

理在教育教学中的研究,可以在多重视角、多种作用机制、多类调查方法和工具、多样量表设计与修正中不断探究与发现。

参考文献:

- [1][10]Tepper B J. Consequences of Abusive Supervision[J]. Academy of Management Journal, 2000(2): 178-190.
- [2]文晓立,陈春花. 辱虐管理影响因素研究述评[J]. 领导科学, 2013(9): 13-15.
- [3][4]李爱梅,华涛,高文. 辱虐管理研究的“特征-过程-结果”理论框架[J]. 心理科学进展, 2013(21): 1901-1909.
- [5]梁永奕,严鸣,储小平. 辱虐管理研究新进展:基于多种理论视角的梳理[J]. 外国经济与管理, 2015(12): 59-69.
- [6][7]Blau P M. Exchange and Power in Social Life[M]. New York: Wilev, 1964.
- [8]Cambell J P, Mccllov R A. Oppler S H. , et al. A Theory of Performance[A]. In Schmitt N, Borman W C (Eds.), Personnel Selection in Organizations[C]. San Francio; Jossey - Bass, 1993: 71-98.
- [9][21]Borman W C, Motowidlo S J. Expanding the Criterion Domain to Include Elements of Contextual Performance[A]. In Schmitt N, Borman W C (Eds.), Personnel Selection in Organizations[C]. San Francio; Jossev - Bass, 1993: 71-98.
- [11]Zellars K L, Tepper B J, Duffy M K. Abusive Supervision and Subordinates' Organizational Citizenship Behavior[J]. Journal of Applied Psychology, 2002(6): 1068-1076.
- [12]于桂兰,杨术. 辱虐管理与员工绩效:员工沉默的中介作用[J]. 经济管理, 2014(4): 35-43.
- [13]吴隆增,刘军,刘刚. 辱虐管理与员工表现:传统性与信任的作用[J]. 心理学报, 2009(6): 510-518.
- [14]姜飞月,郭本禹. 从个体效能到集体效能一班杜拉自我效能理论的新发展[J]. 心理科学, 2002(1): 114-115.
- [15]Tepper B J. Abusive Supervision in Work Organizations: Review, Synthesis, and Research Agenda[J]. Journal of Management, 2007(3): 261-289.
- [16]Axtell C M, Parker S K. Promoting Role Breadth Self-efficacy Through Involvement, Work Redesign and Training[J]. Human Relations, 2003(1): 113-131.
- [17]马跃如,彭静,李树. 复杂企业环境下辱虐式领导、团队效能、团队绩效作用机制的实证研究[J]. 中南大学学报(社会科学版), 2011(4): 78-84.
- [18]曲如杰,王林等. 辱虐型领导与员工创新:员工自我概念的作用[J]. 管理评论, 2015(8): 90-98.
- [19]Harris K J, Harvey P, Kacmar K M. Abusive Supervisory Reactions to Coworker Relationship Conflict[J]. The Leadership Quarterly, 2011(5): 1010-1023.
- [20]高申春. 自我效能理论评述[J]. 心理发展与教育, 2000(1): 499-501.
- [22]Kenny D A, Kashy D A, Bolger N. Data Analysis in Social Psychology[J]. The Handbook of Social Psychology, 1998(4): 233-265.

(责任编辑 钟嘉仪)