紹 latent growth modelling 與 latent change score analyses，也介紹了如何分析跟 conceptualize three-way interaction。Rico 總有辦法將高深的概念用淺顯的方式介紹出來，參加他的 development workshops 果然是不錯的選擇。不過他今天被安排的場次有點衝堂，中間有一段時間離場。還好有趕回來 Q&A，有關 latent growth modelling 與 latent change score analyses 的研究因為要收好幾次資料，我對資料收集期間若遇到突發事件影響了資料的走向，要如何處理提出疑問，他對我提問的問題做了很好的說明。



6月20日研討會正式開幕。由兩位 Conference co-chairs Mike Peng 和 David Ahlstrom 主持，Jason Shaw 為主講人。Jason 是 AMJ 的總編輯，其演講自是有其指標性。他以米其林 3 星主廚為例，力陳 spirit of craftsmanship (職人精神) 對研究的重要，也期許在這樣的精神下，我們的研究都能對社會做出貢獻。我的論文發表排在下午，本次研討會發表的論文是 Sentiment analysis of employer branding elements in e-WOM messages of the Cheers 2015 top 100 employer brands，是前一年科技部計畫的成果，與一家網路行銷廠商合作，由廠商提供在 Cheers 雜誌排名雇主品牌前 100 名企業的網路口碑等大數據，發展以情緒分析方式來探討這些企業的網路口碑，據以瞭解網路口碑與雇主品牌的關係。此篇論文被安排在 Contextual Influences on Human Resource Management Session，由來自 University of Texas at Dallas 的 Hubert Zydorek 教授主持。同場其他論文主題各有特色，都很精采。尤其是有 HRM Track 最佳論文獎的論文 The prospect of universal basic income in the changing world of work: establishing a research agenda and future directions，是一篇概念型論文，提出 universal basic income (UBI) 在管理領域尤其對

未來工作、員工流動的意涵。不過現場討論最熱烈的是中央大學王群孝老師與外派管理有關的論文。

晚上是研討會的 **Gala Dinner**，由 David Ahlstrom 主持，安排在度假飯店海邊露天舉行，很多人被峇里島的海邊黃昏風情吸引，紛紛拿出手機照相。現場有 **BBQ** 跟 **Buffet**，在一連串的頒獎之後，宣布下一次的 **AAOM** 將在中國蘭州舉行，也放了蘭州的宣傳影片，之後是印尼風情的傳統舞蹈，非常特別，毫無冷場。我也趁空檔跟 David 感謝他辛苦的安排。



6月21日由於前一天長榮開始罷工，很多學者受到影響，從前一天晚上就開始不斷在連絡旅行社及航空公司。很多學者可能來不及發表就先飛走了，加上是最後一天，已發表完的學者可能就先去觀光了，今天的場次顯得比較冷清。今天去聽了幾場有關 leadership 的論

文，覺得 leadership 真是亙古的難題啊！一直有新的形態跟議題可以研究，shared leadership, ambidextrous leadership, servant leadership, abusive supervision, etc.。參加下午 4:30 最後一場次 OB Track, Employee Performance session，因為 session chair 跟前兩篇報告人都沒來，由第三篇的報告人紀乃文老師擔任主持。這一場雖只有三篇論文，但因為有主持人、黃熾森老師、童惠玲老師跟來自 CEIBS 的一位老師的互相交流激盪，引起大家很熱烈的討論與迴響，結束時超過表定的 6:00。

晚上受到王群孝老師的邀約，由他在印尼的學生帶領去體驗印尼在地飲食以及買紀念品。王老師原本不認識我旁邊這群學術界朋友，透過我讓王老師多認識了師大、聯合、台南大學做 OB/HR 的老師，他也很開心。覺得印尼菜其實吃起來跟我們的夜市熱炒很像啊！



6 月 22 日原表定的研討會行程是文化參訪活動，我跟另一位老師在 check-in 時看了行程表覺得在地體驗活動排得太久，便決定自己訂飯店的包車行程。原本是二人的活動，沒想到長榮罷工讓許多老師行程延誤，被迫要在峇里島多待一~二天。前一晚一起吃晚餐的我們這群老師就決定要跟我們一起包車走飯店給的行程了。真是很難得的經驗哪！行程亮點是咖啡生態農場，可以看各種品種咖啡樹，以及體驗焙炒咖啡豆。拜飯店包車司機之賜就有了以下的照片(他們超愛教客人擺 pose 的)：



我的飛機是在 6 月 24 日，中午抵達登巴薩機場，同機還有幾位受到長榮罷工影響的臺灣學者，一起回臺，我們應該是臺灣最後一批離開峇里島的學者吧！

二、與會心得

此次研討會由亞州管理學會(AAoM)與台灣組織與管理學會(TAoM)合辦，雖然是區域性三天的國際研討會，主要的論文發表天數也不多只有二天，但學者參與非常踴躍，總共有來自 27 國的 667 位學者，14 場 development workshops，8 場 speeches and panels，55 場論文發表，約 200 餘篇來自各國的論文發表，是一個優質學術發表與 connection 的重要會議。尤其是兩大組織與管理學會 AAoM 與 TAoM 拉到印尼峇里島來合辦，其學術研討發表的重要性以及地點都吸引許多學者參加，台灣的組織管理學者幾乎是精銳盡出，也使平常因忙於教學/研究/行政而無法常碰面的同領域學者有相聚對話的機會。此次 TAoM 的蔡維奇理事長趁機在此安排了一場臺灣學者的聚會 TAoM Reception，並邀請逢甲大學的侯勝宗老師來演講，激起大家將社會實踐融入研究的熱情，是很好的安排。美中不足的是因為 55 場論文發表要擠進兩天的議程，同時段幾乎都有約 30-40 篇左右的論文同時發表，本人發表的場次正好與本人有興趣聆聽的許多論文同時段，以至於無法到場聆聽討教，是比較可惜的部分。



三、發表論文全文或摘要

Sentiment Analysis of Employer Branding Elements in e-WOM Messages of the Cheers 2015 Top 100 Employer Brands

Abstract

This study applied big data analytics in the field of employer branding using electronic word-of-mouth (e-WOM) as the data. The target of investigation is e-WOM messages on social media websites related to employer branding of the companies in the list of Cheers' "2015 Top 100 Most Admired Employers for the New Generation" in Taiwan. Collaborating with an internet marketing research company, iBuzz, the research team applied big data analytics to extract e-WOM text messages of the 100 employers, identify the employer branding elements in these messages, look for sentimental words and phrases toward a company's employer branding elements, assess the valence of these sentiments, and apply sentiment

analysis on the e-WOM messages. The study generated 9 categories of employer branding elements from 370 Chinese keywords in the extracted e-WOM messages. The elements are company policy, company benefits, compensation and promotion, work content, work location, brand reputation, future prospect of job, qualification, and job interview, of which company policy accrued the largest number of e-WOM messages. A total of 294 Chinese words or phrases were identified to show sentiments toward employer branding elements in the e-WOM messages, 134 positive and 160 negative. Most positive sentiments are related to compensation and benefits, while negative sentiments are targeted at much diverse sources. Sentiment analysis on the e-WOM messages of the 100 sample companies found CPC Corporation as the most negative in the data period of 2014, while Samsung Electronic Taiwan the most positive.

Keywords: employer branding, e-WOM, sentiment analysis, big data analytics

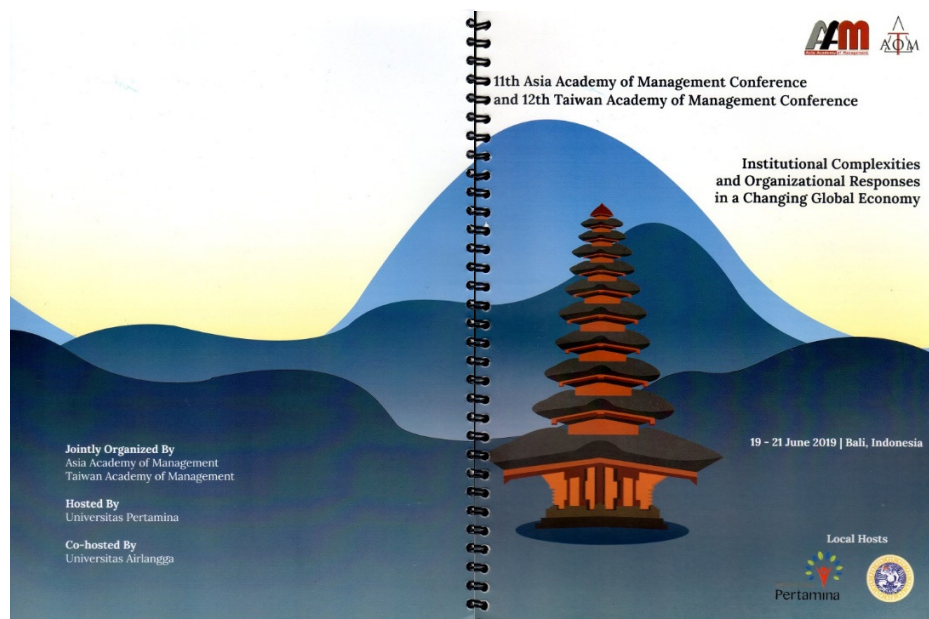
四、建議

這次研討會地點訂在峇里島，且是在度假飯店裡舉行，雖然也是馬不停蹄地參加各種學術場次，認識學者，但每次放眼一望，這藍天綠水、白雲椰影、以及空曠的天際線，大家心情也跟著輕鬆了起來。即使是長榮罷工被迫滯留，大家好像也不怎麼在意，就如一位老師說的，如果要被迫滯留，峇里島是最好的地點了。不過在峇里島最常做的，也不過就是坐在海邊盯著這片美麗的風景看白天黃昏夜晚各有甚麼風韻罷了。可見老師們平常生活多麼的緊繃，多麼需要放空。我們 OB/HR 的研究最常關心的議題就是員工的福祉以及身心靈的健康 (psychological wellbeing)，但是學者/老師們的身心靈健康誰來顧呢？為了臺灣的研究人才能夠永續，或許科技部也應該來研究一下這個議題。



五、攜回資料名稱及內容

大會議程 (Conference program):



107年度專題研究計畫成果彙整表

計畫主持人：葉俶禎			計畫編號：107-2410-H-003-134-SSS		
計畫名稱：你準備好了嗎？台灣國際學程學生的國際移動力					
成果項目			量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)
國內	學術性論文	期刊論文	0	篇	1. 發表於銘傳大學2020經濟、貿易與全球營運管理研討會。論文題目：How “Going International” Affects Students’ Perception in their Employability. 2. 發表於台師大 The 2nd International Conference of CISS on Artificial Intelligence for Social Sciences。論文題目：Research in Labor Displacement in AI Era: A Literature Review. 3. 發表於台師大 The 2nd International Conference of CISS on Artificial Intelligence for Social Sciences。論文題目：「人vs機器」還是「人x機器」：人工智慧科技發展對勞動市場的影響。
		研討會論文	3		
		專書	0	本	
		專書論文	0	章	
		技術報告	0	篇	
		其他	0	篇	
		國外	學術性論文	期刊論文	0
研討會論文	2				
專書	0			本	
專書論文	0			章	

		技術報告	0	篇	
		其他	0	篇	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	4		訓練碩士研究生從事相關研究
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
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。)			獲得 AHRD Asia Conference 最佳論文獎：The 18th International Research Conference in Asia of the Academy of Human Resource Development (AHRD)。論文題目：Workplace Technology Overload on Employees' Work-life Balance and Psychological Well-being: the Moderating Effect of Human Resource Policies.		