



高齡服務產業人才培育之探究： 能力本位之觀點

林麗惠^{*}

摘要

本研究係以國內培育高齡服務人才為目標而成立的科系為研究對象，採內容分析法（content analysis）針對其所開設的課程進行分析，透過焦點團體訪談法（focusing group interviewing），調查高齡服務專業人才所需之能力，並進一步交叉分析，藉此檢核高齡服務專業人才培育科系的課程規畫，能否培育出符合高齡產業所需人才之能力。針對國內6所老人服務相關科系的課程規劃進行分析後，獲致六項結論：一、老人服務相關科系的課程共可歸納出六大領域、17個層面；二、老人服務相關科系的課程共含括了43個類目；三、老人服務相關科系的43個課程類目中，計有11個類目所占的百分比達100%；四、老人服務相關科系的43個課程類目中，計有七個類目所占的百分比低於50%；五、高齡服務產業專業人才應具備三大知能、九項核心能力；六、世代差異、創新能力與跨域合作之課程開設略顯不足。根據上述研究結

^{*} 林麗惠，國立中正大學成人及繼續教育學系副教授

電子信箱：elaine5826058@gmail.com

投稿日期：2014 年 03 月 28 日；修正日期：2014 年 05 月 20 日；

採用日期：2014 年 10 月 24 日。

論提出下列建議：首先，產業界可根據高齡服務產業專業人才應具備之三大知能、九項核心能力，作為選用專業人才之依據，以及能力本位訓練之具體項目；其次，政府單位宜盡速釐清權責，開設相關證照考試，完備相關法令，擬定高齡服務產業發展之具體政策；再者，可將課程內容分析結果作為課程開設之參考依據；第四、老人服務相關科系應加強重視資訊簡報相關課程，進而增進學生進入就業市場之競爭力；最後，老人服務相關科系可借鏡臺灣大學智慧生活科技整合與創新研究中心（Center for iNnovation and Synergy for Intelligent Home and Living Technology, National Taiwan University，簡稱臺大智活，iNSIGHT）之T型人才培育策略，以縮短學用落差之窘境，進而培育出高齡服務產業所需之創新、跨領域人才。

關鍵字：人才培育、高齡服務產業、能力本位

The Exploration of Cultivating Manpower for the Senior Service Industry Using a Competency-Based Perspective

Li-Hui Lin^{*}

Abstract

The main purpose of this paper is to identify the gap between the curriculum framework and core competencies of Department of Senior Citizen Service Management of Ching Kuo Institute of Management and Health, Minghsin University of Science and Technology, Chia Nan University of Pharmacy and Science, and MeiHo University; Department of Senior Citizen Welfare and Business of Hungkuang University; Department of Golden-Ager Industry Management of Chaoyang University of Technology, to explore the needs of the senior service industry. The research subjects included six people from the senior citizen service management department. The curriculum framework was analyzed using content analysis and focus group interviews. The content analysis method included sampling,

^{*} Li-Hui Lin, Associate Professor, Department of Adult and Continuing Education, National Chung Cheng University
E-mail: elaine5826058@gmail.com
Manuscript received: Mar. 28, 2014; Modified: May. 20, 2014;
Accepted: Oct. 24, 2014.

establishing categories and analysis units, and the use of quantification. Based on these steps, there were six main conclusions. First, the curriculum framework of school department listed above can be divided into six fields and 17 different levels. Second, there were 43 categories in the curriculum framework. Third, among 43 curriculum categories, there were a total of 11 categories whose percentage went up to 100%. Fourth, among 43 curriculum categories, there were seven categories whose percentage was less than 50%. Fifth, manpower in the senior service industry should be composed of three dimensions: knowledge, skills, and nine core competencies. And lastly, the curriculum framework was insufficient in the areas of cohort differences, innovation capacity, and interdisciplinary cooperation. This study suggests that if we can consider the proposed 11 categories as core competencies of service manpower for those in the senior service industry and use T-shaped teaching methods, the gap between the curriculum framework and core competencies will be shortened and cultivating interdisciplinary skills needed by senior service industry will be more possible.

Keywords: cultivating manpower, senior service industry, competency-based