

Cross-Cultural Competence and Workplace Adaptability in the Perspective of Globalization

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Abstract: From the perspective of globalization, the research focuses on building a cross-cultural competence model based on workplace adaptability. The participants in the study were college students and foreign employees in China. The participants were selected through purposeful sampling. The cross-cultural competence scale for the test subjects measures from five dimensions: knowledge, cognition, communication, attitude and consciousness. Then the validity and reliability of cross-cultural competence and its influencing factors are analyzed. On this basis, a cross-cultural competence model based on workplace adaptability is constructed. Through comprehensive analysis and evaluation of key interview data and survey data, three dimensions of the cross-cultural competence model are derived: cross-cultural communication competence, cross-cultural adaptation competence and cross-cultural action competence. This study attempts to explain the different meanings of cross-cultural competence from the perspective of globalization by defining and modeling cross-cultural competence, including cross-cultural communication competence, cross-cultural adaptation competence and cross-cultural action competence into a unified range of variables.

1. Introduction

Cross cultural competence has its indispensable importance in the era of globalization. It is the ability and accomplishment that all citizens should have today. Scholars have put forward many different opinions on its constituent elements, but so far they have not reached a complete consensus on its meaning. Bennett, an early scholar, regarded cross-cultural competence as a dynamic and gradual process and constructed a cross-cultural sensitivity model. He believed that the development of cross-cultural competence could be roughly divided into six stages: denial resistance contempt acceptance adaptation integration. Imahori&Lanigan constructed a cross-cultural communicative competence model from the perspective of interrelationship, which covers three levels of factors: competence, goal and experience, and interaction results. [1]

In addition to the important role played by cross-cultural competence in social and economic exchanges, there is also an increasingly important competence. It is workplace adaptability. Cross cultural ability determines whether students have the stepping stone to participate in international competition, and workplace adaptability directly determines how far students can go in the

workplace. The theoretical research on workplace adaptability started in the 1950s, which comes from the research of labor economy and human resource management. After entering the higher education management, it has essentially formed a cross field that needs to rebuild its theoretical basis. Although there are more and more scholars studying the employability and career adaptability of college students, the common problem they face is the complexity and diversity of concepts. There are many different and even opposing views on the definition of the most basic research object, ‘what is the employability of college students’, [2] which lacks a suitable theoretical framework. Because the concept connotation is not clear, it is difficult to ensure the accuracy of measurement, which has become the main obstacle to the development of employment force theory.

2. Literature Reviews

From the perspective of globalization, the research focuses on building a cross-cultural competence model based on workplace adaptability. Through literature review, example analysis, empirical data collection, etc., it puts forward the definition of cross-cultural competence in the field of international business, integrating cross-cultural communication competence, cross-cultural adaptability and cross-cultural action competence, and points out that there is a positive correlation between individual cultural intelligence and cross-cultural competence. The success or failure of international business is reflected by individual performance and organizational performance, so cross-cultural competence can be effectively evaluated. This study attempts to explain the different meanings of cross-cultural competence from the perspective of globalization by defining and modeling cross-cultural competence, including cross-cultural communication competence, cross-cultural adaptation competence and cross-cultural action competence into a unified range of variables [3].

3. Research Methodology

This study takes Chinese college students and foreigners in China as the participants, and the principals of enterprises in China as the key interviewees. It uses a combination of qualitative and quantitative methods to conduct empirical research on their cross-cultural ability and influencing factors from the perspective of globalization, and explores effective ways to improve the cross-cultural communication ability of Chinese college students, And it directly demonstrates the close relationship between cross-cultural ability and workplace adaptability, so as to help students find jobs in the future.

4. Results

The English term corresponding to cross-cultural competence is cross cultural competence. Due to different starting points, different research contents and concept expressions of cross-cultural competence in different fields, the translation of this term is also inconsistent. [4] For example, the translation of cross-cultural communication, psychology, foreign language teaching and other fields into cross-cultural competence mostly focuses on the study of individual cultural competence and communicative competence in the cross-cultural context. In Europe, the cross-cultural competence related to international business is translated into cross-cultural competence in the field of domestic management and organizational behavior, and most studies the interpersonal communication ability of individuals in different cultural backgrounds from a single psychological or sociological perspective. It can be seen from Table 1 that most of the representative definitions of European cross-cultural competence related to international business focus on the individual's cross-cultural knowledge, skills, personality traits, etc. in the cross-cultural context, while ‘effective use, effective

behavior, adaptation’ and so on appear in different definitions.

Table 1: Definition of cross-cultural competence

Research field	author	concept	definition	content
International Business	Johnson et al (2006)	Cross-cultural competence in international business	The individual's ability to effectively use a series of knowledge, skills and personal characteristics to successfully work with people from different cultural backgrounds at home and abroad.	Integration of knowledge, skills and personality
International Business	Leiba-O'Sullivan (1999)	Cross-cultural competency	Knowledge, skills, abilities and other characteristics	Capabilities are classified into dynamic and static categories
International Business	Gertsen (1990)	Cross-cultural competence	The ability to act effectively in another culture	Emotion (personality traits and attitudes), cognition (individuals acquire cultural knowledge and classify it), and communicative behavior
International Business	Black & Mendenhall (1990)	Effective cross-cultural interactions	Cross cultural skills training, adaptation and performance	Three categories of skill training: self, related and perceptual
Intercultural communications	Collier (1989); Imahori & Lani-gan (1989); Kealey, (1989); Wiseman et al. (1989);	Intercultural communications Competence	The appropriateness and effectiveness of the communication process between cross-cultural individuals	

[source: according to Johnson (2006) literature]

The concept of workplace adaptability originates from career adaptability. The concept of career adaptability comes from the career development theory proposed by American psychologist super. Super put forward the concept of ‘career maturity’ in his career development theory. In the subsequent career development research, ‘career maturity’ was gradually replaced by ‘career maturity’ [5]. Later, super and its theoretical successor Savickas and others believed that it was feasible to use ‘career maturity’ to explain the career development of individuals, but it could not explain the career problems of recruits well. [6] The main reason is that when dealing with career problems, individuals rely more on the content of self cognition and their exploration of the outside world, and recruits will consider more about their interaction with the external environment, showing adaptability to the environment. Therefore, they put forward the concept of ‘career adaptability’.

5. Result Analysis

Based on the literature analysis and sorting of the research status at home and abroad and the related theories of cross-cultural competence, this study takes university students, foreign employees in China and enterprises in China as the study participants in the context of globalization. The research scale for them measures cross-cultural competence from five dimensions: knowledge,

cognition, communication, attitude and consciousness. Then the validity and reliability of cross-cultural competence and its influencing factors are analyzed. On this basis, a cross-cultural competence model based on workplace adaptability is constructed. Through comprehensive analysis and evaluation of phenomenological interview and survey data, three dimensions of the cross-cultural competence model are derived: cross-cultural communication competence, cross-cultural adaptation competence and cross-cultural action competence. Spearman correlation coefficient analysis proves that there is a significant positive correlation between occupational adaptability and cross-cultural competence.

After fully studying Byram's model and Chen Guoming's cross-cultural scale, it was found through a predictive test of 20 students that students had difficulties in understanding reverse setting questions, and the reverse setting questions in the questionnaire were converted into forward setting questions. The cross-cultural competence scale questionnaire focuses on the five factors of 'passion for interaction, respect for cultural differences, confidence in interaction, enjoyment of interaction process and care in interaction'. [7] The respondents are required to choose a number from '1' to '5' to score their actual situation.

As an individual's comprehensive ability to work and communicate with people from different cultural backgrounds, cross-cultural ability is an individual's ability to communicate and deal with cultural conflicts by using a series of knowledge, skills and personal attributes in the process of cross-cultural adaptation. It is the embodiment of the "unity of knowledge and action" of the elements of cross-cultural ability. To have high cross-cultural ability, individuals must first have relevant cross-cultural knowledge, skills and certain characteristics to communicate effectively in the cross-cultural context (cross-cultural communication ability), be able to consciously adjust their own behavior to adapt to different cultures (cross-cultural adaptation ability), and have good action strategies to resolve cross-cultural contradictions and conflicts (cross-cultural action ability).

Table 2: Cronbach reliability analysis of Intercultural ability

Cronbach reliability analysis			
Name	Corrected Item-Total Correlation (CITC)	Alpha if item deleted	Cronbach α coefficient
1). Learn about the history of the country	0.655	0.926	0.930
2). Understand the social norms of the country	0.671	0.926	
3). Understand the knowledge of national values	0.605	0.929	
4). Understand foreign historical knowledge	0.778	0.920	
5). Learn about foreign social norms	0.815	0.918	
6). Learn about foreign values	0.798	0.919	
7). Learn about foreign cultural taboos	0.789	0.919	
9). Understand the basic knowledge of concepts such as cross-cultural communication and communication	0.710	0.924	
8) Understand the language and behavior knowledge of foreigners	0.746	0.922	

In this study, Cronbach's alpha coefficient is used to test the validity of the questionnaire. The coefficient is between 0 and 1. The closer the value is to 1, the better the reliability of the questionnaire. This paper analyzes the reliability of the questionnaire in general and in all dimensions through spss26.0. As shown in table 2, the Cronbach's a coefficient of the knowledge

dimension is 0.930, the Cronbach's a coefficient of the attitude dimension is 0.921, the Cronbach's a coefficient of the skill dimension is 0.905, and the Cronbach's a coefficient of the cognitive dimension is 0.844. The Cronbach's a coefficient of the four dimensions of the cross-cultural communication ability questionnaire is greater than 0.8. Therefore, the reliability of the questionnaire is high and the measurement results are reliable. (See Table 2)

5.1 Intercultural Competence and Intercultural Adaptation

In the investigation of foreigners in China, we found an interesting phenomenon: cross-cultural adaptability. Most participants said that the host country's diet, lifestyle and attitude towards masks were the most difficult things to adapt to. Among them, the lack of knowledge and skills is the main factor leading to the failure of cross-cultural adaptation, accounting for 60.88%, including language barriers, poor adaptability and lack of experience; In addition, personality and cultural distance also have a certain impact; Other factors such as the respondents' assessment and coping style of cultural shock, the prejudice and discrimination of the host people, and social support have little impact.

5.2 Cross Cultural Adaptation and Workplace Adaptability

Cross cultural adaptation refers to the process in which individuals [8], under the impact of culture, constantly accept and adapt to different cultures through their own debugging, and finally achieve cultural identity. In cross-cultural adaptation, it refers to individual self adjustment, which is similar to self harmony in workplace adaptability. Both affirm the individual's initiative at the same time, which belongs to internal cause. [9] In cross-cultural communication, cross-cultural adaptability and workplace adaptability both affirm the importance of internal causes and internal driving forces. [10] This point will be discussed in depth in the conclusion of the study.

6. Conclusion

At present, the application research of the cross-cultural competence scale at home and abroad generally lacks systematic empirical data support and relatively mature statistical tests. Combining the actual situation of Chinese University Students and employers, this study uses exploratory factor analysis and confirmatory factor analysis, which are generally accepted by the international statistical community, as statistical tools to analyze the reliability and validity of the Chinese college students' intercultural competence scale.

According to the above analysis, in the workplace environment, cross-cultural competence includes three dimensions: cross-cultural communication competence, cross-cultural adaptation competence and cross-cultural action competence. These three dimensions are mutually restricted and closely linked, and the level of individual cross-cultural ability depends on the common action of the three. Any deficiency in any aspect may directly or indirectly affect the level of cross-cultural competence and its degree of effect. Only by paying attention to the role of the three factors at the same time can individuals have a high level of cross-cultural competence.

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