

授權領導與創新性績效 = Empowering Leadership on Creative Performance : 領導激勵之調節效果與心理賦權之中介效果

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摘要

根據領導、授權、創新理論，本研究探討授權領導對創新性績效的直接影響，同時驗證創新歷程投入是否在心理賦權與創新性績效間具中介角色，而創新性領導激勵是否在心理賦權與創新歷程投入間扮演著調節角色。本研究以桃園縣公立國民小學正式教師為研究對象，共針對15所學校發出級任導師及學年主任兩種問卷，以學年主任與該學年級任導師配對評估級任導師的行為。本研究問卷採雙來源，由級任導師自評授權領導、心理賦權、創新歷程投入與創新性領導激勵，而學年主任評量級任導師創新性績效。結果發現，級任導師所知覺到心理賦權後，會影響其創新性績效的展現；當級任導師愈重視創新歷程投入時，心理賦權與創新性績效之間的關係也愈強。而創新性領導激勵調節心理賦權與創新歷程投入之間的關係，這種關係在高創新性領導激勵呈現較強烈。針對上述發現，本研究就學術與實務兩方面提出研究建議。

關鍵詞：授權領導、心理賦權、創新性績效、創新歷程投入、創新性領導激勵

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