

團隊成員目標導向對創新性之影響 - 正規化與工作相依性之調節因子

黃政寬、童惠玲

E-mail: 365042@mail.dyu.edu.tw

摘要

公共服務中，清潔隊團隊員工是否能在垃圾清運與資源回收工作時展現出創新性行為，影響民眾感受甚鉅。本研究旨在檢視清潔隊員的目標導向與創新性行為的關係，同時檢視團隊層次正規化與工作相依性能否對目標導向與創新性行為產生調節效果。本研究之資料收集自南投市、彰化市、員林鎮公所清潔隊執行垃圾清運與資源回收勤務之168位員工隸屬於56組工作團隊。迴歸分析結果顯示，團隊成員的學習目標導向與證明目標導向分別會正向的影響創新性行為；又階層線性模式分析結果顯示，工作相依性對學習目標導向與創新性行為的關係具有調節效果，也就是說，當工作相依性高時，學習目標導向強化創新性行為的正向關係；而正規化對目標導向與創新性行為的關係不具調節效果。

關鍵詞：學習目標導向、證明目標導向、趨避目標導向、創新性、正規化、工作相依性

目錄

內容目錄 中文摘要

謝誌	
表目錄	
VIII 第一章 緒論	
1 第二節 研究目的	
6 第一節 目標導向	
10 第三節 正規化	
第三章 研究方法	
節 研究假設	
作性定義與研究工具	
析與結果	
性統計分析彙整表	39
之驗證性因素分析表	49
變項之相關分析表	53
正規化之調節效果表	56
圖 目錄 圖3.1 研究架構圖	26
性之散佈圖	59

I 英文摘要

目錄	
圖目錄	
1 第一節 研究背景與動機	
5 第二章 文獻探討與假說推論	
6 第二節 創新性	
14 第四節 工作相依性	19
26 第一節 研究架構	26
27 第三節 研究對象與抽樣程序	29
31 第五節 資料分析方法	34
36 第一節 描述性統計	36
42 第三節 整體模式衡量分析	50
53 第五節 多層次線性模式	54
60 第一節 研究結論	60
63 第三節 研究限制與建議	65
67 附錄問卷	77
表目錄 4-1基本資料敘述	46
表4-2研究變項之信度分析表	46
表4-3研究變項	51
表4-4研究變項之量測模式比較表	51
表4-5研究	55
表4-6目標導向對創新性影響之分析表	55
表4-7	57
表4-8工作相依性之調節效果表	57
圖4.1 工作相依性與學習目標導向交互效果對創新性之散佈圖	26

參考文獻

參考文獻 一、中文部份 1.黃家齊編譯，組織行為學，第13版，台北:華泰文化，2011年，頁15-10。 2.黃惠卿、林啟超(2005)。國中生數學之成就目標導向對自我效能和不適應學習行為之關係。教育科學期刊，第52期，頁27-51。 3.蕭素玲(2002)。高中生課業求助行為之相關研究。國立成功大學教育研究所碩士論文，未出版，台南市。 4.彭淑玲、程炳林(2005)。四向度課室目標結構、個人目標導向與課業求助行為之關係。師大學報；教育類，第50期，頁69-95。 5.魏惠娟(1998)。邁向學習型組織的教育行政領導。教育型行政論壇，第11期，頁135-173。 6.陳光偉、陳嵩(2006)。銷售人員目標取向的成因及對績效之影響。管理學報，第23卷，第33期，頁85-407。 7.羅文秀、張淑玲(2005)。國中學生的工具性動機、目標導向與數學學業成就相關之研究。新竹師院學報，第20卷，頁27-61。 二、英文部分 1.Amabile, T. M. (1983). The social psychology of creativity:A componential conceptualization. Journal of Personalityand Social Psychology, 45: 357 – 376. 2.Argyle, M. (1987). The psychology of happiness. London: Methuen. 3.Amabile, T. M. (1988).A model of creativity and innovation in organizations. Research in Organizational Behavior,10: 127-167. 4.Amabile, Conti, Coonm, Lazenby & Herron, (1996).Assessing the work

environment for creativity. *Academy of Management Journal*, 39 (5):1154-1184.

5. Amabile, T. M. (1996). Creativity in context: Update to the social psychology of creativity. Boulder, CO: Westview Press.
6. Arbretton, A. (1998). Student goal orientation and help-seeking study use. In S. A. Karabenick (Ed), *Strategic help seeking ; Implications for learning and teaching* (pp.61-94). Mahwah, NJ: Erlbaum.
7. Adler, P. S. (1999). Building better bureaucracies. *Academy of Management Executive*, 13(4): 36 – 47.
8. Andrews, M. C., Kacmar, K. M., Blakely, G. L., & Bucklew, N. S. (2008). Group cohesion as an enhancement to the justice-affective commitment relationship. *Group & Organizational management*, 33(6): 736-755.
9. Burns, T., & Stalker, G. M. (1961). *The management of innovation*. London: Tavistock.
10. Button, S. B. J. E., Mathieu and D. M., Zajac, (1996). Goal Orientation in Organizational Research: A Conceptual and Empirical Foundation. *Organizational Behavior and Human Processes*, 67: 26-48.
11. Brett, J. F. and D. VandeWalle, (1999). Goal Orientation and Goal Content as Predictors of Performance in a Training Program. *Journal of Applied Psychology*, 84: 863-873.
12. Bell, B. S., and S. W. J., Kozlowski, (2002). Goal Orientation and Ability: Interactive Effects on Self-efficacy, Performance, and Knowledge. *Journal of Applied Psychology*, 87: 497-505.
13. Champion, D. J. (1993). *The sociology of organization*. New York: MCGRAW-hill.
14. Campion, M. A., Medsker, G. A., and Higgs, A. C. (1993). Relations between work group characteristics and effectiveness: implications for designing effective work group. *Personnel Psychology*, 46(4): 823-850.
15. Campion, M. A., Medsker, G. J., & Higgs, A. C. (1993). Relations between work group characteristics and effectiveness: Implications for designing effective work groups. *Personnel Psychology*, 46(4) : 823-850.
16. Chen, C. V., Tang, Y. Y., & Wang, S. J. (2009). Interdependence and organizational citizenship behavior: Exploring the mediating effect of group cohesion in multilevel analysis. *The Journal of Psychology*, 143(6): 625-640.
17. Dweck, C. S. (1986). Motivation processing affecting, *American Psychologist*, 41 (10): 1040-1048.
18. Dweck, C. S., and E. L., Leggett, (1988). A Social-cognitive Approach to Motivation and Personality. *Psychological Review*, 95: 256-273.
19. Drucker, P. F. (1988). The coming of the new organization. *Harvard Business Review*, 66(1): 45-53.
20. Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality and development*. Ann Arbor, MI: Psychology Press.
21. DeShon, R. P., & Gillespie, J. Z. (2005). A motivated action theory account of goal orientation. *Journal of Applied Psychology*, 90: 1096 – 1127.
22. Elliot, A. J., (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34: 169 – 189.
23. Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72:218 – 232.
24. Elliot, A. J., & McGregor, H. A. (2001). A 2 x 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80 (3): 501-519.
25. Fried, Y., & Ferris, G. R. (1987). The validity of the jobcharacteristics model. *Personnel Psychology*, 40(2): 287-322.
26. Ford, J. K. E. M., Smith, D. A., Weissbein, S. M., Gully and E. Salas, (1998). Relationships of Goal Orientation Metacognitive Activity, and Practice Strategies with Learning Outcomes and Transfer. *Journal of Applied Psychology*, 83: 218-233.
27. Gong, Y., Huang, J. C., & Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of Management Journal*, 52: 765 – 778.
28. Hage, J., & Ailen, M. (1970). *Social change in complex organizations*. New York: Random House
29. Herbig & Dunphy, S. (1998). Culture and innovation. *Cross Cultural Management*, 5(4):13-21.
30. Hirst, G., van Knippenberg, D., & Zhou, J. (2009). A crosslevel perspective on employee creativity: Goal orientation, team learning behavior, and individual creativity. *Academy of Management Journal*, 52: 280 – 293.
31. Hirst, G., van Knippenberg, D., Chen, C. H., & Sacramento, C. A. (2011) How does bureaucracy impact individual creativity? A cross-level investigation of team contextual influences on goal orientation-creativity relationships. *Academy of management journal*, 54(30): 624-641.
32. Janssen, O., & Huang, X. (2008) Us and me: Team identification and individual differentiation as complementary drivers of team members' citizenship and creative behaviors. *Journal of Management*. 34(1): 69-88.
33. Kanter, R. M. (1988). When a thousand flowers bloom: Structural, Collective and social conditions for innovation in organization. *Research in Organizational Behavior*, 10:169-211.
34. Knight, G. (2000). Entrepreneurship and Marketing Strategy: The SME under Globalization, *Journal of International Marketing*, Vol. 8(2):12-32.
35. MacDowall, J. (1984). The technology innovation system in, Japan. *Journal of Product Innovation anagement*, 2(5):165-172.
36. Mumford, M. D., & Gustafson, S. B. (1988). Creativity syndrome: Integration application and innovation. *Psychological Bulletin*, 103(1):27-43.
37. Madjar, N., Oldham, G. R., & Pratt, M. G. (2002). There's no place like home? The contributions of work and nonwork creativity support to employees creative performance. *Academy of Management Journal*, 45: 757 – 767.
38. Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management*. 34(3): 410-476.
39. Nelson-Le Gall, S., & Jones, E. (1990). Cognitive-motivational influences on the task-related help-seeking behavior of black children. *Child Development*. 61: 81-89.
40. Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company*. New York, NY: Oxford University Press.
41. Newman, R. S. (1998). Student help seeking during problem solving; Influence of personal and contextual achievement goals. *Journal of Educational Psychology*. 90(4):644-658.
42. Pierce, J., & Delbecq, A. L. (1977). Organization structure, individual attitudes and innovation. *Academy of management REVIEW*, 2: 26-37.
43. Philips, J. M., and S. M. Gully, (1997). Role of Goal Orientation, Ability, Need for Achievement, and Locus of Control in the Self-efficacy and Goalsetting Process. *Journal of Applied Psychology*, 82:792-802.
44. Perry-Smith, J. E., & Shalley, C. E. (2003). The social side of creativity: A static and dynamic social network perspective. *Academy of management journal*, 28(1):89-106.
45. Park, H. S., Baker, C., & Lee, D. W. (2008). Need for cognition, task complexity, and job satisfaction. *Journal of Management in Engineering*, 24(2): 111-117.
46. Robbins, S. P. (1998). *Organizational behavior: Concepts, controversies, applications*. 8th International edition, NC: Prentice Hall.
47. Robbins, S. P. (2003). *Organizational behavior*. NEW Jersey: Prentice-Mall.
48. Raub, S. (2007). Does bureaucracy kill individual initiative? The impact of structure on organizational citizenship behavior in the hospitality industry. *International Journal of Hospitality Management*, 27:179 – 186.
49. Schachter, S. (1959). *The psychology of affiliation*. Palo Alto, California: Stanford University Press.
50. Shalley, C. E. (1995). Effects of coaction, expected evaluation, and goal setting on creativity and productivity. *Academy of Management Journal*, 38: 483 – 503.
51. Steele-Johnson, D. R. S.,

Beauregard, P. B., Hoover and. A. M., Schmidt, (2000). Goal Orientation and Task Demand Effects on Motivation, Affect, and Performance. *Journal of Applied Psychology*, 85:724-738.

52. Stewart, G. L., & Barrick, M. R. (2000). Team structure and performance: Assessing the mediating role of intrateam process and the moderating role of task type. *Academy of Management Journal*, 43(2): 135 -148.

53. Shalley, C. E., Gilson, L. L., & Blum, T. C. (2000). Matching creativity requirements and the work environment: Effects on satisfaction and intent to turnover. *Academy of Management Journal*, 43: 215 – 224.

55. Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, 30: 933 – 958.

56. Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. *Leadership Quarterly*, 15: 33 – 53.

57. Tuddenham, R. D. (1959). Correlates of yielding to distorted group norm. *Journal of Personality*, 27: 67-74.

58. Thompson, V. A. (1965). Bureaucracy and innovation. *Administrative Science Quarterly*, 10: 1 – 20.

59. Triandis, H. C. (1989). The self and social behavior in differing cultural contexts. *Psychological Review*, 96(3):506-520.

60. Taggar, S. (2002). Individual creativity and group ability to utilize individual creative resources: A multilevel model. *Academy of Management Journal*, 45: 315 – 330.

61. Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88: 500 – 517.

62. Urdan, T. C. (1997). Achievement goal theory: Past results, future directions. In M. L. Maehr, & P. R. Pintrich (Eds.), *Advances in motivation and achievement*, 10: 99-137.

63. Van de Ven, A. H. (1986). Central problems in the management of innovation. *Management Science*, 32(5):590-670.

64. VandeWalle, D. (1997). Development and Validation of a Work Domain Goal Orientation Instrument. *Educational and Psychological Measurement*, 57:995-1015.

65. Van der Vegt, G., Emans, B., & Van de Vliert, E. (1999). Effects of interdependencies in project teams. *Journal of Social Psychology*, 139(2): 202-214.

66. Van der Vegt, G. S., & Janssen, O. (2003). Joint impact of interdependence and group diversity on innovation. *Journal of Management*, 29: 729-751.

67. Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (1993). Toward a theory of organizational creativity. *Academy of Management Review*, 18(2):293-321.

68. Wageman, R. (1995). Interdependence and group effectiveness. *Administrative Science Quarterly*, 40(1): 145-180.

69. West, M. A., and N. R. Anderson, (1996). Innovation in Top Management Teams. *Journal of Applied Psychology*, 81: 680-693.

70. West, M. A. (1987). A Measure of Role Innovation at Work. *British Journal of Social Psychology*, 26: 83-85.

71. Wageman, R. (2001). How leaders foster team self-management: The relative effects of design activities and hands-on coaching. *Organization Science*, 12: 559-577.

72. Wolters, C. A. (2004). Advancing achievement goal theory: Using goal structure and goal orientation to predict students motivation, cognition, and achievement. *Journal of Educational Psychology*, 96(2): 236-250.

73. Yli-Renko, H., Autio, E., & Sapienza, H. J. (2001). Social capital, knowledge acquisition, and knowledge exploitation, in young technology-based firms. *Strategic Management Journal*, 22(6/7): 587-613.

74. Young, G. J., Charns, M. P., & Shoretell, S. M. (2001). Top manager and network effects on the adoption of innovative management practices: A study of TQM in a public hospital system. *Strategic Management Journal*, 22(10):935-951.

75. Zaccaro, S. J. (1990). Nonequivalent associations between forms of cohesiveness and group-related outcomes: Evidence for multidimensionality. *The Journal of Social Psychology*, 13(3): 387-399.

76. Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44(4):682-696.

77. Zhou, J., & Shalley, C. E. (2003). Research on employee creativity: A critical review and directions for future research. In J. Martocchio (Ed.), *Research in personnel and human resource management*: 165 – 217.