

國家科學及技術委員會補助專題研究計畫報告

從發現大學生職涯渴望培養職涯建構

報告類別：成果報告
計畫類別：個別型計畫
計畫編號：MOST 110-2410-H-128-016-SSS
執行期間：110年08月01日至112年07月31日
執行單位：世新大學觀光學系（所）

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報告附件：出席國際學術會議心得報告

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

中 華 民 國 112 年 10 月 31 日

中文摘要：本研究以期望—價值模型的成就選擇與自我規範理論，解釋外部、內部職涯目標如何經由職涯渴望至大學生職涯建構之概念，並將未來時間觀之觀點整合於此中介歷程。研究目的如下：一、討論內、外部職涯目標與職涯建構之關係。二、解釋外部職涯目標與職涯渴望(成就渴望以及領導渴望)之關係。三、探討內部職涯目標與職涯渴望(成就渴望以及教育渴望)之關係。四、說明職涯渴望所具之中介效果；亦即，內、外部職涯目標如何經由個別的職涯渴望至職涯建構之歷程。五、討論開放與限制性未來時間觀對調節職涯渴望與職涯建構關係的個別調節效果；並進一步驗證開放、限制性未來時間觀分別在職涯目標(外部、內部)經職涯渴望對職涯建構之間接影響的調節式中介效果加以解釋。觀光餐旅產業受到COVID-19疫情影響，本研究關注於觀光餐旅科系大學生如何適應當前的改變、創造機會、接受挑戰，進而建立終身職涯管理和增強就業能力發展的議題。本研究針對觀光相關科系大學生作為研究對象，以時間差研究設計進行間隔二個時間點施測的變數資料收集，將職涯目標與職涯渴望的學理思維整合於職涯建構之文獻。研究結果發現可彰顯在發現大學生職涯渴望的路徑中，外部、內部職涯目標的價值，以及三種不同的職涯渴望對職涯建構之意涵，並充份解釋開放性、限制性未來時間觀在上述中介歷程中的調節意涵。本研究結果將可提供進一步的理論與實務意涵。

中文關鍵詞：職涯目標、職涯渴望、大學生職涯建構、未來時間觀

英文摘要：Drawing on expectation-value model of achievement choice and self-regulation theory, this study investigates the mediating role of career aspiration (i.e., achievement, leadership, and education aspiration) in linking extrinsic and intrinsic career goals with university students' career construction inventory, and further examines the moderating role of future time perspective (i.e., open-end and limited) in influencing the mediating mechanisms. The research objectives are as follows: 1. To discuss the relationship between extrinsic and intrinsic career goals and career construction inventory. 2. To explain the relationship between extrinsic career goal and career aspirations (achievement and leadership aspirations). 3. To explore the relationship between intrinsic career goals and career aspirations (achievement and education aspirations). 4. To explain the mediating effect of career aspirations; that is, how extrinsic and intrinsic career goals lead to career construction via career aspirations. 5. To discuss future time perspectives (open-end and limited) moderate the effect of career aspiration on career construction, which in turn explains the moderated mediation process. The tourism and hospitality industries are affected by the COVID-19 pandemic. This research focuses on how to adapt to the current changes, create opportunities, and accept challenges for university students in the tourism and

hospitality department to establish lifelong career management and enhance the development of employability. This research is aimed at students in tourism-related majors as the research object, and collects variable data at two waves with the time lag research design, and integrates career goals and academic thinking of career aspirations into the literature of career construction inventory. The research results can highlight the value of extrinsic and intrinsic career goals in the path of discovering college students' career aspirations, as well as the implications of three different kinds of career.

英文關鍵詞：career goal, career aspiration, undergraduate career construction inventory, future time perspective

從發現大學生職涯渴望培養職涯建構

摘要

本研究以期望—價值模型的成就選擇與自我規範理論，解釋外部、內部職涯目標如何經由職涯渴望至大學生職涯建構之概念，並將未來時間觀之觀點整合於此中介歷程。研究目的如下：一、討論內、外部職涯目標與職涯建構之關係。二、解釋外部職涯目標與職涯渴望(成就渴望以及領導渴望)之關係。三、探討內部職涯目標與職涯渴望(成就渴望以及教育渴望)之關係。四、說明職涯渴望所具之中介效果；亦即，內、外部職涯目標如何經由個別的職涯渴望至職涯建構之歷程。五、討論開放與限制性未來時間觀對調節職涯渴望與職涯建構關係的個別調節效果；並進一步驗證開放、限制性未來時間觀分別在職涯目標(外部、內部)經職涯渴望對職涯建構之間接影響的調節式中介效果加以解釋。觀光餐旅產業受到 COVID-19 疫情影響，本研究關注於觀光餐旅科系大學生如何適應當前的改變、創造機會、接受挑戰，進而建立終身職涯管理和增強就業能力發展的議題。本研究針對觀光相關科系大學生作為研究對象，以時間差研究設計進行間隔二個時間點施測的變數資料收集，將職涯目標與職涯渴望的學理思維整合於職涯建構之文獻。研究結果發現可彰顯在發現大學生職涯渴望的路徑中，外部、內部職涯目標的價值，以及三種不同的職涯渴望對職涯建構之意涵，並充份解釋開放性、限制性未來時間觀在上述中介歷程中的調節意涵。本研究結果將可提供進一步的理論與實務意涵。

關鍵詞：職涯目標、職涯渴望、大學生職涯建構、未來時間觀

Cultivating University Students' Career Construction Via Discovering Career Aspiration

Abstract

Drawing on expectation-value model of achievement choice and self-regulation theory, this study investigates the mediating role of career aspiration (i.e., achievement, leadership, and education aspiration) in linking extrinsic and intrinsic career goals with university students' career construction inventory, and further examines the moderating role of future time perspective (i.e., open-end and limited) in influencing the mediating mechanisms. The research objectives are as follows: 1. To discuss the relationship between extrinsic and intrinsic career goals and career construction inventory. 2. To explain the relationship between extrinsic career goal and career aspirations (achievement and leadership aspirations). 3. To explore the relationship between intrinsic career goals and career aspirations (achievement and education aspirations). 4. To explain the mediating effect of career aspirations; that is, how extrinsic and intrinsic career goals lead to career construction via career aspirations. 5. To discuss future time perspectives (open-end and limited) moderate the effect of career aspiration on career construction, which in turn explains the moderated mediation process. The tourism and hospitality industries are affected by the COVID-19 pandemic. This research focuses on how to adapt to the current changes, create opportunities, and accept challenges for university students in the tourism and hospitality department to establish lifelong career management and enhance the development of employability. This research is aimed at students in tourism-related majors as the research object, and collects variable data at two waves with the time lag research design, and integrates career goals and academic thinking of career aspirations into the literature of career construction inventory. The research results can highlight the value of extrinsic and intrinsic career goals in the path of discovering college students' career aspirations, as well as the implications of three different kinds of career.

Keywords: career goal, career aspiration, undergraduate career construction inventory, future time perspective

壹、緒論

自 2020 年初爆發的嚴重特殊傳染性肺炎—新型冠狀病毒(COVID-19 pandemic)的影響，截至 2020 年 12 月，全世界已有 8,070 萬名病例，死亡人數已達 176 萬人(資料來源:2020/12/28, JHU CSSE COVID-19 Data)，產業和個人都正蒙受巨大的經濟與健康的損失與威脅。受到 COVID-19 影響尤為劇烈的產業即是觀光、旅遊、餐飲等相關產業，許多國家/地區正在採取大規模旅遊限制、社會疏遠、甚至是關閉企業等，觀光餐旅產業正在經歷「為了生存而戰(in a fight for survival)」，勞工就業市場的機會與發展同時受到嚴峻的考驗(Guevara, 2020; Hartman & Nickerson, 2020; Jiang & Wen, 2020)，許多即將畢業的觀光系大學生面臨無法順利投入想要的職場的焦慮。然而，面對充滿挑戰、複雜和不確定的總體環境，許多組織行為的研究著眼於疫情帶來的財務損失、工作不安全感、焦慮與沮喪的壓力等議題(Jenna M. Wilson et al., 2020; Jiang & Wen, 2020; Mann, Krueger, & Vohs, 2020)，也有學者開始討論 COVID-19 為勞工職涯發展帶來的改變、機會與挑戰(Hite & McDonald, 2020)，然而，在觀光餐旅研究中，卻鮮有研究關注觀光餐旅科系大學生如何適應當前的改變、創造機會、接受挑戰，進而建立終身職涯管理和增強就業能力發展的議題。尤其在後疫情時代，大學生畢業才是職涯發展的開始，必須能夠主動地進入工作環境並自我管理職業發展，在此環節中，身為觀光教育及研究者的我們，更應該關心並探究如何啟迪觀光科系學生的職涯自我管理、瞭解其職涯目標，以及協助大學生建構職涯資本，此即為本研究之最重要的旨趣之一。

為什麼要談大學生的職涯建構?職涯發展是一個人經由確立自我職業概念、探索、決定、準備而不斷成長的歷程(Savickas, 1997, 2005; Savickas et al., 2009)。對於即將進入就業市場的大學畢業生，大學的畢業典禮並非學習的終點，而是職業生涯的開始。學生職涯建構應該具備哪些條件，是看有沒有能力不斷為職涯建構價值，而不是現在既有的能力而已(Savickas, Porfeli, Hilton, & Savickas, 2018)。在瞬息萬變的信息傳播和知識密集型經濟的背景之下，職涯發展強調多元學習、跨領域學習，必須用職涯建構理論(career construction theory)談職涯，不要用既有的事實去談論職涯。職涯建構理論強調，職涯管理不在發現既有的事實(如，人格、性向..等)，在當今強調無疆界職涯(boundaryless career)、多元職涯(protean career)的社會，職涯管理的重點已轉為不斷為職涯創造價值的職涯積極行動，創造自我價值的斜槓人生(Chui, Li, & Ngo, 2020; Cortellazzo, Bonesso, Gerli, & Batista-Foguet, 2020; H. Li, Ngo, & Cheung, 2019)。職涯建構是一個人開始準備進入職涯之前必須認識自己的興趣、能力、價值和其他個人素養(literacy)，以及進入想要的職業領域需要具備的資格，並積極展現行動。因此，重新建構學生職涯發展的思維更成為觀光教育領域當前最優先的使命與議題。本研究是首篇以職涯自我管理(career self-management)中最主要的構念—職涯目標(career goal)—職涯想要達成的目的與成就(Greco & Kraimer, 2020; Seibert, Kraimer, Holtom, & Pierotti, 2013)，

連結 Savickas et. al (2018)發展的學生職涯建構(the student career construction inventory)，試圖解釋大學生職涯目標與職涯建構之關係，此一嘗試，應能呼應職涯建構理論所提之「主觀的生涯」思維。

O'Brien (1996)最初提出職涯渴望(career aspiration)的概念，主要用於理解女性進入職涯的複雜選擇，指一個人在他(她)所選擇的特定領域中追求成功和成就的動力，Gregor and O'Brien (2016)進一步將其分為渴望在其職業生涯中擔任獲得成就感、領導職務以及繼續接受教育的程度。過去對職業渴望的研究中，主要著眼於剛進入職場年輕女性的職涯選擇(Gray & O'Brien, 2007; Gregor & O'Brien, 2016; O'Brien, 1996; O'Brien, Friedman, Tipton, & Linn, 2000)；針對餐飲業員工的研究有將職涯渴望作為調節變項探討服務氛圍經服務導向至服務表現之關係(Y. Li & Huang, 2017)；針對餐旅科系大學生的研究也僅有一篇探討職涯目標與對餐飲業抱持正向工作價值與學業成績有顯著相關(Lee & Lee, 2018)。截至目前為止，對於職涯渴望的研究較多為年輕女性員工職涯選擇或是青少年職涯渴望與學業成績，尚無研究探討觀光相關科系大學生的職涯渴望，為何及如何與不同職涯目標相連結，進而影響即將畢業的大四觀光相關科系大學生之職涯建構資本。本研究以期望-價值模型(expectancy-value model) (Eccles, 1987; 2011; Eccles et al., 1983)的成就選擇(achievement choice)，將 Seibert et al. (2013)所提之內部及外部職涯目標與 Gregor and O'Brien (2016)區分的三個職涯渴望相連結，以瞭解職涯渴望所扮演的中介機制。依據此模型，期望和價值會影響一個人對成就的選擇、展現和持續，一個人秉持想要持續獲取新技能與知識、想要從事有趣而富有挑戰性工作的內部職涯動機，亦或是秉持獲得成功、擁有在組織或社會中的地位 and 影響力，以及高財務報酬的外部職涯動機，二個不同的職涯動機如何及為何分別導致不同的職涯渴望(如，成就渴望、領導渴望以及教育渴望)，如果其職涯渴望與心中期待有較高的一致性，應能產生較高的成就，使其積極投入職涯建構的行動。

此外，本研究再以自我規範理論強化解釋不同職涯目標對職涯渴望的重要性，以及職涯渴望至職涯建構之中介歷程。自我規範(self-regulation)是藉由自我掌控與調整目的意義性的一種心理調節機制。內部職涯目標高者透過自我調節，不斷努力調整、持續一個或少數目標，並將其作為日常行動和選擇的方針(Freund, Napolitano, & Rutt, 2018)。具有高度職涯目標程度的大學生，會經由對於學習、卓越、領導的渴望進而投入職涯建構，持續展開積極的職涯行動。職涯目標程度高者，藉由調整自我意義與目的，廣泛地投入選擇適當的目標、優化成功的機會，如果其職涯渴望與心中期待有較高的一致性，應能產生較高的行動力，對於職涯建構展現積極的回應。

未來時間觀就像個人未來道路的探照燈，能夠引領方向，即時行動以達成目標(Gjesme, 1983)。未來時間觀就如同是個人對於未來目標的預期信念，秉持高度信念者會將現在的努力和付出視為達成未來目標的重要途徑，著眼於未來的結果而非僅止於滿足現況，也能夠預期當下的投入對未來成果的影響。根植於職涯建構理論，未來時間觀能夠藉由整合一個人的

過去，現在和未來所產生的認同感與代理感，引導個人朝著自己喜好的未來努力(Savickas, 2013)。過去探討職涯規劃的研究，將未來時間觀視為一個重要的認知基模(cognitive schema)，大學生在經歷即將畢業—求職的轉換過程時，是否具備未來時間觀(future time perspective, FTP)對於能否成功就業，降低職業決定困難，甚至對長期的職涯成功具有重要的意義(Lyu & Huang, 2016)。未來時間觀與職涯規劃(career planning)、職涯決策(career decision making)、職業認同(vocational identity)，以及職涯適應力(career adaptability)有關(Jia, Hou, Zhang, & Xiao, 2020; Jung, Park, & Rie, 2015; Lucija Andrea, Annelies E.M. van Vianenb, & Peetsmaa, 2017)。然而，迄今尚未有研究以未來時間觀的觀點來解釋，開放性(open-end)與限制性(limited)的未來時間觀，如何分別影響職涯渴望至職涯建構之正向關係，再更進一步形成第二階段調節式中介模型(second stage moderated mediation model)的研究架構。

綜合以上所述，本研究擬以期望—價值模型的成就選擇與自我規範理論解釋職涯目標藉由發現職涯渴望來探討大學生職涯建構，並將未來時間觀之觀點整合於此中介歷程，建構大學生職涯發展之理論架構。本研究目的如下所述。一、討論內、外部職涯目標與職涯建構之關係。二、解釋外部職涯目標與成就渴望以及領導渴望之關係。三、探討內部職涯目標與成就渴望以及教育渴望之關係。四、說明職涯渴望所具之中介效果；亦即，內、外部職涯目標如何經由個別的職涯渴望至職涯建構之歷程。五、討論開放與限制性未來時間觀對職涯渴望與職涯建構的調節作用。最後，如圖 1 所示，對於本研究變項所形成之調節式中介模型加以解釋。

貳、文獻探討與假設推演

一、職涯目標

職涯目標(career goal)乃是職涯自我管理(career self-management process)的基本要素之一。職涯自我管理蘊含了三個基本要素，包括職涯目標的確立(the establishment of career goals)、職涯計畫及策略的發展與應用(the development and implementation of career plans and strategies)，以及職涯目標進展過程中獲得的反饋(feedback regarding one's progress toward career goals)。倘若職涯目標的進度令人不甚滿意時，個人可能選擇變更設定新的職涯目標、計畫和策略(Greenhaus, Callanan, & Godshalk, 2010; Seibert et al., 2013)。

Seibert et al. (2013)依循動機理論(Hackman & Oldham, 1980)以及特定目標內容理論(goal content theories) (Edward L Deci & Ryan, 2000)，將職涯目標區分為追求內部與外部成就的程度。內部職涯目標(intrinsic career goal)係指個人的職業目標屬於內在動機的程度，例如，持續獲得新技能與知識、從事有趣而富有挑戰性的工作，以及是否有機會對社會產生正向影響的工作。外部職涯目標(extrinsic career goal)則是個人的職業目標屬於外部動機的程度，例如，可預見的成功、在組織或社會中的地位 and 影響力，以及高財務報酬。職涯目標是個人努力達成的職涯成就。一個人的職涯目標可以是針對特定職業(如，醫生、

律師等)，可以是體現在工作中渴望獲得的境界。與職涯滿意觀點呼應的說法，職涯目標的制定也可以是一系列特定而具體的職業成就，包括收入、職級、權力和影響力、有趣而富挑戰性的工作、技能發展和專業知識、就業保障，或是對社會作出有意義的貢獻(Seibert et al., 2013)。

外部目標具有外向性(Williams, Hedberg, Cox, & Deci, 2000)，人們關注的是自我價值以及他人進行人際比較的表面跡象。內部目標與實現和成長意念一致，並且期望能滿足具相關性、能力和成長的基本和內在心理需求(E.L. Deci & Ryan, 1985)。此種目標本質上會令其感到滿意或有價值，不需依賴他人對自我的片面性評價。重要的是，目標的內容(外在性和內在性)與目標動機有所不同，此種目標與人們追求特定目標的原因有關，其範圍可從一些到毫無外在壓力的自我決定至完全受控於外在壓力(Greco & Kraimer, 2020)。此外，學者也提出，內在或外在目標的內容不一定必然要與特定的目標動機(自我決定與外在控制)有關(Greco & Kraimer, 2020; Seibert et al., 2013)。舉例而言，一個人在年輕時的職涯可能設定外部目標，追求能夠進入一家有聲望的企業工作，因為他們重視與此間具聲望的企業有關的資源和機會(此為自我決定動機)，又或是因為他們感受到必須要在有聲望的公司工作才不負眾人期望的壓力(此為動機受控於外在壓力)。因此，我們依循 Greco and Kraimer (2020)以及 Seibert et al. (2013)的論述，認為職涯目標重視的是目標本身的內容，而不是目標背後的潛在動機，並將內部和外部職涯動機視為截然不同的構念。

二、職涯建構

Savickas (2002)提出的「職涯建構理論」(career construction theory)，源於 Super (1957) 職涯發展(career development)、職涯發展自我概念(career development self-concept)，以及生命週期(life-span)的論述。職涯建構理論詮釋個人透過從人際互動的過程中，建構自我、強化職涯行為的方向，並且為職涯賦予意義(Savickas, 2005; 2013)。其理論最主要的核心為職涯適應力(career adaptability)—即運用身心資源因應外在條件的快速變化，以縮短實現目標差距的能力，具有高度職涯適應力者會有較強的轉換能力和較多的心理資源。職涯建構模型解釋倘若一個人有意願且有能力對職涯任務作出回應(adapting responses)，將會獲致較好的結果(adaptation results) (Savickas & Porfeli, 2012)。換言之，職涯建構理論認為個人或多或少的準備好應對變化，他們在管理變化方面的資源不同，在需要時能夠有所變化，並因此逐漸融入他們的生活角色。適應力職涯建構蘊含了四個面向。第一個面向是適應力準備(adaptive readiness)，意味著個人是否有意願且準備好改變。除了改變的意願，個體還需要資源來作出適當的選擇，故第二個面向是適應力資源(adaptability resources)，適應力資源可以是一種特定的態度、信念和能力，用於應對變化、自我調節的社會心理資源。適應力資源能影響第三個面向-適應力回應，適應力回應即是解決不斷變化的職業狀況和作出職業選擇的實際行為表現。第四個面向是適應力結果，根據個人

和職涯之間的契合度(如，成功、滿意度以及穩定性)來檢定適應力回應的結果。簡而言之，適應力模型提出適應性準備驅動了適應力資源，而這些資源促使個體做出適應力回應，最終產生適應力結果。

職涯建構提供了一個全面的模型，該模型透過一系列從學校—工作—專業的過渡來解釋人際交往的過程，在此過程中，個人可以為其職業行為賦予意義和方向，使用適應策略來建構職涯並以此實現自我。Savickas et al. (2018)針對上述所提適應力職涯建構模型，針對職涯適應力回應的特定性構念發展出「學生職涯建構」(student career construction inventory, SCCI)，是指學生能透過規劃、探索、決定和作出職涯選擇的適應力回應(adapting response)，來衡量個人積極參與職涯建構的程度。學生職涯建構蘊含了四個子構念，分別為 1、確立職業自我概念(crystallizing)，是指認識自我的才能和能力，以及確認哪些價值觀對自己是重要的；2、探索(exploring)，是指找出自己真正的興趣所在，以及運用管道去瞭解不同類型的工作；3、決定(deciding)，是指決定自己真正想要做的工作，以及開始尋找適合的工作；4、準備(preparing)，是指開始準備心目中首選的工作所需要的培訓、尋找機會獲得以後想要職涯所需要的訓練和經驗以及從學校畢業後就趕快找到工作的規劃準備。

學生職涯建構是大學生從學校轉換到工作的求職前關鍵步驟，與確認職涯目標和追求該目標的行動有關(Savickas et al., 2018)。學生職涯建構的概念與 Hirschi and Freund (2014)的職涯投入(career engagement)概念相似，個人藉由展現不同的職涯行動，積極地發展他(她)的職涯。具體而言，職業目標會在個體中創造一種激勵狀態，從而讓人有精力、有方向去維繫個人與職業相關的行為。抱持高度職涯目標的人面對挫折時能展現出較高的韌性，並且會設法尋求替代計劃和策略來克服障礙(Sullivan, Martin, Carden, & Mainiero, 2003)，秉持高度職涯目標的人較可能積極投入職涯管理活動，因此，提出以下假設：

假設 1：(a)外部、(b)內部職涯目標與大學生職涯建構呈正向關係。

三、職涯渴望的中介意涵

「職涯渴望」(career aspiration)此概念最早為 O'Brien (1996)所提，最初應用於理解女性複雜而動態的職涯選擇，是指一個人在他(她)所選擇的領域中追求成功和成就的動力，並將其分為渴望在其職業生涯中擔任領導職務和繼續接受教育的程度。O'Brien (1996)所發展的 10 題職涯渴望量表(career aspiration scale, CAS 量表)用於評估個人渴望在其職業生涯中擔任領導職務和接受進一步教育的程度。一個人有志朝特定職涯發展，通常會尋求領導和晉升的機位，他們渴望被選為培訓或監督新進員工。另一方面，若想要在特定職業中獲得晉升，通常會要求員工接受額外的培訓或教育，以準備好接受更多的工作職責。O'Brien (1996)認為，職涯渴望的衡量不同於單純選擇一個傳統或聲望的職業選擇，職涯渴望的衡量應該包含，一為渴望擔任領導和晉升；第二為訓練或管理新進者；第三為繼續

接受培訓。

隨後，在五個針對不同女性樣本的研究中，CAS 量表可提取為二個因素，共 8 題的衡量：其一為領導的渴望，即尋求領導機會和培訓、管理其他人；其二為教育的渴望，即計劃進行與自身專業有關的進階教育。職涯渴望證實與職涯決定自我效能(career decision self-efficacy)具有正向關係，低職涯渴望與缺乏自我效能感或限制性別角色的成見有關(Gray & O'Brien, 2007; O'Brien et al., 2000)。另有研究提出，職涯渴望代表著一種心理構念，歸因於個人早期發展時對父母的依戀，隨著時間的推移，對職業渴望可預測一個人的職業發展，因此，學者也認為職業渴望可能是一種動機因素或是人格特質，可能會持續影響個人與工作相關的行為(O'Brien et al., 2000)。

近來，Gregor and O'Brien (2016)認為，O'Brien (1996)的初始 CAS 量表缺少了一個重要的組成成份，即想要在某個領域「成為最好(be the best)」或是獲得個人成就的渴望，將成就渴望另行區分出，發展了蘊含三個子構念的職涯渴望量表(Career Aspiration Scale-Revised, CAS-R)。職涯渴望的子構念分別為：1、領導渴望：期望在職涯中獲得領導的角色或是能夠訓練、管理他人；2、教育渴望：期望在職涯中能獲得進階學歷、培訓或能力；3、成就渴望：期望在職涯發展中能獲得認可、責任和晉升。其中，成就渴望的概念呼應 McClelland (1961)的成就動機理論(achievement motivation theory)，係指透過努力達到卓越標準來實現有價值或重要事蹟的渴望。成就渴望也與目標的發展、付出的努力以及成功選擇職涯活動有關。

Gregor and O'Brien (2016)以期望-價值模型(expectancy-value model) (Eccles, 1987; 2011; Eccles et al., 1983)的成就選擇(achievement choice)來解釋職涯渴望。根據此模型，期望和價值會影響一個人對成就的選擇、表現和持續。除了對自我能力期望的知覺之外，重點在於此行動是否對個人具有價值，會驅動一個人是否選擇從事此活動，並且能夠持續不懈。換言之，一個人的價值觀會影響他們選擇追求的任務。例如，關於職涯選擇，人們將追求他們認為有價值的職業，並且他們認為自己會成功，他們就覺得有成就感並且持續行動。亦即，如果某件事被個人認定對自我概念及自我認同有所助益，若能將此事件做好，將會獲致較高的成就價值。

秉持外部目標程度高者，在未來的職涯，選擇追求的是可以與人比較的外在表徵，例如，高薪資報酬、升遷機會、具聲望的企業，影響力與地位、能夠管理他人等，其目標動機來自於「外在的保健」。依據期望-價值模型，如果滿足上述內部目標的需求被認為是具有價值的，則會引導人們作出選擇，並持續行動，獲致較高的成就價值。外部目標程度高者會選擇滿足上述外部目標的內容作為首要條件，如果所選擇的工作並沒有能夠滿足上述的要素，做起來會沒有熱情及行動力，會覺得缺乏工作價值而有較低的成就感。因此，本研究認為外部職涯目標程度高者，會有較強的成就渴望、領導渴望以及教育渴望。外部目標程度高者會想要在未來職涯中成為所在領域的佼佼者及領導者，或

是在工作領域中能發揮持久的影響力，也會願意投注精力和身心資源在爭取工作中的領導職位。此外，為了達成可預見的成功、在組織或社會中的地位 and 影響力，以及高財務報酬，此種目標能驅使個人在學習與習得專業技術的動機。

假設 2a：外部職涯目標與成就渴望呈正向關係。

假設 2b：外部職涯目標與領導渴望呈正向關係。

假設 2c：外部職涯目標與領導渴望呈正向關係。

秉持內部目標程度高者，在未來的職涯中，會比較想要選擇能夠獲得成長、認同、賦予責任、成就、具有挑戰性的工作內容以及追求績效表現等，渴望能夠滿足心理需求，其目標動機是來自於「內在的激勵」。依據期望—價值模型，本研究認為內部職涯目標程度高者會有較強的成就渴望以及教育渴望。內部目標程度高者會選擇追求成就渴望，是為了實現有價值或重要事蹟，成就渴望的概念不同於對領導和教育渴望，高成就渴望者不一定要成為出色的管理者或是獲得更高等的指導，成就渴望是專注於更加卓越、做到最好，完成一系列的目標並努力追求成功。具有較強內部職涯目標者可能也更願意犧牲短期的外部工作成果(例如，薪水)，願意以通過追求教育，透過再進修或培訓來實現內部的職涯目標。他們選擇追求教育渴望，會願意為了有興趣的工作領域，接受額外的專業培訓或再進修。實證研究也證實，內部職涯目標對攻讀研究所的教育意圖有正向關係 (Seibert et al., 2013)。但他們不一定會選擇在公司擔任管理領導的角色或是渴望權力地位，故與領導渴望應該較無相關。

假設 3a：內部職涯目標與成就渴望呈正向關係。

假設 3b：內部職涯目標與教育渴望呈正向關係。

期望和價值會影響一個人對成就的選擇、行動和持續。內部職涯目標想要持續獲取新技能與知識、想要從事有趣而富有挑戰性工作的，外部職涯目標想要獲得成功、擁有在組織或社會中的地位和影響力，以及高財務報酬，二個不同的職涯動機與心中期待有較高的一致性，應能產生較高的成就，使其積極投入職涯建構的行動。另一方面，自我規範(self-regulation)的心理調節機制亦能解釋職涯渴望的中介歷程。人們使用自我規範從設定和追求目標，來型塑自我發展。秉持正向的自我規範，能夠積極因應各種職涯管理中的變化，不斷努力實現一個或少數目標，並將其作為日常行動和選擇的方針(Freund, Napolitano, & Rutt, 2018)。具有高度職涯目標程度的大學生，會經由對於學習、卓越、領導的渴望，大學生會投入職涯建構，持續展開積極的職涯行動。職涯目標程度高者，透過自我規範機制，調整自我意義與目的，廣泛地投入選擇適當的目標、優化成功的機會，以及彌補本身的局限。此外，會較有效率地設定及努力行動，如果其職涯渴望與心中期待有較高的一致性，應能產生較高的行動力，對於職涯建構展現積極的回應。積極的職涯行動包含認識自我能力、探索興趣、瞭解不同類型的工作、累積未來工作所需的經驗，以及尋找工作機會等。

因此，本研究提出以下假設：

假設 4：外部職涯目標會經(a)成就渴望、(b)領導渴望、(c)教育渴望至大學生職涯建構。

假設 5：內部職涯目標會經(a)成就渴望、(b)教育渴望至大學生職涯建構。

四、未來時間觀的調節作用

對於自己剩餘壽命的感受即是未來時間觀(future time perspective, FTP)，是個人對於未來目標的預期信念，秉持高度信念者較能夠預期當下的投入對未來成果的影響，因此，能將現在的努力和付出視為達成未來目標的重要途徑，著眼於未來的成果而非僅止於滿足現況(Kooij, Bal, & Kanfer, 2014)。再就職涯工作動機而言，未來時間觀是個人估計未來的職涯長度，對於未來還剩多少時間可以實現目標的感覺(Kooij, Tims, & Akkermans, 2017)。

儘管，過去有研究認為未來時間觀是單維構念(e.g., Lang & Carstensen, 2002)，然而，本研究社會情感選擇理論(socio-emotional selectivity theory, SST) (Carstensen, 1995, 2006)的觀點，未來時間觀視為一個人產生動機的重要關鍵 (Carstensen, 1995, 2006)，並具有多維構念之意義(e.g., Kooij et al., 2014; Marko & Savickas, 1998; Seijts, 1998)。有學者將未來時間觀區分為對機會的關注與對限制的關注，關注機會是指個人相信自己的未來時間很長，充滿新的目標和可能性。專注於限制是指個人認為自己的未來時間有限，其特徵是感受到局限和有限的可能性。與此一致，本研究亦將未來時間觀區分為開放性與限制性。

未來時間觀在青少年(及年輕人)職涯發展的過程中，扮演至為重要的角色。有學者認為，未來時間觀是屬於情感變項，蘊含著對未來的感覺或計劃，未來時間觀的認知、行為意圖和情感三個組成部份與青少年的未來思維有關(Peetsma, 1992)。具體而言，認知是指青少年的未來想法或期望；行為意圖與青少年準備投入精力規劃未來有關；而情感則是影響青少年對未來的正面或負面表達(Lucija Andrea et al., 2017)。Jia, Hou, and Shen (2020)提出，第一，青少年必須接受父母、同儕和師長規範的一系列針對此特定年齡的任務(age-specific tasks)。這些皆與青少年往後的人生發展階段有關，強化了未來觀的重要性。第二，未來時間觀乃是一個人的「未來模型」，提供個人目標設定 (goal-setting)、計劃(planning)以及作出承諾(making commitment)的依據，引導個人職涯發展歷程，正因如此，青少年(年輕人)的時期對日後的職業、生活方式和未來家庭等所作的決定，都會深刻影響成年後是否能夠擁有理想中的舒適生活。第三，在青少年(年輕人)的階段，如何看待自我的未來會對他(她)們的人生產生至為關鍵的作用。

根植於職涯建構理論，心理時間結構的功能具備整合一個人的過去，現在和未來的作用，使人形成一種連貫的認同感和代理感，能夠引導個人朝著自己喜好的未來努力(Savickas, 2013)。社會情感選擇理論的主要觀點乃是，未來時間觀影響生活中兩個廣泛目

標的優先順序：知識獲取(knowledge acquisition)和情緒調節(emotion regulation)。知識獲取是一項長期的工具性準備目標，重點在於資訊蒐集、體驗新奇，以及擴充知識範圍。另一方面，情緒調節是屬於情感目標，專注於調節情緒狀態以優化心理健康。因此，相較於知識獲取，情緒調節是一種短期目標，有時在追求目標的過程即可實現，例如有意義的經驗(meaningful experiences)、情感親密(emotional intimacy)和社會鑲嵌(social embeddedness) (Carstensen, 2006)。根據社會情感選擇理論，這些目標的優先順序取決於對時間的感知。具有開放性未來時間觀的人會將知識的獲取列為優先，因此，他們會專注於蒐集資訊以及經歷新的情境。相反地，擁有限制性未來時間觀的人會優先調節情緒，注重有意義的正向經歷或是感受社會鑲嵌感。有實證研究將此概念應用於工作領域並證實，開放性未來時間觀與工作相關的成長動機(如，精進職涯)有正向關係；限制性未來時間觀則與產生動機(如，與教導、訓練有關，以及與年輕世代技能分享)有正向關係。

植基於此，本研究推論開放性未來時間觀可強化職涯渴望對職涯建構的正向關係；反之，限制性未來時間觀則是弱化職涯渴望對職涯建構的正向關係，其原因如下。由於開放性未來時間觀的學生專注於擴展其長期知識面，從而透過增加結構性和社會性工作資源來開始累積、建構未來的職涯可能用到的知識、技能、能力、人際網絡等資本，反之，限制性未來時間觀的學生則較可能會想辦法減少負荷以降低當下感受到的學業或求職等壓力，而較不會考慮準備未來職涯資本。再者，本研究認為，未來時間觀在大學生的職涯渴望中扮演重要的調節作用角色。未來時間觀是個人對時間的主觀體驗，對於自己未來還擁有多少時間的信念。未來時間觀的動力來源來自於將未來作為個人設定目標的時間框架。具有未來時間觀者認為在遙遠的未來會獲得更大的收益而不是立即獲得收益。除了權衡預期的有利結果和長期的估計成本外，個人會積極產生能夠取代不利現狀的方案，以及其均值和終點的關係，也會評估潛在的障礙和挑戰。上述這些考量都有助於增加未來預期的實現性，也可減輕不確定引起的焦慮，並導致對未來計劃的堅定態度。最後，由於未來時間觀會隨著年齡或情境變換的彈性構念(Seijts, 1998; Zacher & Frese, 2009)，為了衡量大學生的未來時間觀，本研究採用依循 Kooij, Tims, and Akkermans (2016)個體變化的觀點，使用時間差研究設計，以二階段資料蒐集檢視開放性與限制性未來時間觀如何影響大學生職涯渴望對職涯建構。綜合上述，本研究提出以下調節效果之假設：

假設 6a：未來時間觀所具之開放性可調節職涯渴望與職涯建構的正向關係。亦即，高度開放性未來時間觀者，將會強化職涯渴望對職涯建構之間的正向關係。

假設 6b：未來時間觀所具之限制性可調節職涯渴望與職涯建構的正向關係。亦即，高度限制性未來時間觀者，將會弱化職涯渴望對職涯建構之間的正向關係。

基於以上職涯目標經不同的職涯渴望間接影響職涯建構之假設 4 以及假設 5，再加上假設 6a 及 6b 所提開放性與限制性未來時間觀可調節職涯渴望對職涯建構之作用，即形

成如圖 1 之研究架構。換言之，職涯目標至職涯建構經由職涯渴望之間接效果，可能會隨未來時間觀所具之開放性與有限性的條件而有所不同。因此，進一步提出以下假設：

假設 7：開放性未來時間觀的高低，可調節(a)外部職涯目標、(b)內部職涯目標經由職涯渴望至職涯建構的間接作用。

假設 8：限制性未來時間觀的高低，可調節(a)外部職涯目標、(b)內部職涯經由職涯渴望至職涯建構的間接作用。

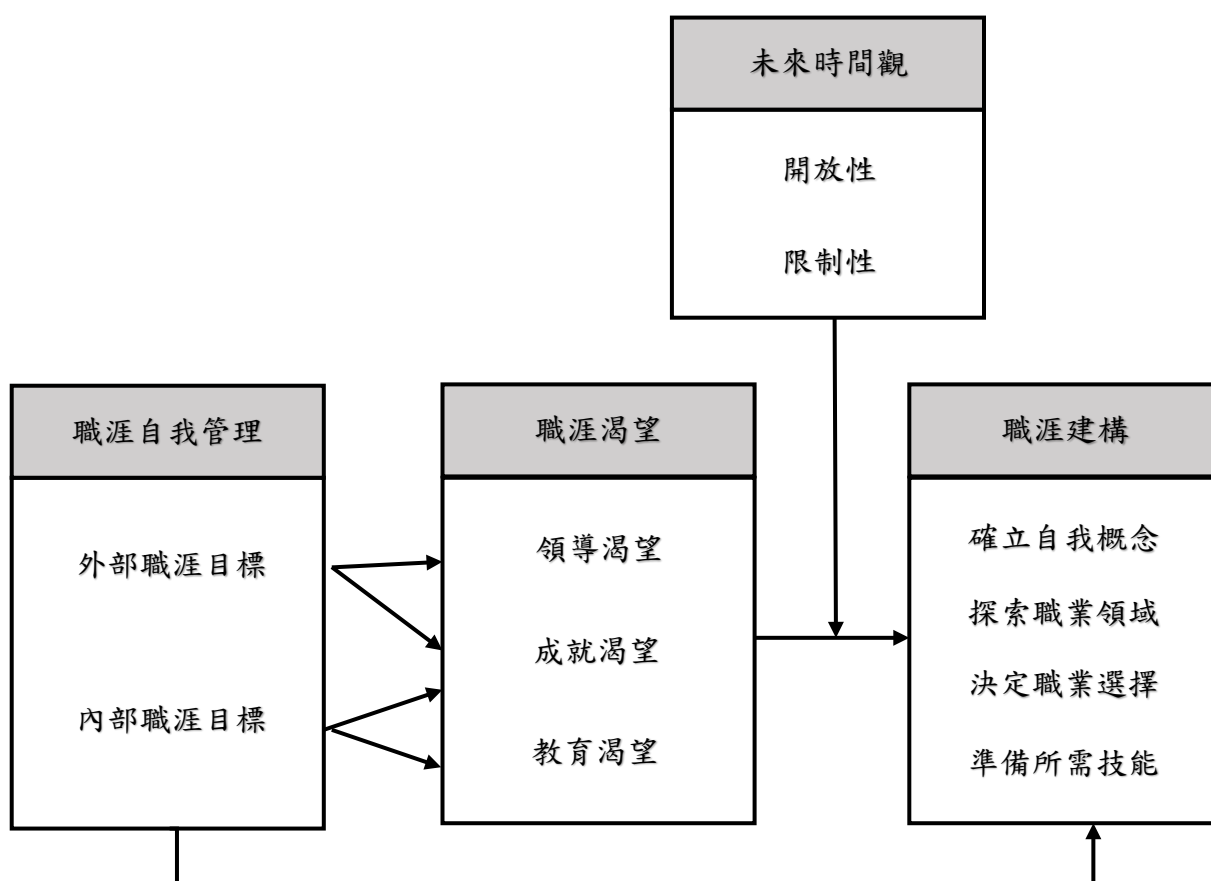


圖 1 研究架構圖

參、研究方法

一、研究樣本與施測程序

本研究選擇與觀光相關科系(如，觀光、餐旅、休閒遊憩)之大學生為樣本進行問卷調查。觀光產業不僅是經濟發展之基石，更是國家重要發展產業，觀光相關科系的學生是未來產業的重要人才，故設定為觀光相關科系大學生作為研究對象。

由於研究對象為觀光相關科系大學生，在問卷發放之前，邀請學術界及實務界對此領域學有專精的專家，召開專家會議，進行專家效度的檢驗。之後，形成問卷並做前測問卷的施測。資料蒐集方面，本次以紙本及網路問卷發放的方式蒐集問卷，首先，先取得熟識之觀光學界師長們的協助，再請研究助理至各校進行問卷的立意說明、發放以及回收。第二，詢問並商請研究助理所認識的觀光相關科系同學，詢問該校有意願協助的負責人，由研究助理與其聯繫可發放份數，透過網路問卷或紙本的形式完成問卷施測。

為降低共同方法變異，本研究採用時間差研究設計(time-lagged research design)，實施二階段問卷發放(Time 1 以及 Time 2)。預計施測步驟如下：本研究第一個時間點(Time 1)，先詢問受試者的外部、內部職涯以及個人變項，發放方式將嘗試以網路問卷及紙本發放的方式，於問卷最後的個人變項欄位請受測者留下 e-mail address，並告知於 1 個月左右將以 e-mail 或親自發放的方式進行 Time 2 的問卷發放。在第二個時間點(Time 2)，詢問受試者的職涯渴望、未來時間觀、職涯建構以及個人變項，以 e-mail 網路問卷連結的方式，請第一時間點意願繼續填答者進行問卷發放與回收狀況跟催。為了提高問卷的回收率，將準備小禮物饋贈給協助完成二階段問卷填答的受試者與每一位協助對象。

二、衡量工具

本研究為以時間差研究設計的方式進行問卷調查，對大學生進行施測的變項為「職涯目標」、「職涯渴望」、「未來時間觀」、「職涯建構」以及個人變項。變項來源及衡量方式敘述如下：

職涯目標採用 Greco and Kraimer (2020)發展的量表，此量表自 Seibert et al. (2013)外部職涯目標以及內部職涯目標進行編修，Greco and Kraimer (2020)將 Seibert et al. (2013)的外部職涯目標 5 題增為 8 題，內部職涯目標由原來的 5 題增為 7 題，共有 15 題。此外，也將原來句子中的「公司」改為較適合學生填答的「未來職涯領域」。外部職涯目標有 8 題，例題如：「在我未來的職涯中，追求財務上的成功是很重要的」、「在我未來的職涯中，重要的是讓別人覺得我的事業做得很成功」以及「高薪資是我追求的職涯目標之一」；內部職涯目標有 7 題，例題如：「對我而言，能夠在未來的職涯中持續學習和成長是很重要的」、「在我未來職涯中，重要的是有沒有從事有趣工作的機會」以及「我希望未來要找的工作，內容是重要及有趣的」以李克特 5 點尺度從「非常不同意」到「非常同意」衡量。

職涯渴望採用 Gregor and O'Brien (2016)編製的量表，分別以成就渴望、領導渴望，以及學習渴望 3 個子構念各 8 題，共有 24 題加以衡量。成就渴望例題如「我想成為我所在領域的佼佼者」、「我希望我未來的工作能對所處的領域產生持久的影響」；領導渴望例題如「我希望成為我未來工作領域中的領導者」、「我不打算把精力投入在爭取未來工作的公司的領導職位上(反向題)」；學習渴望例題如「我打算達到我未來工作領域需要的最高學歷」、「對於我有興趣的工作領域，我會想要接受額外的培訓」以李克特 5 點尺度從「非常不同意」到「非常同意」衡量。

未來時間觀採用 Lang and Carstensen (2002)所編製的量表，包含開放性 7 題，限制性 3 題，共 10 題。開放性的題目有「未來有很多的機會在等著我」、「我期待自己在未來設定許多新的目標」、「我的未來充滿各種可能性」、「我往後的人生仍有大半的時間」、「對我而言，我的未來似乎是無限長遠的」、「我將來可以做任何我想做的事」、「我的人生還有許多時間可以去設定新的計畫」；限制性的題目有「我感覺時間所剩不多」、「我認為自己未來的可能性是有侷限的」、「眼看畢業在即，我開始感受到自己的時間有限」以李克特 5 點尺度從「非常不同意」到「非常同意」衡量。

學生職涯建構採用 Savickas et al. (2018)所發展的學生職涯建構(Student Career Construction Inventory)，包含 4 個子構面共有 18 題。確立職業自我概念(crystallizing)有 6 題，例題如「認識我的才能和能力」、「確定哪些價值觀對我很重要」；探索 (exploring)有 3 題，例題如「找出我的興趣所在」、「瞭解不同類型的工作」；決定(deciding)有 5 題，例題如「決定我真正想要做的工作」、「開始尋找適合我的工作」；準備(preparing)有 4 題，例題如「開始我心目中首選的工作所需要的培訓」、「尋找機會獲得我需要的訓練和經驗」、「我有從學校畢業後就趕快找到工作的規劃」以李克特 5 點尺度從(1=我還沒有考慮太多；2=我已經考慮過了，但是還不知道該怎麼做；3=我知道該怎麼做；4=我現在正在做這件需要做的事；5=我已經做到了)加以衡量。

參、分析結果

一、分析方法

在執行假設驗證之前，先進行相關性分析描述如表 1 所示，瞭解本研究各變項之平均數、標準差、內部一致性信度(Cronbach's α)，以及相關係數。此外，為了減少主效果和交互作用項之間的共線性(to diminish the collinearity)，在計算交乘積項指標之前，本研究先將職涯渴望以及未來時間觀(開放性、限制性)去中心化(mean-centered) (Ng & Lucianetti, 2015)。接著，將去中心化的職涯渴望與未來時間觀二變項相乘，產生一個交互作用的交乘積項，透過此方法會產生二個新的交乘積項—(職涯渴望 $\times$ 開放性未來時間觀)以及(職涯渴望 $\times$ 限制性未來時間觀)。最後，對於有成立的調節假設，再依循 Aiken

and West (1991)之方法，取調節變項(開放性及限制性未來時間觀)之平均數上下一個標準差($\pm 1SD$)繪製交互作用圖。

由於本研究理論架構除了假設職涯渴望(領導、成就、教育職涯渴望)可個別中介外部、內部職涯目標與職涯建構之間的關係，更重要的是，職涯渴望與未來時間觀(開放性、限制性)之交互作用也會影響大學生職涯建構，形成外部以及內部職涯目標經職涯渴望至職涯建構的間接效果可被未來時間觀(開放性、限制性)調節之「調節式中介模型」(moderated mediation model)。本研究以 Hayes (2013)的 PROCESS 技術進行假設檢驗。採用 Model 4 進行直接及中介假設的檢驗(假設 1 至假設 5)；以 Model 1 進行調節假設檢驗(假設 6)；最後，依據 Edwards and Lambert (2007)建議之「拔靴法」(bootstrapping method)，以 Model 14 檢視此間接效果及第二階段調節模式(second stage moderation model)，採拔靴抽取研究資料，檢視其高、低一個標準差之間接效果與信賴區間。再進行 bootstrapping 比較此二間接效果之差異值之 95%信賴區間之顯著水準，進行本研究之調節式中介的假設 7 及假設 8 的檢定。

二、假設檢驗

首先，以外部職涯目標為自變項，中介變項分別放入成就渴望、領導渴望以及教育渴望，依變項為職涯建構，以 Hayes (2013) PROCESS Model 4 進行假設檢驗。在以外部職涯目標為自變項，經由三個職涯渴望至職涯建構的路徑如圖 2 所示，外部職涯目標對職涯建構的直接效果為.29 ($p < .01$)，假設 1a 獲得支持。外部職涯目標對成就、領導、教育渴望的直接效果依序為.55 ($p < .01$)、.76 ($p < .01$)、.41 ($p < .01$)，假設 2a、2b 以及 2c 皆獲得支持。中介效果中，外部職涯目標經成就渴望至職涯建構的中介效果為.43 ($p < .01$)，對中介效果檢驗(normal theory test for indirect effect)係數為.24 ($se = .04$, $Z = 5.69$, $p < .01$)，因此，假設 4a 獲得支持。接著，外部職涯目標經領導渴望至職涯建構的中介效果為.22 ($p < .01$)，對中介效果檢驗(normal theory test for indirect effect)係數為.17 ($se = .04$, $Z = 3.90$, $p < .01$)，假設 4b 獲得支持。外部職涯目標經教育渴望至職涯建構的中介效果為.47 ($p < .01$)，對中介效果檢驗(normal theory test for indirect effect)係數為.19 ($se = .03$, $Z = 5.64$, $p < .01$)，因此，假設 4c 獲得支持。

在以內部職涯目標為自變項，經由三個職涯渴望至職涯建構的路徑如圖 3 所示，內部職涯目標對職涯建構的直接效果為.45 ($p < .01$)，假設 1b 獲得支持。內部職涯目標對成就及教育渴望的直接效果依序為.53 ($p < .01$)、.44 ($p < .01$)，假設 3a 以及 3b 皆獲得支持。中介效果中，內部職涯目標經成就渴望至職涯建構的中介效果為.32 ($p < .01$)，對中介效果檢驗(normal theory test for indirect effect)係數為.17 ($se = .04$, $Z = 4.56$, $p < .01$)，因此，假設 5a 獲得支持。接著，內部職涯目標經教育渴望至職涯建構的中介效果為.41 ($p < .01$)，對中介效果檢驗(normal theory test for indirect effect)係數為.18 ($se = .03$, $Z = 5.58$, $p < .01$)，假設 5b 獲得支持。

以開放性未來時間觀作為調節變項的檢驗方面，假設 6a 為開放性未來時間觀可調節(強

化)職涯渴望對職涯建構之正向關係。以 PROCESS Model 1 進行檢驗，開放性未來時間觀與職涯渴望的交互作用項對職涯建構的係數值為.20 ($p<.01$)， $SE=.08$ ，95%信賴區間(LLCI=.05，ULCI=.35)，假設 6a 獲得支持。繪製調節效果圖 4，由圖 4 可看出在高開放性未來時間觀的條件下，能強化職涯渴望對職涯建構的正向關係。

由於假設 6a 獲得支持，本研究進一步檢視假設 7 的調節式中介假設(moderated mediation model)，即開放性未來時間觀可調節外部職涯目標經職涯渴望至職涯建構之間接關係(假設 7a)以及開放性未來時間觀可調節內部職涯目標經職涯渴望至職涯建構之間接關係(假設 7b)。以 PROCESS Model 14 進行分析結果顯示，交互作用項(開放性未來時間觀×職涯渴望)的係數(coefficient)為.20 ($p<.01$)，由表 2 中的 Index of Moderated mediation 估計值為.12，95%信賴區間為 LLCI=.00，ULCI=.23，未包含 0，因此，假設 7a 獲得支持。接著檢驗假設 7b，交互作用項(開放性未來時間觀×職涯渴望)的係數(coefficient)為.20 ($p<.01$)，由表 3 中的 Index of Moderated mediation 估計值為.09，95%信賴區間為 LLCI=.00，ULCI=.19，未包含 0，因此，假設 7b 亦獲得支持。

最後，以限制性未來時間觀作為調節變項的假設為，限制性未來時間觀可調節(弱化)職涯渴望對職涯建構之正向關係。以 PROCESS Model 1 進行檢驗，限制性未來時間觀與職涯渴望的交互作用項對職涯建構的係數值為-.03 ($p>.05$)， $SE=.06$ ，95%信賴區間(LLCI=-.15，ULCI=.08)，假設 6b 未獲得支持。由於假設 6b 未獲得支持，假設 8 限制性未來時間觀之條件式間接效果亦未達顯著水準，故假設 8a 及 8b 未獲得支持。

表 1 描述性統計與相關係數(Table 1. Descriptive Statistics and Correlations)

變項(Variables)	Mean	SD	1	2	3	4	5	6	7	8	9
1.外部職涯目標	3.59	.53	(.77)								
2.內部職涯目標	4.09	.53	.29**	(.83)							
3.成就渴望	3.87	.54	.54**	.52**	(.82)						
4.領導渴望	3.46	.69	.58**	.28**	.67**	(.90)					
5.教育渴望	3.51	.59	.37**	.39**	.51**	.46**	(.87)				
6.職涯渴望	3.61	.51	.60**	.46**	.85**	.87**	.78**	(.92)			
7.開放性未來時間觀	3.94	.64	.34**	.45**	.47**	.33**	.37**	.46**	(.90)		
8.限制性未來時間觀	3.03	.91	-.03	-.10	-.17**	-.17**	-.17**	-.20**	-.29**	(.76)	
9.職涯建構	3.59	.59	.26**	.39**	.41**	.32**	.49**	.48**	.49**	-.17**	(.93)

Note. $N = 331$; 括號內粗體字為內部一致性信度(Cronbach's alpha coefficients are presented in italic on the diagonal);

職涯渴望=成就+領導+教育渴望之平均數

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

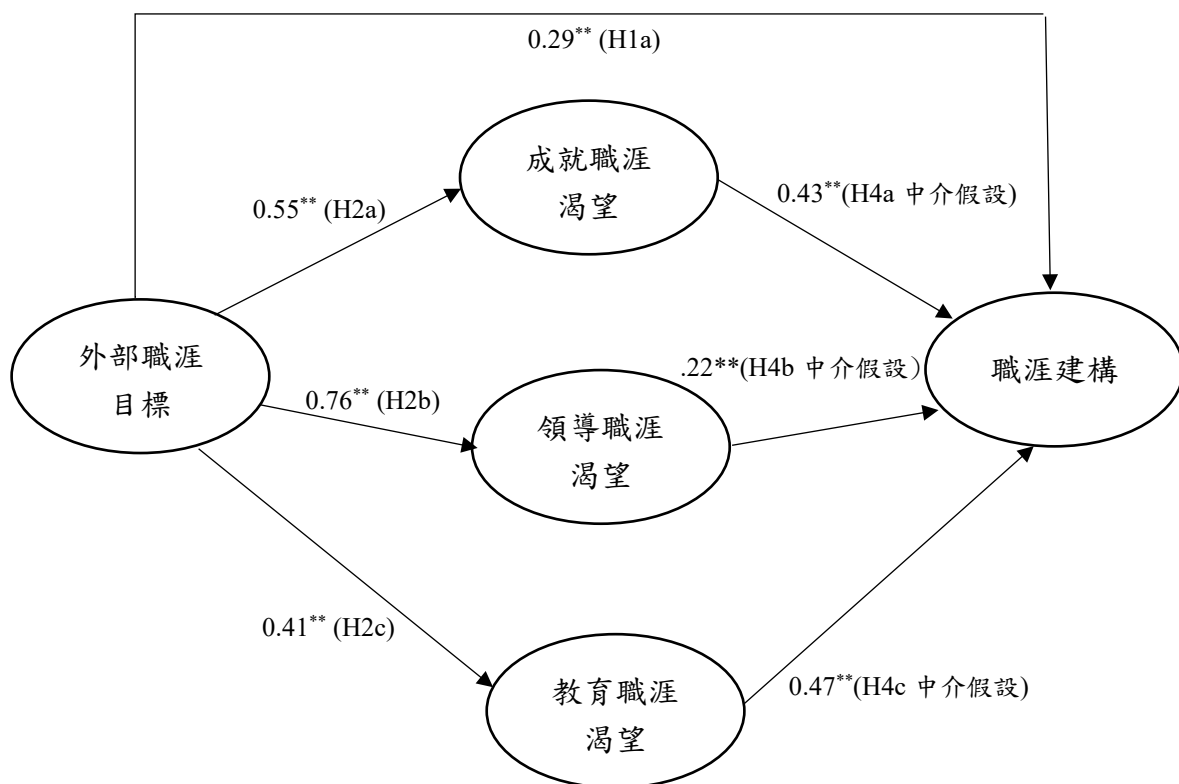


圖 2 外部職涯目標經職涯渴望至職涯建構之中介效果

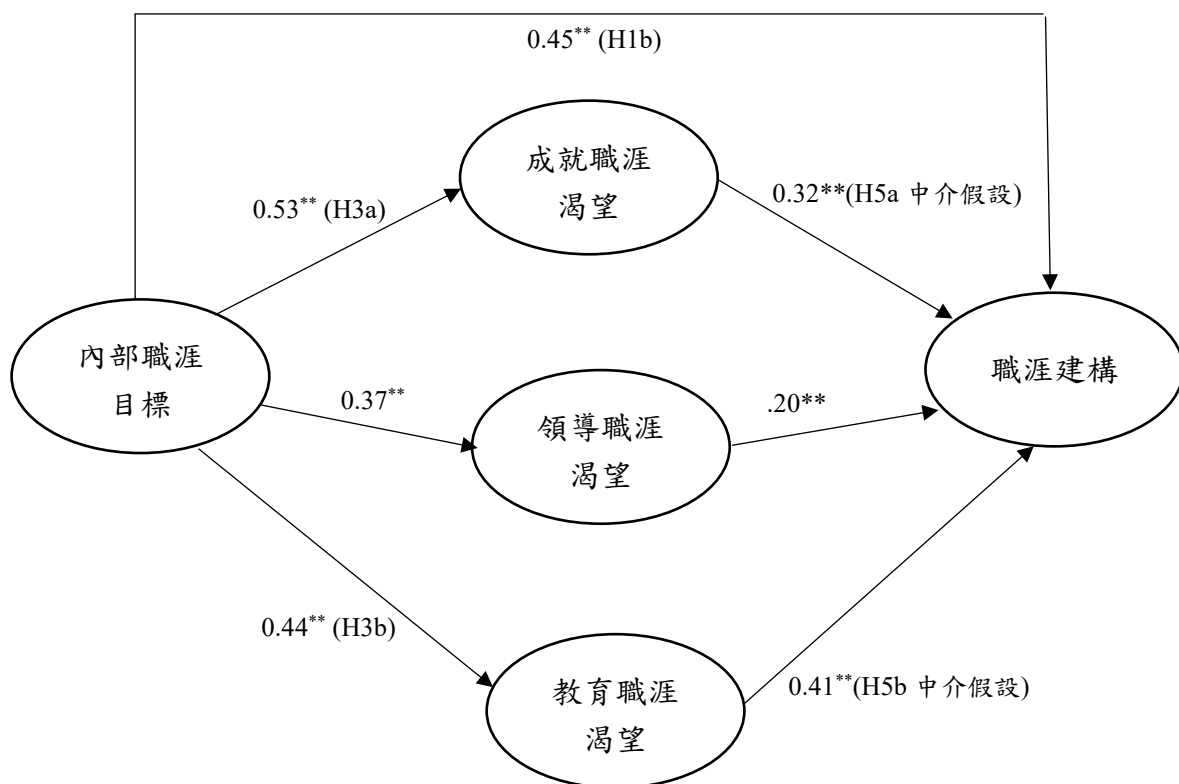


圖 3 內部職涯目標經職涯渴望至職涯建構之中介效果

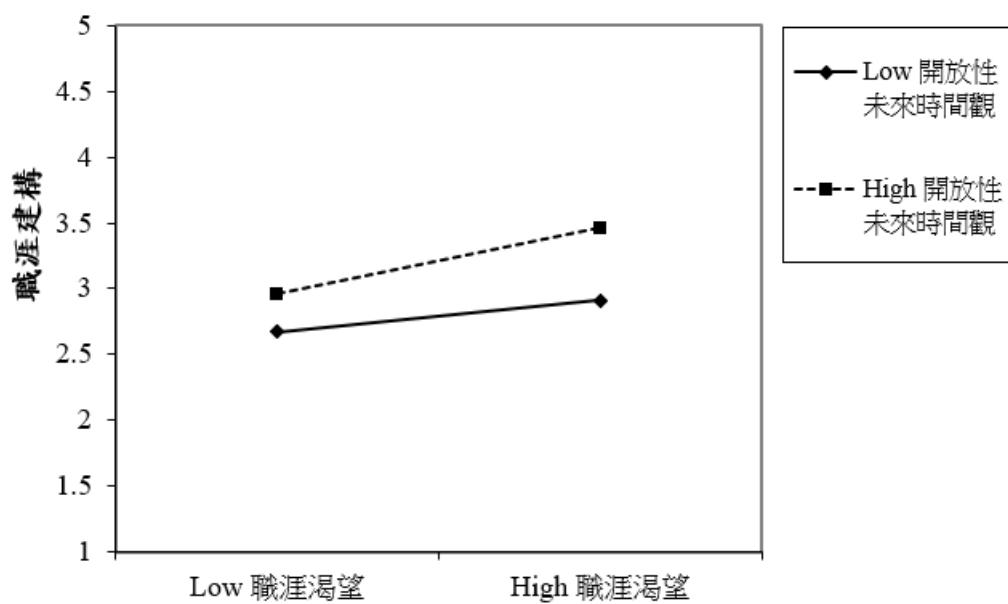


圖 3 開放性未來時間觀調節效果圖

表 2 開放性未來時間觀對外部職涯目標經職涯渴望至職涯建構之條件式間接效果(Model 14，假設 7a)

Table 2 Conditional indirect effect(s) of extrinsic career goal on career construction at values of the moderator(s) (Model 14，Hypothesis 7a)

自變項(Independent variable)	外部職涯目標(Extrinsic career goal)		
調節變項(Moderator)	Indirect effect	SE	95% CI
低開放性未來時間觀 (-1SD)			
Indirect effect at low open-end FTP (-1SD)	.16	.06	(.04, .29)
高開放性未來時間觀 (+1SD)			
Indirect effect at high open-end FTP (+1SD)	.31	.06	(.20, .42)
Index of moderated mediation			
中介變項(Mediator)	Index	SE	95% CI
職涯渴望			
Career aspiration	.12	.06	(.00, .23)

Note. bootstrapping =5,000; CI = confidence intervals.

表 3 開放性未來時間觀對內部職涯目標經職涯渴望至職涯建構之條件式間接效果(Model 14，假設 7b)

Table 3 Conditional indirect effect(s) of intrinsic career goal on career construction at values of the moderator(s) (Model 14，Hypothesis 7b)

自變項(Independent variable)	內部職涯目標(Extrinsic career goal)		
調節變項(Moderator)	Indirect effect	SE	95% CI
低開放性未來時間觀 (-1SD)			
Indirect effect at low open-end FTP (-1SD)	.08	.04	(.01, .17)
高開放性未來時間觀 (+1SD)			
Indirect effect at high open-end FTP (+1SD)	.20	.05	(.11, .31)
Index of moderated mediation			
中介變項(Mediator)	Index	SE	95% CI
職涯渴望			
Career aspiration	.09	.04	(.00, .19)

Note. bootstrapping =5,000; CI = confidence intervals.

伍、 結論與討論

一、 研究結果討論

受到 COVID-19 影響尤為劇烈的產業即是觀光、旅遊、餐飲等相關產業，觀光餐旅產業正在面對艱難的困境，許多即將畢業的觀光系大學生面臨無法順利投入想要的職場的焦慮。然而，面對充滿挑戰、複雜和不確定的環境之下，觀光餐旅研究中，卻仍少有研究開始關注觀光餐旅科系大學生如何適應當前的改變、創造機會、接受挑戰，進而建立終身職涯管理和增強就業能力發展的議題。本研究除了探討外部與內部職涯目標與大學生職涯建構之關係，並以期望—價值模型的成就選擇與自我規範理論的觀點，解釋如何藉由發現職涯渴望來探討大學生職涯建構。更重要的是，本研究將未來時間觀整合於此中介歷程，闡釋大學生職涯發展之理論架構。

首先，研究結果支持職涯目標與職涯建構之正向關係。職涯目標的設立有助於維繫並修正所擬定的職涯建構清單，能其能夠擘劃出未來藍圖，堅持不懈地朝目標方向前進。學者也提出，具備職涯目標者，面對挫折時能展現出較高的韌性，能積極尋求替代計劃和策略來克服障礙(Sullivan, Martin, Carden, & Mainiero, 2003)。

第二，外部以及內部職涯目標可經由職涯渴望至職涯建構的中介歷程之研究結果正好呼應期望—價值模型之論述以及過去學者對於職涯自我管理構念—確立職涯目標如何進一步成就職涯的目標的歷程(Greco & Kraimer, 2020; Seibert et al., 2013)。亦即，擁有高度職涯目標者，如果個體認為這些需求具有價值，即會引領個體作出選擇，並持續行動，獲致較高的職涯渴望。

第三，研究結果顯示，開放性未來時間觀能強化職涯渴望對職涯建構之正向關係，並進而形成條件式間接效果，即 Edwards and Lambert (2007)所提的第二階段調節式中介效果。而限制性未來時間觀的調節效果則未達顯著水準。未來時間觀是一個人對剩餘時間的主觀體驗，對於自己未來還擁有多少時間的信念。擁有開放性未來時間觀者能夠權衡預期的有利結果和長期的估計成本外，個人也會積極找出能夠取代不利於現狀的方案，這些考量都有助於增加未來預期的實現性，導致對未來計劃的堅定態度，或許減輕不確定所引起的焦慮。其次，有實證研究證實，開放性未來時間觀與工作相關的成長動機(如，精進職涯)有正向關係，而限制性未來時間觀則與產生動機(如，與教導、訓練有關，以及與年輕世代技能分享)有正向關係，由於本研究樣本的年紀較輕，也還沒進入職場，尚未具備因為感到時間有限而產生教導他人或傳承技能的想法，或許可以說明為何開放性未來時間觀的調節效果獲得支持，而限制性未來時間觀的調節效果未獲得支持的原因。

二、 學術貢獻

本研究之預期學術貢獻如下：首先，本研究闡釋外部、內部職涯目標對大學生職涯建構之間關係的重要性。隨著多元職涯的時代來臨，職涯發展的評估和諮詢正經歷了典範式

的轉移，職業適應性快速取代職業成熟度的概念，成為研究和實證的核心議題(Savickas, 1997, 2013; Savickas & Porfeli, 2012)。觀光、餐旅、休閒遊憩科系的大學生面臨畢業—求學的轉換，尤其後疫情時代的觀光系大學生必須更加積極展現不同的職涯行為(如，管理規劃、自我探索、環境探索、人際網絡、能力或技能發展)來累積職涯資本，本研究探討大學生職涯建構適可呼應無疆界職涯所須具備的多元能力(Demerouti; Ho & Tekleab, 2016)。探討無疆界職涯的學者認為，一個人如何評估職涯是否成功並非僅是傳統的晉升或薪資的調整，而是員工主觀效標(Heslin, 2005)。未來的職涯趨勢是，個人會更重視工作與生活的和諧，除了嚮往精彩的工作生活，休閒生活也需要多采多姿，追求萬花筒職涯(kaleidoscope career)。或是執行組織特定任務(如，海外派遣或新事業開創)。因此，重要的是，秉持不同的職涯目標將進一步影響其職涯渴望。此篇探討不同職涯目標的大學生是否可能個別對不同型態的職涯渴望表現產生期望與追求，盼能引發觀光學界及實務界對此議題之高度重視。

第二，Greco and Kraimer, (2020)所提之職涯目標所強調的是目標的內容而非背後具備的動機，而且，過去職涯渴望的研究多為探討女性職場中的複雜選擇，本研究首先採用Gregor and O'Brien (2016)之觀點，將職涯渴望區分為成就、領導與教育渴望，試圖釐清大學生擁有外部與內部職涯目標分別會導致何種職涯渴望。職業管理是個人制定，實施和監督職業目標和策略的過程(Greenhaus et. al, 2010)。面對艱峻的觀光就業市場，從職涯建構的角度來看，職業自我管理可能是大學生趁機充電，滿足其先天需求的一種方式。在後疫情時代的職業自我管理進行調查可能會為觀光人力資源管理提供重要的實用見解，尤其是在餐旅服務產業。

第三，迄今尚未有研究將職涯渴望作為中介變項，運用期望—價值模型的成就選擇與自我規範理論的觀點，解釋外部與內部職涯目標經由職涯渴望連結至大學生職涯建構的歷程，此一中介歷程即為本研究另一項亟負意義之重要貢獻之一。過去傳統的職涯發展觀念源於強調客觀、邏輯、可被驗證的「實證科學」，最廣泛運用的生涯理論為Holland (1973)的類型學理論，藉由人格特質類型與其六種典型職業環境(RIASEC)相對應，適配出理想的職業。Holland的生涯理論有簡易方便、視覺吸引、衡量方法有趣穩定的優點，在教育及生涯發展諮詢業被廣為運用。然而，到了21世紀，職涯發展的責任已開始由企業轉移到個人(Savickas et al., 2009)，這種忽略個人獨特性、過度強調四海皆準卻忽略社會文化脈絡的原則，受到了「客觀絕對通則」與尊重「主觀相對觀點」的挑戰。受到「後現代主義」和「社會建構理論」的啟發，職涯建構模型(the career construction model, CCM)近年來受到學者重視(Savickas, 2005; Savickas & Porfeli, 2012)，在求學的階段當中，我們常被問到「你長大後想要做什麼？」然而，比起內心的志向，為什麼有些年輕人找工作時，他們更想從事不一樣的工作，是什麼原因導致這樣的差異？學者認為，當青少年在學業上掙扎求生或在職涯發展中遭遇挫折時，就會出現真實與渴望之間的差異(Creed, Wong & Hood,

2009)。擁有較高內部職涯目標者，擁有較高想要掌控自身行為及行動方針的心理調節機制(Fiske & Taylor, 1991)，會較有效率地設定及努力實現其長遠的目標(long-term goal)，其職涯渴望與心中期待會有較高的一致性，應能產生較高的行動力，對於職涯建構展現積極的回應。

第四，本研究的另一項重要貢獻將未來時間觀所具之開放性及限制性，整合於職涯目標、職涯渴望與職涯建構之關係，擴展了職涯建構之文獻。大學生覺得未來目標與自我成就目標一致時，會感受到未來目標的價值及意義性，而未來時間觀即是對於未來目標的信念，開放性未來時間觀是個人對未來抱持願景與長遠的想法，認為未來隨時可以設定新的目標和充滿無限可能。限制性未來觀則是相反，是指個人認為自己的未來時間受到侷限，無法連結當前的努力與未來成功的關聯性。本研究以未來時間觀作為調節變項，提出擁有高度開放性未來時間觀者會以未來及長遠導向的思維模式看待目前無法暫時達成的困難、目標，也較能接受和應對複雜、變化的局勢，眼光會著眼於未來對於職涯的渴望，而非僅止於滿足現況，因此，可能會增強累積職涯資本的正面效果。反之，限制性未來時間觀者，對於當前困境(如，COVID-19)所造成的侷限，可能會選擇退縮。截至目前，尚未有研究將未來時間觀納入職涯渴望與職涯建構之研究，以專注於機會或專注於限制的未來時間觀個別解釋其如何影響職涯渴望至職涯建構之關係，更進一步檢視本理論架構的未來時間觀如何調節內部與外部職涯目標經三種不同的職涯渴望至職涯建構之調節式中介模型。

最後，本研究以觀光相關科系大學生作為研究對象，以時間間隔的方法進行問卷資料蒐集，期能更嚴謹地瞭解本研究架構，以增加對於大學生職涯建構文獻之貢獻。

三、實務貢獻

本研究之預期實務貢獻如下：首先，人工智慧與 COVID-19 都先後為全世界的就業市場生態迎來巨大的改變，有些產業與工作職類因應而生，而有些產業與職類卻逐漸消失。對選擇就讀觀光科系大學生而言，應該瞭解當前觀光產業趨勢與新興職位所需具備之職能基準，大學四年內確認職涯自我概念，創造自我價值，維繫進入觀光產業的競爭力。對觀光教育領域的我們而言，瞭解學生渴望追求哪一種職涯的成就，對於進入高中端開始招生，課程客製化設計，進而對於其職涯協助輔導、提供諮詢，以職涯建構的思維，降低畢業—就業轉換的學用落差，創造觀光餐旅人力資本永續競爭力，也是責無旁貸之責任。

第二，對於即將進入就業市場的大學畢業生，大學的畢業典禮並非學習的終點，而是職業生涯的開始。本研究的理論架構模式呼應職涯建構理論所提之「主觀的生涯」思維，對於重新建構學生職涯發展的思維有重要的貢獻，更是觀光教育領域當前最優先的使命與議題。最後，可以將本研究架構廣泛應用於觀光產業員工、大專院校各科系的大學生，甚至是高中/職業學校，對於職涯發展提供諮詢。例如，對於領導渴望方面高的學生與發展領導技能的培訓計劃聯繫起來。同樣地，大專院校可以提早輔導那些表現出想要繼續教育渴望的學生就讀研究所的機會，發展新技能、邏輯研究能力，以及增強其與未來工作相

關的知識，或許能穩定增加各大專院校的生源。本研究架構有趣且具備當代職涯建構的理論思維，也是本研究更貼近實務領域之貢獻之一。

四、研究限制與建議

儘管本研究在過程中力求嚴謹，但因為在計劃執行期間仍處於後疫情時代，對於資料的全面性蒐集可能產生困難，本研究之限制與未來建議如下。首先，本研究對象為觀光相關科系的大學生，研究結果是否能概化到其他科系或是進入觀光產業一至三年的新進人員作為樣本，可待未來研究者再更進一步對本研究概念進行延伸與深化。第二，職涯建構乃是討論一個人有意願且有能力對職涯任務作出回應(adapting responses)，將會獲致較好的結果(adaptation results)(Savickas & Porfeli, 2012)。未來研究者可以考慮其他結果變項，如知覺雇佣能力(perceived employability)，大學生認為自己是否擁有職場所需技術與能力的信心程度，應有助於更好地瞭解大學生對於進入職場之前的自我認知。

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科技部補助專題研究計畫出席國際學術會議心得報告

日期：112 年 10 月 31 日

計畫編號	MOST—110—2410—H—128—016—SSS		
計畫名稱	從發現大學生職涯渴望培養職涯建構		
出國人員 姓名	韓明娟	服務機構及職稱	世新大學/助理教授
會議時間	112 年 7 月 12 日至 112 年 7 月 14 日	會議地點	日本大阪
會議名稱	(中文) (英文)The International Conference on Business and Social Science (ICBASS)		
發表題目	(中文) (英文)Daily Service stressors and recovery approach: The Moderating Role of Paradox Mindset.		

一、參加會議經過

前一天抵達日本大阪稍事休息後，於 12 日抵達會場 TKP Garden City Premium Osaka, The 4th floor pre-conference registration，隨即進行開幕儀式和招待。接下來與參與研討會的學者們研究發表，與會者可以自行選擇至有興趣的議題聆聽與發問。本人以第一作者與 Presenter 的身份進行口頭發表，發表的場次為 7/13 Thursday Oral

Session (3) Business & Management (III) 13:30~15:00 ; Research paper title is 「Daily Service stressors and recovery approach: The Moderating Role of Paradox Mindset」。

二、 與會心得

會場發表時，有南非及台灣的學者都對於 paradox mindset 感到有興趣，也提出對於此構面的看法與交流。由於本研討會的議題包含永續旅遊、hospitality, leisure, tourism, and sport management，藉由不同研究主題的討論過程，瞭解許多創新的議題獲益良多。研討會結束後，亦與 session chair Prof. Janet Chang 進行學術討論與交流心得。

此外，參與本計劃的研究生亦獲得補助得以同行參加國際研討會的發表，發表文章為「The relationship between career calling, adolescent–parent career congruence, and employability among tourism university students」。

三、 發表論文全文或摘要

Daily Service stressors and recovery approach: The Moderating Role of Paradox Mindset

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Abstract

Drawing on the self-regulatory perspectives, this study designed a theoretical framework to elucidate how daily customer-related social stressors (CSSs) affect affective work-related

rumination recovery approach after daily work. This study further examines how paradox mindset moderates the abovementioned pathway. The experience sampling method was used to collect 310 data from hotel frontline employees in Taiwan. Results reveal that CSSs are positively associated with affective rumination. Importantly, paradox mindset can mitigate the positive relationship between CSSs and affective rumination. This study sheds light on further understanding the underlying mechanisms between daily customer stressors and employee's recovery strategies after work as well as the importance of paradox mindset for customer stressors, recovery strategies.

Keywords: customer-related social stressors, affective work-related rumination, paradox mindset

1. Backgrounds

In today's service-oriented tourism and hospitality industries, companies strive to embody the promise of "mission must be achieved." Customer-contact employees play a boundary-spanning role in implementing organizational requirements and responding to customer expectations. The quality of interaction with customers determines the overall performance of the organization. In every service contact, employees must follow the emotional expression rules of expressing positive emotions and suppressing negative emotions while attempting their best to meet various expectations of customers. Service work may accumulate great stressors to service employees (Grandey et al., 2005; Karatepe et al., 2018; Wang et al., 2020). Studies have pointed out that customer stressors may be harmful to employees' physical and mental health, leading to behaviors such as employee turnover intentions and service sabotage (Dudenhöffer & Dormann, 2013; Huang et al., 2019; Pu et al., 2022). Discussion on CSSs has become very important to the tourism and hospitality industry.

Recovery strategies are the process by which employees recover their physical and mental statements during non-working hours. Sonnentag and Fritz (2007) first proposed recovery strategies during non-working hours, such as relaxation, psychological detachment, and allowing oneself to control or gain mastery at something. These actions can be reversed, repaired, and supplemented to the resources consumed by work, so that employees can rejuvenate and continue working. Today, information and communication technology have blurred the boundaries between work and non-work time (Derks et al., 2014). Employees are more likely to face work-related problems and stressors during off-duty time (Park et al., 2011). Completely stopping thinking about work-related matters is impossible, consequently adding difficulty for employees to recover from stressful situations after work (Sonnentag & Fritz, 2015). Cropley et al. (2012) proposed that affective rumination focuses on work-related feelings. Drawing on the self-regulatory model, this study

attempts to explain how customer stress affects affective rumination after work.

How service providers perceive the nature of stress can lead to different outcomes. Researchers have proposed that affective ambivalence will cause employees to experience two completely dual-tuning effect, simultaneously positive and negative, which in turn contributes to service performance (Fong, 2006). This study further believes that paradox mindset may be able to integrate the discourses of work stressors and work positive and negative affectiveness. Being able to accept opposing viewpoints is one of the keys to personal success. How employees view conflicting and opposing mindsets can determine whether a stressor is a challenge or a hindrance stressor. Paradox mindset originated from the Eastern philosophy of yin and yang. People with a paradox mindset believe that two things that seem to be contradictory are two sides of one body; extremes exist simultaneously (Miron-Spektor et al., 2018). This study first views paradox mindset as a between-level moderating variable on how it affects within-level customer-related social stressors (CSSs) to affective rumination recovery strategy. It attempts to integrate and extend the research on paradox mindset, and recovery approach into customer stressors should provide further academic and practical contributions.

This study comprises a four-fold purpose: 1.) to discuss the relationship between CSSs and affective rumination, 2.) examine how paradox mindset moderates the effect of CSSs on affective rumination.

2. Literature Review

2.1. Customer-related social stressors (CSSs)

Customer-related social stressors (CSSs) are the pressures on service employees caused by customers' expectations and behaviors in the process of interacting with customers. CSSs include the following four sub-dimensions: 1) Disproportionate customer expectations—customers exert pressure or question service employees, hoping that they can provide extra service in line with expectations; for example, customers frequently ask for special treatment, vent their bad mood to the service employees, or complain for no reason; 2) Customer verbal aggression—customers try to hurt the service employees with words; in practice, customers will make a fuss and yell at the service employees or argue with the latter; 3) Disliked customers—facing hostile customers and causing unpleasant or disturbing work rhythms; for example, service employees must deal with hostile customers, customers without a sense of humor, or annoying customers; 4) Ambiguous customer expectations—in the face of incomprehensible and obscure customer expectations, such as follows: customer expectations are always

contradictory, service personnel do not know what customers want, or reaching an agreement with customers is difficult for service personnel (Dormann & Zapf, 2004). Service providers are particularly prone to burnout when faced with customer stressors, because they fall into the dilemma of “I may not be able to meet customer expectations.” Customer stressors have a long-term impact on service providers even more than supervisors, colleagues, or other work-related stressors; in empirical studies on hospitality, customer stressors have also been shown to be related to emotional exhaustion and customer recovery performance (Choi et al., 2014; Ma et al., 2019).

2.2 Affective work-related rumination recovery approach

Recovery strategy refers to the recovery of various physical and mental function systems that have experienced the stress process to the extent that they have not experienced the stress process. Rumination is the conscious back-and-forth of thinking around common themes, even in non-relevant contexts or when no pressing need exists. Rumination is related to the failure to achieve the goal, and the progress difference (faster or slower) with the predetermined goal will promote the occurrence of reflection (Martin & Tesser, 1996). Affective work-related rumination is an intrusive, pervasive, and recurring thought that focuses on feelings related to work problems (Kinnunen et al., 2019). This state of mind can lead to negative emotional responses (e.g., frustration, annoyance) and is detrimental to the recovery process. Long-term depletion of physical and mental resources may lead to emotional exhaustion, poor sleep quality, and low sense of well-being (Steed et al., 2019; Van Laethem et al., 2019; Virtanen et al., 2021).

This study follows the goal attainment mechanism of the self-regulation model to deduce the mediation process of affective rumination recovery strategy. The goal attainment mechanism of the self-regulation model points out that if employees think of the current information on unreached goals, such reflection can help improve work performance. By contrast, if an individual merely ruminates on previous information, it will hinder the achievement of current goals and job performance (Martin & Tesser, 1996, 2006). This study suggested that employees constantly thinking of the interaction feelings that have occurred before will prevent them from concentrating on the current service interaction with customers. Furthermore, affective rumination may lead to negative emotional responses (e.g., frustration, annoyance). Given that attentional resources are limited, focusing on the previous service experience may prevent service employees from being able to handle current customer service well, consequently forming a negative spiral pattern. Empirical research showed that customer mistreatment affects

employee service performance because they cannot stop thinking of negative experiences (Baranik et al., 2017). Thus, the following hypothesis is proposed:

Hypothesis 1: CSSs are positively associated with affective work-related rumination.

2.3 Paradox mindset as a moderator

Distinct from Western contingency theory that holds the “either/or” view, paradox originates from the Eastern yin-yang philosophy. The Yin-Yang Philosophy believes that everything is integral, dynamic, and dialectical; everything in the world is opposed to each other and exists in harmony in the whole of “Yin-Yang” (Miron-Spektor et al., 2018). Paradox mindset is defined as the tendency to accept, examine, and actively integrate contradictions and conflicts, that is, a paradox mindset is not a single-minded pursuit of consistency but the ability to accept the tension caused by conflicts of opposites and then feel energetic about it. Researchers argued that paradoxical thinking which shapes people’s perception and understanding of conflicts of opposites, not only does not regard the tension of conflicts as a dilemma but transforms expectations from rationality and linearity to accepting paradoxes as persistent, and immediately solved problems are impossible (Keller & Sadler-Smith, 2019; Liu et al., 2022; Miron-Spektor et al., 2018). Studies have proven that employees with a high degree of paradox mindset can reduce the negative impact of stressors on work performance (Miron-Spektor et al., 2018).

This view of affective ambivalence simply echoes the discussion of paradox mindset (Fong, 2006). Paradox mindset is the degree to which a person accepts the cognitive and emotional responses of conflict tension. People with a high degree of paradox mindset feel comfortable with opposite conflicts and feel comfortable because the tension caused by conflicts energizes them (Miron-Spektor et al., 2018). In the face of malicious provocations or questions from customers, employees with a high degree of paradox mindset may look at the overall situation with a broader perspective, think from the perspective of customers, accept the existence of conflicts between the two sides, and resolve conflicts with customers in a comfortable and pleasant mood. As such, the current study suggests that employees with high paradox mindset should mitigate the positive effects of CSSs on affective rumination.

Hypothesis 2: Paradox mindset can moderate the positive effects of CSSs on affective work-related rumination. Specifically, when service employees’ paradox mindset is higher, the positive relationship between CSSs and affective work-related rumination would be weakened.

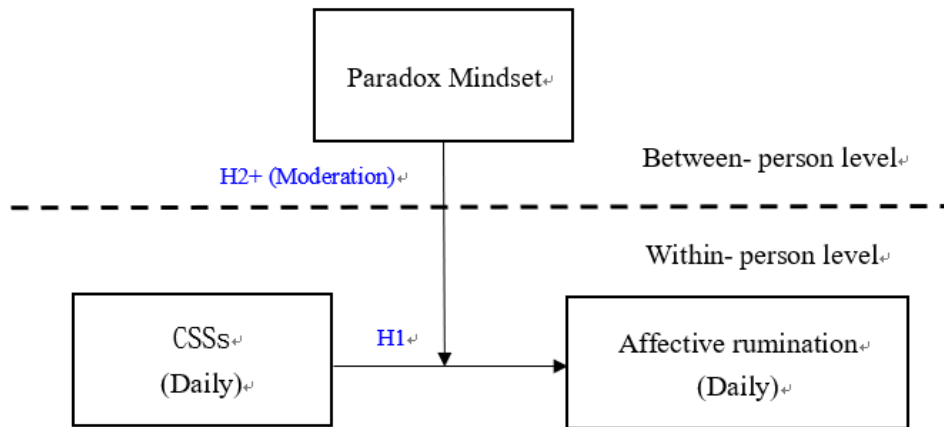


Figure 1 Research Model

3. Methods

3.1 Sample and Data Collection

This study chooses hotel service employees as samples and conducts a questionnaire survey. The reason is that the highly frequent interaction between hotel service employees and customers not only needs to conform to the organization's emotional expression norms but also needs to try their best to meet the various customer expectations, which is in line with the highly emotional labor work characteristics. Furthermore, in the past, the subjects of research on customer stressors were mostly telephone customer service, flight attendants, travel agency employees, bankers, nurses, or front-line service personnel, regardless of industry (i.e., Dudenhöffer & Dormann, 2015, p.169). Few studies have attempted to understand the highly emotional labor characteristics of hotel service employees and how employees' recovery experience affects their work performance. Therefore, this study chooses hotel service employees as the research object. This study adopts the experience sampling method to carry out the test.

To improve the response rate of the questionnaire, the questionnaire is planned to be collected online. Each participant has a set of unique answer numbers, which will be used as follow up. Another advantage of using the online form is that you can immediately know whether the subjects have filled it; they also can be reminded and followed up. Before distributing the questionnaires, the research assistant will search for and contact each hotel window to confirm the willingness to cooperate and whether it can cooperate with the number of people counted and the consent of the management obtained before carrying out the matching coding and distribution of the questionnaires. The responsible window of each hotel is asked to set up a

group of subjects who are willing to administer the test for daily distribution and reminders and follow them to complete the questionnaire online. Considering the high turnover rate of the hotel industry, the measurement interval should not be too long if the measurement intervals are the same. In addition, to make the respondents feel at ease to answer, the research assistant will emphasize the confidentiality of the data before the questionnaire is released and assure them that the results are only used for research purposes. To improve the respondents' willingness to answer and increase the completeness rate of the questionnaires, gifts will be presented to thank the respondents after the questionnaire collection is completed. In the end, 310 valid questionnaires were obtained after deducting those who gave up halfway or the turnover.

3.2 Measure

Daily CSS (end-of-workday survey at Time 1) was adopted with the 16-item scale quoted by Dudenhöffer and Dormann (2013) from Dormann and Zapf (2004), which is suitable as a measure of customer stressors in longitudinal research design. Dudenhöffer and Dormann (2013) suggested that the measures for diary patterns should be combined into a single-dimension construct, because it is unlikely that the events mentioned in each subconstruct will be encountered in a single day. After employees get off work, they fill in the interaction with customers on that day. A sample item is "Today, I had to deal with citizens who argued with me," measured on a 5-point Likert scale from 1 (not at all true) to 5 (totally true).

Daily affective work-related rumination (next work day survey at Time 2) was used by Kinnunen et al. (2019) with three items. When the employees go to work the next day, they fill in their recovery strategy after getting off work yesterday. A sample item was "I become tense when I think about work-related issues in my free time," measured on a 5-point Likert scale from 1 (totally disagree) to 5 (totally agree).

Paradox mindset was used by Miron-Spektor et al. (2018) with nine items. A sample item was "When I consider conflicting perspectives, I gain a better understanding of an issue," measured on a 5-point Likert scale from 1 (totally disagree) to 5 (totally agree).

4. Results

Table 1 shows the mean and standard deviation of each research variable and the correlation between any two variables. The MLmed technique was proposed for a growing number of studies employ this analytical technique to measure repeated measures (Junça-Silva et al., 2023).

Hypothesis 1 is the direct relationship between CSSs and affective rumination. Table 2 shows that the estimated value of CSSs on affective rumination is 0.164 ($p < 0.05$), S.E. is 0.068, and the 95%

confidence interval includes 0 (LL = 0.030, UL = 0.299). Hypothesis 1 is supported. Hypothesis 2 is that paradox mindset can moderate the positive relationship between CSSs and affective rumination. Table 2 shows that the estimated value of the interaction item of paradox mindset and CSSs on affective rumination is -0.334 ($p < 0.05$), the S.E. is 0.154, and the 95% confidence interval includes 0 (LL = -0.637, UL = -0.032), including 0. This study further draws the simple slope as in Figure 2. Figure 2 shows that when paradox mindset is high, the positive relationship between CSSs and affective rumination will be weakened; therefore, Hypothesis 2 is supported.

Table 1 Means, SD, and Within-and between- level correlations

Variables	M	SD	1	2	3
<i>Within-person level</i>					
1 CSSs	1.477	0.603	(0.955)		
2 Affective rumination	1.915	0.841	0.427**	(0.889)	
<i>Between-person level</i>					
3 Paradox Mindset	3.624	0.412	0.095	-0.105	(0.745)

Note. * $p < 0.05$; ** $p < 0.01$. The values in parentheses are Cronbach's α of each variable.

Table 2 Parameter estimates for multilevel model

Fix Effect						
Outcome: affective rumination						
Within-	Effects Estimate	S.E.	p	LL	UL	
constant	1.916	0.1301	0.000	1.648	2.184	
Interaction term	-0.334	0.154	0.030	-0.637	-0.032	
CSSs	0.164	0.036	0.017	0.030	0.299	
Between-	Effects Estimate	S.E.	p	LL	UL	
Paradox Mindset	-0.215	0.318	0.505	-0.865	0.436	
Interaction codes						
Interaction term Within- Paradox Mindset $\times$ CSSs $\rightarrow$ Affective rumination						
Random Effects						
Level-1 Residual Estimates						
Variable	Estimate	S.E.	Wald Z	p	LL	UL
Affective rumination	0.214	0.018	11.769	0.000	0.182	0.253
Random Effect Estimates						
	Estimate	S.E.	Wald Z	p	LL	UL
Affective rumination	0.510	0.140	3.654	0.000	0.298	0.871

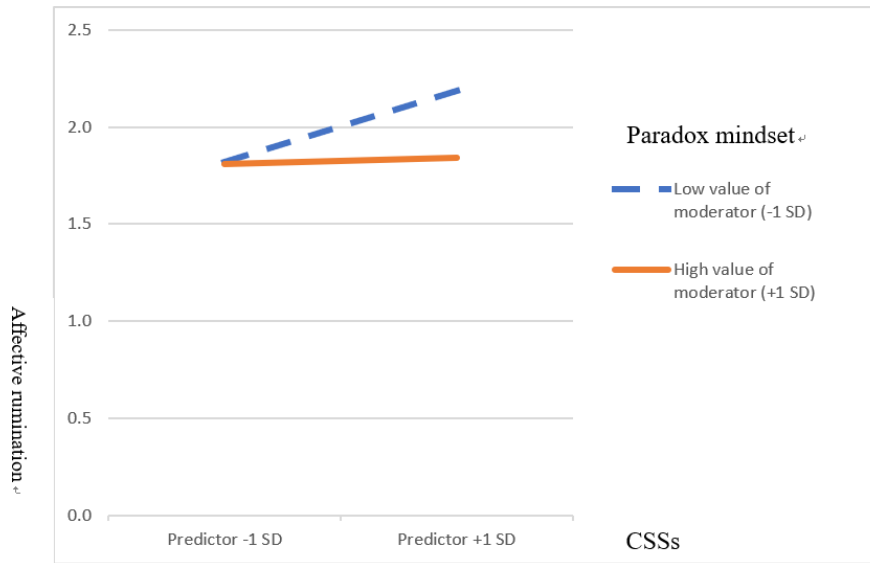


Figure 2 Cross-level interaction between paradox mindset and daily CSSs predicting affective rumination

5. Conclusion

5.1 General discussion

The result shows that CSSs are positively associated with affective rumination, Hypothesis 1 is supported. This finding explains that in the procedure of daily customer service, while the level of stress felt varies, it does affect employees to ruminate on events that have occurred. The result echoes previous literature on affective rumination. Empirical research indicates whether challenging stressors, hindrance stressors, or loneliness are all positively correlated with affective rumination (Gabriel et al., 2021; Van Laethem et al., 2019).

Paradox mindset can weaken the positive relationship between customer stressors and affective rumination (Hypothesis 2), that is, for people with high paradox mindset, the positive relationship between customer stressors and employee affective rumination will be weakened. Service employees with paradox mindset would not feel that they are facing a dilemma in the face of conflict, but instead accept the current conflict situation with a cognitive and understanding mentality. Studies have also confirmed that employees with a high degree of paradox mindset can reduce the negative impact of stressors on work performance (Miron-Spektor et al., 2018). These results also echo previous research; high empathy can weaken the positive relationship between counterproductive behavior and daily negative mood (Koopman et al., 2021).

5.2 Contribution

The academic contributions of this study are as follows. First, the tourism industry is not only the cornerstone of economic development but also an important development industry of the country. This study examines how customer stressors affect employees' off-duty recovery strategies. In addition, in discussing the moderating effect of CSSs on recovery with paradox mindset at the person level, it is hoped that this issue will raise the attention of the tourism academic field. Second, previous research has suggested that hotel employees' recovery self-efficacy and resilience could reduce customer inappropriate treatment, which prevents employees from getting rid of their emotions after getting off work, which in turn affects the vitality and emotional exhaustion of employees that night (Yang et al., 2020). However, front-line employees are in a boundary-spanning position between customers and organizations. They must not only meet customer needs but also maintain organizational profits. This conflicting work attribute also places a high physical and mental burden on service providers. The contribution of this study is that emerging paradox mindset provides a better understanding of how service providers navigate complex situations and their attendant tension and available resources (Miron-Spektor et al., 2018). Thus far, no research has integrated paradox mindset into the research of CSSs and recovery.

This study provides the following practical implications. First, although some research has suggested that customer-related social stressors are more challenging stressors that are beneficial to employees and such stressors occur every day, the study design highlights that any benefit-related challenge stressors may bring psychological burden on employees. To reduce the degree to which employees perceive customer stressors, managers can focus on ensuring task clarity to reduce the occurrence of role ambiguity. At the same time, by strengthening employees' psychological empowerment, such as providing authorization and work autonomy, employees can also believe that they can control the on-site situation, have decision-making authority, and feel the meaning and autonomy of work. These practices can effectively reduce employees' stressors from customers (Lin & Ling, 2018). Second, the whole-life perspective of enrichment between work and non-work fields has gradually been valued by contemporary managers (Direnzo et al., 2015). Employees want to maintain a work-life balance; not only the employees themselves must unilaterally spend physical and mental resources to cope with or make career choices, but managers must take care of employees how to restore their resources after work and eliminate work stressors from the a whole-life perspective. In practice, if employees are expected to recover their work emotions the next day, be actively engaged in their jobs, and reduce service

deviations, managers should provide employees with effective ways and take the lead in demonstrating them. Through observation, learning, and imitation, employees can use leisure strategies after getting off work to recover, avoid emotional coping, and enter a virtuous circle of enrichment between work and non-work domains. Finally, to pursue customer relations, emphasize customer orientation, and seek differentiated business trends in the future, hotel managers must prioritize candidates who can accept tension and feel energetic about it during the recruitment and selection process to enhance personal and service competitiveness. Paradox mindset is regarded as a relatively constant and fixed belief of a person. In this study, it is regarded as a moderating role of customer stressors and recovery strategies, which can enable hotel service employees to meet customer needs while maintaining a high degree of self-discipline. Enthusiasm for service, feeling the value of learning in the execution of tasks, and showing abundant vitality in the challenges of service are the kinds of high-level work motivation satisfaction that should be reflected in service performance.

5.4 Limitations and suggestions for future research

This study strives to be rigorous in the process of research design and analysis but still explains the following limitations and provides suggestions for future research. First, the sample of this study comprises the hotel employees. The results cannot be generalized to all tourism and hotel industries. Future research can follow this research concept as the main axis to collect tourism-related industries (e.g., travel agencies, chain restaurants, amusement parks, etc.) as employee samples, the mutual verification and interpretation of the obtained results should be able to enrich the relevant literature. Second, this study uses affective rumination as a recovery strategy for coping with customer stressors. Future research can consider other recovery strategies instead of such emotional coping. For example, during non-working hours, employees may engage in solving problems, pondering with focus on determining solutions to work-related problems (Querstret & Cropley, 2012). Another recovery strategy is psychological detachment, which means completely forgetting about work-related problems during non-working hours, shutting down, cutting off power, and forgetting about the subjective experience of work affairs. Experiences of successful withdrawal from work contribute to the recovery process, with lower levels of psychological stress, physical discomfort, and fatigue; and higher levels of work vitality (Bennett et al., 2016; Sonnentag et al., 2017).

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四、建議

此次發表的過程獲得 session chair Prof. Janet Chang 以及其他學者對於本研究架構與資料蒐集方法的意見與知識的交流，同時也學習到與我不同領域的議題，學者們是如何構思研究與蒐集資料，能夠有機會出國與世界各地學者交流的經驗也讓我獲益良多。疫情後的第一次出國交流實屬珍貴，希望未來每年都能參與相關領域的國際學術研討會，與共同領域的學者進行學術新趨勢、新的研究議題、技

術領域上有更好的互動。

五、 攜回資料名稱及內容

1. Proceedings of ICBASS Full Papers 2023
2. 發表證書合影、簽到記錄和現場照片紀錄



抵達會場



發表證書與 session chair 合影



當天與其他學者交流情況及授與證書

六、 其他

發表證明



110年度專題研究計畫成果彙整表

計畫主持人：韓明娟			計畫編號：110-2410-H-128-016-SSS		
計畫名稱：從發現大學生職涯渴望培養職涯建構					
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	2		1. 陳室樺, 韓明娟 (2022). 觀光科系大學生的職涯發展：妨礙型學習壓力源的調節角色. 2022世新大學 觀光研討會觀光新趨勢與新契機. 2. 江寶羚, 韓明娟(2023). 飯店主管綠色倡導對員工綠色建言之影響. 2023中華民國戶外遊憩學會 2023年第25屆休閒、遊憩、觀光學術研討會暨國際論壇.
		專書	0	本	
		專書論文	0	章	
		技術報告	0	篇	
		其他	0	篇	
		國外	學術性論文	期刊論文	2
研討會論文	3			1.Hwang, P. C., & Han, M. C. (2023). Linking Customer-Oriented Perspective Taking With Creative Process Engagement：The Moderating Role of Creativity-Oriented High-Performance Work Systems. 2023 ICBASS The 7th International Conference on Business and Social Science July 12-14, 2023 Osaka 2.Han, M. C., & Hwang, P. C. (2023). Daily Service stressors and recovery approach: The Moderating Role of Paradox Mindset. 2023 ICBASS The 7th International Conference on Business and Social	

					Science July 12-14, 2023 Osaka. 3. Han, M. C., & Hung, L. Y., (2023). The relationship between career calling, adolescent - parent career congruence, and employability among tourism university students. 2023 ICBASS The 7th International Conference on Business and Social Science July 12-14, 2023 Osaka.
		專書	0	本	
		專書論文	0	章	
		技術報告	0	篇	
		其他	0	篇	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	0		
		博士生	0		
		博士級研究人員	0		
		專任人員	0		
	非本國籍	大專生	0		
		碩士生	3		洪伶瑜, 李欣穎, 湯文綺
		博士生	0		
		博士級研究人員	0		
		專任人員	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。)			本案研究生:觀光學系(所)碩士班洪伶瑜君獲「補助國內研究生出席國際學術會議」申請費用補助案,出國發表「The relationship between career calling, adolescent - parent career congruence, and employability among tourism university students.」 本案核定內容: (一)會議名稱:第七屆商業與社會科學國際會議會議主題:能源與可持續發展。 (二)會議日期:112年7月12日至112年7月14日止。 (三)會議地點:日本大阪。 (四)補助編號:NSTC-112-2922-I-128-001.		