

# 行政院國家科學委員會專題研究計畫 成果報告

服務領導、知識交換與整合、與服務績效之關係：以組織  
社會氣候為調節變數之跨層次研究  
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# 行政院國家科學委員會專題研究計畫成果報告

計畫編號：NSC 99-2410-H-041-002-

執行期限：99年8月1日至100年7月31日

主持人：吳濟民 嘉南藥理科技大學休閒保健管理系

## 摘要

隨著產業結構轉變，服務型產業在經濟發展過程中亦扮演重要角色，而領導者如何影響員工進行知識交換整合以提升服務績效之議題，已是管理學術界與實務界關切之重點。有鑒於此，本研究將分析與驗證服務領導、知識交換與整合對服務績效之影響，同時也將探討組織社會氣候所扮演之調節角色。本研究蒐集跨及台灣觀光旅館產業、購物中心產業以及SPA/Salon產業之284筆員工資料(有效回收率為56.8%)，經驗證性因素分析後得本研究量表具良好之信度與效度外，並利用結構方程模式驗證研究假設後發現，在主管服務領導行為影響員工服務績效的歷程中，必須先透過員工知識交換行為，才能順利提升員工服務績效，且組織社會氣候亦扮演著調節角色。因此在管理實務之建議上，本研究認為企業不僅須強化團隊合作的工作氣氛與價值，更有其必要建立知識交換的相關管理機制，基於合作氛圍的基礎上再激勵員工產生知識交換行為，如此員工服務績效方能不斷提升，組織創新的競爭優勢將更易建立。

**關鍵詞：**服務領導、知識交換、組織社會氣候、服務績效

## 一、緒論

服務型產業之經營管理，宛如一場戲劇的演出，而企業的績效提升，如同戲劇的精采演出後獲得觀眾如雷的掌聲。因此企業的服務人員如何提供良好的服務，使顧客欣悅地給予熱情的掌聲，即是目前服務產業最重視之問題。提供一個好的服務，宛如演員在一場戲中竭盡心力扮演著所需負責的角色，如何演好一場戲並吸引觀眾入戲，首先，演員必須先能入戲，而領導者則在讓員工入戲，亦即使員工真誠融入工作時，扮演著一個推波助瀾的關鍵力量。有鑒於此，若以社會交換理論觀之，

管理者可透過領導影響力量以激勵員工，並設法建立一個能使員工快樂工作的組織氛圍，以期提升員工在工作上之表現，並藉此改善與精進員工的服務績效。

因此由文獻中我們可知，領導行為與員工之工作績效具有顯著正向關係(如：Liao & Chuang, 2007; Seibert, Silver & Randolph, 2004)，尤其在服務型組織中，有效的領導行為與員工工作之品質具有很大之正向關係(如：Bettencourt & Brown, 1997; Podsakoff et al., 1990; Schaubroeck & Fink, 1998)。特別因為領導者對部屬的賦權、鼓舞、獎賞、以及領導者凡事以身作則，使第一線服務人員能了解如何對消費者傳遞出最佳的服務行為(Hui., Chiu., Yu., Cheng & Tse, 2007)。

此外，我們發現與倫理相關的領導特質也會影響員工行為之相關研究，也持續發酵與發展著，如主管公平與否之議題(如：Bettencourt & Brown, 1997)、或是信任建構行為議題(如 Deluga, 1994)等。雖目前學術研究上仍以轉換型領導為領導研究的主流，但由 Greenleaf(1997)提出的服務領導(servant leadership)有別於轉換型領導之處乃在於服務領導強調的是社會大眾的利益而非自我的利益(Farling, Stone & Winston, 1999; Graham, 1991)，同時，Ehrhart(2004)也清楚指出服務領導與領導者-成員交換(leader-member exchange)的差異之一，乃在於服務領導堅持領導者行為須符合倫理道德。由此可見，服務領導不僅強調主管對部屬的精神鼓舞與關懷，更以高倫理道德標準以身作則地做好主管的示範，因此在學術界與實務界皆強調企業倫理的時代中，探討服務領導行為對員工的行為之影響更具有時代性的意義。然而，由於目前服務領導在實證研究中缺乏系統性的定義(Russell & Stone, 2002)，探討服務領導與員工服務行為或績效的相關研究更為鮮少，少數研究如 Ehrhart (2004)針對百貨部門之研究中則顯示，以部門層次

為分析單位的服務領導，與部門層次的組織公民行為具有顯著正向關係。綜上所述，本研究首要目的旨在探討服務領導與員工服務績效的關係。

就服務產業所提供的無形產品具有知識的本質而言，服務型產業亦屬於知識導向型產業。而消費者對於服務品質的認知亦來自於第一線服務人員所提供的服務，因此第一線服務人員與消費者之互動，往往與組織內部運作具有極大之關係(Parasuraman, Zeithaml & Berry, 1985)，而服務傳遞也通常發生自第一線服務人員與消費者之互動(Kahle, 2002)，因此服務人員須有智慧地了解顧客的需求並設法提高顧客滿意度。換言之，知識經濟時代中，為了使組織員工提供暨新穎且又能滿足顧客需求的高品質服務產品，管理者可再深入思考與努力的是，如何影響員工使員工透過知識交流互動與不斷學習，將個體經驗轉換為共享經驗或促進實務社群的形成(Wenger & Snyder, 2000)，藉此提升服務績效。而知識交換與整合在服務領導影響員工服務績效過程中的角色為何？是否存在中介效果，是本研究之第二研究目的。

此外，我們由 Coleman(1988)提出其個體之行為會受社會系絡所導引、塑型與限制之論述可了解，組織內員工之間的知識交換行為會深切地受到社會互動關係影響，不論是信任之氛圍(如 Jones & George, 1998; Tsai & Ghoshal, 1998)、或是合作的氣氛(如 Nahapiet & Ghoshal, 1998)、亦或是共享規範與文字(如: Boland & Tenkasi, 1998; Nahapiet & Ghoshal, 1998)等社會氣候因子，都會影響個體知識交換的可能性與完整性。因此，在服務領導影響員工知識交換與整合的過程中，涵蓋信任、合作、以及共享規範與文字等的組織社會氣候是否會對其影響過程產生干擾，則是本研究之第三研究目的。鑒於以上研究背景與重要性，本研究擬基於社會交換理論之觀點，並在組織社會氣候之干擾情境下，深入分析服務領導、知識交換與整合以及服務績效之關係。

## 二、理論與研究假設

## 服務領導

有關服務領導的源起，始自 Greenleaf(1997)提出的基本概念，其對於服務領導所抱持的基本觀點認為，關心別人、人與人之間能否相互服務，其實攸關能否建立一個美好的社會。且服務領導者是有意識的選擇要服務他人的角色，其主要的動機是先服務，而非領導，同時在服務的過程中改造追隨者，使其成長、健康、自立自主。並且，服務領導者是一種把他人的需求、抱負及利益放在個人之上的領袖。雖服務領導與轉換型領導相類似，但 Farling, Stone & Winston(1999)則指出其兩者之差異在於服務領導人對社會責任的認知與對追隨者的需求及福利所重視的程度，遠超過對自己或組織的利益(Graham, 1991)，並且，服務領導內涵中強調了領導者的道德行為(Ehrhart, 2004)亦是轉換領導未所強調之處。因此 Barbuto & Wheeler (2006)特別針對服務領導編製一份研究量表，其中更以利他熱忱(Altruistic calling)、情緒治癒(Emotional healing)、智慧(Wisdom)、願景說服(Persuasive mapping)以及組織服侍(Organizational stewardship)等五構面來詮釋服務領導。

總言之，雖學者們對於服務領導之定義尚無一致性的界定，但在服務領導基本理念與精神之描述則相差不遠，皆認為在領導者與部屬的上下關係中，領導者扮演一個服務的角色，體恤並服務部屬，且提升部屬的知識與技能，使其更加成長，除藉以提高工作效能外，並以更高層次的思考層次，提高部屬心性，且使組織能善盡社會責任。

## 服務領導、組織社會氣候與員工知識交換

所謂組織氣候，Litwin & Stringer (1968)將組織氣候定義為一組可測量的工作環境屬性，可以被成員間接或直接知覺，然後影響成員之動機與行為。而工作環境屬性涵蓋有組織正式系統、主管的管理風格、以及影響個人態度、價值、信念與動機等因素。整體來說，組織氣候意指成員所共同知覺到組織的政策(policy)、程序

(procedure) 或 實務 (practice)(Schneider, 1990)。就組織合作氣候(organizational )而言，其為一種合作的組織規範，強調個人的努力投入的目的是為了群體產出而非個人，當員工能分享共同目標，他們將更有可能互相合作地完成工作任務(Wagner , 1995)。因此，特別在團隊基礎工作設計或在組織基礎之獎勵制度激勵下，員工更能聚焦於團隊或組織的整體成就，亦能增加成員共享價值與共享目標的普遍性(Arthur, 1992; Tsui et al., 1997)。

因此，服務領導行為之基本信念，即是種影響員工使之更重視社會責任與團隊整體的大我精神，透過服務價值與信念的潛移默化，進而培養員工在無私的基礎上彼此合作，自然員工更易知覺到工作場合中的合作氛圍。故本研究認為，服務領導行為有助組織合作氣候的塑造，據此本文提出研究假設如下。

H<sub>1</sub>：服務領導行為將有助於塑造組織氣候

其次，有關員工知識交換(knowledge exchange)，員工知識交換與員工的動機(motivation)與能力(ability)有關，其主要是衡量員工對於知識交換後對個人或組織所產生的價值之信念(動機，motivation)，以及對員工能交換資訊的相信程度(能力，ability) (Collins & Smith, 2006)。由領導行為與員工知識交換與整合關係之文獻可發現，組織領導者或高階主管在知識的交換與整合上扮演著非常重要的推動角色，其重要性不僅有助將個體經驗轉換為共享經驗或促進實務社群的形成，更能讓個體的內隱知識趨於收斂，且形成組織的外顯知識(Wenger & Snyder, 2000)。因此服務領導者除了承襲並利用傳統領導理論中的指導員工與願景說服來提升員工交換知識的能力外，更因為服務領導者透過塑造團隊與貢獻的精神來激勵員工，且領導者本身又有能力預測且掌握知識交換過程中可能發生的事件，對員工在交換知識上而言，不啻為一種極具說服力且能提升員工交換意願的具體作法。因此，如方世杰、黃美卿

與邱志芳(2010)所言，當員工有充分了解，且彼此擁有一個共享的價值觀與信念時，將有助減少此將減少組織員工間對於知識交換上的認知失調，此將能提升員工在知識交換上的動機與信任感。據此本文提出研究假設如下。

H<sub>2</sub>：服務領導行為將能正向提高員工知識交換

另外，在服務領導有助於塑造員工所能知覺的組織合作氣候之前提下，團隊價值與團隊運作則是服務領導者極為強調之要點，而「團隊」之定義，諸如Swezey & Salas(1992)所言，團隊是可區別的兩個或更多的人，個別成員都擁有專業技術與能力，為了達成相同且重要的目標或任務，而進行動態、相互依賴(interdependence)、適應性的互動，且每一個人負責扮演特殊的角色或發揮特殊的功能(specific role of assignment)。或團隊是一群個別成員的組合，團隊成員擁有互補性的技能、認同共同的目標(common goal)、績效標準以及工作的方法，彼此相互信任以完成工作目標(Katzenbach & Smith, 1993)。總言之，要使團隊正常穩定運作，不外乎是團隊成員在彼此信任的基礎上，凝聚一個共享的價值觀與目標任務，藉由發揮各自特有的專業能耐，群策群力地合作完成任務。

因此在主管的服務領導行為影響下，組織合作氣候能因應而生，而組織合作氣候所蘊含之一致性的共享願景與信念，不僅有助降低員工知識交換之認知失調與溝通障礙，更有可能在員工皆認同團隊利益須凌駕個人利益之基本信念上，促使提升員工知識交換的意願與能力。在上述變數因果關係脈絡上，組織合作氣候衍然在服務領導與員工知識交換之間形成一個重要的中介變數，雖員工有可能直接受到主管領導行為的影響以至於交換知識，但更有因為由成員普遍知覺與認同的整體合作氛圍，使員工更有意願且樂於從事知識交換。據此本文提出研究假設如下。

H<sub>3</sub>：組織社會氣候的形成將能正向提高員工知識交換

H<sub>4</sub>：組織合作服務在服務領導與員工知識交換間扮演一個中介角色

### 組織社會氣候之調節作用

本文由文獻中也發現領導行為與員工知識交換與整合之關係也會受到組織氣候之調節。所謂組織氣候，係指在領導行為之下，能調節知識交換與整合程度的信任(*trust*)、合作(*cooperation*)、以及共享規範與文字(*shared norms and languages*)等三項組織社會氣候要素(Collins and Smith, 2006)。

整體而言，組織氣候意指成員所共同知覺到組織的政策(*policy*)、程序(*procedure*)或實務(*practice*)(Schneider, 1990)，而社會交換理論所強調的雙方互惠乃建立在信任與承諾的基礎上，信任與承諾則是建立良好社會互動關係的關鍵要素，不僅楊國樞(1992)認為關係取向是華人在人際網絡中主要的運作方式，林鈺琴與蕭淑月(2005)也認為在人與人互動過程中，關係品質決定如何對待對方以及其他的關係事項。因此，個體之行為會受社會系絡所導引、塑型與限制，並進一步形成社會網路及社會組織(Coleman, 1988)，也因此，成員同儕之間的知識交換行為，或是上下之間的知識交換行為，即深切地受到社會互動關係影響。

而 Nahapiet & Ghoshal (1998)則以鑲嵌的概念，說明關係鑲嵌是個體透過與他人互動的歷史所發展出的人際關係，例如對他人的尊敬與友誼等，進而影響個體的行為，而支持此種人際關係的信任，則是構成社會系絡的一個重要因素。因此，當員工知覺到組織間存在高度信任之氛圍時，將會使員工傾向尋求與付出協助，且強化交換的機會(Jones & George, 1998)，且個體或團體間之信任感將有助於提升知識分享意願以促進資源或知識的交換與結合，同時也影響個體或團隊間的溝通頻率與非正式互動，從而進行資訊、資源的交換與結合，並進一步影響產品創新與價值創造(Tsai & Ghoshal, 1998)。反之，當組織內之信任氛圍薄弱時，員工在交換資訊與想法

時即會特別戒慎恐懼，對個體的知識獲取與組織創新的提升勢必產生不良影響。

另外，就合作氣候而言，Nahapiet & Ghoshal (1998)也提到社會氣候中的員工間合作(*cooperation*)是導致知識交換與整合流程的重要關鍵。再者，就組織內共享規範與文字而言，此氣候會促進知識的完整性與一致性；相反的，不同的文字將會降低個體間的交換的可能性(Tenkasi & Boland, 1998; Nahapiet & Ghoshal, 1998)。

綜上所述，組織社會氣候不但可以是知識交換與整合的前因變數(如 Collins & Smith(2006)之研究)，我們由上述文獻之回顧，也可進一步推論組織社會氣候也能調節服務領導對知識交換與整合之影響程度。舉例而言，若員工知覺到組織內是充滿著信任，並依循著共同的理念乃至於彼此合作，將可提升服務領導行為對知識交換與整合之影響作用；反之，若上述情境存在負面氣氛時，服務領導行為對知識交換與整合之影響作用將為之減小。本研究推論之研究假設如下。

假設 5: 服務領導與知識交換之因果關係會受到組織社會氣候的調節作用。其中，在高組織社會氣候之情境下，服務領導對知識交換與整合之正向影響效果較強；在低組織社會氣候之情境下，服務領導對知識交換與整合之正向影響效果較弱

### 三、研究方法 抽樣

本研究以台灣休閒產業為研究對象，利用立意抽樣方法，首先徵詢受測對象之允諾協助填答問卷後，自 2010 年 11 月 19 日起發放問卷，至 2011 年 1 月 4 日止，本研究成員實地至台灣北、中、南總計 20 家休閒事業針對員工進行問卷施測，產業別包括觀光旅館、購物中心以及 SPA/Salon 次產業等。總計發放 500 份問卷，回收 289 份，剔除無效問卷共 5 份，最後總計有效問卷 284 份，有效回收率 56.8%。

為求降低共同方法變異(Common Method Variance, CMV) (Podsakoff & Organ, 1986)，本研究針對施測問題先進行

審視與修正(彭台光、高月慈與林鈺琴, 2006), 以盡量使員工填答時即能直接判斷該問項之主要目的, 再者, 本研究親至企業進行員工的問卷施測與回收問卷, 此舉更有效減少員工對問項之誤解, 且有助提升填答之正確性。根據樣本資料分析(如表 1 所示), 較顯著之員工特性描述如下, 女性為主(佔 76.3%); 年齡多數居於 21~30 歲(佔 58.5%); 未婚(佔 87.9%); 大專院校之教育程度(54.1%); 三年以下的工作年資(佔 62.3%); 所屬產業以 SPA/Salon 為主(佔 49.8%), 觀光旅館產業次之(佔 44.4%)。

### 量表設計

本研究之衡量量表皆先經中文翻譯, 再請專家審視與鑑別翻譯後之語意是否吻合原量表題項之原意後, 再行正式施測, 所有題項皆以 Likert 五點尺度衡量。

有關**服務領導**之操作性定義, 本研究認為服務領導係在領導者與部屬的上下關係中, 領導者扮演一個服務的角色, 藉此體恤並服務部屬, 除藉此提升部屬的知識與技能, 使其更加成長, 除藉以提高工作效能外, 並以更高層次的思考層次, 提高部屬心性, 且使組織能善盡社會責任。在量表設計上, 本研究參考 Barbuto & Wheeler(2006)之研究量表, 此量表具有良好之信度與效度, 其所涵蓋之構面有利他熱忱(Altruistic calling)、情緒治癒(Emotional healing)、智慧(Wisdom)、願景說服(Persuasive mapping)、以及組織服侍(Organizational stewardship)等五構面, 總計有 23 個題項。**組織合作氣候**之定義則為員工對組織內部合作氣氛的實際感受, 合作氣候之量表則採用 Chatman & Flynn (2001)之研究量表, 共 6 個題項。**員工知識交換行為**主要在於衡量員工對於知識交換/整合後對個人或組織所產生的價值之信念(動機, motivation), 以及對員工能交換/整合資訊的相信程度(能力, ability), 量表則引用 Collins & Smith(2006)之知識交換量

表, 總計 8 個題項。最後則為受訪者之基本資料, 包括: 年齡、性別、婚姻狀況、教育程度、工作年資、所屬公司產業類別、以及公司成立年數等。

### 信度與效度分析

信度檢驗上, 本研究各變數之構面與整體 cronbach's  $\alpha$  值皆高於 0.7, 根據 Nunnally(1978)所建議的 0.7, 本研究之量表具有良好的內部一致性, 信度情況良好。效度檢驗上, 本研究利用驗證性因素分析(Confirmatory Factor Analysis, CFA)進行檢視, 並根據 Bagozzi et al. (1991)提出之適配度評斷基準, 作為評核量表在所取得的資料與理論模式上之適配度。分析結果顯示, 服務領導之適配指標為  $\chi^2=769.060$ ;  $df=220$ ;  $\chi^2/df=3.346$ ( $p<0.000$ ); GFI = 0.909; CFI = 0.943; IFI=0.944; RMR = 0.028; 組織合作氣候之適配指標上,  $\chi^2=20.086$ ;  $df=5$ ;  $\chi^2/df=4.017$ ( $p<0.000$ ); GFI = 0.901; CFI=0.892; IFI=0.894; RMR = 0.043; 在知識交換方面,  $\chi^2=53.865$ ;  $df=14$ ;  $\chi^2/df=3.8475$ ( $p<0.000$ ); GFI=0.913; CFI=0.886; IFI=0.887; RMR=0.042; 最後, 員工創造力量表之適配指標為  $\chi^2=104.267$ ;  $df=35$ ;  $\chi^2/df=2.980$ ( $p<0.000$ ); GFI = 0.913; CFI=0.907; IFI=0.908; RMR = 0.028。綜上分析結果, 本研究之量表整體而言之適配情形良好。

效度檢驗主要利用收斂效度與區別效度代表, 首先在收斂效度上, CFA 結果顯示各量表題項之標準化 loading value 皆小於 0.5, 代表各量表具收斂效度(Nunnally, 1978; Fornell & Larcker, 1981)。其次, 我們也透過平均萃取變異(Average Variance Extracted, AVE)來檢視 AVE 是否大於潛在變數間之相關係數, 結果呈現 AVE 皆高過於潛在變數相關係數值, 顯示量表之區別效度良好。

### 四、分析與討論

假設驗證上, 在研究假設 1 有關服務領導對員工創造力之驗證方面, 路徑係數為 0.033 ( $t=0.458$ ,  $p=0.647$ ), 表示服務領導

對組織社會氣候可產生顯著正向影響，假設 1 成立。假設 2 有關服務領導對員工知識交換之驗證上，路徑係數為 0.007 ( $t=0.083, p=0.934$ )，表服務領導無法對員工知識交換產生顯著影響，假設 2 不成立。

假設 3 有關組織合作氣候對知識交換之因果關係驗證部分，路徑係數為 0.529 ( $t=4.818^{***}, p=0.000$ )，表示組織合作氣候對知識交換具有顯著正向影響作用，假設 3 成立。我們進一步利用 Sobel test (Sobel, 1982) 驗證組織社會氣候在服務領導與員工知識交換間之中介效果是否存在。根據 Preacher & Hayes(2004) 的建議，Sobel test 以路徑係數與標準誤進行計算，當  $z$  值大於 1.96 時，代表中介效果顯著，本研究根據此標準進行驗證，分析結果顯示，組織社會氣候很明顯地在服務領導與員工知識交換間扮演中介角色 ( $z=3.516$ )，表示雖服務領導無法直接影響員工知識交換，但卻可經由非常重要的組織社會氣候之中介作用，使提升員工的知識交換行為。

## 五、結論與建議

### 理論貢獻

首先，有關組織氣候的重要性，組織社會氣候可對組織成員進行深度感化或影響，使成員能深刻感受且知覺到組織對於合作與團隊運作的重視，以及組織所強調的是一個為公司整體利益著想的無私精神。在組織合作的精神與價值在組織內部形成一種大家皆認同的氣氛後，難能可貴的是員工知識交換或分享行為自然孕育而成，組織成員能拋棄自我利益，基於團隊合作的思維進而與同事交換知識與相關資訊。

因此，就有關對服務領導理論及相關組織理論之貢獻而言，領導理論有別其他領導理論之處，在於領導理論不僅涵蓋領導者關懷員工工作與情感問題、明智的說明願景、具備專業才能等特性，更特別之處在於其強調倫理道德與無私奉獻的精神，本研究之分析結果也發現當企業之主管能以身作則地將倫理道德奉為待人行事之圭臬時，員工更易感受組織內部團隊合

作與無私的氣氛。

總言之，本文不僅彰顯服務領導中之團隊與倫理道德價值對組織制度與文化塑造的重要性，主要貢獻更在於，將服務領導行為連結至組織社會氣候、知識交換乃至於員工服務績效，且建構一個合理的理論模式，更將服務領導理論應用於休閒觀光產業中且再次被驗證。其次，在服務領導中較特殊的以倫理道德信念來影響員工知覺與行為之議題，以及透過服務領導以促進組織合作、提升員工知識交換與創造力等思維，或許我們提供一個值得與華人傳統的權威領導作一討論、比較與辯證的空間，以上數點對服務領導理論之延展皆具有良善之貢獻。

### 管理實務意涵

#### 1. 以倫理信念貫穿領導與組織文化

由本研究之員工基本資料分佈狀態可知，約七成五為 30 歲以下的員工，未婚員工高達八成，且近七成五為 5 年年資以下的員工，而上述的樣本特徵也符合服務產業的人力資源特質，觀光休閒產業亦然。就業市場中為人莞爾的不同世代稱謂，包括草莓族、水蜜桃族、豆腐族..等，皆為暗諷年輕工作者在就業市場中的不穩定性與高離職率，當管理者面對的是越來越年輕的族群時，姑且不論年輕工作者之工作價值觀為何，但我們可知的是年輕族群的創意十足、在工作上要求擁有好的學習機會、希望獲得公司尊重與自由、工作與私生活達到平衡...等，因此就管理者之角度而言，或許該對員工之工作、家庭、情感..等問題施以更高程度的關懷，而管理者本身更須追求更高層次的心靈成長，如學習無我無私的信念，以之能以更遠且深的視野來看待部屬或團隊工作績效、自身管理責任、以及組織或部門文化的塑造。

#### 2. 建立知識交換之評核與獎酬制度

古言之：重賞之下必有勇夫，企業內之創意或創新之獎酬制度亦然，Chandler, Keller and Lyon(2000)也曾提出組織的獎酬系統對員工創造力行為有重大的影響效



果。舉例而言，統一夢時代購物中心多年來建立一個創意建議獎賞制度，一旦員工所提出之創意或建議被公司採用時，即可榮獲此獎賞殊榮，此制度行之多年且績效斐然。因此，不論高科技產業之研發部門、或傳統產業之製程改善、或觀光休閒產業的創意行銷專案等，皆可透過獎酬制度來激發員工知識分享或創意的發想。

### 研究限制

本研究礙於時間、經費與樣本資料收集等因素，存在以下三點研究限制。

1. 本研究所蒐集資料僅以立意抽樣方式進行問卷施測，並無法兼顧受測單位之不同部門別制度或文化等差異性問題，未來若能更隨機的抽取更多元部門的更多樣本，或進行部門間理論模式合理性之差異性比較，或許更可增加理論的一般性與討論的空間。
2. 本研究採取橫斷面的研究設計，無法針對該產業進行長期性的追蹤與深入了解，包括服務領導行為、組織社會氣候、以及服務績效等現象，也皆可能會隨著時間而改變。未來研究宜輔以質性研究，或蒐集長期性資料，以深入並長期性地了解管理現象或變數因果關係之演化。

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## 七、計畫成果自評

本研究之執行係依照研究計畫書所規劃之研究進程進行，計畫執行之整體情況良好。在計畫目標達成度方面，本計畫透過問卷施測、以及統計分析且驗證假設後，得到與假設推論有所同與有所不同之處，此異同處亦在結果報告中進行說明。根據研究結果，本計畫除在執行過程中參

與國外之國際研討會，並發表一篇國際研討會論文，此外，此研究成果經修改後，將會投稿至 SSCI 國際學術期刊。除藉此期盼擴充本研究團隊之研究的質與量外，更希冀以此奠基與提升個人未來之研究能量，以提供對企業、社會、國家有利之建議。

# 行政院國家科學委員會補助國內專家學者出席國際學術會議報告

100 年 9 月 2 日

附件三

報告人姓名	吳濟民	服務機構 及職稱	嘉南藥理科技大學休閒保健管理系
時間 會議 地點	December 12-14, 2010 Macau, China	本會核定 補助文號	NSC 99-2410-H-041-002-
會議 名稱	(中文) (英文) The Seventh Academy of Management Annual Conference (AAOM 2010)		
發表 論文 題目	(中文) (英文) Empowering Leadership, Knowledge Exchange and Service Performance: Mediating effect of Psychological Contracts Fulfillment		

報告內容應包括下列各項：

#### 一、參加會議經過

2010 AAOM 在澳門的澳門塔會議中心舉行，親臨澳門參與會議，除了感受澳門市容與博弈產業發達之景象外，更藉此會議之寶貴機會了解澳門文化與生活方式。此年會議係由澳門大學主辦，並在 12/12 由會議主席 Garry 致詞後揭開一連三天的學術盛會，本人則被安排在 12/14 上午 9:00~10:30 之場次進行論文發表。而會議也在 12/14 下午 15:00~16:15 之論文發表場次後結束。

#### 二、與會心得

會議中除了發表論文之外，亦聆聽其他場次論文發表且獲益良多。藉此能獲致更廣泛且多元之有關組織理論與行為的學術研究議題。

#### 三、考察參觀活動(無是項活動者省略)

無

#### 四、建議

無

#### 五、攜回資料名稱及內容

1. AAOM 2010 Conference program & CD
2. Selected Star Articles (Management and Organization Review)
3. Submission Pack ( Journal of Management Studies)

#### 六、其他

**Empowering Leadership, Knowledge Exchange and Service Performance:  
Mediating effect of Psychological Contracts Fulfillment**

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✧ **Appropriate Track: Organizational Behavior**

# **Empowering Leadership, Knowledge Exchange and Service Performance: Mediating effect of Psychological Contracts Fulfillment**

This study aims to verify the relationships among empowering leadership, psychological contracts fulfillment, employees' knowledge exchange and service performance. We collect 137 dyad valid data in Taiwanese tourism hotels to examine the hypotheses by structural equation model. Results show that proposed model best fits the data, and empowering leadership has significant positive effect on psychological contracts fulfillment, psychological contracts fulfillment has significant positive effect on knowledge exchange, and knowledge exchange also has significant positive effect on service performance. Specifically, psychological contracts fulfillment fully mediates the relationship between empowering leadership and employees' knowledge exchange.

## **INTRODUCTION**

Due to the rapidly changing environment, managers need to consider the fit between employers' leadership style and employee in order to improve employees' behaviors and performance in the workplace. Uhl-Bien, Marion & McKelvey(2007) noted that, in the post-industrial era, the success of a corporation lies more in its social assets—its corporate IQ and learning capacity—than its physical assets(McKelvey, 2001). Therefore, many previous researches have shown that, diverse leadership styles have been revealed to significantly influence employees' performance (e.g., Barroso Castro, Villegas Perrián, & Casillas Bueno, 2008; Colbert, Kristov-Brown, Bradley, & Barrick, 2008; Elenkov, 2002; Gumusluoglu & Ilsev, 2009; Srivastava, Bartol & Locke, 2006; Zhang & Faerman, 2007). In recent decades, the issue of transformational leadership presented by Bass(1985) has manifested as one of the most popular issues to analyze leader effectiveness, however, by the raising of degree of the employees' autonomy, how leaders take empowerment to influence knowledge workers has been emerged a key within organizations in knowledge era.

Some previous empirical studies also supported the relationships of employee empowerment to important work-related outcomes (Liden, Wayne & Sparrowe, 2000; Seibert, Silver & Randolph, 2004), however, extreme less researches specifically focusing on empowering leadership behaviors.



In order to fill such research gap, this study will mainly analyze the relationship of empowering leadership and employee work-related outcome for Taiwan tourism hotel industry. Therefore, we follows Arnold, Arad, Rhoades & Drasgow(2000) and Srivastava et al. (2006) regards empowering leadership as a style of leader behavior that comprises five factors, leading by example, participative decision making, coaching, informing and showing concern for/interacting with the team.

In addition, as reviewed by several researches, neither the academic nor practices, there were limited knowledge management researches for the tourism and hospitality industry (e.g., Cooper, 2006; Ruhanen & Cooper, 2004). However, by the development of information technology and diversity of customers' demand, hospitality enterprises' service processes are becoming knowledge-based or knowledge-intensive (Kahle, 2002). Moreover, tourism industry is knowledge-intensive also due to the nature of the service product, because service delivery occurs as a result of interaction between customers and employees, and employees must be knowledgeable of customers' needs in order to achieve customer satisfaction (Kahle, 2002). Hence, how to promote employees' knowledge is a critical issue for enterprises.

Previous researches argued that the effective management of individual knowledge within the workplace has become critical to business success (Cohen & Leventhal, 1990; Grant, 1996; Ipe, 2003), and they have expanded various factors that may enhance employee knowledge exchange or sharing behaviors (Collins & Smith, 2006; Wang & Noe, 2010), some references focused on hospitality industry and showed that leaders can significantly motivate and influence employees' knowledge-related actions (e.g., Srivastava et al., 2006; Yang, 2007; Yang, 2010). According to the importance of leadership on employees' knowledge exchange behaviors above, this study's second purpose is to proceed to explore such relationship.

Further, employee's individual knowledge often been influenced by themselves psychological cognition and attitude for employers (O'Neill & Adya, 2007). Previous studies also have provided evidences on the relationships of psychological contract fulfillment and its causes and consequences,

such as organizational support, leader-member exchange, organizational citizenship behavior, organizational identification, trust, turnover, and job performance (e.g., Chi & Chen, 2007; Dulac, Coyle-Shapiro, Henderson, & Wayne, 2008; Lo & Aryee, 2003; Restubog, Hornsey, Bordia & Esposito, 2008; Sturges, Conway, Guest & Liefoghe, 2005). However, extremely less empirical studies highlight the relationship between leadership and psychological contract fulfillment, and the relationship between psychological contract fulfillment and employees' knowledge exchange behavior. Therefore, exploring such relationship above is this study's third research purpose. Especially, we will explore and verify whether psychological contract fulfillment mediates the relationship of empowerment leadership to knowledge exchange.

## **THEORY AND HYPOTHESES**

### **Empowering leadership and knowledge exchange**

Recently, supervisors have paid more attention to the effect of employees' psychological status on employees' work in the complex environment. Arnold et al., (2000) and Srivastava et al. (2006) addressed *empowering leadership* contains five dimensions, which were coaching, informing, leading by example, showing concern/interacting, and participative decision-making. Hence, this study follows the definition of empowering leadership by Srivastava et al. (2006) stated, that it referring to behaviors whereby power is shared with subordinates in order to raise their intrinsic motivation.

In terms of knowledge exchange, Nickerson & Zenger (2004) noted that in many strategy literatures, a key task of the manager is to accumulate and protect valuable knowledge or capability (Rumelt 1984; Barney 1984; Wernerfelt 1984; Teece et al. 1997). However, individual-level knowledge exchange among employees is dependent upon employee motivation and ability (Argote et al., 2003; Nahapiet & Ghoshal, 1998). Hence, leaders could assist in translating individual experiences into shared experiences or facilitating communities of practice at work (Wenger & Snyder, 2000). Empirical evidence supports the argument that when facilitating, mentoring and innovating leadership roles have been found to be most useful for implementing employee knowledge sharing

and exchanging (Srivastava et al., 2006; Yang, 2010; Yang, 2007). Thus, based the above arguments, we proposed if leaders share power for employee or inspire them, employee are more willing to interact and share ideas with colleagues.

***Hypothesis 1 : Empowering leadership will positively relate to employee knowledge exchange***

### **Psychological contracts fulfillment**

The psychological contract is defined as “individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization” (Rousseau, 1995). It often been perceptual, consequently, employees and employers may hold different views on the content of the psychological contract and the degree to which each party has fulfilled the mutual obligations of the exchange (Coyle-Shapiro & Kessler, 2000). In recent decades, we found psychological contract research has focused on the negative or dysfunctional consequences associated with perceived breach of contract and contract violation (e.g. Bunderson, 2001; Deery, Iverson & Walsh, 2006; Raja, Johns & Ntalianis, 2004; Restubog et al., 2008; Zaho, Wayne, Glibkowski & Bravo, 2007). Dabos & Rousseau (2004) also noted that less attention has been paid to the positive or functional outcomes associated with agreement and psychological contract fulfillment (for an exception: Chi & Chen, 2007; Coyle-Shapiro & Kessler, 2000; Lambert, Edwards & Cable, 2003; Lester, Kickul & Bergmann, 2007).

In general, based on psychological contract theory, transactional contracts and relational contracts are involved in psychological contract. Raja et al. (2004) mentioned that scholar defined transactional contracts are short-term, have a purely economic or materialistic focus, and entail limited involvement by both parties, in contract, relational contracts are long-term and board, as they are not restricted to purely economic exchange but also include terms for loyalty in exchange for security or growth in an organization (Morrison & Robinson, 1997; Rousseau & McLean-Parks, 1993). However, Arnold (1996) argued such distinction is not so clear, hence, Arnold separate “training” from transactional and relational contract, and some researches classify psychological contract as transactional contracts, training, and relational contract(e.g., Arnold, 1996;

Coyle-Shapiro & Kessler, 2000). In short, when employees and employers agree on the terms of the contract, Dabos & Rousseau (2004) argued that their future exchanges develop into actions predictable by each party, facilitating, planning, coordination, and effective performance (Rousseau, 1995).

### **Empowering leadership is an antecedence of psychological contracts fulfillment**

In terms of antecedences of psychological contract, Rousseau (2001) noted that mental model develop from past experiences and guide new experiences, differing schemas will influence the nature of employees' employment relationship with their employer, and schemas are more likely to change when people are motivated to make the cognitive effort that the change requires.

Therefore, previous empirical studies has explored a relationship between psychological contract fulfillment and its antecedences, such as personality (e.g., Raja et al., 2004), perceptions of organizational support (e.g., Aselage & Eisenberger, 2003; Coyle-Shapiro & Conway, 2005), higher-quality leader-member exchange (e.g., Dulac, Coyle-Shapiro, Henderson, & Wayne, 2008), and so on. In particular, terms of the effect of leadership behaviors on the employees' perceptions of organizational support, some factors such as participation in decision making (Allen, Shore & Griffeth, 2003 ), developmental experience and promotions (Wayne, Shore & Liden, 1997), and autonomy (Eisenberger, Rhoades & Cameron, 1999) have been demonstrated to have a positive effect on perceptions of organizational support. Thus, the actions of empowerment behavior taken by employers may form the fulfillment of obligations or promises to employees, and such perception would reflect the extent to which the employer values the relationship (Coyle-Shapiro & Kessler, 2000). Therefore, empowering leadership behavior could play a motivated factor to positively influence employees' psychological contract fulfillment.

### ***Hypothesis 2 : Empowering leadership will positively relate to psychological contract fulfillment***

### **Employees' Knowledge exchange is a consequence of psychological contracts fulfillment**

Employee's individual knowledge often been influenced by themselves psychological cognition and attitude for employers (O'Neill & Adya, 2007).When psychological contract obligations are

fulfilled, employees are more likely to trust the organization, stay with the organization and express a greater commitment to the organization (Lester & Kickul, 2001; Robinson, 1996; Turnley & Feldman, 2000). Thus, leaders and organizations must be cautious to pay attention on deliberately formulating psychological contracts that establish trust between the parties in order to promote employee obligations and willing to share knowledge and motive workers towards the type of knowledge sharing contributions that are essential to their mutual success (Rousseau, 2004).

***Hypothesis 3 : Psychological contract fulfillment will positively relate to employees' knowledge exchange behavior***

Combining Hypothesis 2, this study proposes that not only empowering leadership behavior will has positive effect on psychological contracts fulfillment, but also when psychological contracts employee perceived are fulfilled, such perception will promote employees' exchange knowledge behavior. Thus, the psychological contracts fulfillment mediates the positive relationship between the empowering leadership and the employee knowledge exchange behaviors.

***Hypothesis 4 : Psychological contracts fulfillment will mediate the relationship between empowering leadership and employees' knowledge exchange behavior***

### **Employees' knowledge exchange behavior and service performance**

Hu, Horng & Sun (2009) found that knowledge sharing among hospitality teams at international tourist hotels was related to innovations and improvements in service innovation performance. In short, employee could acquire diverse and update knowledge to provide considerate service with efficiency for customers by exchanging knowledge with colleagues. Thus, this study proposed employee knowledge exchange would promote service performance

***Hypothesis 5 : Employees' knowledge exchange behavior will positively relate to service performance***

## **METHODOLOGY**

### **Participants and procedure**

In order to investigate the causal relationships among empowering leadership, psychological

contracts fulfillment, knowledge exchange and service performance for Taiwanese tourism hotels, we utilized a census to survey 94 tourism hotels as the research objects, and the list of these hotels was derived from the official website of Tourism Bureau Ministry of Transportation and Communications in Taiwan. To prevent common method variance (Podsakoff & Organ, 1986), data on different variables were collected individually from different sources (department managers were requested to fill in the questionnaires of employees' knowledge exchange and service performance; on the other hand, employees were requested to fill in the questionnaires of empowering leadership and psychological contracts fulfillment).

In June 2009, this study contacted five department managers by E-mail at each of the 94 Taiwanese tourism hotels in the target population and asked for their participation. Then, each hotel was issued 5 employer questionnaire and 5 employee questionnaire. All questions involved in this study were answered on a five-point Likert scale. Two months later, a total of 137 valid dyad questionnaires were collected, giving an effective response rate of 29.1%.

### **Measures**

With regard to the measures, this study used existing with multiple-item scales in measuring all constructs. In general, well-validated measures reported in previous research are used. Each of variables is measured by a five-point Likert-type scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

The seventeen-item scale developed by Srivastava et al. (2006) was used to measure empowering leadership. Nine-item scale developed by Coyle-Shapiro & Kessler (2000) was used to measure the psychological contracts fulfilment. An eight-item scale developed by Collins & Smith (2006) was employed to measure employee knowledge exchange. Finally, a seven-item scale developed by Liao and Chuang (2004) was employed to measure service performance.

### **Construct Validity**

Further, we adopted a confirmatory factor analysis (CFA) to estimate corresponding models that best represent our proposed relationships. Four scales were estimated and shown as Appendix 1, 2,

3, 4.

CFA results confirmed empowering leadership as being composed of five factors: leading by example, participative decision-making, coaching, informing, and showing concern/Interaction with the team ( $\chi^2=251.557$ ,  $\chi^2/df=2.308$ , GFI=0.902, CFI=0.931, TLI=0.908, RMSEA=0.071, RMR=0.038). Psychological contracts fulfilment comprised three factors: transactional contract, training, and relational contract ( $\chi^2=57.21$ ,  $\chi^2/df=2.384$ , GFI=0.92, CFI=0.95, TLI=0.92, RMESA=0.068, RMR=0.031). Employee knowledge exchange was confirmed as a one-order factor structure with eight indicators ( $\chi^2=54.84$ ,  $\chi^2/df=2.742$ , GFI=0.91, CFI=0.94, TLI=0.92, RMESA=0.062, RMR=0.025). Service performance was confirmed as a one-order factor structure with seven indicators ( $\chi^2=38.514$ ,  $\chi^2/df=2.751$ , GFI=0.91, CFI=0.93, TLI=0.91, RMESA=0.068, RMR=0.031). CFA results showed that our data reasonable fit the proposed models well.

In addition, all factors loaded significantly on their intended construct and all were above 0.5 ( $p<0.01$ ), the composite reliabilities of all constructs were greater than 0.8, and average variance extracted (AVE) were all above 0.5, which indicates adequate internal consistency (Nunnally, 1978). These results demonstrated adequate convergent validity.

To verify whether the empowering leadership, psychological contracts fulfilment, knowledge exchange and service performance were discriminate from each other. According to the comparison of competitive models stated by Anderson & Gerbing (1988) and Bagozzi & Phillip (1982), we also conducted another CFA analysis to compare different measurement models. Table 1 provides the result of comparison of measurement models, we found a four-factor model (baseline model) have a better fit than any three-factor or two-factor model (model 1~model 4), indicating the discrimination of measures.

**TABLE 1**  
**Comparison of measurement models**

Model	Factors	$\chi^2$	df	$\Delta\chi^2$	CFI	GFI	IFI	RMR
null model		2399.640	253					
baseline model	Four factors	456.045	224		.912	.855	.913	.030
model 1	Three factors: Empowering leadership and psychological contract fulfillment were combined into one factor	557.677	227	101.632**	.846	.705	.848	.060
model 2	Three factors: psychological contract fulfillment and knowledge exchange were combined into one factor	509.913	227	53.868**	.868	.727	.870	.045
model 3	Three factors: Empowering leadership and knowledge exchange were combined into one factor	831.728	227	375.683**	.718	.556	.722	.061
model 4	Two factors: Empowering leadership, psychological contract fulfillment and knowledge exchange were combined into one factor	861.293	229	405.248**	.705	.546	.709	.061

\*\*P<.01

## RESULTS

Table 2 reports the means, standard deviations, and correlations of all variables. In general, empowering leadership correlated significant ( $p < .01$ ) with psychological contracts fulfillment, knowledge exchange and service performance ( $r = .641, .535, .415$ , respectively); psychological contracts fulfillment correlated significant ( $p < .01$ ) with knowledge exchange and service performance ( $r = .733, .410$ , respectively); and knowledge exchange correlated significant ( $p < .01$ ) with service performance ( $r = .557$ ).

**TABLE 2**  
**Means, Standard Deviations, and Correlations <sup>a</sup>**

Variables	Mean	S.D.	1	2	3	4
1. Empowering leadership	3.75	.68	(.96)			
2. Psychological contracts fulfillment	3.45	.65	.641**	(.89)		
3. Knowledge exchange	3.41	.68	.535**	.733**	(.94)	
4. Service performance	3.89	.55	.415**	.410**	.557**	(.90)

<sup>a</sup> n=137; Numbers in parenthesis are coefficient alpha

\*\*p < .01

### *Hypotheses Testing*

This study adopted structural equation modeling to test the hypotheses, and then used sobel test (Sobel, 1982) to verify the mediating effect of psychological contracts fulfillment of the relationship between empowering leadership and knowledge exchange.

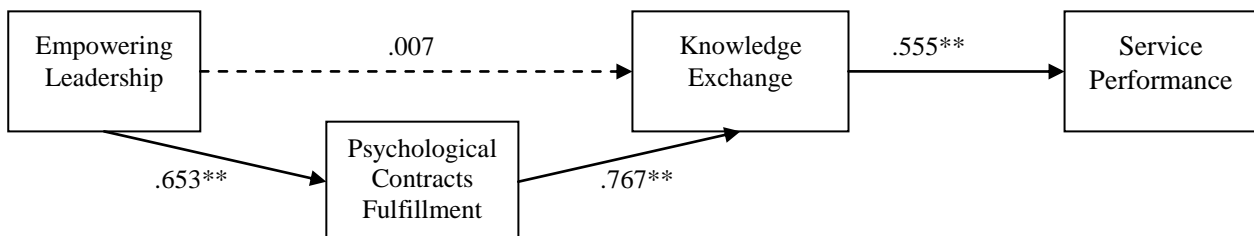
Shown as Figure 2, the hypothesized model fits the data satisfactorily (Chi-square = 458.622,  $df =$  表 Y04



226, GFI = .903, CFI = .946, TLI = .947, RMSEA = .065, RMR = .026). In terms of direct effects, we employed standardized path coefficients to judge whether Hypothesis 1, 2, 3, 5 was supported. The results indicated that empowering leadership significantly and positively influenced psychological contracts fulfillment ( $\beta = .653, p < .05$ ), supporting Hypothesis 1; psychological contracts fulfillment significantly and positively influenced knowledge exchange ( $\beta = .767, p < .05$ ), supporting Hypothesis 2; knowledge exchange significantly and positively influenced service performance ( $\beta = .555, p < .05$ ), supporting Hypothesis 5. However, empowering leadership had no significant and positive direct effect on knowledge exchange ( $\beta = .007, p > .5$ ), Hypothesis 3 was not supported.

In terms of verifying the mediating effect of Hypothesis 4, Sobel test result showed z - value was 4.38 ( $p < .000$ ), and greater than 1.96 (Preacher & Hayes, 2004), indicating psychological contracts fulfillment fully mediated the relationship between empowering leadership and knowledge exchange, Hypothesis 4 was supported.

**FIGURE 2**  
**Standardized path coefficients**



**Model Fit Statistics**

*Chi-square = 458.622; Degree of Freedom = 226; Chi-square/df = 2.029; GFI = .903; CFI = .946; TLI = .947; RMESA = .065; RMR = .026*

*\*\*p < .01*

*Path coefficients are standardized, maximum-likelihood.*

**Discussion**

To promote employee service performance, this study aims to construct a framework which combine empowering leadership, psychological contracts fulfillment, knowledge exchange and service performance, and target Taiwanese tourism hotels to collect data to further explore and

verify the casual relationship. This study demonstrates that empowering leadership is a key antecedence of the psychological contracts fulfillment, and employees' knowledge exchange can be affected by psychological contracts fulfillment. Specifically, psychological contracts fulfillment plays a full mediating role between empowering leadership and knowledge exchange. The findings also make contributions to the literature of empowering leadership and psychological contracts fulfillment.

Comparing the results with previous studies, regarding to the analysis level, this study mainly focuses on individual-level to test the effect on employees' perception and behavior, although the result shows that the hypothesis of empowering leadership influence knowledge exchange could not be supported which is differ from Srivastava et al. (2006), we found that the psychological contracts fulfillment could fully mediates such relationship.

In management implication, in knowledge economic era, firms have been paid more attention on employees' autonomy and profession. Therefore, our findings suggest that employers could utilize empowerment to motive employees and influence employees perceived that employer values contract relationship, then the fulfillment of psychological contracts could further inspire employees' willingness to exchange and share knowledge or information with colleague. Thus, it might be helpful for providing professional, considerate and fast service.

### **Limitations**

Despite the contributions and implications described above, we found several limitations in this study. First, the cross sectional study design undermines the causal conclusions made from the findings, Hence, a longitudinal design is recommended in the future to verify the causal effects between empowering leadership, psychological contracts fulfillment and employees' knowledge exchange behavior. Additionally, some causes and consequences of psychological contracts fulfillment also can be added to test the casual effects, such as personality (e.g., Raja et al., 2004), external market pressure (Deery, Iverson & Walsh, 2006), service innovation performance (Hu, Horng & Sun, 2009), and so on.

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# 國科會補助計畫衍生研發成果推廣資料表

日期:2011/09/26

國科會補助計畫	計畫名稱: 服務領導、知識交換與整合、與服務績效之關係: 以組織社會氣候為調節變數之跨層次研究
	計畫主持人: 吳濟民
	計畫編號: 99-2410-H-041-002- 學門領域: 組織行為與理論
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：吳濟民		計畫編號：99-2410-H-041-002-				計畫名稱：服務領導、知識交換與整合、與服務績效之關係：以組織社會氣候為調節變數之跨層次研究	
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	1	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	1	1	100%	人次	
		博士生	0	0	100%		
博士後研究員		0	0	100%			
專任助理		0	0	100%			
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	1	100%		
		專書	0	0	100%		章/本
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
博士後研究員		0	0	100%			
專任助理		0	0	100%			



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

# 國科會補助專題研究計畫成果報告自評表

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

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表  未發表之文稿  撰寫中  無

專利： 已獲得  申請中  無

技轉： 已技轉  洽談中  無

其他：（以 100 字為限）

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

本研究之執行係依照研究計畫書所規劃之研究進程進行，計畫執行之整體情況良好。在計畫目標達成度方面，本計畫透過問卷施測、以及統計分析且驗證假設後，得到與假設推論有所同與有所不同之處，此異同處亦在結果報告中進行說明。根據研究結果，本計畫除在執行過程中參與國外之國際研討會，並發表一篇國際研討會論文，此外，此研究成果經修改後，將會投稿至 SSCI 國際學術期刊。除藉此期盼擴充本研究團隊之研究的質與量外，更希冀以此奠基與提升個人未來之研究能量，以提供對企業、社會、國家有利之建議。