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**The Mechanism of the Trickle-Down Effect of
Proactive Behavior**
主動行為的下行傳遞效應及其機制

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摘要

主動行為(*proactive behavior*)是指個體自發採取行動以改變自己及所處環境或創造新環境的積極行為, 具有自發取向、改變取向和關注未來的特徵 (Crant, 2000; Grant & Ashford, 2008; Parker, Williams, & Turner, 2006)。無論是面對激烈競爭的企業, 還是應對技術等發展迅速的雇員, 主動行為都是一種促使其更好發展的行為 (Parker, & Collins, 2010)。

鑒於主動行為的重要性, 學界對如何激發員工從事主動行為進行了廣泛的探討。以往研究從主動性人格等個人特徵和任務的相互依賴等情境因素著眼, 取得了較為豐碩的成果。隨後, 領導力對員工主動行為的影響逐漸受到關注, 並從領導風格、領導行為和互動關係的視角進行了研究。與領導風格和領導行為相比較, 對下屬和主管的動態關係關注較少。但是該角度尤為重要, 因為工作中主管與下屬通常互動頻繁, 而如何處理以及看待與主管的互動尤為重要(Bedford, 2011)。是不斷互動的過程, 因此如何處理與主管關係以及如何看待主管的但通過回顧我們發現, 現有研究主要聚焦於領導-成員交換理論視角或者說社會交換理論視角對主動行為的主動行為 (Burriss, Detert, & Chiaburu, 2008)。本研究認為, 社會交換理論對主管-下屬動態關係進行了一定的解釋, 即與主管有高質量的情感交換有助於其積極主動。雖然該理論視角有其合理性, 但是如若將其作為唯一解釋, 則或許擴了解釋範圍, 並不能對現實狀況進行全面的解釋。例如, 是否下屬與主管不存在高質量的情感交換, 仍然會受其影響進而積極主動? 又或主管-下屬不存在雙向互動, 僅單向互動即可影響下屬做主動行為的情況? 基於以上思考, 本文引入社會學習

理論，這一個在主管-下屬互動領域與社會交換理論同樣重要的理論視角，藉此豐富對員工主動行為發生機制的理解。

具體而言，依據社會學習理論，本文首先討論了下屬感知到的主管主動行為對下屬自己的主動行為的影響；隨後研究了結果期待在感知到的主管主動行為與下屬主動行為關係的中介作用；最後探討了權力依賴對感知到的主管的主動行為與下屬的結果期待的關係的調節作用。

通過對來自 5 家公司共 306 名員工及其 61 名直接主管 2 個時間點的問卷調研，本研究發現，感知到主管的主動行為能夠顯著地正向影響下屬的主動行為，即感知到主管的主動行為程度越高，下屬更可能在工作中從事主動行為。此外，本研究發現，下屬對結果的期待在感知到的主管主動行為與下屬主動行為關係中起到中介作用，即感知到主管的主動行為會引發下屬的結果期待，並進而誘發下屬從事主動行為。最後，權力依賴顯著地負向調節了感知到的主管主動行為與下屬結果期待之間的關係。即相較於對主管權力依賴程度高的下屬，對主管權力依賴程度低的下屬，其感知到主管的主動行為與下屬自己的結果期待的正向關係更強。

本研究具有重要的理論和實踐意義。

理論意義包括：

(1) 本研究依據社會學習理論探討下屬主動行為的前因，豐富了主動行為的前因研究。從主管-下屬互動關係角度出發，彌補了現有研究過於著重關注下屬自身特質以及環境影響的不足。此外，從主管-下屬互動視角，提供了除社會交換理論之外的新視角，有效增進對主動行為前因的理解。即當下屬

看到主管做主動行為，會激發其對主動行為可能帶來好的結果的期待，進而從事主動行為。

(2) 通過社會學習理論，發現下屬的結果期待是促進下屬從事主動行為的近端前因，豐富主動動機模型下“為何做 (Reason To)”的內容，有效揭示了主動主動行為下行傳遞的機制。

(3) 引入權力依賴這個調節變量，有效界定了主管主動行為誘發下屬結果期待的邊界條件。

(4) 將社會學習理論引入主動行為研究，豐富了社會學習理論的解釋範圍。

實踐意義包括：

(1) 本研究將社會學習理論引入主動行為研究領域。根據研究結果，除了採取和下屬建立良好關係的方式，主管在工作中還可以通過以身作則的方式，通過在工作中積極主動來影響下屬，使下屬在工作中更多地做主動行為。

(2) 通過揭示結果期待的中介機制，可以有效幫助企業了解下屬積極主動的近端前因，結合主管主動行為的誘發作用，可以有效指導公司在運營過程中激勵內容和對象的設定。

(3) 權力依賴會影響感知到主管的主動行為與結果期待的關係。因此，主管在不同情境下，為了激發下屬從事主動行為，可以適當調整自己的策略。

關鍵字：主動行為 結果期待 權力依賴 社會學習理論

Abstract

Proactive behavior is defined as “self-initiated and future oriented action that aims to change and improve the situation or oneself” (Parker, Williams, & Turner, 2006). Self-oriented, change-oriented and future-oriented are the three core features (Crant, 2000; Grant & Ashford, 2008). For both companies in competitive environment and employees in fasting development industries, it is important for them to adopt proactive behavior.

Owing to the importance of proactive behavior, how to stimulate proactive behavior has been explored widely in academy. Previous research has demonstrated that personal characteristics factors like proactive personality and environment factors like task interdependence can evoke proactive behavior. Subsequently, researchers started to explore leader’s influence, such as leader type and leader behavior, on proactive behavior. Relatively, researchers pay less attention on the influence of leader-employee dynamic relationship. Leader-member exchange is the only one antecedent which has been demonstrated in this filed. It demonstrated that high leader-member exchange relationship can stimulate subordinate’s proactive behavior. Even this theoretical perspective is reasonable to some extent, it may not only enlarge the scope of explanation but also cannot fully reflect reality when social exchange theory is the only possible explanation. For example, will employee be initiate under the situation that he/she does not have high quality of leader-member exchange? Or employee can do proactive behavior under the

influence of unidirectional interaction instead of bidirectional interaction? Based on above arguments, we introduce social learning theory which is parallel with social exchange theory in explaining trickle-down effect, and hope to enrich the understanding of mechanism of proactive behavior.

Specifically, based on social learning theory, we explored the relationship between perceived supervisor's proactive behavior and subordinate's proactive behavior. Then we discussed that the outcome expectation, as a mediator, explained the mechanism between the relationship mentioned above. Further, we also explored the moderator effect of power dependence in the relationship between perceived supervisor's proactive behavior and outcome expectation.

Using questionnaire, we collected data from 306 employees and 61 direct supervisors at two time points. The results showed that perceived supervisor's proactive behavior positively related to subordinate's proactive behavior. Besides, outcome expectation mediated the relationship between perceived supervisor's proactive behavior and subordinate's proactive behavior, which means that perceived supervisor's proactive behavior can enhance subordinate's outcome expectation and then stimulate his/her proactive behavior. Furthermore, power dependence negatively moderated the relationship between perceived supervisor's proactive behavior and subordinate's outcome expectation. It means that,

employees who have low power dependence on their leader, supervisor's proactive behavior has greater influence on subordinate's outcome expectation.

Our research has several theoretical and practical implications. As for the theoretical implications, firstly, based on social learning theory, this research explored the antecedent of subordinate's proactive behavior, which enriched theoretical perspective of the antecedents of proactive behavior. On the one hand, starting from leader-employee relationship, it offsets current research which focused too much on the influence of personal characteristics and environment. On the other hand, framing research through social learning theory provides new perspective except for social exchange theory, it enhances the understanding from leader-employee dynamic relationship angle. It means that perceived supervisor's proactive behavior will evoke subordinate's outcome expectation and subsequently will stimulate subordinate's proactive behavior. Secondly, this research found that outcome expectation as a core concept of social learning theory is an important proximal antecedent of proactive behavior, which increases the understanding of "Reason To" mechanism of motivation framework of proactive behavior. Thirdly, we build the boundary between perceived proactive behavior and outcome expectation by using power dependence. Fourthly, through introducing social learning theory to proactive behavior research, we enlarged the scope of explanation of social learning theory.

There also are several practical implications. Firstly, this research introduces social learning theory into proactive behavior field. Based on the results, supervisor can work as a role model to stimulate subordinate's proactive behavior through being initiate instead of trying to build high quality relationship with their subordinates. Secondly, it is helpful for companies to understand the proximal antecedent of subordinate's proactive behavior through demonstrating mediation effect of outcome expectation. Combined with supervisor's proactive behavior, which is a distant antecedent, this research can help companies set proper rewards for their workers. Thirdly, power dependence moderated the relationship between perceived supervisor's proactive behavior and subordinate's outcome expectation. Thus, in order to stimulate subordinate's proactive behavior, supervisor can adjust their strategy according to different level of power dependence.

Key words: proactive behavior, outcome expectation, power dependence, social learning theory

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