科技部補助專題研究計畫成果報告
期末報告

不當督導氣候與員工工作沉浸: 跨層次研究

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報 告 附 件 ： 出席國際學術會議心得報告

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中 文 摘 要 ： 學者認為增強內在工作動機，才能顯著地降低心理及生理資源的耗竭。本研究認為工作的沉浸經驗能幫助人們在工作中重拾樂趣、獲得滿足感及預防心力枯竭。工作沉浸在組織研究文獻中並不充分。本研究以社會訊息處理與沉浸理論為基礎，探討不當督導氣候透過心理賦權對工作沉浸產生負面影響。本研究以臺灣高科技與傳統製造公司員工為對象，共取得222組工作團隊的935員工的調查資料。分析結果發現：(1)組織不當督導氣候會負向影響工作沉浸；(2)心理賦權在不當督導氣候與工作沉浸之間，具有部分中介效果；(3)自我監控在不當督導氣候與工作沉浸之間具有調節效果；(4)自我監控會調節心理賦權在不當督導氣候與工作沉浸關係的中介作用，此中介作用僅發生在自我監控低的員工。最後，根據分析結果提出管理實務與未來研究建議。

中文關鍵詞 ： 不當督導氣候，工作沉浸，心理賦權，自我監控

英 文 摘 要 ： Scholars have suggested that enhancing intrinsic motivation can prevent mental and physical depletions from work overload. This study argues that flow experiences at work can induce work joys, enhance job satisfaction and prevent burnout. In the organizational literature, the study of effects of workflow experiences on employees has remained as only a minor concern of researchers. Based on the social information and workflow theories, we suggest that abusive supervision climate has a negative influence on employee's workflow experiences through its negative effects of the climate on employee's psychological empowerment. We collected data from 935 full-time employees in 222 workgroups from a sample of high-tech and traditional manufacturing firms in Taiwan. The results showed that abusive supervision climate was negatively related with workflow experience, and psychological empowerment partially mediated this negative relationship. We also found that self-monitoring characteristic of employees moderated the effects of abusive supervision climate on psychological empowerment. The results from the moderated mediation analysis showed that this mediation of psychological empowerment was moderated by self-monitoring such that at the lower level of self-monitoring, the mediation effect of psychological empowerment became stronger. Implications for managerial practices and suggestions for future research were discussed.

英文關鍵詞 ： abusive supervision climate, workflow, psychological empowerment, self-monitoring

科技部補助專題研究計畫成果報告
（□期中進度報告/■期末報告）

不當督導氣候與員工工作沉浸：跨層次研究

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本計畫除繳交成果報告外，另含下列出國報告，共 _1_ 份：

□執行國際合作與移地研究心得報告

■出席國際學術會議心得報告

□出國參訪及考察心得報告

中　華　民　國　107　年　2　月　25　日

不當督導氣候與員工工作沉浸：跨層次研究

Abusive Supervision and Employee's Workflow:
A Cross-level Analysis

中文摘要

　　學者認為增強內在工作動機，才能顯著地降低心理及生理資源的耗竭。本研究認為工作的沉浸經驗能幫助人們在工作中重拾樂趣、獲得滿足感及預防心力枯竭。工作沉浸在組織研究文獻中並不充分。本研究以社會訊息處理與沉浸理論為基礎，探討不當督導氣候透過心理賦權對工作沉浸產生負面影響。本研究以臺灣高科技與傳統製造公司員工為對象，共取得222組工作團隊的935員工的調查資料。分析結果發現：(1)組織不當督導氣候會負向影響工作沉浸；(2)心理賦權在不當督導氣候與工作沉浸之間，具有部分中介效果；(3)自我監控在不當督導氣候與工作沉浸之間具有調節效果；(4)自我監控會調節心理賦權在不當督導氣候與工作沉浸關係的中介作用，此中介作用僅發生在自我監控低的員工。最後，根據分析結果提出管理實務與未來研究建議。

關鍵字：不當督導氣候，工作沉浸，心理賦權，自我監控

英文摘要

　　Scholars have suggested that enhancing intrinsic motivation can prevent mental and physical depletions from work overload. This study argues that flow experiences at work can induce work joys, enhance job satisfaction and prevent burnout. In the organizational literature, the study of effects of workflow experiences on employees has remained as only a minor concern of researchers. Based on the social information and workflow theories, we suggest that abusive supervision climate has a negative influence on employee's workflow experiences through its negative effects of the climate on employee's psychological empowerment. We collected data from 935 full-time employees in 222 workgroups from a sample of high-tech and traditional

manufacturing firms in Taiwan. The results showed that abusive supervision climate was negatively related with workflow experience, and psychological empowerment partially mediated this negative relationship. We also found that self-monitoring characteristic of employees moderated the effects of abusive supervision climate on psychological empowerment. The results from the moderated mediation analysis showed that this mediation of psychological empowerment was moderated by self-monitoring such that at the lower level of self-monitoring, the mediation effect of psychological empowerment became stronger. Implications for managerial practices and suggestions for future research were discussed.

Keywords: abusive supervision climate, workflow, psychological empowerment, self-monitoring.

1. 緒論

根據瑞士洛桑管理學院（IMD）公布的2015 年世界競爭力排名，台灣在61 個受評比國家中，排名第11，但是企業效能中的「平均工時」，台灣勞工以每年平均工作2,116 小時，排名全球第10，顯示國人的工作負荷普遍沉重。Bakkera, Demeroutic, de Boer 與Schaufeli (2003)研究中就指出，超負荷的工作（work overload）會導致員工的心理與生理資源的耗竭，甚至引發健康問題及工作倦怠（burnout）；若重要的員工離職，勢必會對組織產生重大的成本損失與傷害 (Holtom, Mitchell, Lee, & Eberly, 2008)，造成婦女員工的工作與家庭衝突（work-family conflict） (Carlson et al., 2011; Fine-Davis, Fagnani, Giovannini, Hojgaard, & Clarke, 2004)。因此，在無可避免長時工作的情況下，幫助人們在工作中重拾樂趣、獲得滿足感、及降低疲憊，使員工減少身心理負荷及保有企業組織的競爭力，更顯得格外重要。

沉浸體驗（flow experience）又可稱為最佳體驗（optimal experience），能夠讓人持續專注在眼前活動的魔力。自1975 年由美國心理學教授Csikszentmihalyi 所提出，發展至今已被廣泛討論，但直到近年才被視為一個體正向心理資源的概念帶入組織與人資領域(Bakker, 2008; Fagerlind, Gustavsson, Johansson & Ekberg, 2013; Nielsen & Cleal, 2010; Salanova, Bakker &

Llorens, 2006)。沉浸其定義為「人們完全沉浸在眼前活動當下的一種意識狀態，且高峰經驗（peak experience）會發生在任何情境中」(Bakker, 2008; Csikszentmihalyi, 1997)，例如：中等學校教師的教學工作(Salanova, Bakker & Llorens, 2006)、團隊與個體學習進程(Magni, Paolino, Cappetta & Proserpio, 2013)、主管與員工的日常工作（包括解決問題、行政文書、開會、撰寫報告等）(Csikszentmihalyi & LeFevre, 1989)；甚至男、女不同性別對沉浸的體驗也不同(Bryce & Haworth, 2002)，但影響沉浸的前因變數在過去組織行為領域中並不常見(Nielsen & Cleal, 2010)，或是將組織層級的情境因素納入模型當中更是稀少。為了彌補過去文獻的不足，本研究將以沉浸理論為基礎，共同探討可能形成工作沉浸的前因「心理賦權」，以及組織情境因素「不當督導氣候」納入模型當中。

首先，心理賦權（psychological empowerment）被認為在現今快速變動的動態環境中，企業保有競爭力的重要因子(Maynard, Luciano, M. M., D'innocenzo, Mathieu, & Dean, 2014)，甚至高達70% 以上的組織落實賦權的管理實務在他們的員工身上(Lawler, Mohrman, & Benson, 2001)，且心理賦權經過實證研究與後設分析的結果得出，對於員工的態度、行為和績效皆具有正向的關係(Maynard et al., 2014)。另一方面，心理賦權是增加個人內在的任務動機，透過個人對任務意義的評價或認知，使個體能主動、持續地完成組織設定的目標(Spreitzer, 1995)。然而，心理賦權能否有助於部屬之工作沉浸？是過去文獻所忽略探討的。根據沉浸理論主張：沉浸狀態是人們在進行活動時完全投入情境當中，集中注意力並過濾不相關的知覺和想法，而形成沉浸的三個重要組成因素為全神貫注、樂在工以及內在工作動機(Bakker, 2005)，儘管心理賦權能增加個人內在的工作動機(Spreitzer, 1995; Thomas & Velthouse, 1990)，但能否產生工作上的沉浸狀態進而提升工作績效，亦或是幫助長時工作的台灣員工重拾工作樂趣及降低疲憊，確實有討論其必要性。

根據過去研究實證結果，部屬會因為主管的賦權與信任，而提高自我責任感和掌控好自己的工作(Greasley et al., 2008)，但如果主管對部屬出現言語或非言語上，具有敵意的行為如不當督導，勢必不利於部屬的績效表現及減少幫助同儕的行為(Peng, Schaubroeck, & Yi, 2014)，甚至降低工作及生活滿意度(Tepper, 2000)。此外，組織中存在負面的氛圍如不當督導氣候，亦會影響個人或團隊整體的表現(Priesemuth, Schminke, Ambrose, & Folger, 2014)。由此

可知，組織中的負面情境對個體的心理賦權具有負向的關係，而心理賦權能否在不當督導氣候與工作沉浸之間扮演中介的角色，為本研究愈深入探討的動機之一。

再者，主管不當督導的方式包含公然批評、遷怒及威脅員工等(Tepper, 2000)，這些行為會對同儕產生衝擊，既使遭受不當對待的並非當事人(Greenbaum, Mawritz, Mayer, & Priesemuth, 2013)，特別是自我監控低的員工。根據過去文獻表示，自我監控意識高的個體，會依據環境的線索來展現出適合的行為舉止(Cangestad & Snyder, 2000; Snyder & Cangestad, 1982; Snyder, 1974)，當這類員工察覺到不當督導的氣候彌漫在組織當中時，是否會啟動保護的機制，進而迫使自我沉浸在工作當中？同時，自我監控低的員工，若覺察到組織中的不當督導的氣候，是否會加劇其恐懼或害怕的預期心理，而導致更無法自我沉浸在工作中？此為本研究愈深入探討的動機之二。

最後，本研究認為長時間的沉浸效果必能對企業有積極正向的發展作用，如何促進沉浸體驗實有必要之輊。然而沉浸理論結合人力資源管理或組織行為的相關文獻並不多，對於當前人力資源發展的連結與探索，也尚未有完整的建構。故本研究欲嘗試連結有別於過往之影響因子，擴充沉浸理論之模型，預期將對拓寬人力資源發展的新路有顯著的貢獻。

2. 文獻探討與理論假設

2.1. 不當督導氣候（abusive supervision climate）

不當督導自2000 年由學者Tepper 發展出量表後，關於主管負面的管理行為研究如雨後春筍般的被大量探討，顯示現行企業組織對這股扼殺工作效力的重視，其原始定義為「部屬知覺其主管持續地表現出言語或非言語上，具有敵意行為的程度，但不包括肢體上的接觸(Tepper, 2000, p.178)。」不當督導在過去研究中亦被證實出，確實對團隊的創造力(Liu, Liao, & Loi, 2012)、個體的道德勇氣與自我認同(Hannah et al., 2013)、績效表現(Peng, Schaubroeck, & Yi, 2014) 皆有負面的影響，亦不利於個體的工作及生活滿意度、產生工作與家庭之間衝突(Tepper,

2000)，以及減少幫助同儕的行為(Peng, Schaubroeck, & Yi, 2014)，但仍有少部分文獻得到不同的結果，例如Lee, Yun 與Srivastava (2013) 的研究中發現，主管適度的展現不當督導行為有助於員工的創造力。由此可知，近年來的文獻都聚焦在不當督導對個體或團隊的影響，卻鮮少有研究者將不當督導作為一組織情境變數。

據此，本研究採納了Priesemuth, Schminke, Ambrose 與Folger (2014) 的觀點，其認為不當督導確實會演變成一組織層次的氣候，進而影響團隊的表現，以下三點理由：

1. 根據社會訊息處理理論（social information processing theory）的觀點，員工會主動搜尋散播在社會脈絡中的訊息，也就是人與人之間共享的態度與價值觀，藉由這些訊息來產生自己的想法及了解自身所處的環境現況。因此，當員工彼此間交互分享自己所知覺到的不當督導經驗，那麼此訊息就會透過員工之間的訊息傳遞、再傳遞，深入組織員工內部，形成一共同的態度或想法，進而內化為整體組織的氣候。

2. 根據過去研究指出，組織成員對組織內發生的負面事件，往往具有放大的效果，且受重視的程度大於正面事件(Hastie, 1984)；換句話說，當組織某成員遭遇到主管不當督導後，會形成一組織圈內的負面事件，並掀起漣漪效應傳遞到整個組織內(Folger & Cropanzano, 2001)。

3. 不當督導是職場裡下屬遭受上級不當的對待，可以直接對到組織內部單一個體，甚至是一個全體工作單位或團隊(Duffy, Ganster, Shaw, Johnson, & Pagon, 2006; Liu, Liao, & Loi, 2012)，而不當督導的方式包含公然批評、發脾氣及威脅等(Tepper, 2000)，這些行為會對同儕產生衝擊，既使遭受不當對待的並非當事人(Greenbaum, Mawritz, Mayer, & Priesemuth, 2013)。

根據上述文獻的觀點，本研究將不當督導視為一組織層級的氣候，與過去的組織相關氣候，如道德氣候（ethical climate）、正義氣候（justice climate）或安全氣候（justice climate）等作法一徹，都會顯著地影響職場上的態度與行為(Kuenzi & Schminke, 2009)。因此，本研究聚焦在不當督導氣候之下，部屬能否繼續沉浸在工作裡，亦或是害怕受到主管不當督導而迫使自己投入在工作之中？在後續假設推演中將會更深入研討。

2.2. 心理賦權（psychological empowerment）

賦權（empowerment）近二十年已成為企業人資落實並實踐的管理方式之一，透過將權力由主管上層賦權至下屬員工，培育和激發員工的能力、動機進而產生更好的績效表現。Holt, Love 與Nesan (2000) 將賦權定義為員工掌握權力的覺察；Lee 與Koh (2001) 則將賦權分為兩個不同的層次：以管理者的角度，賦權是「上級授予下屬權力的行為（behavior）」；就員工而言，賦權是「上級授予權力後所產生的一種心理狀態（psychological state）。」有部分學者強調賦權只有在管理階層分享權力至基層時才會發生(Lee & Koh, 2001; Matthews, Diaz, & Cole, 2003; Spreitzer, 1995, 1996; Thomas & Velthouse, 1990)。因此，Conger 與Kanungo (1988) 將賦權定義為員工在管理的實踐上，被賦予權力、掌控權及權威；相似地Greasley et al. (2008) 認為賦權是勞動者在工作上具有彈性與更多的自由度來作決策。

然而，有別於部分學者將賦權專注在管理者分享權力上，另外一派的學者則認為，基於主管與員工之角色、職務的不同，雙方在賦權的覺察上存有認知的落差，則應該以部屬的賦權認知心理感受為量測來源(Conger & Kanungo, 1988; Greasley et al., 2008; 2005; Holt et al., 2000; Mills & Ungson, 2003; Thomas & Velthouse, 1990)，Peccei 與Rosenthal (2001) 亦呼籲研究者應該強調員工端的認知而非主管。本研究亦認為心理賦權評量的角色，應該由被賦權者來自我覺察會比賦權者更具效益。為此，本研究將透過員工自評的方式，來取得被賦權者心理對主管（賦權者）的認知感受。

彙整過去文獻，員工知覺心理賦權有以下四個重要的意涵(Conger & Kanungo, 1988; Spreitzer, 1995, 1996; Thomas & Velthouse, 1990)：

1. 意義（meaning）：工作上的目標或目的之價值所在，意義的權重涉及到個體對於自身目標及認為的價值不同而有所差異(Spreitzer, 1995; Thomas & Velthouse, 1990)；

2. 能力（competence）：代表一個人相信自己能夠完成託付任務的能力(Conger & Kanungo, 1988)；

3. 自我決策（self-determination）：個體在從事工作活動中，能夠決定開始或是否持續的自主性(Greasley et al., 2008)；另外，Thomas 與Velthouse (1990) 亦提出相似的概念但

予以命名為「選擇（choice）」。

4. 影響（impact）：個體能影響關於工作上策略、行政管理及產出的程度(Spreitzer, 1995)。

由上述可知，心理賦權能有效地提升個人內在工作動機，透過個人對工作意義的評價或認知，使個體主動、持續地完成組織設定的目標(Spreitzer, 1995)；Thomas 與Velthouse (1990)亦認為心理賦權是主管賦予員工工作上的方向，能更有效的增加員工內在的工作動機。然而，心理賦權能否有助於部屬之工作沉浸？甚至幫助員工的工作效能維持在巔峰，是本研究欲了解的核心問題。

2.3. 自我監控（self-monitoring）

自我監控的概念始於1972年由Snyder 提出，於1974年進一步將自我監控定義為：「個人能因應外在而調整自我表現的程度，」個體行為自我的約束是情緒與社交溝通的影響關鍵(Cangestad & Snyder, 2000; Snyder, 1974)，與不同人群的交流與互動，自我監控會對人際交流的社會線索（social cues）較為敏感(Caldwell & O'Reilly, 1982)。舉例來說，自我監控意識高的個體，具有較好的自我調整能力，其會依據環境的線索來展現出適合的行為舉止，包括掌控好情緒、與他人良好互動等(Cangestad & Snyder, 2000; Snyder & Cangestad, 1982; Snyder, 1974)；相反的，自我監控意識低的個體則較不在意自我行為展現的合適度，自我感受強烈喜歡「作自己（be themselves）」 (Scott, Barnes, & Wagner, 2012)。

在情緒方面，自我監控高的人能透過社會互動流露的情緒線索，來幫助他們掌控人際交流的情境(Gangestad & Snyder, 2000; Snyder, 1974)。在溝通技巧方面，高度自我監控者表現優於低度自我監控者(Larkin, 1987)。在職場表現上，高度自我監控者擅於合作與妥協化解衝突，而非透過躲避與競爭(Baron, 1989)，因此被上位者提拔的機率亦較高，較容易脫穎而出成為領導者(Dobbins, Long, & Dedrick, 1990; Kilduff & Day, 1994)。再者，最近研究亦指出高度的自我監控會正向調節表層演出與職場退縮之間的關係(Scott, Barnes, & Wagner, 2012)；而自我監控與個人的情緒操控（emotional manipulation）之間具有顯著的關係(Grieve, 2011)。甚至在Rauthmann (2011) 的研究中發現，自我監控與負面特質之間有顯著的正向關係，如：自戀（narcissism）與馬基維利（machiavellianism）。但自我監控在壓力組織情境（不當督導氣候）

之下，能夠減緩負面壓力源對員工知覺心理賦權的影響嗎？即為本研究欲探究之議題。

2.4. 工作沉浸（flow at work）

何謂沉浸？心理學家Csikszentmihalyi (1997, p.29) 描述沉浸體驗的概念為：「當人們高度地投入某項活動，其他一切顯得不重要時的狀態。這項體驗本身讓人感到愉悅，即使它會帶來高額的成本，人們也會純粹為從事這項活動而投入(Csikszentmihalyi, Rathunde & Whalen, 1993)。」近來研究則將沉浸定義為：「個體對所處環境中的某特定時間點，其自我感覺的狀態(Xanthopoulou, Baker, Heuven, Demerouti & Schaufeli, 2008, p. 347)。」Csikszentmihalyi 發現每一次的沉浸體驗會伴隨感覺強大、容易控制、不自覺的、處於能力巔峰的特徵，同時會有時間、情緒問題消失，以及超然的愉悅感，又可稱之為最優經驗（optimal experience）。這種最佳的狀態通常發生於，當一個人對現實目標投入精神能量，且自我技能與面臨的挑戰相當時，身體與心智發揮至極致的狀態(Csikszentmihalyi, Harper, & Row, 1990)。沉浸體驗是人類與生俱來的特徵，它的產生和發展具有跨階級、跨性別、跨年齡、跨活動、跨文化等特徵(Sedig, 2007)。

沉浸概念在非西方國家尚不如西方為人所熟知，特別是在人力資源發展領域(Kasa & Hassan, 2013)，然而，西方國家也是近期才將沉浸的概念帶入組織與人資研究領域中。Bakker (2005) 將沉浸概念引入組織行為中，其認為工作沉浸是一種短暫的經驗且為員工投入狀況相當良好的高峰期，主要可以分為三個構面包含：全神貫注、樂在工作及內在工作動機，其意涵說明如下。

1. 全神貫注（absorption）：全神貫注為一種完全專注的狀態，員工埋首於工作，以致於忘記時間的飛逝和身旁的事物(Csikszentmihalyi, 1990)。

2. 樂在工作（work enjoyment）：意指員工享受於自己的工作當中，並且樂於在他們的工作上給予正面的評價(Veehoven, 1984)；此評價的主因是因為體驗到沉浸經驗而觸發的認知和情感所致(Diener, 2000; Diener & Diener, 1996)。

3. 內在工作動機（intrinsic work motivation）：內在工作動機指的是員工的工作動機發自於工作本身的特質與吸引力，例如興趣、參與及滿意度，並且員工容易在工作過程中

獲得愉快和滿意的體驗(Deci & Ryan, 1985)。高的內在工作動機會讓員工對工作感到興趣甚至著迷，想要持續投入其中(Harackiewicz & Elliot, 1998)。

沉浸理論近年來亦被大量研究於人機互動上，例如線上教學或是線上遊戲的沉浸效果。Chen (2006) 研究指出，線上遊戲提供生產沉浸體驗的良好環境，包含透過連續計分、激勵、即時回饋、在每個遊戲關卡的自我成就達成等，都有助於沉浸體驗的發生。在教育領域方面，Abbott (2000) 探討如何使用沉浸理論創造具有內在動機和享受的學習方式。儘管工作沉浸的相關文獻不多，但依稀能夠發現沉浸在工作績效上扮演關鍵的角色。例如：Csikszentmihalyi 與 Rathunde (1993) 認為工作沉浸為個體內在的獎賞，因為他們完全沉浸於任務並展現最大的潛能，驅使他們不斷地從事眼前的工作(Csikszentmihalyi, 1990)，且在Bryce 與Haworth (2002) 研究中證實了比起休閒活動，人們在工作時更能夠體驗到沉浸。綜合上述所言，沉浸理論不管是在人資或組織研究的應用上仍算少數，預期本研究的實證結果有助於增加理論上之貢獻。

2.5. 研究假設推演（theory and hypotheses）

2.5.1 不當督導氣候、心理賦權與工作沉浸

無庸置疑的，不當督導在過去的實證研究大多得到負面的影響結果，僅有極少數結果證實主管適度的不當督導有助於員工的創造力(Lee, Yun, & Srivastava, 2013)；亦有少數學者認為主管的不當督導即便針對的並非當事人，但仍會因為組織內部社會訊息的傳播，而形成一共同的態度或想法，進而內化為整體組織的氣候(Priesemuth, Schminke, Ambrose, & Folger, 2014)。本研究根據社會訊息處理理論的觀點認為，個體會主動搜尋散播在社會脈絡中的訊息，藉由這些訊息來產生自己的想法及了解自身所處的環境現況。因此，當主管不當督導的事件發生後，即便非當事人，同儕間仍會彼此分享自身不愉快的經驗，並掀起漣漪效應傳遞到整個組織內(Folger & Cropanzano, 2001)。

而不當督導氣候可能對團隊效能和成員之間的合作過程造成傷害(Priesemuth, Schminke, Ambrose, & Folger, 2014)，在Cropanzano Li 與Benson (2011) 的研究中就發現，員工的心理安全感受對團隊的任務表現影響甚大，如果員工只一昧地擔心被老闆嘲諷或辱罵，代表心理安全程度較低，不利於專心投入工作，就無法達到工作上之沉浸狀態。再者，Tepper, Duffy,

Hoobler 與Ensley (2004) 研究結果發現，個體會因為同事受到主管不當督導的程度越高，自己的工作滿意度就越低，甚至會減少幫助同儕的行為(Peng, Schaubroeck, & Yi, 2014)。由此可知，這些不利於員工沉浸在工作的環境因素，與領導者的不當督導行為有強烈的關係。據此，本研究推論組織間不當督導氣候與員工的工作沉浸之間具有負向的關係。

H₁：組織不當督導氣候越高，員工工作沉浸越低。

本研究認為心理賦權在不當督導氣候與員工工作沉浸之間扮演重要的中介角色，僅管不當督導氣候與員工工作沉浸之間，可能存在負向關係，但員工對主管的心理賦權知覺並不會消失，甚至會部分中介二者之間的關係。

近年來，企業組織落實賦權的管理方法已相當普遍(Lawler, Mohrman, & Benson, 2001)，當員工心理覺察到主管賦予權力後，便能有效的激發出潛能進而提升績效表現(Boudrias, Morin, & Brodeur, 2012)。Greasley 等人(2008) 研究亦證實員工會因為主管的賦權與信任，而提高自我責任感和掌控好自己的工作。因此，員工知覺主管的心理賦權係有助於更好的工作沉浸之發展。值得關注的是，主管不當督導行為透過員工之間訊息的傳遞、內化而形成組織氣候，既使遭受不當對待的並非當事人，但這些行為仍會對同儕產生衝擊(Greenbaum, Mawritz, Mayer, & Priesemuth, 2013)，如果員工心理因此而無法覺察到主管賦予的權力，心理賦權的正向影響效果勢必會降低(Greasley et al., 2008)，但本研究認為此衝擊效應有限，根據最近的文獻指出，韓國企業的主管適度展現不當督導行為有助於員工的創造力(Lee, Yun, & Srivastava 2013)，因為在極具高度競爭的企業環境下，員工對主管長期不當督導的管理方式視為一理所當然，且員工為求好表現與避免成為不當督導的對象，會迫使自己更加倍努力工作。儘管類似的推論不多，但本研究認為心理賦權與員工工作沉浸具有顯著的正向影響；當組織不當督導氣候的產生時，員工心理賦權的直接效果會降低，但仍具有部分中介效果存在。

H₂：心理賦權會中介不當督導氣候對工作沉浸的負向影響。

2.5.2 自我監控對不當督導氣候與工作沉浸關係的調節作用

首先，根據沉浸理論表示，沉浸狀態通常發生於自身能力與面臨的挑戰相當，身體或心智發揮極致的時候(Csikszentmihalyi, Harper, & Row, 1990)，亦即，個人能力足以應對當前的壓力或挑戰時，有助於自我全神貫注在眼前的當下。然而，在主管不當督導氣候之下，個體如同面對高度壓力的工作環境，且在心理不安的作用下，不利於自我專注的投入。為能找到緩衝不當督導氣候的負向影響，本研究認為自我監控的機制扮演重要的角色。

根據過去文獻表示，具自我監控的個體在公開場合中，會監視與調整自己並展現出合宜的行為(Gangestad & Snyder, 2000)，所以在職場適應上能力較佳，且反映在良好的工作效能上(Caldwell, & O'Reilly, 1982)，容易脫穎而出被上位者提拔(Dobbins, Long, & Dedrick, 1990; Kilduff & Day, 1994)。由此可推敲，即便職場上充斥著主管不當督導的氛圍，基於自我監控的行為展現原則，個體能夠表現出得體之行為，進而避免自己成為主管不當督導之對象。相反的，自我監控意識低的個體其自我感受強烈，則較不在意行為展現的合適度(Scott, Barnes, & Wagner, 2012)，因此工作表現不如自我監控意識高的員工，特別是新進人員(Caldwell, & O'Reilly, 1982)，同時，他們又對情境中的線索反應較慢，我們據此合理推論自我監控意識低的員工，在面對不當督導氣候這類的壓力，會因來不及作出合宜行為的反應，導致自己更難專心投入到工作中，甚至成為主管不當督導之對象後，更加劇對工作沉浸的負面影響。

綜合上述文獻，本研究推論高度自我監控的員工，容易適應職場的環境變化而調整自我專心投入在工作上，因此，受到外在環境的影響較小，在不當督導氣候與工作沉浸之間並無顯著的調節作用；但自我監控低的員工卻會強化不當督導氣候對工作沉浸之負面影響。

H_3：員工自我監控會調節不當督導氣候對其工作沉浸的負向作用；自我監控程度越低，此負向作用越強。

2.5.3 心理賦權與自我監控之調節式中介效果

經過文獻探討後，我們得知員工心理知覺到主管賦權後，會覺察到擁有的權力變多，工作目標也更加明確(Dimitriades, 2005; Menon, 2001)，工作上具有彈性與更多的自由度來作決策(Greasley et al., 2008)，如此皆有助於員工迅速地投入在工作之中。雖然不當督導氣候阻礙

了員工的工作沉浸，但根據新的研究觀點，員工為求好表現與避免成為不當督導的對象，會迫使自己更加倍努力工作(Lee, Yun, & Srivastava 2013)，因此，心理賦權在不當督導氣候與工作沉浸之間仍具部分中介的可能性存在。

另一方面，Snyder (1974) 提出自我監控時就談到，自我監控意識高的人對情境中的線索反應非常敏銳，具有良好的工作角色覺察能力，他們會清楚的辨別工作上應展現出哪些合適的行為表現(Scott, Barnes, & Wagner, 2012)。據此，本研究認為在不當督導氣候之下，自我監控高的員工能率先察覺有別於平時組織內的異樣，並迅速地調整迫使自己投入工作，避免成為主管不當督導之對象，因此，儘管不當督導氣候圍繞在團隊之中，對於自我監控高的員工並不會造成顯著的負面影響。相反的，自我監控低的個體在態度與性格上較偏向行為與決策的追隨者(Pagano & Debono, 2011)，他們對組織情境變化的反應較慢，無法在不當督導氣候蔓延時察覺，往往成為主管不當督導的潛在對象，或無法展現出得體的合宜表現，儘管他們能夠知覺到主管賦予工作上的權力，但仍致使他們因不當督導氣候的強度增加而越疏離沉浸工作的機會。綜合上述所言，本研究推論調節式中介效果僅會發生在自我監控程度越高的員工。

H4：自我監控會調節心理賦權對不當督導氣候與工作沉浸負向影響的中介作用；自我監控程度越低，此中介作用越強。
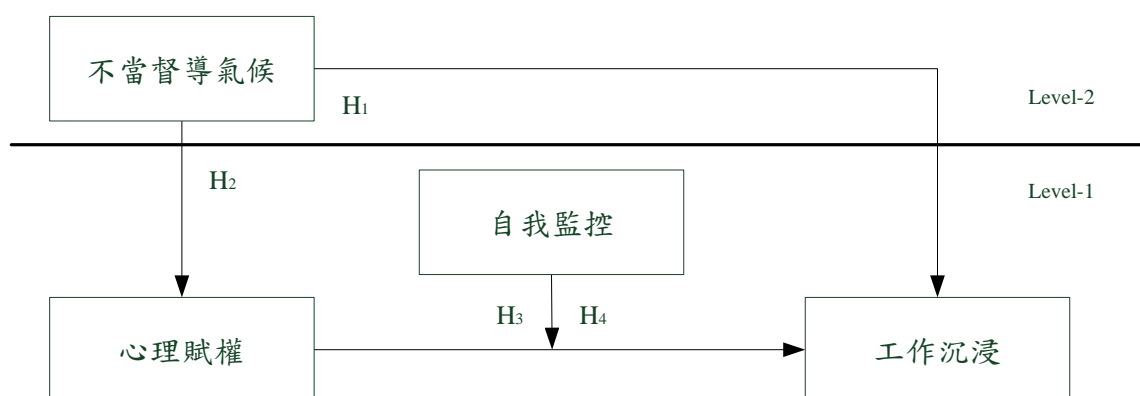
根據上述理論基礎與文獻推演，提本研究之架構圖如下。

圖1 研究架構圖

3. 研究方法

3.1抽樣設計與施測程序

本研究目的在於探討：（1）不當督導氣候對部屬工作沉浸之影響；（2）心理賦權在不當督導氣候與部屬工作沉浸關係中所扮演的中介心理機制；（3）自我監控所產生的調節作用；以及（4）自我監控與心理賦權在不當督導氣候與部屬工作沉浸關係中產生的調節式中介效果。因此，本研究將「不當督導氣候」、「心理賦權」、「自我監控」以及「工作沉浸」等變項納入考量，並藉此進行量表製作。其次，依據Umphress 等學者(2010) 所言，當變數的評估涉及較為敏感的議題（例：不當督導氣候）時，他人評估比自我評估更具客觀性。因此在本研究中，組織的「不當督導氣候」除了透過個人評估外，亦邀請該工作團隊之同事共同填答。最後，本研究將以團隊（個人與其同事配對）問卷方式，以及多時點（Time1 與 Time2）進行施測，此種多個來源資料收集亦可避免共同方法變異(common method variance, CMV) 偏誤問題的產生(Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) 。

在施測程序方面，本研究主要以企業員工為研究對象，但是考量產業型態研究中進行隨機抽樣將有其限制性，故本研究將採用便利抽樣之方式來進行施測，對至少100 個團隊進行問卷資料收集。在配對問卷設計方面，本研究事先以不同顏色作為區分配對問卷之依據，並且在每組配對問卷的空白處進行編號，以利後續配對處理之用。其次，本研究將透過產學界的人際網絡為主，以徵詢不同產業之企業主管參與研究之意願。同時，主動針對參與計畫的企業團隊進行研究目的與過程之說明，以提升其參與意願並降低其心理疑慮。爾後，本研究將團隊（個人與其同事配對）問卷、一份說明稿以及掛號回函郵資信封裝入大型信封袋中，寄送給企業發放問卷之窗口。在Time1時，白色問卷將發放給該團隊連絡人進行填答，同時請該連絡人將裝有黃色問卷之信封交給其同事，並請連絡人於填答完畢後，自己以回郵信封寄回。在Time2時，請團隊連絡人進行黃色問卷的填答，而白色問卷與信封則交付給有參與Time1之同事填答。遂後請參與填答的受測者自行將貼有郵資之信封寄回給研究者。最後，本研究針對發放對象進行多次持續追蹤(follow-up) 的來回催收之方式，以提升整體問卷之回收率。

3.2 問卷發展與研究工具

　　關於問卷量表採用方面，本研究係參考國外具良好信、效度之成熟量表。此外，為求降低偏差所造成之影響，並能夠準確地呈現量表之原始含意，遂邀請具有商學背景之教授以及熟悉中英文之語言專家，從而進行英文量表的回溯翻譯(back-translation) 並逐一比對與修正(Brislin, 1980)，藉此符合內容效度。最後，本研究在收集資料前將對一小樣本之主管與部屬進行問卷之前測，以檢驗變數測量項目的信度與效度。

3.2.1 不當督導氣候

　　本研究係採用Tepper 於2000 年所發展之不當督導量表共計15 題，並遵循Priesemuth, Schminke, Ambrose 與Folger (2014) 的做法，將不當督導的對象從個體轉換成組織全體部屬，例如：「團隊主管會用言語嘲笑我的團隊成員」、「團隊主管會對團隊成員說大家能力不足」。並透過加總(aggregate) 的方式，將個體對不當督導氣候的知覺感受，以組平均方式加總到組織層次(Chen, Kirkman, Kanfer, Allen, & Rosen, 2007; Liao, & Rupp, 2005)。此外，為了檢驗其有效性，本研究亦參考James, Demaree 與Wolf (1984) 的r_{wg} 值計算方式，以及Bartko (1976) 、James et al., (1984) 、Shrout 與Fleiss (1979) 組內相關係數分析(intraclass correlation coefficient, ICC) 等科學作法，來檢驗不當督導加總成不當督導氣候的適切性。r_{wg}和$ICC_{(1)}$ 可以檢測屬下對同一主管評估的一致性，$ICC_{(2)}$ 可以檢測屬下之間評估的穩定性（信度）。經本研究統計分析結果顯示，團隊r_{wg} 介於0.7 至1.0 之間、$ICC_{(1)}$ 為0.77、$ICC_{(2)}$ 為0.93，皆顯示不當督導氣候在本研究中滿足加總至團隊變數之要件。

　　不當督導氣候量表係以五點尺度來評估主管在若干不當督導行為上出現的頻率方式作答。1 表示「我不記得她/他用這行為對待我們」；2 表示「她/他很少用這樣的行為對待我們」；3 表示「她/她偶爾用這樣的行為對待我們」；4 表示「她/他經常用這樣的行為對待我們」；5 表示「她/他總是使用這樣的行為對待我」。分數愈高者，表示部屬知覺組織的不當督導氣候程度愈高。

3.2.2 心理賦權

　　心理賦權量表係採用Spreitzer (1995) 所發展之量表，其中包含四個構面，總計共12 道題

目：（1）有意義的(meaning) 共計三題，例如「我的工作對我而言是有意義的」；（2）有能力的(competence) 共計三題，例如「我精通工作所需的技能」；（3）自我決策(self-determination)共計三題，例如「對於如何進行我的工作，我有充分的自主權」；（4）影響力(impact) 共計三題，例如「在我的工作部門中，我對於事情的發展具有顯著的影響力」。此問卷採取Likert 6點量表，「1」至「6」分別表示從「非常不同意」至「非常同意」，填答者依實際心理賦權選擇最適答案，分數愈高者，表示部屬心理賦權程度越高。

3.2.3 自我監控

本研究採用Lennox 與Wolfe (1984) 所發表的自我監控量表，係根據Snyder (1974) 為基礎所發展而成，著重對外在環境變化的靈敏度及對於自我表現的調整能力。量表共計13 題，包含兩個構面：（1）調整自我呈現的能力(ability to modify self-presentation) 共計七題，例如「依照我希望給別人的印象，我有能力去控制我呈現在他人面前的樣子」、「我發現我可以調整我的行為去符合我所面臨情境對我的要求」；（2）對他人表達行為的敏感度(sensitivity to expressive behavior of others) 共計六題，例如「對於瞭解別人的感受以及動機，我有很好的直覺能力」、「通常我可以從聽者的眼神中，知道我說了不妥當的話」。反向題則反向計分，計分方式採用Likert 6 點量表，「1」至「6」分別表示從「從未如此」至「總是如此」，填答者依實際狀況選擇最適答案，分數愈高者，表示部屬自我監控的能力越好。

3.2.4 工作沉浸

本研究工作沉浸的衡量是採用Bakker (2008) 建構之工作沉浸量表(work-related flow inventory, WOLF)，並於測量時要求受測者依照過去發生情況之實際感受作答。問卷題項共計13 個題目，包含三個構面：（1）全神貫注(absorption) 共計四題，例如「當我在工作時，我會忘記周遭的一切事物」；（2）；樂在工作(work enjoyment) 共計四題，例如「當我在工作時，我心情很好」；（3）工作動機(intrinsic work motivation) 共計五題，例如「我的工作動機來自於工作本身，而非獎賞」。作答形式採用Likert 七點量表，依受測者勾選「從未如此」、「幾乎沒有如此」、「很少如此」、「中等頻率」、「有時如此」、「經常如此」、「總是如此」分別給予1至6的分數，所有題目均為正向計分題，各題分數加總即為工作沉浸量表總分。

3.2.5 控制變項

根據過去相關研究指出，工作者的年齡(Kohlberg, 1981) 、教育程度(Umphress et al., 2010) 、工作職位與年資(Aquino, Tripp, & Bies, 2001) 、性別(Maher & Bailey, 1999) 等人口統計變項皆對於不道德行為具有影響性。因此，本研究將上述變項納入為控制變項。在「年齡」與「年資」衡量方面，則是請受試者依照實際狀況直接填寫；在「工作職位」衡量方面，則是詢問受測者是否擔任主管職 (0 =非主管、1 =主管); 在「性別」衡量方面，同樣設定一個虛擬變項(0 =女性、1 =男性)，並請受試者依照其性別進行填答。「教育程度」係列出高中職以下、專科、大學、研究所以上之選項來進行編碼。

3.3 研究方法與分析程序

在資料分析程序方面，本研究先針對問卷回收的資料進行驗證性因素分析(confirmatory factor analysis, CFA)，由四個主要變數模型適切性(fitness)的分析檢定，來確保本研究所採用之量表具有鑑別(discriminant) 和彙集(convergent) 效度。

在假說檢定方面，本研究將依據Krull 與MacKinnon (2001) 的統計分析程序來檢驗「不當督導氣候」對「工作沉浸」的主效果和「心理賦權」中介作用。其程序包含三個步驟：（1）「不當督導氣候」對「工作沉浸」的顯著影響；（2）「不當督導氣候」對「心理賦權」的顯著影響；（3）「不當督導氣候」對「工作沉浸」的顯著影響因為「心理賦權」放入分析模式中而顯著減弱或消失。在檢定「心理賦權」中介作用的顯著性時，本研究將依據Bauer, Preacher 與 Gil (2006) 的拔靴法(bootstrapping) 作為驗證的依據，其概念是把樣本本身當成「母群體」，重複地反覆抽樣再放回進行多次疊代(number of bootstrap resample) ，估計值會呈現一新的分布，透過判斷bootstrapped α 偏置校正區間 (bias-correct interval) 是否包含 0 來作為中介效果是否成立之依據。

另一方面，為了進行自我監控與心理賦權之調節式中介(moderated mediation) 分析，本研究採用Hayes (2013) 所提出的SPSS Macro MODMED外掛程式進行調節變項與條件式間接效果(conditional indirect effects at specific values of the moderator) 檢測，其模型概念如下。
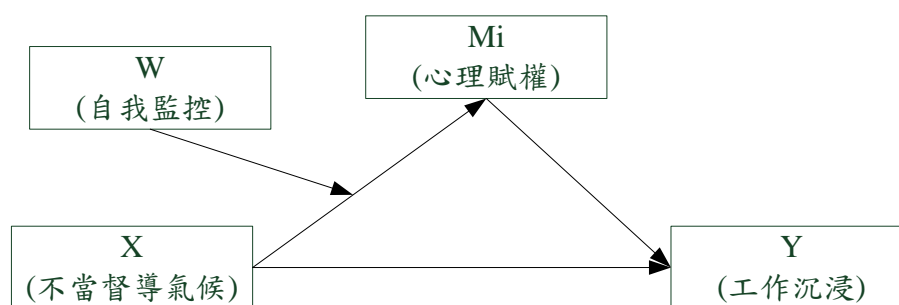
圖3. Model Template 7 for PROCESS for SPSS

4. 分析結果

4.1 驗證性因素分析

本研究不當督導氣候、心理賦權、自我監控與工作沉浸等變數，均為不同的潛在構念，以下進行驗證性因素分析(Confirmatory Factor Analysis; CFA)，以檢測各變數之間能否有效區別，以及潛在變項的測量模式是否具有良好適配度。

分析結果如表1 所示，本研究係以不當督導氣候、心理賦權、自我監控與工作沉浸等，四個因素模型為最佳適配模型，其比較適配指標(CFI) 為0.95、非正規化適配指標(NNFI) 為0.94、標準化均方根殘差(SRMR) 為0.40、均方根近似誤(RMSEA) 為0.80，均達到適配指標之標準。

表1 驗證性因素分析之結果摘要

Model	χ^2 (d.f.)	$\Delta\chi^2(\Delta d.f.)$	CFI	NNFFI	SRMR	RMSEA
1. Four-factor model	479.35 (72)		.95	.94	.04	.08
2. Three-factor model [a]	852.01 (75)	372.66 (3)	.90	.88	.06	.11
3. Three-factor model [b]	1262.01 (75)	782.66 (3)	.85	.82	.15	.13
4. Three-factor model [c]	2756.91 (75)	2277.56 (3)	.66	.59	.25	.20
5. Two-factor model [d]	3150.16 (77)	2670.81 (5)	.62	.55	.26	.21
6. One-factor model	4739.96 (78)	4260.61 (6)	.42	.32	.27	.25

註 $\Delta\chi^2$ 與 $\Delta d.f.$ 為不同因子模型間的卡方差異；

　　CFI: 比較適配指標、NNFI: 非正規化適配指標、SRMR: 標準化均方根殘差、RMSEA: 均方根近似誤。

另一方面，由於本研究心理賦權、自我監控與工作沉浸為二階變數，均包含若干等因素，故必須再進行高階之驗證性因素分析（higher order confirmatory factor analysis）。分析研究如下表2 所示，各變數其整體適配度均達良好的適配指標：

1. 自我監控卡方值(χ^2) 為261.76 (*d.f.* = 48, *p-value* >.05)、適配度指標(GFI) 為0.98、修正適配度指標(AGFI) 為0.93、比較適配指標(CFI) 為0.97、非正規化適配指標(NNFI) 為0.95、增值適配指標(IFI) 為0.98、標準化均方根殘差(SRMR) 為0.40、均方根近似誤(RMSEA) 為0.70，且標準化因素負荷量皆達0.7 之水準。

2. 工作沉浸卡方值(χ^2) 為256.74 (*d.f.* = 51, *p-value* >.05)、適配度指標(GFI) 為0.96、修正適配度指標(AGFI) 為0.93、比較適配指標(CFI) 為0.98、非正規化適配指標(NNFI) 為0.96、增值適配指標(IFI) 為0.98、標準化均方根殘差(SRMR) 為0.50、均方根近似誤(RMSEA) 為0.70，且標準化因素負荷量皆達0.7 之水準。

3. 心理賦權卡方值(χ^2) 為299.41 (*d.f.* = 44, *p-value* >.05)、適配度指標(GFI) 為0.95、修正適配度指標(AGFI) 為0.91、比較適配指標(CFI) 為0.97、非正規化適配指標(NNFI) 為0.96、增值適配指標(IFI) 為0.97、標準化均方根殘差(SRMR) 為0.70、均方根近似誤(RMSEA) 為0.80，且標準化因素負荷量皆達0.7 之水準。

表2 二階驗證性因素分析之結果摘要

變數名稱	χ^2 (*d.f.*)	GFI	AGFI	CFI	NNFFI	IFI	SRMR	RMSEA
自我監控	261.76 (48)	.98	.93	.97	.95	.98	.04	.07
工作沉浸	256.74 (51)	.96	.93	.98	.96	.98	.05	.07
知覺賦權	299.41 (44)	.95	.91	.97	.96	.97	.07	.08

註 GFI: 適配度指標、AGFI: 修正適配度指標、CFI: 比較適配指標、NNFI: 非正規化適配指標、IFI: 增值適配指標、SRMR: 標準化均方根殘差、RMSEA: 均方根近似誤。

4.2 樣本描述性統計分析

本研究實得樣本人數為935人,團隊為222,平均團隊人數為4.21人,隨後進行描述性統計,分析結果如下表4 所示。自我監控平均數為4.55(標準差為0.63)、知覺賦權平均數為4.58(標準差為0.77)、工作沉浸平均數為4.14(標準差為0.84)、不當督導氣候平均數為1.79(標準差為0.67)。顯示大部分的企業組織其不當督導氣候並不高,且對主管的賦權覺察程度不低。而信度(Reliability)方面,自我監控Cronbach's Alpha 為0.91,知覺賦權Cronbach's Alpha 為0.92,工作沉浸Cronbach's Alpha 為0.93,不當督導氣候Cronbach's Alpha 為0.96,均高於0.7之顯著水準,因此,本研究變數具有良好的信度價值。

表4 變數平均數、標準差與相關分析之摘要表

變數名稱	平均數	標準差	1	2	3	4	5	6	7	8
個體層次變數										
1. 性別	.52	.50	-							
2. 年齡	37.45	8.55	.03	-						
3. 教育程度	2.98	.93	.09**	-.43***	-					
4. 年資	8.35	7.36	-.03	.68***	-.40***	-				
5. 職位	.46	.50	-.05	.51***	-.14***	.43***	-			
6. 自我監控	4.55	.63	-.04	.20***	-.15***	.19***	.16***	*.91*		
7. 知覺賦權	4.58	.77	.05	.18***	.09**	.11**	.34***	.45***	*.92*	
8. 工作沉浸	4.14	.84	-.02	.24***	-.09**	.09**	.20***	.45***	.72***	*.93*
組織層次變數										
不當督導氣候	1.79	.67	*.96*							

註 性別:男性(1)、女性(0);
　　年齡與年資為受測者直接填寫;
　　教育程度:高中職(1)、專科(2)、大學(3)、研究所以上(4);
　　職務:主管職(1)、非主管(0);
　　六點量表:自我監控、知覺賦權、工作沉浸;
　　五點量表:不當督導氣候;
　　*$p < .05$; **$p < .01$; ***$p < .001$;
　　斜對角粗體表示信度係數(Cronbach's Alpha)。

4.3 主效果與中介作用檢定

為檢驗知覺賦權在不當督導氣候與工作沉浸之間的中介效果,本研究以多元迴歸(Multiple Regression Analysis) 與拔靴法(Bootstrap) 共同驗證。首先,在研究樣本背景變數有效控制下,組織不當督導氣候確實會降低員工的工作沉浸,其未標準化B 值為 -0.18 (t = -6.60, *p-value* = 0.000),表示組織不當督導氣候每增加一單位,員工的工作沉浸便會下降0.18 單位,

因此，假說一獲得支持。同樣的，不當督導氣候亦會降低員工對主管的知覺賦權，其未標準化B 值為 -0.12 (t = -5.10, *p-value* = 0.000)，表示組織不當督導氣候每增加一單位，員工的知覺賦權便會下降0.12 單位。然而，知覺賦權卻有助於員工的工作沉浸，根據分析結果顯示，員工知覺主管的賦權程度越高，對工作的投入就會越多，其未標準化B 值為 0.63 (t = 32.82, *p-value* = 0.000)。最後，本研究將不當督導氣候、知覺賦權與工作沉浸一起納入分析模型中發現，不當督導氣候因知覺賦權而對工作沉浸的預測下降低，但仍具有顯著性存在，據此，本研究認為員工對主管的知覺賦權在不當督導氣候與工作沉浸之間，具有部分中介(partial mediation) 效果存在。

為了進一步檢驗中介效果的有效性，本研究透過蒙地卡羅(Monte Carlo) 之拔靴法95% 信賴區間來檢測。根據分析結果顯示，Boot 值為-0.10 (SE = .03)，信賴區間為 [-0.16, -0.05] 並無包括0，表示知覺賦權的中介效果確實存在。依據上述結果，假說二得到支持。

表5. 不當督導氣候、知覺賦權與工作沉浸之中介分析

	DV: 工作沉浸 Model 1		DV: 工作沉浸 Model 2		DV: 知覺賦權 Model 3		DV: 工作沉浸 Model 4		DV: 工作沉浸 Model 5		DV: 工作沉浸 Bootstrap indirect effect	
	Estimate	*SE*	*Estimate*	*SE*	*Estimate*	*SE*	*Estimate*	*SE*	*Estimate*	*SE*	*Estimate*	*SE*
控制變數												
常數	3.20*** t = 15.98	.20	3.17*** t = 16.18	.20	3.57*** t = 20.28	.18	4.03** t = 29.09	.14	4.00*** t = 29.07	.14		
性別	-.04 t = -.75	.05	-.04 t = -.85	.05	.07 t = 1.49	.05	-.10** t = -2.75	.04	-.10** t = -2.79	.04	-.10** t = -2.79	.04
年齡	.03*** t = 5.99	.01	.03*** t = 6.19	.01	.01* t = 2.38	.004	.02*** t = 6.31	.003	.02*** t = 6.46	.003	.02*** t = 6.46	.003
教育程度	-.01 t = -.23	.03	-.01 t = -.18	.03	.14*** t = 4.82	.03	-.12*** t = -5.34	.02	-.16*** t = -5.24	.02	-.12*** t = -5.24	.02
年資	-.02*** t = -3.56	.01	-.01** t = -2.88	.01	-.001 t = -.28	.004	-.02*** t = -4.32	.003	-.01*** t = -3.88	.003	-.01** t = -3.88	.003
職位	.20** t = 3.23	.06	.17** t = 2.68	.06	.47*** t = 8.51	.06	-.21*** t = -4.64	.04	-.21*** t = -4.86	.04	-.21*** t = -4.85	.04
主效果 / 間接效果												
不當督導氣候			-.18*** t = -6.60	.03	-.12*** t = -5.10	.02			-.08*** t = -4.16	.02	-.08*** t = -4.16	.02
知覺賦權							.63*** t = 32.82	.02	.62*** t = 31.96	.02	.80*** t = 31.96	.03
R²	.08		.12		.16		.57		.58		.58	
△R²			.04		.02		.50		.50			

註. *p < .05, **p < .01. ***p < .001.

Partial effect: Boot = -0.10, SE = 0.03, Lower = -0.16, Upper = -0.05.

4.4 調節作用檢定

為檢驗自我監控在不當督導氣候與知覺賦權之間的調節效果，本研究同樣以多元迴歸進行分析，統計結果摘要表如下表6所示。在研究樣本背景變數有效控制下，不當督導氣候會降

低員工對主管的知覺賦權，其未標準化B 值為 -0.12 (t = -5.10, *p-value* = 0.000)，表示組織不當督導氣候每增加一單位，員工的知覺賦權便會下降0.12 單位。相反的，當員工越傾向自我監控特質時，他對主管賦權的覺察就會越高，未標準化B 值為 0.35 (t = 15.42, *p-value* = 0.000)。另一方面，在不當督導氣候與自我監控的交互作用下，本研究發現自我監控確實扮演重要的緩衝機制，顯著地降低不當督導氣候對知覺賦權的負向影響。

表6. 不當督導氣候、自我監控與知覺賦權之調節分析

	DV: 知覺賦權							
	Model 1		Model 2		Model 3		Model 4	
	Estimate	SE	*Estimate*	SE	*Estimate*	SE	*Estimate*	SE
控制變數								
常數	3.59*** t = 20.13	.18	3.57*** t = 20.28	.18	3.65*** t = 22.91	.16	3.66*** t = 23.43	.16
性別	.07 t = 1.54	.05	.07 t = 1.49	.05	.09* t = 2.19	.04	.09* t = 2.06	.04
年齡	.01* t = 2.30	.004	.01* t = 2.38	.004	.01 t = 1.79	.004	.01 t = 1.63	.004
教育程度	.14*** t = 4.71	.03	.14*** t = 4.82	.03	.16*** t = 6.36	.03	.16*** t = 6.39	.03
年資	-.004 t = -.84	.004	-.001 t = -.28	.004	-.01 t = -1.75	.004	-.004 t = -1.01	.004
職位	.50*** t = 8.89	.06	.47*** t = 8.51	.06	.44*** t = 8.81	.05	.44*** t = 8.91	.05
主效果／間接效果								
不當督導氣候			-.12*** t = -5.10	.02			-.11*** t = -4.94	.02
自我監控					.35*** t = 15.42	.02	.32*** t = 14.33	.02
交互作用							.09*** t = 4.31	.02
R^2	.14		.16		.32		.34	
$\triangle R^2$			.02		.16		.02	

註. *$p < .05,$ **$p < .01.$ ***$p < .001.$

交互作用 ＝ 不當督導氣候 ＊ 自我監控

誠如下圖2 所示，員工越傾向自我監控特質者，其知覺主管賦權的程度就會越高，但隨著組織不當督導氣候的增強，具有高度自我監控特質的員工，較不易受到組織負面氣候的影響，其Slop-test 為-0.01 (t = -0.37, *p-value* = 0.711) 未達顯著水準；然而，自我監控特質較低的員工，則會因為組織不當督導氣候的增強，而更加強化對知覺賦權的負面影響，其Slop-test 為-0.20 (t = -3.68, *p-value* = 0.000) 達顯著水準。假說三得到支持。

Slop-test for LOW self-monitoring = -.20 (t = -3.68, *p-value* = 0.000)

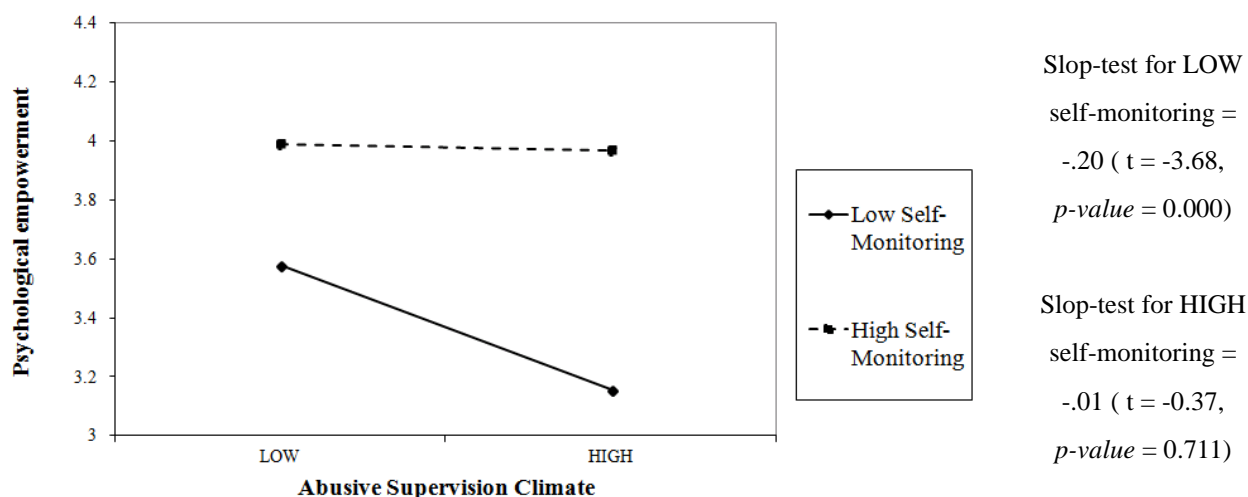Slop-test for HIGH self-monitoring = -.01 (t = -0.37, *p-value* = 0.711)

圖2 調節圖

註. Low self-monitoring 為自我監控低於平均數之 1 倍標準差；High self-monitoring 為自我監控高於平均數之 1 倍標準差。

4.5 中介作用調節檢定

根據上述分析結果顯示，員工對主管的知覺賦權在不當督導氣候與工作沉浸之間，具有部分中介效果存在，且自我監控在不當督導氣候與知覺賦權之間具有顯著的調節效果，因此，本研究合理推敲自我監控亦會調節知覺賦權在不當督導氣候與工作沉浸之間的中介變量。為此，本研究提出自我監控與知覺賦權的調節式中介模型(Preacher, Rucker, & Hayes 2007)，進一步探究在高、低不同程度的自我監控特質對知覺賦權中介變量的調節影響。根據研究分析結果表6 所示，低於平均數0.93 倍標準差的自我監控較低者，知覺賦權在不當督導氣候與工作沉浸關係中具中介作用，其間接效果值為-0.16 (SE = 0.03)，因95%信賴區間為[-0.22, -0.10]未包含0；相反的，高於平均數0.98 倍標準差的自我監控較高者，知覺賦權在不當督導氣候與工作沉浸關係不具中介作用，因95%信賴區間已包含0 [-0.07, 0.14]。所以假說四得到支持。

表6. 不當督導氣候、自我監控、知覺賦權與工作沉浸之調節式中介分析

		間接效果值	Boot SE	Boot LLCI	Boot ULCI
	-.93 SD	-.16	.03	-.22	-.10
自我監控	知覺賦權	.08	.02	.04	.11
	.98 SD	-.01	.03	-.07	.04

註. Bootstrap sample size = 5,000.

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5. 結論

過去文獻指出，沉浸體驗被稱為最佳體驗，可以讓人持續高度專注在眼前的活動。儘管沉浸近年才被視為一個體正向心理資源的概念帶入組織與人資領域。在本研究中亦證實高科技產業與傳統產業之員工，確實在工作中有體驗到沉浸的狀態。此外，本研究提出可能影響個體工作沉浸的前因，並從外在的組織情境因素不當督導氣候、內在個體因素知覺賦權，以及自我監控能夠緩解組織不當督導氣候所帶來的衝擊。

本研究經統計分析考驗證實，組織不當督導氣候會負向影響工作沉浸，亦即，不當督導氣候越高則個體工作沉浸會越低。再者，過去研究認為不當督導不利於員工覺察主管的賦權，但本研究卻證實心理賦權在不當督導氣候與工作沉浸之間，仍具有部分中介效果。在自我監控方面，具有高度自我監控特質的員工，不會受到組織中不當督導氣候的影響；相反的，自我監控程度越低者，越能夠強化不當督導氣候的負向影響，越不易個體覺察主管的賦權。最後，本研究在調節式中介模型的驗證中發現，自我監控會調節心理賦權中介不當督導氣候與工作沉浸之關係：但僅發生在高度的自我監控員工身上，低者則不然。

5.1 實務應用

本研究證實組織不當督導氣候不利於員工的工作沉浸，儘管主管不當督導的對象並非當事人，但同儕間仍會彼此分享自身不愉快的經驗，並掀起漣漪效應傳遞到整個組織內。為此，本研究建議主管在領導團隊及部屬時，避免作出公然批評、發脾氣及私下威脅他人之行為，對於表現不佳的員工，應遵照組織規章以透明化和公平公正的方式懲處，使員工臣服於理性與公正的領導，而非形成不當督導之印象。組織方面，本研究建議企業組織應當培養員工自我監控的特質，因為自我監控除了能緩衝不當督導氣候對工作沉浸的負面衝擊外，還有助於個體工作沉浸的體現。自我監控特質包括展現合宜的行為、掌控好情緒、與他人良好互動等，因此，在員工教育訓練的環節設計應當強化上述之行為。此外，本研究發現心理賦權對個體的工作沉浸具有相當高的預測力，意即，覺察到主管賦權的員工在相當高的程度上，會更加專注與投入在工作之中。

5.2 研究限制與未來研究方向

　　本研究在分析結束後，仍發現以下幾點限制。首先，樣本上的限制。本研究對象為我國高科技產業與傳統產業之員工，在研究結果的解釋上，可能無法推論到其他產業（服務業、金融業等）。因此，建議未來的研究可納入更多的產業組合，並探究不同產業之間可能存在的特性差異。第二，儘管本研究問卷發放的方式採多時點（間隔一個月）、多來源（邀請其他同事填答）蒐集，以避免共同方法變異(CMV) 的潛在威脅，但更客觀的方式係以縱貫性（longitudinal）的研究設計，特別是工作沉浸此變數。建議未來的研究者，在量測工作沉浸時，能針對不同工作任務、不同時間點，且為期一段時間來量測，而非以回憶的方式來取得資料，相信更能貼近個體真實的工作沉浸表現。最後，本研究證實自我監控特質的人，確實能夠減緩組織不當督導氣候對其工作沉浸的負面影響，在學術意涵上有實質的貢獻，但自我監控特質與工作沉浸之間的心理機制為何？是基於領薪做事的互惠（Reciprocity）原則嗎？或許是未來研究予以琢磨之處。

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Ethical/Unethical Leadership and Work Engagement:
The Mediation of Team Psychological Capital

Abstract

Work engagement has gained considerable attention from scholars because of its predictive value for positive outcomes for individual employees. Uncovering the factors that can contribute to promoting an employee's work engagement in organizations deserves attention from managers. To date, however, limited research has dealt with the leadership predictors of both individual and team work engagement. In this study we examined the relationships between ethical/unethical leadership on work engagement at the work team level. We used surveys to collect data from a sample of 317 full-time employees from 51 work teams in Taiwan. The results showed that ethical leadership is positively related to team work engagement, whereas abusive supervision climate is negatively related to engagement; additionally, these relationships are mediated by team psychological capital.

Introduction

Work engagement has gained considerable attention from scholars because of its predictive value for positive outcomes for individual employees, such as better psychological well-being (Schaufeli, Taris, & van Rhenen, 2008) and higher work performance (Bakker & Bal, 2010; Salanova, Agut, & Peiró, 2005). Work engagement refers to "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, González-Romá, & Bakker, 2002, p. 74). Given its significance for employees, uncovering the factors that can contribute to promoting an employees' work engagement in organizations deserves more attention from managers. In the literature, the effects of various kinds of antecedents, including job demands and job resources, on work engagement have been examined empirically (Crawford, LePine, & Rich, 2010; Halbesleben, 2010; Nahrgang, Morgeson, & Hofmann, 2011). However, limited research has dealt with the leadership predictors of work engagement. Bakker, Albrecht, and Leiter (2011) called for more studies to investigate the roles of leaders in fostering their followers' work engagement. In response to this call and to enrich our understanding of how good and bad leaderships affect employees' cognitive appraisals of their work, the present study focuses itself on exploring the effects of ethical and unethical leaderships on employee work engagement.

Another issue deserves our attention is that the mechanisms and processes by which leaders exert their influence on their followers' work engagement has remained unexplored in the literature. The present study intends to examine the potential mediating effect of psychological capital on the relationship between leadership and employee work engagement. Psychological capital, defined as "an individual's positive psychological state of development which is characterized by self-efficacy, optimism, hope, and resilience" (Luthans, Youssef, & Avolio, 2007, p. 3), has been conceived as an important personal (psychological) resource. Research has shown that psychological capital which is affected by a variety of leadership behaviors, such as transformational leadership (Gooty, Gavin, Johnson, Frazier, & Snow, 2009) and authentic leadership (Rego, Sousa, Marques, & Cunha, 2012) can have a substantial impact on employee work engagement (Bakker et al., 2011; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007, 2009). Findings from the above studies seem to imply that psychological capital can work as an important mechanism to transmit the influences of leadership on employee work engagement. Hence, we are interested in knowing whether there is a mediation effect of psychological capital on the relationship between ethical/unethical leadership and employee work engagement.

In this study (see Figure 1) we examine how ethical/unethical leadership affects team work engagement through team psychological capital. As noted by Trevino,

Brown, and Hartman (2003), at the group level, ethical leadership has effects on the collective mood of the followers' group, the long-term goals of organization, and the interests of multi-stakeholders of organization. Therefore, we argue that ethical and unethical leadership can affect team work engagement through the mediation of team psychological capital

<div align="center">

Literature Review and Hypotheses
</div>

Ethical and unethical leadership

Ethical leadership. In their qualitative investigation, Treviño and colleagues (Trevino et al., 2003; Trevino, Hartman, & Brown, 2000) theorized that ethical leadership includes two important dimensions: moral persons and moral managers. Ethical leaders are thought to be moral persons because they are honest and trustworthy, take good care of their people, and do the right things in both their personal and professional lives. They make decisions based on values and ethical decision rules, and they are fair and concerned about stakeholders' interests and long-term outcomes. On the other hand, as moral managers, ethical leaders are clear about their expectations of followers. They are visible role models of ethical behavior, communicate with their people about their ethical and values-based expectations, and use the reward system to hold followers accountable for ethical conduct. Building on this qualitative investigation, Brown, Treviño, and Harrison (2005) defined ethical leadership as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication reinforcement, and decision-making" (p. 120). The first part of this definition ("demonstration of normatively appropriate conduct") refers to the moral person aspect of ethical leadership, whereas the second part ("the promotion of such conduct to followers") refers to the moral manager aspect of ethical leadership.

Unethical leadership. In contrast to ethical leadership, unethical leadership (also called destructive leadership) has been defined as "behaviors conducted and decisions made by organizational leaders that are illegal and/or violate moral standards, and those that impose processes and structures that promote unethical conduct by followers" (Brown & Mitchell, 2010, p. 588). A variety of forms of destructive leadership have been put forth in the literature, and recently, these behaviors have been explicitly defined as "unethical" (Brown & Mitchell, 2010). Examples of unethical leadership include tyrannical leadership (Ashforth, 1994), toxic leadership (Frost, 2004), negative mentoring (Eby, McManus, Simon, & Russell, 2000), and supervisor undermining (Duffy, Ganster, & Pagon, 2002), but most of the work conducted to date has employed the term abusive supervision (Tepper, 2000).

Therefore, following the majority of previous studies, the present study operationalizes unethical leadership using the construct of abusive supervision. Abusive supervision is defined as "subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact" (Tepper, 2000, p. 178). Examples of abusive supervision include rudeness, intimidation, public criticism, and inconsiderate actions. Previous studies (e.g., Tepper, 2000; Tepper, 2007; Tepper, Moss, Lockhart & Carr, 2007) have shown that subordinates who perceive their supervisors as being abusive are more likely to quit their jobs, have lower job and life satisfaction, lower organizational commitment, experience greater conflict between work and family, and report increased psychological distress.

Work engagement

Work engagement is defined as "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli et al., 2002, p. 74). Vigor refers to experiencing high levels of energy and mental resilience while working, the willingness to invest effort in work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one's work, and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in work (Bakker, Schaufeli, Leiter, & Taris, 2008).

The Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) provides a potentially useful conceptual framework for studying the mechanisms through which job demands and resources relate to work engagement. According to the JD-R model (Bakker & Demerouti, 2007; Demerouti et al., 2001), the characteristics of work environments can be classified into two general categories: job demands and job resources. Job demands refer to the physical, psychological, social, or organizational aspects of the job that require sustained physical, cognitive, and emotional effort and are therefore associated with certain physiological and psychological costs. Examples of job demands include high work pressure, an unfavorable physical environment, and emotionally demanding interactions. Job resources, on the other hand, refer to the physical, psychological, social, or organizational aspects of the job that help employees achieve work goals, reduce job demands and their associated physiological and psychological costs, and stimulate personal growth, learning, and development. Examples of job resources include autonomy, feedback, a supportive environment, and opportunities for development (Bakker & Demerouti, 2007; Demerouti et al., 2001).

Effects of ethical/unethical Leadership on team work engagement

Salanova et al. (2005) illustrated that work engagement can be conceived as a collective, team-level experience. Shared experiences of work engagement at the team level can be conceptualized as an example of collective mood. One possible way a team could gain a collective mood is that team members affect each other's moods such that mood converging (Bakker et al., 2011; Bakker, van Emmerik, & Euwema, 2006). This process is similar to what has been described as "emotional contagion" (Hatfield, Cacioppo, & Rapson, 1994). It is conceivable that individual-level work engagement can transmit from one employee to another, consciously and unconsciously through socializing and interaction among employees and form a team-level work engagement (Bakker et al., 2006).

We propose that ethical and unethical leadership can affect team-level work engagement. Leaders often engage in behaviors that are not directed toward specific individuals but toward work unit as a whole. As noted by Treviño et al. (2003), at the group level, ethical leadership focuses its concern for the collective good of work group, the long-term goal of organization and the interests of multi-stakeholders. Drawing on the JD-R model (Bakker & Demerouti, 2007; Demerouti et al., 2001), we suggest that ethical leadership can form a resourceful and supportive work environment which provides group members with job resources to let them stay highly engaged in their work team. In contrast, group members working under an unethical leadership are likely to receive less job resources and support from their superior, and consequently become unengaged with their team work. Empirical research (Priesemuth et al., 2013) showed that abusive supervision climate has a negative impact on group identification, collective efficacy, and group cooperation, the needed factors facilitating team work engagement. As a result, it is likely that there exists a negative relationship between abusive supervision climate and team work engagement. Accordly, we hypothesize:

> **Hypothesis 1:** Ethical leadership is positively related to team work engagement.

> **Hypothesis 2:** Abusive supervision climate is negatively related to team work engagement.

Psychology capital

Psychological capital is defined as "an individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and

bouncing back and even beyond (resilience) to attain success" (Luthans et al., 2007, p. 3).

Most research to date has approached psychological capital as an individual-level phenomenon. Recently, researchers have suggested that psychological capital can also exist at the group level in the form of team psychological capital. From the perspective of positive organizational behavior (POB), West, Patera, and Carsten (2009) operationalized at the team level three core constructs of psychological capital (self-efficacy, optimism, and resilience) and examined their associations with several team outcomes. Drawing on Bandura's (1997) notion of transiting personal efficacy to collective efficacy, Walumbwa, Luthans, Avey, and Oke (2011) derived work-team collective psychological capital from individual-level psychological capital and examined the mediating role of team psychological capital on the relationship between authentic leadership and work group's desired outcomes (i.e., group citizenship behavior, group performance). These two studies provided a rationale and evidence for the existence of team psychological capital—a construct which can be defined as the "group's shared psychological state of development that is characterized by self-efficacy, optimism, hope, and resilience" (Walumbwa et al., 2011, p. 6).

Mediation effect of team psychological capital on the relationship between ethical/unethical leadership and team work engagement

In line with the compatibility principle, a collective construct should be studied in relation to other collective constructs at the same level of specificity (Ajzen, 2005), we suggest that team psychological capital can act as a mediating mechanism linking ethical or unethical leadership to team work engagement. Studies in the literature have shown that job resources (as measured by job autonomy, supervisory coaching, and team climate) are linked to employees' work engagement through their self-efficacy and optimism, (Llorens et al., 2007; Xanthopoulou et al., 2009), the two key components of psychological capital. It is plausible that psychological capital may play a mediating role in the influence ethical leadership (a resourceful job situation) on employee work engagement. In contrast, employees' psychological capital would be mitigated when they are working under an unethical leadership (a non-resourceful job situation), where in consequence a lower level of work engagement will be resulted. Thus, we hypothesize:

> **Hypothesis 3:** Team psychological capital mediates the positive relationship between ethical leadership and team work engagement.
>
> **Hypothesis 4:** Team psychological capital mediates the negative relationship between abusive supervision climate and team work engagement.

<center>**Method**</center>

Participants and Procedures

The participants in this study were full-time employees from 57 work teams in Taiwan. The researchers contacted the managers of these companies and obtained consent for the participation of their employees. Each participant received a questionnaire and a cover letter explaining the purpose of the study and assuring participants of the confidentiality and anonymity of their responses. Completed questionnaires were sealed in an envelope and returned directly to the researchers. A total of 600 questionnaires were distributed and 340 were returned. Of the 340 returned questionnaires, 23 were eliminated because of missing responses. The final sample consists of 317 full-time employees. Of the 317 participants, 51% are males and 49% are females. The age of participants ranges from 19 to 63 years, with a mean of 34.94 years ($SD = 8.18$).

Measures

Ethical leadership. Group ethical leadership is measured using a referent-shift consensus model (Chan, 1998), via the 10-item ELS developed by Brown et al. (2005), for group level of analysis. Sample items include "My supervisor discusses ethics or values with unit members." Group members are asked to rate the extent to which they agreed with statements using a 7-point Likert scale. The Cronbach's alpha for this scale was .90.

Abusive supervision climate. To measure abusive supervision climate, I use a referent-shift consensus model (Chan, 1998) to modify the items on the abusive supervision scale (Tepper, 2000) for group level of analysis. Group members are asked to rate the extent to which they agreed with statements such as "My supervisor ridicules members of my work group" using a 7-point scale. The Cronbach's alpha for this scale was .91.

Team psychological capital. To measure team psychological capital, I use a referent-shift consensus model (Chan, 1998) to modify the items on the PCQ (Luthans, Youssef, et al. (2007) for group level of analysis. Sample items include: "Members of this group confidently contribute to discussions about the group's strategy" (efficacy), "Members of this group think of many ways to reach work goals" (hope), "Members of this group are optimistic about what will happen to them in the future as it pertains to work" (optimism), and "Members of this group usually take stressful things at work in stride" (resilience). Group members rated their own psychological capital with a r7-point scale. The Cronbach's alpha for this scale was .91.

Team work engagement. To measure team work engagement, we use a referent-shift consensus model (Chan, 1998) to edit the items for group level of

<center>6</center>

analysis. The items of this measure are the result of the transformation of the UWES-9 (Schaufeli et al., 2006) from an individual referent to a group-level referent. Sample items include: "Our team feels strong and vigorous" (vigor), "Our team inspires me" (dedication), and "Our team is immersed in team work" (absorption). Group members rated their work engagement with a 7-poinmt scale. The Cronbach's alpha for this scale was .94.

Control variables. The demographic variables of gender, age, organizational tenure, and education were included as individual-level control variables in the statistical analyses, while team size is included as a group-level control variable.

Data Aggregation

To examine the appropriateness of data aggregation pertaining to ethical leadership, abusive supervision climate, team psychological capital, and team work engagement, we calculated the inter-rater agreement (r_{wg}), intra-class correlation coefficient, ICC(1), and reliability of group mean, ICC(2), for these variables (Bliese, 2000; James et al., 1993). The results showed that the average r_{wg} values for the 57 teams were .86 for ethical leadership, .91 for abusive supervision climate, .88 for team psychological capital, and .90 for team work engagement. All exceeded the conventionally accepted r_{wg} of .70 (James et al., 1993), demonstrating a reasonable level of agreement. Moreover, we calculated the ICC(1) and ICC(2) for the aggregated measures (Bliese, 2000). The ICC(1) values were .14 for ethical leadership, .14 for abusive supervision climate, .16 for team psychological capital, and .25 for team work engagement, whereas the ICC(2) values were .50 for ethical leadership, .52 for abusive supervision climate, .53 for team psychological capital, and .68 for team work engagement. These values indicate that significant between-group variance exists for all study variables (Bliese, 2000). Based on the above results, it is reasonable to aggregate team members' responses to the team level.

Results

Table 1 presents the descriptive statistics, reliability estimates, and correlations of the study variables.

Insert Table 1 About Here

Hypothesis 1 proposed that ethical leadership is positively related to team work engagement. As shown in Model 4 of Table 2, the results showed that ethical leadership is positively related to team work engagement ($\beta = .50$, $p < .001$). Therefore, Hypothesis 1 was supported.

Hypothesis 2 proposed that abusive supervision is negatively related to team work engagement. As can be seen in Model 6 of Table 2, the results showed that abusive supervision is negatively related team to work engagement ($\beta = -.54$, $p < .001$). Hence, Hypothesis 2 was supported.

Hypotheses 3 and 4 proposed that team psychological capital would mediate the positive relationship between ethical leadership and team work engagement as well as the negative relationship between abusive supervision climate and team work engagement. To test for mediation, the results of the bootstrapping tests (Preacher & Hayes, 2008) showed that the indirect effects of ethical leadership and abusive supervision climate on team work engagement through team psychological capital were significant. Specifically, for ethical leadership, the 95% confidence interval of the indirect effect was (.11, .57), not containing zero; for abusive supervision climate, the 95% confidence interval of the indirect effect was (-.39, -.06), which also excluded zero. Together, these above results support Hypotheses 3 and 4.

Insert Table 2 About Here

Discussion

This study examined the association of the ethical and unethical leadership with team work engagement, while also investigating the mediating effect of team psychological capital on the above relationship. The results of this study are largely consistent with our hypotheses, which may make several important contributions to the leadership and work engagement literature.

The results found that ethical leadership is positively related to team work engagement, whereas unethical leadership (abusive supervision climate) is negatively related to team work engagement. The results suggest that team leader are encouraged to exert the ethical leadership, and to refrain from forming the abusive supervision climate in teams, to team members, because ethical leadership could facilitate team work engagement, while unethical leadership might has a negative influence on team work engagement.

The results showed that ethical leadership and abusive supervision climate were associated with team work engagement through team psychological capital. The support of the mediation effect of team psychological capital highlighted the importance of team members' shared positive psychological state. The present study may contribute to the literature by showing that team psychological capital as an important team resource can be used as a mediating mechanism to transfer the effect of ethical/unethical leadership on team work engagement.

The results also showed that team work engagement can influence individual

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work engagement. This supports an argument in that the relationship between individual work engagement and team work engagement may be crossover from the team to individuals within the team (Bakker et al., 2011; Bakker et al., 2006).

Practical Implications

The findings from this study carry some practical implications for organizations seeking to improve both individual and team work engagement. First, the results show that ethical leadership has a significantly positive effect on team work engagement via team psychological capital, whereas abusive supervision climate has a significantly negative effect on team work engagement via team psychological capital. This suggests that team leader can enhance team work engagement by behaving in a moral manner and exerting more ethical management behaviors to their team members in order to foster an ethical leadership atmosphere within a team. Alternatively, team leader can also enhance team work engagement by avoiding fostering an abusive supervision climate within a team, for example, team leaders may exert more cares and concern to their team members and make clear the rules and procedures to be followed by their team members.

Limitations

Despite its contributions, a number of limitations of this research should be noted. The first is that its sample collection was restricted to companies in Taiwan. The cross-cultural generalization of its findings may be limited. The second limitation concerns the problem of CMV. All variables in this study were measured using self-report responses from the same source which might induce CMV and bias the results of hypotheses testing. However, this concern is mitigated by the aggregated assessment of the group-level variables of ethical leadership, abusive supervision climate, team psychological capital, team work engagement. The aggregation should have prevented CMV, which often occurs at the individual-level assessment.

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Table 1. Means, standard deviations, coefficient alphas, and correlations among the variables

Variable	*M*	*SD*	1	2	3	4	5
Individual-level (n = 317)							
1. Gender	.51	.50	--				
2. Age	34.94	8.18	.12	--			
3. Tenure	6.48	6.72	.04	.72**	--		
4. Education	3.14	.90	.10	-.24**	-.36**	--	
Group-level (n = 57)							
1. Team size	5.56	1.20	--				
2. Ethical leadership	5.15	.48	-.04	--			
3. Abusive supervision climate	2.32	.59	-.16	-.55**	--		
4. Team psychological capital	4.47	.36	.09	.47**	-.39**	--	
5. Team work engagement	4.29	.53	.15	.49**	-.55**	.68**	--

Note: Numbers in parentheses are coefficient alphas.

*p < .05; **p < .01.

Table 2.

Results of hierarchical regression analyses of Study 2.

Variable	Team psychological capital			Team work engagement					
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8	Model 9
Control variable:									
Team size	.11	.03	.08	.17	.11	.06	.05	.10	.06
Predictors:									
Ethical leadership	.48***		.38*	.50***	.23*			.29*	.09
Abusive supervision climate		-.39**	-.17			-.54***	-.33**	-.38**	-.29*
Mediator:									
Team psychological capital					.57***		.55***		.52***
R^2	.24**	.13*	.25**	.27***	.52***	.31***	.56***	.37***	.57***
ΔR^2					.25***		.25***		.20***
F values	8.28**	4.97*	6.02**	10.08***	18.86***	12.04***	22.88***	10.16***	17.17***

Note. N = 57. Standardized regression coefficients (beta) are shown in each equation.

*p < .05; **p < .01; ***p < .001.

105年度專題研究計畫成果彙整表

成果項目				量化	單位	質化（說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等）
國內	學術性論文	期刊論文		0	篇	
		研討會論文		0		
		專書		0	本	
		專書論文		0	章	
		技術報告		0	篇	
		其他		0	篇	
	智慧財產權及成果	專利權	發明專利 申請中	0	件	
			發明專利 已獲得	0		
			新型/設計專利	0		
		商標權		0		
		營業秘密		0		
		積體電路電路布局權		0		
		著作權		0		
		品種權		0		
		其他		0		
	技術移轉	件數		0	件	
		收入		0	千元	
國外	學術性論文	期刊論文		0		
		研討會論文		1	篇	Ethical/Unethical Leadership and Work Engagement: The Mediation of Team Psychological Capital, The Asian Conference on the Social Sciences and Sustainability, December 21-22, 2017, Hiroshima, Japan. Presenting Speaker: Yau-De Wang Authors: Yau-De Wang & Ying-Chien Chen, National Chiao Tung University, Taiwan
		專書		0	本	
		專書論文		0	章	
		技術報告		0	篇	
		其他		0	篇	
	智慧財產權及成果	專利權 發明專利	申請中	0	件	

			已獲得	0		
			新型/設計專利	0		
		商標權		0		
		營業秘密		0		
		積體電路電路布局權		0		
		著作權		0		
		品種權		0		
		其他		0		
	技術移轉	件數		0	件	
		收入		0	千元	
參與計畫人力	本國籍	大專生		0		
		碩士生		0		
		博士生		1	人次	訓練該博士生如何對企業員工收集團隊層次與個人層次資料,並訓練其跨層次統計資料分析技能,使其熟悉組織領導與人力資源管理相關文獻,培養其未來在管理領域之獨立研究能力。
		博士後研究員		0		
		專任助理		0		
	非本國籍	大專生		0		
		碩士生		0		
		博士生		0		
		博士後研究員		0		
		專任助理		0		
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。）						經由國際研討會之參與,與其他國家學者交流企業不當領導與員工工作行為反應研究之理論思考,研究方法與成果,有助其他國家學者思考跨文化管理之差異,並促進其與台灣管理學者進行跨文化比較研究合作之興趣,有助提升台灣在組織管理研究領域之國際顯著性。

科技部補助專題研究計畫成果自評表

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（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

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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：

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2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）
    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200字為限）
    已在國際研討會發表。

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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）
    在管理上本研究結果可藉以評估企業組織內部是否存在不當(嚴苛)督導氣候，並促使企業主管了解不當督導氣候如何會透過員工的心理賦權知覺影響到員工的工作沉浸(工作的專注和投入)，進而影響到其工作表現。同時可使企業主管了解具備不同自我監控人格特質的員工，如何對不當督導氣候產生不同的工作沉浸反應，如此可使管理人員注意應該避免對自我監控人格特質較低的員工過度嚴苛的管理，以免干擾其工作沉浸，進而影響其工作績效。
    本研究的結果在學術上說明了不當督導會削弱員工的心理工作賦權知覺，進而對員工工作專注產生干擾，並說明了不同人格特質員工所可能產生的不同反應，對未來管理領域有關不當督導對員工工作態度與行為影響的相關研究具有啟示作用。

4. 主要發現

本研究具有政策應用參考價值：■否　□是，建議提供機關

（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現：□否　□是

說明：（以150字為限）

研究結果發現：(1)組織不當督導氣候會負向影響員工工作沉浸；(2)員工心理賦權知覺在不當督導氣候與其工作沉浸之間，具有中介作用；(3)自我監控在不當督導氣候與工作沉浸之間具有調節作用；(4)自我監控會調節心理賦權知覺在不當督導氣候與工作沉浸關係的中介作用，此中介作用僅發生在自我監控較低的員工。