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**NEWCOMER ENTRY AND TEAM CREATIVITY: THE ROLES OF COWORKERS,
LEADERS, AND NEWCOMERS**

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ABSTRACT

This dissertation examines newcomer entry into teams and team creativity in a field setting. Unique information and perspectives brought by newcomers have been proposed to provide “fresh blood” for teams, which can benefit team creativity. However, the addition of newcomers can also disrupt the optimal team processes and reduce team effectiveness. To provide insight into the relationship between newcomer entry and team creativity, the present study bridges the socialization and team creativity literatures and theorizes that socialization efforts from coworkers, leaders, and newcomers themselves can independently and jointly influence post-entry team creativity when pre-entry creativity is controlled for. The results of a longitudinal field study show that newcomer entry did not automatically increase post-entry team creativity. However, post-entry team creativity increased, compared with pre-entry team creativity, when coworkers engaged in helping behaviors toward newcomers or newcomers were proactive. Moreover, coworker helping behaviors and newcomer proactive personality interacted with each other to affect team creativity. Specifically, the relationship between team coworker helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) became weaker as newcomers were more proactive. I also found that leader and coworker helping behaviors toward newcomers jointly affected team creativity. I further explored the possible mechanisms explaining why socialization efforts from coworkers, leaders, and newcomers would influence post-entry team creativity. The present research offers important theoretical and practical implications.

Keywords:

Socialization; team creativity; newcomer; helping behavior; proactive personality

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Chapter 1

INTRODUCTION

Creativity in the workplace has attracted increasing attention as business environments become more turbulent and highly competitive (Zhou & Hoever, 2014). Organizations need to be more creative and innovative to create and maintain competitive advantages and achieve long-lasting success (Zhou & Hoever, 2014). Since employee creativity is the micro-foundation of organizational innovation, managers are striving to enhance workplace creativity. While creativity was ranked, according to the IBM Global study of over 1,500 chief executive officers (CEOs), as the most critical factor for business success in the future, most CEOs did not regard their organizations as creative and admitted that there was large room for their organizations to be more creative. As such, it is important for scholars and practitioners to better understand how to fuel creativity in the workplace.

Creativity in the workplace is defined as generating novel and useful ideas on products, services, and work procedures (Amabile 1988, Ford 1996). Creativity can be an outcome at the individual level (i.e. individual creativity) or at the team level (team creativity). As work tasks, especially in the knowledge-intensive industries, are increasingly complex, organizations tend to rely more on teams to carry out tasks (Hulsheger, Anderson, Salgado, 2009). Thus, it is timely and crucial to study team creativity in the present research. Another salient change in the workplace is the increase

of job insecurity and job hopping (Gallie, Felstead, Green, & Inanc, 2017; Lake, Highhouse, & Shrift, 2018), which are associated with high rates of involuntary job changes and voluntary turnover (Griffeth, Hom, & Gaertner, 2000). This trend has led to more frequent newcomer entry into existing work teams. Given these major business and workplace changes, I will examine newcomer entry and team creativity.

Unique knowledge and perspectives brought by newcomers have been proposed to provide “fresh blood” for teams, which can benefit team creativity (Argote & Ingram, 2000; Rink, Kane, Ellemers, & Van Der Vegt, 2013). But the other side of the coin is that the arrival of newcomers may disrupt optimal team processes and reduce team effectiveness (Baer, Leenders, Oldham, & Vadera, 2010). Given that newcomer entry is ubiquitous and team creativity is desirable in organizations, the major purpose of this study is to investigate 1) whether newcomer entry automatically increases subsequent team creativity in a field study, 2) whether and how organizational actors’ (i.e. established team members which we will refer to as team oldtimers, team leaders, and newcomers themselves) socialization efforts aiming at helping newcomer adjustment will also influence team creativity, and 3) what are the possible mechanisms through which organizational actors’ socialization efforts affect team creativity.

The existing team creativity literature provides important yet competing theoretical underpinnings for linking newcomer entry and subsequent team creativity (Baer, et al., 2010; Rink, et al., 2013). On one hand, ample creativity research addresses that divergent knowledge is an important input to team creativity (Gong, Cheung, Wang, & Huang, 2012; Shin & Zhou, 2007). Accordingly, newcomers have the potential to

stimulate team creativity with their unique knowledge and perspectives. On the other hand, newcomer entry may disrupt team processes such as team cooperation and coordination, thereby negatively impacting team creativity (Choi & Levine, 2004; Choi & Thompson, 2005). Empirical evidence is also mixed: in some studies, newcomers or membership change had positive main effects on team creativity (Choi & Thompson, 2005); in other studies, the impact of newcomers on team creativity depended on other contextual or trait-like factors (Baer, et al., 2010).

More thoroughly reviewing empirical studies in this area, we found prior studies predominantly adopted experiments to manipulate membership change or newcomer entry (e.g. Baer et al., 2010; Choi & Thomson, 2014; Ziller, Behringer, & Goodchilds, 1962; Ziller, Behringer, & Jensen, 1961). While this approach has valuable contributions to knowledge accumulation, it is limited in that experimental teams are largely different from real organizational teams in longevity, incentives, and interpersonal relationships. For example, compared with teams in the workplace, experimental teams are temporary teams by nature so that the disruptive effects of newcomers on existing team processes are minimal in experimental settings. As such, studies using experimental teams and real work teams may result in different conclusions. To better understand this phenomenon, it is important to investigate newcomer entry and team creativity in a field study.

Moreover, most of the laboratory studies manipulated membership change by rotating some members among experimental teams (e.g. Baer et al., 2010; Choi & Levine, 2004; Choi & Thompson, 2005). This can provide implications for organizations on how to discretionally design open or closed teams. However, oftentimes membership change is caused by employee turnover and/or organizational new recruitment. Employee

turnover is a common phenomenon in contemporary organizations (Griffeth, Hom, & Gaertner, 2000). Given that turnover and recruitment are unavoidable parts of organizational operations, research is needed to address whether and how the entry of newly recruited newcomers influences team creativity. After all, rotated employees and newly recruited employees may encounter different challenges when they enter an existing team.

Another notable difference between experimental and workplace teams is that socialization processes are missing in experimental settings. In real organizations, the early entry period and associated socialization processes are critical and indispensable for newcomer adjustment (Bauer et al., 2007; Saks et al., 2007). These processes normally last several months and pivotally determine the effectiveness of recruitment and staffing (Bauer, et al., 2007; Saks, et al., 2007). However, it is very hard for experimental teams to simulate the socialization processes occurring in real teams. Given the considerable importance of socialization processes during the early entry period, it is meaningful to examine whether and how various socialization efforts aiming at improving newcomer adjustment will also benefit team creativity.

In parallel with the creativity literature, the organizational socialization literature is the main stream of research examining newcomer entry in the workplace (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Saks, Uggerslev, & Fassina, 2007). It has focused on how various organizational socialization processes and newcomer individual differences affect newcomer adjustment (e.g. Kammeyer-Mueller, & Wanberg, 2003; Li, Harris, Boswell, & Xie, 2011). However, little is known about the influence of newcomer entry on subsequent team effectiveness (See Chen, 2005 for an exception). In particular,

no research, to the best of my knowledge, has examined how team creativity may change after newcomers join in work teams and furthermore how the socialization processes aiming at helping newcomer adjustment can also influence post-entry team creativity. The present study seeks to make a valuable addition to the socialization literature by investigating team creativity in the organizational socialization setting. This is also meaningful for practitioners because organizations cannot best reap the benefit of socialization strategies without understanding the influence of newcomer entry and socialization processes on a desirable team-level outcome –team creativity.

Moreover, while the socialization literature has demonstrated the important roles of coworkers in helping newcomers adapt to the new work environment, one question remaining may be what are the incentives for coworkers to help newcomers in their socialization processes? After all, newcomers may be regarded by oldtimers as rivals to compete for limited resources and rewards in the organization. In this study, I identify the socialization efforts from team coworkers to be an optimal socialization strategy that can help encourage newcomers to express different opinions and facilitate oldtimer acceptance to newcomers' ideas, therefore promoting team creativity. Testing this prediction has critical practical implications: if the socialization effort from oldtimers is shown to benefit not only newcomers but also their own teams, they can have more incentives to help newcomers and contribute to the socialization process.

Furthermore, in order to offer insights into why socialization efforts from coworkers, leaders, and newcomers affect team creativity, I will explore the mechanisms explaining those relationships. Prior socialization literature suggests that newcomers may face a dilemma of “standing out” or “fitting in” (Harris, Li, Boswell, Zhang, & Xie,

2014). Newcomers who freely voice their dissent opinions and share their divergent perspectives may compromise their adjustment outcomes, resulting in the failure of responding to new work roles and adapting to new work environments (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Jones, 1986; Saks, Uggerslev, & Fassina, 2007). Given the importance of newcomer adjustment outcomes, I will examine whether socialization efforts from organizational actors have indirect effects on post-entry team creativity through one of adjustment outcomes, newcomer perceived insider status. Stamper and Masterson (2002) have defined perceived insider status as “the extent to which an individual employee perceives him or herself as an insider within a particular organization” (p. 876). In the early entry stage, newcomer perceived insider status reflects the developed relationship between newcomers and their work team, which has potential to influence within-team synergy and team creativity.

In sum, the present study bridges two streams of research by examining the influence of early entry and socialization processes on team creativity. I aim to make several contributions to both the socialization and team creativity literatures. First, I use a field setting to examine the relationship between newcomer entry and team creativity. In this way, the present study can provide better understanding about this phenomenon for real work teams during socialization processes, which cannot be simulated in experimental teams. Through a longitudinal design, the present study can offer evidence on the change of team creativity after a newcomer joins a team, to some extent addressing the causal relationship between newcomer entry and team creativity.

Second, I identify optimal socialization strategies that may help teams capitalize on unique knowledge of newcomers and benefit team creativity. Prior research suggests

that there are two possible obstacles that may prevent teams from using unique perspectives of newcomers to generate more creativity. Specifically, in order to adapt to the new work environment and fit into their new teams, newcomers may be unwilling to express their unique opinions (Harris, et al., 2014). In addition, oldtimers in teams tend to reject newcomers' unique ideas (Rink, et al., 2013). I propose that the socialization efforts from team coworkers, leaders and newcomers themselves can independently and jointly help overcome those obstacles and therefore enhance team creativity. Not only does this study bridge the socialization and team creativity literatures, it also helps offer new solutions to enhance team creativity when newcomers join.

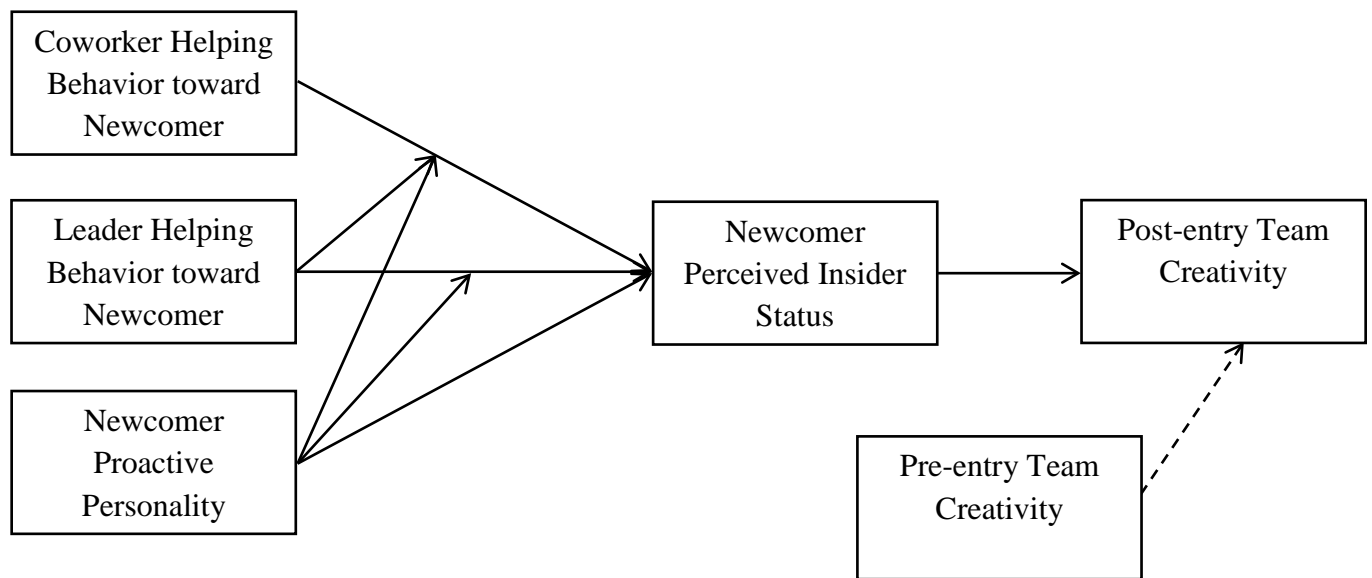
Third, the present study also contributes to the socialization literature by examining an important team outcome – team creativity – that has been largely neglected by prior socialization research. While focusing on newcomers' individual adjustment outcomes is important, performance at the team level is as important, if not more important than individual performance. Human resource management literature, such as staffing research, suggests that individual behaviors and outcomes affect team-level outcomes (Chen, 2005; Ployhart & Schneider, 2002; Schneider et al., 2000). As such, investigating the influence of newcomer entry on team creativity will open up a new avenue for evaluating and guiding the socialization process when a newcomer enters a team.

Finally, I expect that various socialization efforts have indirect effects on post-entry team creativity through a particular newcomer adjustment outcome focusing on the social acceptance of newcomers – perceived insider status (Harris et al., 2014; Stamper & Masterson, 2002). This examination can offer some insight into why socialization efforts

aimed at increasing newcomer adjustment are also important to increase team creativity and what type of newcomer adjustment outcome is most relevant to team creativity.

Figure 1 depicts the overall hypothesized model.

Figure 1
Overall Hypothesized Model



Note. Pre-entry team creativity with the dashed line to postentry team creativity represents a control variable.

The rest of the dissertation is organized as follows. First, I will review relevant creativity literature, including the information/knowledge perspective of team creativity (the potential benefit brought by newcomer entry), research on team processes and team creativity (the potential challenge accompanied by newcomer entry), and research on membership change and team creativity. Then I will review organizational socialization literature because it is the main stream of research focusing on newcomer entry in the

workplace. My review shows that research on organizational socialization has predominantly been concerned with about how to improve newcomer adjustment, attitudes and performance. However, there is little attention given to how newcomer entry influences the outcomes of existing teams, especially team creativity. After reviewing the relevant literatures on the two domains, I will develop a specific research question and a hypothesized model. In the method section, I will describe the sample procedures, sample characteristics, measures, and analytic strategies. In the results section, I will report all the results and then do a supplementary analysis to show it is the team synergy that contributes to the increase of post-entry team creativity. Finally, I will discuss the findings, offer theoretical and practical implications, identify the limitations of this research, and suggest future directions.

Chapter 2

LITERATURE REVIEW

Creativity Literature

As mentioned earlier, the potential benefit of newcomer entry is that the information exchange between newcomers and oldtimers may bring different knowledge and perspectives to the existing teams, thereby stimulating more team creativity. Accordingly, I will review research on information exchange and team creativity. Next I will review research on team processes and team creativity because newcomer entry may disrupt the optimal team processes and potentially reduce team creativity. Third, I will review research on team membership change and team creativity, which is the most relevant literature to the present study.

Information/knowledge perspective of team creativity. Information/knowledge is a critical input for creativity (Zhou & Hoever, 2014) and a lack of information/knowledge can constrain creativity. Information exchange, defined as the mutual sharing of work-related ideas, perspectives, and knowledge among employees (Bunderson & Sutcliffe, 2002; Carmeli, Atwater, & Levi, 2011), has been considered an important mechanism explaining team creativity (Gong et al., 2012; Khazanchi & Masterson, 2011).

Information exchange among team members enables team members to acquire a greater quantity and variety of work-related ideas, perspectives, and knowledge, which may facilitate team synergy and enhance team creativity. However, when team members

work together for a period of time and are familiar with one another, information exchange is more likely to entail relatively redundant information (Stasser & Titus, 1987). This is because members of the same units strive to accomplish the same team goals, acquire information from the same team leaders and team members, and develop shared mental models and similar perspectives over time (Lim & Klein, 2006; Mathieu, Heffner, Goodwin, Salas, & Cannon-Bowers, 2000). Redundant information, however, does not have as much value for the generation and evaluation of novel ideas.

Team creativity in the workplace typically results from synthesizing and recombining broad, divergent, and seemingly unrelated information (Nahapiet & Ghoshal, 1998; Perry-Smith, 2006). The less redundant information team members have, the more creative the team can be. Information exchange between employees and people outside their teams enables employees to access non-redundant knowledge, ideas, and perspectives residing in people outside their units and thus broaden their cognitive resources for novel idea generation (Černe, Nerstad, Dysvik, & Škerlavaj, 2014; Clark, Anand, & Roberson, 2000; Hirst et al., 2015; Hinsz, Tindale, & Vollrath, 1997; Shin, Kim, Lee, & Bian, 2012). In other words, employees are exposed to different ideas, perspectives, and knowledge when exchanging information with people outside their units, and thus are better able to engage in broad and flexible cognitive processes and develop novel ideas (Gong et al., 2012; Nijstad, De Dreu, Rietzschel, & Baas, 2010).

Creative ideas need to be not only novel but also useful (Amabile, 1997; Zhou & Shalley, 2003, 2008). Access to divergent information and knowledge resources also facilitates the usefulness evaluation of generated novel ideas. Interactive communication with those with different ideas, perspectives, and knowledge can help team members

acquire feedback about the value of their novel ideas and they can use this feedback to refine their ideas and enhance the usefulness of the ideas (Amabile & Mueller, 2007; Gong et al., 2012; Grant & Berry, 2011). Team members exposed to new ideas, perspectives, and knowledge also tend to have reduced susceptibility to biases caused by familiarity and social norms such as groupthink (e.g., Blair & Mumford, 2007; Dailey & Mumford, 2006) and instead tend to engage in more critical thinking. Therefore, team members tend to engage in a more thorough and objective evaluation of the usefulness of generated novel ideas. This can help team members make changes to increase the utility of their ideas, thereby enhancing team creativity.

Newcomers were outside of the existing teams and were not familiar with team status quo. They can potentially bring new and different perspectives to the existing teams. Newcomer entry may broaden the current knowledge base and stimulate more critical thinking, thereby increasing team creativity.

Research on team process and team creativity. Team creativity is not simply summing up team members' individual creativity in the team. Rather, it is the result of team members working together to generate novel and useful ideas, products, and services. Accordingly, team processes have been shown to be critical predictors of team creativity (Hulsheger, Anderson, & Salgado, 2009). Reviewing research on team creativity and team innovation, Hulsheger et al. (2009) summarized that team cohesion, team communication, task conflict, and relationship conflict are among the most prominent team processes that influence team creativity.

Team cohesion refers to the degree to which team members are committed to their work teams and willing to maintain their team membership to achieve common team

goals (Lott & Lott, 1965). Team cohesion has been shown to be a necessary condition for team creativity (Hulsheger et al., 2009). In a team with high team cohesion, team members have motivation to work together on a common project and achieve common objectives. The sense of belongingness enables team members to cooperate with each other, interact with each other, support each other, and exchange resources with each other. This productive team work will contribute to team creativity (Baer, Leenders, Oldham, & Vadera, 2010).

Team cohesion may also affect team communication. In a team with high team cohesion, team members feel psychologically safe to speak out their opinions as well as share their knowledge and ideas. When team members are willing to share their knowledge and information, other team members have access to a broader knowledge based residing in teams, therefore generating new combinations and associations in areas that they are not familiar with (Hargadon & Bechky, 2006; Paulus & Yang, 2000; Shin & Zhou, 2007). When team members actively discuss the generated initial ideas and freely express their opinions, they can have a comprehensive understanding of the potential feasibility and usefulness of those initial ideas. High-quality communication enables team members to consider what they have failed to consider before. Moreover, team cohesion and team communication make high-quality collective decision making possible, thereby allowing teams to distribute more time and resources to work on the most promising ideas and result in more team creativity (Baer, et al., 2010).

Task conflict and relationship conflict are two types of intra-team conflict. Task conflict refers to task-related disagreement among team members in terms of ideas,

opinions, and feedback about how to perform work tasks (Jehn, 1995). In contrast, relationship conflict refers to interpersonal disagreement among team members, which triggers emotional conflict (Jehn, 1995). Task conflict has been demonstrated to be beneficial for team creativity because dissents with regard to tasks can propel team members to challenge the status quo, reconsider current ways to carry out tasks, and search for new solutions (De Dreu & West, 2001; Farh, Lee, & Farh, 2010; Shalley & Gilson, 2004; Tjosvold, 1985; West, 2002). However, relationship conflict is detrimental to team creativity because interpersonal disagreement will distract team members from tasks and constrain their cognitive thinking on ideas and solutions (Carnevale & Probst, 1998; Deutsch, 1969; Hulsheger et al., 2009). In addition, relationship conflict will result in negative emotions, such as anger, fear, or frustration, which may negatively influence team cohesion, team collaboration, and team communication (Baron, 1991; Hulsheger et al., 2009; Jehn, 1995; Pelled, 1996).

Newcomer entry may negatively influence the optimal team processes of existing teams. If newcomers cannot fit into the existing teams, the new addition may harm team cohesion and team communication as well as cause relationship conflict, which will in turn reduce team creativity.

Research on membership change and team creativity. In the 1960s research started to investigate whether newcomer entry or membership change affects team creativity (Ziller, 1965; Ziller et al., 1961, 1962). Membership change refers to newcomers entering a team and/or a subset of existing team members leaving the team. Teams with membership change are called “open teams”, and teams without member

change are “closed teams” (Ziller, 1965). This line of research has noted the potential benefit of open teams regarding team creativity. Researchers have conducted laboratory studies to support this notion.

However, the results are not always consistent. For example, Choi and Thompson (2005) found a positive relationship between membership change and team creativity. Baer et al. (2010) showed that open teams had higher team creativity than closed teams only when interteam competition was low or high, but closed teams generated more team creativity than open teams when interteam competition was intermediate. They manipulated membership change by rotating some team members in experimental teams. They explained that teams had difficulty absorbing new members from competing teams. Choi and Levine (2004) revealed that teams were more likely to accept newcomer innovation when teams had failed (in contrast to had succeeded) or had been assigned (in contrast to had chosen) an initial strategy. Although they did not directly investigate it, their results shed some light on team creativity because newcomers can be a force to stimulate team creativity.

The extant literature is limited in several aspects. First, as mentioned earlier, prior research has mainly conducted laboratory experiments to manipulate open/closed teams or newcomer entry. Further investigation in field settings is needed to see whether those results can be generalized to organizations in the real world. Second, most of these laboratory studies manipulated membership change by rotating some members among experimental teams (e.g. Baer et al., 2010; Choi & Levine, 2004; Choi & Thompson, 2005). This can provide implications for organizations on how to discretionally design open or closed teams. However, oftentimes membership change is caused by employee

turnover and/or organizational new recruitment. Employee turnover is a common phenomenon in contemporary organizations (Griffeth, Hom, & Gaertner, 2000). Given that turnover and recruitment are unavoidable parts of organizational operations, research is needed to address whether and how the entry of newly recruited newcomers influences team creativity. After all, rotated employees and newly recruited employees may encounter different challenges when they enter an existing team. Third, prior research has focused on comparing open with closed teams (Baer et al, 2010; Choi & Thompson, 2005; Ziller et al., 1961). Little is known about whether and how team creativity will change after newcomers enter the team.

To advance this stream of studies, I carried out research in a field setting and used a longitudinal design to directly address what will happen with regard to team creativity when a newcomer enters an existing team. I further examined what factors can help reap the beneficial effects of newcomer entry on team creativity. The present study has practical implications for organizations when employee turnover is inevitable as well as provides guidance on how to take advantage of newcomer entry to acquire an increasingly important team-level outcome – team creativity.

Organizational Socialization Literature

The focus of the organizational socialization literature is how to adopt various socialization tactics to enhance newcomer adjustment to a new work environment, which largely determines the retention of newcomers and the effectiveness of recruitment (Bauer et al., 2007; Jones, 1986; Saks et al., 2007). Newcomer adjustment can be improved through the efforts of a variety of sources, generally including formal

socialization tactics implemented by organizations (Van Maanen & Schein, 1979), social interactions between newcomers and their leaders as well as coworkers (Moreland & Levine, 2001; Morrison, 2002), and newcomers' tendency to proactively engage in socialization processes (Jones, 1983; Kim, Cable, & Kim, 2005).

The socialization efforts from different sources have been shown to have different impacts on different newcomer adjustment outcomes. For example, Kammeyer-Mueller and Wanberg (2003) showed that organizations influenced newcomers' role clarity, leaders influenced newcomers' political knowledge, coworkers influenced newcomers' group integration, and newcomer proactive personality influenced task mastery, group integration, and political knowledge. Recently, Li and colleagues (2011) showed that the developmental feedback from leaders and coworkers interactively influenced newcomer task performance, and newcomer proactive personality differently moderated the effects of leader developmental feedback and coworker developmental feedback on newcomer organizational citizenship behaviors.

Given the considerable importance of socialization processes to newcomers, I will examine whether and how various socialization efforts aimed at improving newcomer adjustment will also help increase post-entry team creativity. Among the existing studies, only a few of them have examined the impact of socialization tactics on newcomer creativity. For example, Harris et al. (2014) found that empowering leadership led to higher newcomer creativity, organizational attachment, and performance. To my knowledge, no research has examined how socialization processes affect team creativity. Bridging this literature gap is meaningful and important because team creativity is

increasingly desirable for organizations to survive and thrive in a competitive and constantly changing market (Zhou & Hoever, 2014).

Moreover, newcomer entry influences both newcomers and the work teams that they are joining. While the socialization literature has extensively examined newcomer adjustment outcomes, little is known about the possible influence of newcomer entry on team-level outcomes. For an exception, Chen (2005) argued and tested the positive impact of initial newcomer performance or newcomer performance improvement on subsequent team performance. Lack of research on team outcomes (e.g. team creativity) after newcomer entry may lead to an incomplete understanding of this common phenomenon in organizations. The present research advances findings of Chen (2005) by investigating another essential team-level outcome – team creativity.

According to the socialization literature, newcomers oftentimes face a dilemma during their socialization processes – should they stand out or fit in (Harris, Li, Boswell, Zhang, & Xie, 2014)? Prior studies indicate that socialization tactics that facilitate newcomers to adapt to new work environments may constrain newcomers from voicing their unique opinions or behaving in a creative way (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Harris et al., 2014; Jones, 1986; Saks, Uggerslev, & Fassina, 2007). Thus, it is imperative to figure out effective socialization tactics that not only facilitate newcomer adaptation but also encourage newcomers to freely express themselves and thereby enhance team creativity.

I expect that the socialization efforts from team leaders, coworkers and newcomers themselves will independently and jointly influence post-entry team

creativity. I will examine leaders' and coworkers' socialization efforts in the form of their helping behaviors toward newcomers. Consistent with prior research, newcomers' socialization efforts can be reflected by their proactive dispositions (Kammeyer-Mueller & Wanberg, 2003; Li et al., 2011). Proactive newcomers usually seek out help, information and opportunities to facilitate their adjustment. Furthermore, I also expect that socialization efforts have indirect effects on post-entry team creativity through a proximal newcomer adjustment outcome representing the social acceptance of newcomers – perceived insider status. By doing so, the present study will demonstrate whether organizations can adopt socialization strategies to achieve both optimal newcomer adjustment and optimal team creative outcomes.

Chapter 3

HYPOTHESES DEVELOPMENT

Theoretical Foundation for Hypothesized Model

The present study is mainly based on three theoretical perspectives: information/knowledge perspective of creativity, social exchange theory, and psychological safety theory.

Information and knowledge are well-known cognitive resources for creativity, which have been viewed as one of the indispensable factors contributing to individual or team creativity (Amabile & Khaire, 2008; Anderson, Potocnik, & Zhou, 2014). For example, the three-component model of creativity emphasizes the importance of expertise in creativity (Amabile, 1997). The interactionist perspective of organizational creativity and model of individual creative action also include knowledge/information as necessary conditions (Ford, 1996; Woodman, Sawyer, & Griffin, 1993). Oftentimes creativity is the result of combining seemingly unrelated information or knowledge, reevaluating problems from distinct perspectives, and searching for new ways to solve problems (Mumford & Gustafson, 1988; Shin & Zhou, 2007). Accordingly, non-redundant and unique information or knowledge is particularly useful to stimulate creativity in the workplace. Building upon this information/knowledge perspective of creativity, the present study develops a model delineating under what situations

newcomer entry may bring new and different perspectives and information into the existing teams, which in turn increase team creativity.

While newcomers have unique perspectives and information, they do not necessarily share different opinions with the existing teams early in their socialization stages when they are not familiar with oldtimers, they have not developed trust in oldtimers, and they are trying to fit into the existing teams. I use social exchange theory and psychological safety theory to argue why socialization efforts from organizational actors may facilitate newcomer information sharing and opinion voicing.

According to social exchange theory, individuals engage in cost and benefit assessments to determine their efforts when they interact with other people and start to develop relationships with the other parties (Blau, 1964). During the interpersonal interactions, the norm of reciprocity is viewed as a social norm to encourage individuals to return the favor to the other parties when they receive a favor (Gouldner, 1960). It even encourages people to return the favors beyond what they received because they can expect more benefits from the other parties, thereby developing high-quality and long-term social exchange relationships (Blau, 1964). In the setting of newcomer entry, when leaders and coworkers help newcomers, newcomers may return favors by sharing unique information and voicing their different opinions to help improve team practices, performance, and creativity. They see benefits of becoming the members of the existing teams, so they tend to put efforts into the improvement of team processes. Both information sharing and team process improvement contribute to team creativity.

Psychological safety theory discusses “a shared belief that the team is safe for interpersonal risk taking” (Edmondson, 1999, p. 354). According to this theory, individuals not only trust their team members but also tend to engage in risk-taking behaviors such as learning, voicing, sharing information, and discussing deficiencies. Team member support and leader support both result in a sense of psychological safety (Edmondson, 1999). West’s (1990) four-factor theory of team climate for innovation proposed a similar factor for team innovation – participative safety, which also emphasized the importance of feeling safe to participate in decision making and share knowledge with each other. Applying psychological safety theory to the present study, I argue that helping from team oldtimers and team leaders can help build newcomers’ trust in the existing teams and therefore form a belief of team psychological safety. With this belief, newcomers are more likely to share knowledge, challenge the status quo, and openly communicate with team members. All of these enable better application of newcomer unique perspectives to enhance team creativity.

Newcomer Entry and Team Creativity

Newcomer entry may have beneficial effects on team creativity for several reasons. First, newcomers may enlarge a team’s knowledge base by inputting divergent knowledge, perspectives, and opinions, which can potentially stimulate team creativity (Argote & Ingram, 2000; Guimera, Uzzi, Spiro, & Nunes Armalar, 2005; McGrath, Arrow, & Berdahl, 2000). Theories and ample empirical evidence have suggested the importance of divergent thinking and perspectives to team creativity (Nahapiet & Ghoshal, 1998; Perry-Smith, 2006). In the team setting, creative ideas are often the result

of synthesizing and recombining a wider range of information, ideas, and perspectives (Nahapiet & Ghoshal, 1998; Perry-Smith, 2006). Team members who have been working with each other for a relatively long period tend to become more homogeneous on cognitive thinking (Katz, 1982). They tend to be biased by group norms as well as by the desire for harmony and conformity. These result in lower team creativity (Gruenfeld, Mannix, Williams, & Neale, 1996; Phillips, Mannix, Neale, & Gruenfeld, 2004). Therefore, unique knowledge and perspectives residing in newcomers can be critical stimuli for team creativity.

Moreover, when newcomers are willing to share their unique and divergent perspectives and team oldtimers actively interact with newcomers, multiple perspectives and alternatives may stimulate more intensive and flexible cognitive processes and thereby lead to better exploitation of the existing knowledge among team oldtimers (Watson, Kumar, & Michaelsen, 1993). Sometimes newcomers may serve as change agents to introduce positive changes to help improve team processes and current ways to carry out team tasks (Choi & Levine, 2004; Levine et al., 2003; Levine & Moreland, 1985). This is consistent with research on minority dissent or minority influence (De Dreu & De Vries, 2001; Moscovici, 1985; Moscovici, Mucchi-Faina, & Maass, 1994; Nemeth, 1992; Nemeth & Owens, 1996). If newcomers, as a minority on the team compared to the majority (oldtimers), are willing to voice their opinions about the current team processes and work practices in the team, these dissents will stimulate oldtimers, the majority in the team, to reflect on their current team practices and engage in more critical thinking, which will lead to more team creativity (Choi & Thompson, 2005; Nemeth & Owens, 1996).

Even if newcomers do not proactively initiate changes, the mere presence of newcomers may also motivate oldtimers to improve their current work approaches (Choi & Thompson, 2005). Rink et al. (2013), after reviewing research on team receptivity to newcomers, proposed that the arrival of newcomers can spur team reflection on existing team processes (Nemeth & Ormiston, 2007; Perretti & Negro, 2007; Ziller, Behringer, & Goodchilds, 1962). First of all, newcomer entry itself represents a change to the existing team, and it serves as a signal to oldtimers that the status quo may need to be changed. Second, when oldtimers engage in socialization activities to assimilate newcomers, they need to transfer their knowledge and information to newcomers regarding team processes, tasks, and work procedures. This knowledge transfer practice provides oldtimers a good opportunity to reflect on their team process and reconsider their ways to carry out tasks, therefore helping spot deficient functions and generate creative ideas to improve current practices (Gruenfeld & Fan, 1999; Feldman, 1994; Levine & Moreland, 1991; Moreland & Levine, 1982; Sutton & Louis, 1987). As such, the mere arrival of newcomer can be a force to improve team practices and in turn team creativity.

However, the presence of newcomers does not automatically assure the increase of team creativity and sometimes may even decrease team creativity (Baer, Leenders, Oldham, & Vadera, 2010). First, newcomers may bring initial disruption to established team cohesion and team processes, thereby negatively influencing team creativity (Moreland & Levine, 2006). Team cohesion, collaboration, and communication require interpersonal trust and team commitment. People have a tendency to trust others with whom they are familiar. Moreover, oldtimers may have to change their established team processes and/or work practices to accommodate newcomers. If the established team

process is efficient and effective, the forced change caused by newcomer entry may disrupt current optimal team practices (Rink et al., 2013) and negatively influence team creativity. In addition, newcomer entry may disrupt the established harmonious interpersonal relationships and team status system, resulting in relationship conflict. As mentioned earlier, relationship conflict, unlike task conflict, has a negative effect on team creativity (Farh, Lee, & Farh, 2010; Hulsheger et al., 2009).

Second, although newcomers own different perspectives, they oftentimes are unwilling to voice unique opinions to their work teams because voice (standing out) may compromise their adjustment outcomes (fitting into teams) (Harris, et al., 2014; Jones, 1986). Moreover, team oldtimers are more likely to resist a newcomer and reject his or her ideas when the newcomer challenges the team's status quo (Choi & Levine, 2004; Hornsey, Grice, Jetten, Paulsen, & Callan; Rink, et al., 2013). Research shows that resistance to newcomers tends to harm team creativity (Guimera et al., 2005; McGrath, Arrow, & Berdahl, 2000).

Based on these two competing arguments about the relationship between newcomer entry and team creativity, I do not expect any directional change between pre-entry team creativity and post-entry team creativity. Thus, I propose a research question:

Research Question: Is there any difference in team creativity before and after the entry of newcomers?

Since the mere entry of newcomers may not automatically guarantee the increase or decrease of team creativity, it is necessary to consider what factors can make newcomer entry have a beneficial effect on team creativity.

Socialization Processes and Team Creativity

When newcomers enter teams, they strive to adapt to the new roles and work environment (Bauer, et al., 2007; Saks, et al., 2007). At the same time, the organization and its insiders (e.g. team leaders and coworkers) adopt various tactics to help newcomers adjust to their workload and fit into the organization (Bauer, et al., 2007; Saks, et al., 2007). This process is called organizational socialization, which often lasts several months or even longer (Li, Liang, & Crant, 2010). Prior research has demonstrated the importance of socialization processes to newcomer adjustment outcomes (Bauer et al., 2007; Saks, et al., 2007). Building on and extending this literature, I propose that socialization processes are also crucial for inducing the positive impact of newcomer entry on team creativity.

Socialization processes involve efforts from different organization actors. For example, newcomer can proactively seek information and adapt to the work environment; organizations can implement formal training programs for new employees; supervisors can encourage newcomer adjustment through the whole socialization process; and coworkers also play an important role in helping newcomer adjustment through informal interactions (Jones, 1986; Kammeyer-Mueller, & Wanberg, 2003). While prior research has stressed that the purpose of these socialization processes is to help newcomer adjustment, I argue that these processes can also help encourage newcomers to express different opinions and facilitate oldtimer acceptance to newcomer ideas, therefore benefiting team creativity. In this study, I examine leaders' and coworkers' socialization efforts in the form of their helping behaviors toward newcomers. Also, consistent with prior research, newcomers' socialization effort can be affected by their proactive

dispositions (Kammeyer-Mueller & Wanberg, 2003; Li et al., 2011). While I expect that the efforts from leaders, coworkers and newcomer themselves may all have an influence on the change of team creativity (pre and post entry) , this study, by investigating them together, further shows what type(s) of socialization tactics work best for team creativity and how they interact with one another to better enhance team creativity.

Team Coworker Helping and Post-entry Team Creativity

Team creativity does not mean simply summing up each team member's individual creativity in a team but rather reflects that a group of people collectively generate novel and useful ideas (Hulsheger, et al., 2009; Shin & Zhou, 2007). Accordingly, the knowledge synergy occurring among team members is necessary for team creativity. Among various socialization forces, I emphasize the positive impact of coworker helping behavior on post-entry team creativity because the direct and frequent interactions between newcomers and their teams can make synergy happen.

Helping from team coworkers reflects that team oldtimers view newcomer entry as a positive change, such that oldtimers embrace a positive attitude to help newcomers to adapt to their teams. This positive attitude about changes enables team oldtimers to focus on how to improve their ways to perform tasks and how to refine their current team process. Helping from team oldtimers also will involve more frequent communications between newcomers and their teams, which increases the chance of exchanging and discussing different perspectives. When newcomers receive helping from coworkers during the socialization process, they will likely feel obligated to return the favor by sharing their unique knowledge, information and perspectives (Blau, 1964). At the same

time, they tend to increase their trust in coworkers and feel more psychologically safe to voice different opinions to coworkers (Edmondson, 1999), proactively initiating positive changes in their teams. With unique perspectives and knowledge, newcomers are more likely to discover the deficiency of current team practices and propose new ways to perform tasks more efficiently and effectively. Divergent opinions and perspectives accompanied by interpersonal trust will result in task conflict rather than relationship conflict, thereby benefiting team creativity.

In addition, frequent interactions between newcomers and team coworkers allow them to become more familiar with one another and therefore make oldtimers more likely to accept newcomers as team members (Rink, et al., 2013). This is important to shape oldtimers' reactions to the criticism and different opinions from newcomers. Prior research shows that teams tend to resist divergent ideas proposed by newcomers to greater extent than from oldtimers, even if newcomers and oldtimers express the same divergent opinions (Hornsey et al., 2007; Ziller et al, 1961). The extant literature further reveals that team oldtimers are more likely to accept and utilize newcomer ideas only after newcomers are accepted into the team as full team members (Molleman & Van der Vegt, 2007). When newcomers have been accepted, the unique knowledge and perspectives residing in newcomers can be better synergized into their teams and further stimulate more team creativity.

Thus, I propose:

Hypothesis 1: Team coworker helping behavior toward newcomers is positively related to post-entry team creativity when controlling for pre-entry team creativity.

Team Leader Helping and Post-entry Team Creativity

Team leaders, as the immediate superiors of newcomers, are able to influence newcomers' collective identity toward their new teams (Riketta, 2005). When team leaders exert socialization effort to help newcomers adapt to their workload and new environment, newcomers feel supported by their supervisors and tend to reciprocate the support and care by engaging in both preventive and promotive voice behaviors (Liu, Zhu, & Yang, 2010). Specifically, newcomers are more willing to contribute to the improvement of team processes by challenging the status quo, spurring team reflection on the existing team processes, and offering new solutions on the team issues. Moreover, leader helping and support has been shown to be a salient factor for focal employees to feel psychologically safe to freely express their opinions, share their unique knowledge, and take risks to engage in creative activities (Edmondson, 1999).

In addition, since team leaders are seen as an authority on their teams, helping from team leaders should increase newcomers' team commitment and team identity, which makes newcomers more likely to share their unique knowledge with other team members and contribute to team building and teamwork (Khazanchi, & Masterson, 2011). Both voice behaviors regarding existing team processes and knowledge sharing with team members should lead to higher post-entry team creativity (Gong, Kim, Lee, & Zhu, 2013).

Lastly, since team leaders have more information about the organization, the team, and tasks, their helping behaviors toward newcomers may facilitate newcomer socialization and adjustment more efficiently and more effectively. Moreover, leader helping behaviors send a signal to current team members that accepting newcomers as full team members is encouraged and beneficial. As such, team oldtimers are more likely to accept newcomers' unique ideas, knowledge, and perspectives, which in turn stimulate more team creativity.

Thus, team leader helping behaviors toward newcomers are expected to contribute to higher post-entry team creativity. I predict:

Hypothesis 2: Team leader helping behavior toward newcomers is positively related to post-entry team creativity when controlling for pre-entry team creativity.

Furthermore, team leader helping behavior can interact with team coworker helping to influence team creativity. Team leaders and coworkers occupy different positions in the organizational hierarchy and thereby play different roles in socializing newcomers (Li, et al., 2011). Coworker helping toward newcomers signals the direct interactions between newcomers and teams so that it is expected to have the most prominent main effect on subsequent team creativity. Helping from team leaders, who represent the vertical and formal socialization agent, may moderate the salient relationship between coworker helping and team creativity. As mentioned earlier, psychological safety toward the work group is important for newcomers to challenge the status quo and express different opinions. Team leaders are critical sources to shape this

perception (Edmondson, 1999). In addition, team leaders largely determine the work role, job expectations and performance appraisals of newcomers. Less helping from leaders may demotivate newcomers to actively engage in teamwork and team process improvement. In this situation, coworker helping is unable to induce the most positive impact of newcomer entry on team creativity.

Thus, I expect that team leader helping behavior strengthens the positive relationship between team oldtimer helping behavior and post-entry team creativity:

Hypothesis 3: Team leader helping behavior positively moderates the relationship between team coworker helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as team leader helping behavior increases, the relationship becomes stronger.

Newcomer Proactive Personality and Post-entry Team Creativity

As the socialization literature has emphasized, newcomers are not only the passive socialization recipients of organizational insiders such as team leaders and coworkers (Kammeyer-Mueller, & Wanberg, 2003; Li et al., 2010). Rather, they can also proactively seek information, shape their work environment, and influence their interpersonal relationships with organizational insiders (Bauer, et al, 2007; Li, et al., 2011). However, there has been a dearth of research to empirically examine how newcomers can proactively influence team-level outcomes (Hansen & Levine, 2009; Rink, et al., 2013).

Proactive personality, as a stable individual trait, can reflect a newcomer's tendency to take personal initiative to shape the work role and influence the work environment (Bateman & Crant, 1993). Newcomers with high proactive personality do not just wait for others' help and information but proactively interact with people around them (Parker, Bindl, & Strauss, 2010; Seibert, Kraimer, & Crant, 2001). For example, they proactively ask work-related questions, share unique knowledge and perspectives with coworkers, and seek coworkers' feedback about proposed ideas. During these interactions, newcomers' unique perspectives are understood by team members and then create synergy with the existing team processes.

Proactive newcomers tend to initiate positive changes within the team to help improve current team process and performance. They proactively analyze and evaluate current team processes and work practices as well as constantly seek better solutions. Proactive newcomers are more willing to voice their opinions and ideas about team processes. In addition, research has demonstrated that proactive newcomers tend to be more accepted by their teams because they proactively build and develop interpersonal relationships with others (Rink. et al., 2013). As such the unique perspectives of proactive newcomers are more likely to be accepted and used by the team, thereby increasing team creativity.

Based on the above arguments, I propose:

Hypothesis 4: Newcomer proactive personality is positively related to post-entry team creativity when controlling for pre-entry team creativity.

Taking an interactionist perspective, I expect that newcomer proactive personality moderates the relationship between team coworker helping/team leader helping behavior and post-entry team creativity. A newcomer with high proactive personality will rely less on team coworkers' or team leaders' behaviors or attitudes to take actions toward the team (Gruman, Saks, & Zweig, 2006). For example, proactive newcomers are more likely to voice their suggestions to team coworkers on how to improve the existing work practices and team processes regardless of contextual constraints (Li et al., 2011; Parker et al., 2010; Seibert et al., 2001). Moreover, newcomers with proactive personalities tend to engage in network building by actively sharing information with coworkers. These behaviors can stimulate team creativity. Since proactive personality is a "stable disposition to take personal initiative in a broad range of activities and situations" (Seibert et al., 2001, p. 847), proactive newcomers are less likely to use contextual cues (e.g. leader helping or coworker helping) to determine their behaviors.

In contrast, less proactive newcomers tend to be passive recipients in the socialization process. They hesitate to interact with team members or show their unique perspectives especially in an unfamiliar environment. Nevertheless, if coworkers or leaders take initiative to help them adapt to the new environment, less proactive newcomers will be more sensitive to this contextual cue and more positively respond to these helping behaviors. Coworker helping may signal the willingness of oldtimers to integrate the newcomer into the existing team. This may reduce the concerns of passive newcomers and encourage them to be more involved in teamwork by sharing unique perspectives and voicing, thereby contributing to the increase of team creativity. In a similar vein, team leader helping can also encourage less proactive newcomers to engage

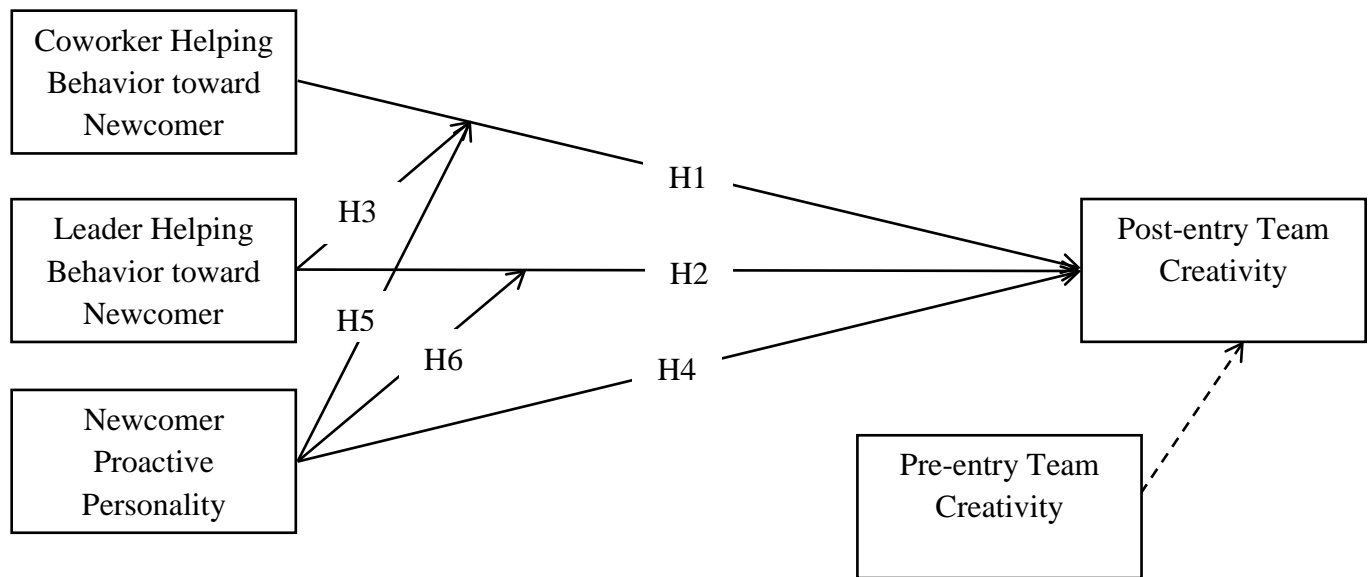
in knowledge sharing and voice behaviors, which contribute to improving team creativity. Both Kim et al. (2005) and Li et al. (2011) argued that newcomer proactive personality was a substitute for organizational socialization tactics to influence adjustment outcomes. Similarly, I expect that newcomer proactive personality and coworker/leader helping behavior substitute for each other to affect team creativity.

Therefore, I propose:

Hypothesis 5: Newcomer proactive personality negatively moderates the relationship between team coworker helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as newcomer proactive personality increases, the relationship becomes weaker.

Hypothesis 6: Newcomer proactive personality negatively moderates the relationship between team leader helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as newcomer proactive personality increases, the relationship becomes weaker.

Figure 2
Hypothesized Model for H1-H6



Note. Pre-entry team creativity with the dashed line represents a control variable. H1 = Hypothesis 1; H2 = Hypothesis 2; H3 = Hypothesis 3; H4 = Hypothesis 4; H5 = Hypothesis 5; H6 = Hypothesis 6.

The Role of Newcomer Perceived Insider Status

As mentioned earlier, team leader helping, team coworker helping and newcomer proactivity can be regarded as the general socialization efforts from different organizational insiders and newcomers themselves. The socialization literature has well documented that the socialization efforts from both organizational insiders and newcomers can improve newcomer adjustment, which is the most proximal and direct socialization outcome (Bauer et al., 2007; Saks et al., 2007). Newcomer adjustment includes multiple dimensions: role clarity, role conflict, self-efficacy, perceived fit, and social acceptance (Bauer et al., 2007; Saks et al., 2007). Among the variety of newcomer adjustment outcomes, I argue that the social acceptance dimension of newcomer

adjustment, which refers to “coming to feel liked and accepted by peers” (Bauer, et al, 2007, p. 708), is the most relevant factor that can make the synergy happen between newcomers and team oldtimers and then contribute to post-entry team creativity. In the present study, I focus on newcomer perceived insider status, which is an indicator of the social acceptance of newcomer adjustment and has been defined as “the extent to which an individual employee perceives him or herself as an insider within a particular organization” (Stamper & Masterson, 2002, p. 876).

Organizational socialization processes can influence newcomers to form different perceptions of their insider status (Harris et al., 2014). At the early entry stage, newcomers’ perceptions with regard to their relationships with work teams (i.e. perceived insider status) are highly malleable (Saks & Ashforth, 1997; Stamper & Masterson, 2002). While newcomers enter the work teams as “outsiders”, both their proactive socialization tactics and socialization efforts from organizational agents (e.g. team leaders and coworkers) can help convert their perceptions from being “outsiders” to “insiders” (Stamper & Masterson, 2002; Thomas & Anderson, 1998). This transition can be seen as a proximal outcome of newcomer adjustment.

In the present study, I expect that leader helping, coworker helping, and newcomer proactivity will independently and jointly influence newcomers’ perceived insider status. When coworkers show effort to help newcomers, newcomers feel they are being accepted and assimilated by the work teams. When team leaders are helping newcomers during the socialization process, newcomers will also feel that they are becoming “insiders” because team leaders are the direct superior of newcomers and represent their work teams. Proactive newcomers will actively take actions to socialize

with team oldtimers and get involved into team activities, thereby facilitating their transition from “outsiders” to “insiders”. Taking an interactionist approach, newcomers’ perceived insider status will be higher when both leaders and coworkers show efforts to socialize them into the teams. In contrast, proactive newcomers will rely less on others – team leaders or team oldtimers – to be socialized into the teams. Empirical evidence shows that proactive newcomers are more likely to be assimilated by the existing teams because they are not just the passive recipients of others’ help but they actively seek information and interact with oldtimers (Rink et al., 2014).

Newcomers’ perceived insider status will help create within-team synergy and enhance post-entry team creativity for three reasons. First, newcomers tend to share their unique knowledge and voice different perspectives if they, as team insiders, feel psychologically safe (Edmondson, 1999). Second, team oldtimers are more likely to consider newcomers’ divergent opinions and less likely to reject those opinions by prejudice if those newcomers have been well socialized into the teams (Choi & Levine, 2004). Prior experimental research has shown that team members tend to reject newcomers’ criticism and suggestions for change more than oldtimer because newcomers are usually regarded as team outsiders (Hornsey, Grice, Jetten, Paulsen, & Callan, 2007). Third, newcomer entry or membership change may disrupt the existing team processes because of the possible interpersonal tension caused by the arrival of newcomers. If those newcomers are easily be successfully assimilated into the team, the disruptive old team processes will become smooth and cooperative again and oftentimes replaced by new team processes. The transition on team processes will force oldtimers to challenge the status quo and therefore create more creative synergy among team members.

In sum, I propose that socialization efforts indirectly influence team creativity through newcomer perceived insider status.

Hypothesis 7a: Team coworker helping behavior has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status.

Hypothesis 7b: Team leader helping behavior has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status.

Hypothesis 7c: Newcomer proactive personality has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status.

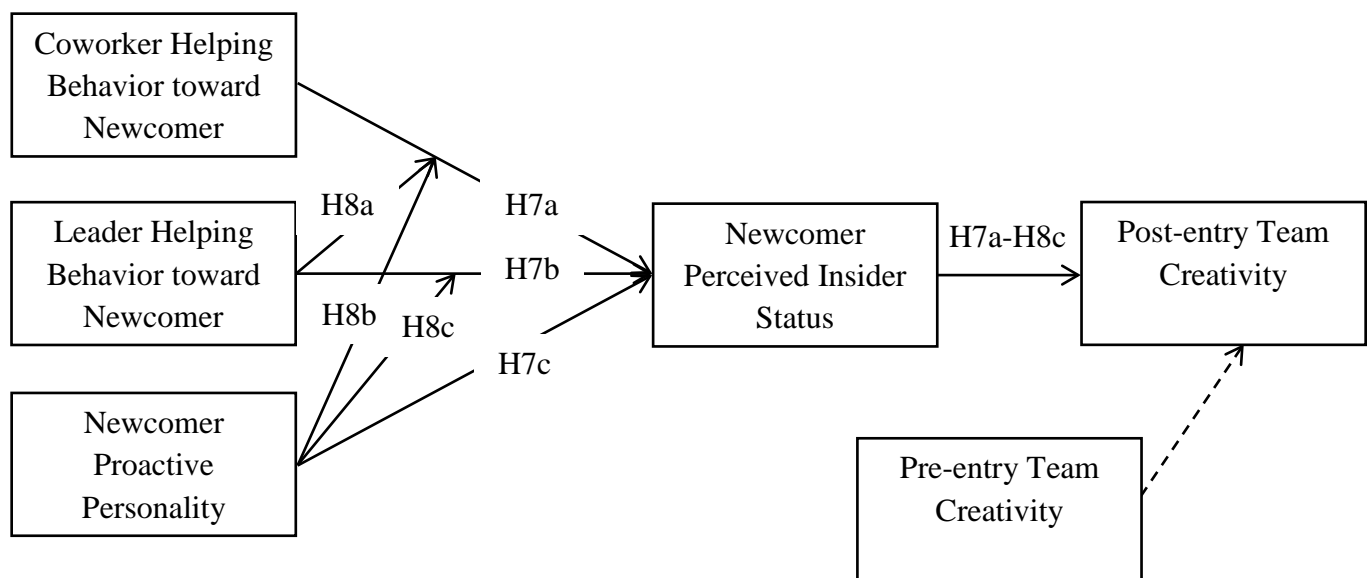
Furthermore, I expect that socialization efforts interactively influence team creativity through newcomer perceived insider status.

Hypothesis 8a: Team leader helping behavior positively moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer perceived insider status, such that as team leader helping behavior increases, the indirect relationship becomes stronger.

Hypothesis 8b: Newcomer proactive personality negatively moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer perceived insider status, such that as newcomer proactive personality increases, the indirect relationship becomes weaker.

Hypothesis 8c: Newcomer proactive personality negatively moderates the indirect relationship between team leader helping behavior and post-entry team creativity through newcomer perceived insider status, such that as newcomer proactive personality increases, the indirect relationship becomes weaker.

Figure 3
Hypothesized Model for H7-H8 (Indirect Effects)



Note. Pre-entry team creativity with the dashed line represents a control variable. H7a = Hypothesis 7a; H7b = Hypothesis 7b; H7c = Hypothesis 7c; H8a = Hypothesis 8a; H8b = Hypothesis 8b; H8c = Hypothesis 8c.

Chapter 4

METHODS

Sample and Procedure

The data for the present study were collected from a consulting company in China, which implemented a formal new-employee training program for its client companies. The sample for the present study was composed of newly recruited employees for 3 consecutive years from 5 high-technology companies. These new employees' occupations included marketing, IT programming, engineering, and research and development.

This sample is suitable for testing the proposed hypotheses for two reasons. First, these companies and these occupations require relatively high team creativity, so team creativity is a relevant and important outcome for this sample. Second, there has been a trend that employees with higher education in high-technology companies change their jobs more frequently than before. Accordingly, the turnover rate is high for this type of companies and occupations, and newcomer entry is common phenomenon in these companies.

During the training program, trainers conducted on-site training several times. The first time (orientation) occurred right before new employees started their formal jobs. Then new employees started their full-time work, maintaining a normal work schedule. As the program progressed, the new employees were gathered at times to receive

following-up training. The program ended four months after new employees started their work.

The data were collected at two time points. Time 1 happened at orientation (pre-entry time point), and the second time happened four months after Time 1 when the program ended (post-entry time point). At Time 1, team leaders assessed pre-entry team creativity, team size and their own demographics; newcomers assessed proactive personality and their own demographics. At Time 2, team leaders assessed post-entry team creativity; newcomers assessed team leader helping behavior, team coworker helping behavior, and perceived insider status.

Table 1
Data Collection Source and Phase

Source	Time 1	Time 2
Rated by team leaders	Pre-entry team creativity	Post-entry team creativity
Rated by newcomers	Newcomer proactive personality	Team Leader helping behavior; Team coworker helping behavior; Perceived insider status

To avoid confounding effects, I only used teams with one newcomer and without other team membership change during the period between Time 1 and Time 2. The final sample was composed of 327 newcomers, 57% of whom were male. All of them had a college-level education. The range of team size was from three to eleven, and the average team size was 6.42.

Measures

Since the original scales were developed in English, the translation and back-translation procedure recommended by Brislin (1986) was used to assure the accuracy of translation. All measures were rated using 7-point scales.

Team creativity. Shin and Zhou's (2007) four-item scale was used to measure both Time 1 and Time 2 team creativity. Team leader ratings on creativity are widely accepted and validated (Gong, Kim, Lee, & Zhu, 2013; Shin & Zhou, 2007; Zhou & Shalley, 2003). Based on a 7-point scale ranging from 1 (poorly) to 7 (very much), team leaders assessed their team creativity compared with other similar functional teams. Sample items are "How well does your team produce new ideas?" "How useful are those ideas?" To accurately measure team creativity at two time points, team leaders were instructed to rate the current team creativity.

Proactive Personality. Proactive personality was rated using a 10-item scale (Li, et al., 2011). Sample items are "Wherever I have been, I have been a powerful force for constructive change"; "No matter what the odds, if I believe in something I will make it happen". These 10 items were the shortened version of the Bateman and Crant's (1993) 17-item scale, which has been validated by Seibert, Crant, and Kraimer (1999). The reduced scale has been used in studies conducted in China and shown to have high validity (e.g., Li et al., 2011).

Team coworker helping behavior. Each newcomer was asked to rate how his or her team coworkers as a whole have helped him or her in the past four months (i.e. since the newcomer entered the team and started the full-time job). Our measure was adapted

from a three-item shortened helping scale, which was developed in the Chinese context (Farh, Zhong & Organ, 2004) and has been shown to have high validity in Chinese samples (e.g. Farh, Hackett, & Liang, 2004; Li, et al., 2010). Sample items are “My team coworkers help me adapt to the work environment”; “My team coworkers are willing to offer assistance to me to solve work-related problems”.

Team leader helping behavior. Team leader helping behavior was measured using the same scale as team coworker helping behavior but changing the subject “my team coworkers” to “my team leader”. Sample items include “My team leader helps me adapt to the work environment”; “My team leader is willing to offer assistance to me to solve work-related problems”.

Perceived Insider Status. Perceived insider status was measured using the six-item scale developed by Stamper and Masterson (2002). Harris et al. (2014) has used this scale in a Chinese sample to examine the impact of empowering leadership on newcomer adjustment. Sample items are “I feel very much a part of my work team”; “I feel like I am an ‘outsider’ at this work team (R)”.

Control variables. I controlled for Time 1 team creativity (pre-entry team creativity) when regressing post-entry team creativity on predictors because I intended to test the change in team creativity after a newcomer joins in a team. I also controlled for newcomers’ gender and education levels as well as team size since those factors may influence how teams respond to newcomer entry and team creativity. Finally, I applied dummy coding to control for the fixed effects of organizations, occupations, and years.

Analytic Strategy

I conducted hierarchical regression analyses. In Model 1, I only included control variables. In Model 2, I tested the main effects of team coworker helping behavior, team leaders helping behavior, and newcomer proactive personality on post-entry creativity. In Model 3, I added three two-way interaction terms: the interaction of team coworker helping behavior and team leader helping behavior, the interaction of team coworker helping behavior and newcomer proactive personality, and the interaction of team leader helping behavior and newcomer proactive personality. To mitigate potential multicollinearity issues and facilitate the interpretation of intercepts, I mean-centered all the exogenous variables (Aiken & West, 1991).

To test the indirect effects through newcomer perceived insider status, I first regressed newcomer perceived insider status on team leader helping behavior, team coworker helping behavior, and newcomer proactive personality in Model 4, and then regressed newcomer perceived insider status on the interaction of team leader helping behavior and team coworker helping behavior, the interaction of newcomer proactive personality and coworker helping behavior, and the interaction of newcomer proactive personality and team leader helping behavior in Model 5. Finally, I regressed post-entry team creativity on newcomer perceived insider status with the predictors in Model 4 and 5 controlled for (see Model 6 and Model 7).

Chapter 5

RESULTS

Descriptive Statistics and Correlations

Table 2 presents means, standard deviations, and bivariate correlations for the variables in the present study.

Table 2
Means, Standard Deviations, and Correlations among Variables

Variables	Mean	s.d.	1	2	3	4	5	6	7	8	9
1. Gender	.57	.50	—								
2. Education	.26	.44	-.10	—							
3. Team Size	6.42	1.93	.03	.22**	—						
4. Coworker Helping Behavior	4.39	.81	-.10	.14**	.04	(.92)					
5. Leader Helping Behavior	5.10	.86	-.02	-.20**	-.09	.22**	(.89)				
6. Newcomer Proactive Personality	4.93	.78	-.06	.07	-.02	.26**	.19**	(.88)			
7. Pre-entry Team Creativity	4.80	.87	-.02	.14*	-.07	.00	-.05	-.03	(.86)		
8. Post-entry Team Creativity	4.87	.92	-.07	.05	-.01	.24**	.02	.20**	.60**	(.85)	
9. Perceived Insider Status	4.58	.88	-.11*	-.03	-.08	.17**	.20**	.08	-.01	-.11	(.95)

Note. $N = 327$. s.d. = Standard Deviation. Two-tailed tests. Reliabilities are in parentheses on the diagonal. * $p < .05$; ** $p < .01$

Hypotheses Testing

To answer the proposed Research Question, I conducted a paired-sample T-test to compare the mean difference of post-entry and pre-entry team creativity. The result shows that the mean difference between post-entry and pre-entry team creativity was not significant (mean difference = .07, s.e. = .80, $t = 1.68$, $p = .09$). That is, there was no difference between pre- and post-entry team creativity. In other words, newcomer entry did not automatically enhance team creativity.

Table 2 presents the results of hierarchical regression analyses for testing H1-H6.

Table 3**Hierarchical Regression Analyses Results – Testing H1-H6**

Variables	Post-entry Team Creativity		
	Model 1	Model 2	Model 3
	Control Variables	Main Effect	Moderation Effect
Intercept	4.79***	4.75***	4.69***
Organization 1	-.81***	-.72***	-.63***
Organization 2	-.47***	-.41***	-.44***
Organization 3	.08	.12	.07
Organization 4	-.05	-.03	-.02
Marketing	-.35**	-.39**	-.36**
Engineering	.35*	.28	.21
R&D	-.49***	-.45***	-.38***
Year 1	.24*	.29**	.29**
Year 2	.19	.21*	.25**
Gender	-.25**	-.18*	-.12
Education	.02	-.05	-.03
Team Size	-.00	-.00	.01
Pre-entry Team Creativity	.46***	.48***	.52***
Coworker Helping Behavior		.22***	.21***
Leader Helping Behavior		.01	.03
Newcomer Proactive Personality		.10*	.11*

Coworker Helping * Leader			
Helping			.15**
Coworker Helping * Proactive			
Personality			-.22***
Leader Helping * Proactive			
Personality			.17**
R ²	.54***	.59***	.62***
ΔR ²		.05***	.03***

Note. $N = 327$. Two-tailed tests. All the estimates are unstandardized regression coefficients. * $p < .05$; ** $p < .01$; *** $p < .001$

Hypothesis 1 stated that team coworker helping behavior toward newcomers is positively related to post-entry team creativity when controlling for pre-entry team creativity. Model 2 in Table 3 shows that team coworker helping behavior was positively and significantly related to post-entry team creativity ($B = .22$, $s.e. = .05$, $p < .001$). Therefore, Hypothesis 1 was supported.

Hypothesis 2 stated that team leader helping behavior toward newcomers is positively related to post-entry team creativity when controlling for pre-entry team creativity. As shown in Model 2 (Table 3), the relationship between leader helping behavior and post-entry team creativity was not significant ($B = .01$, $s.e. = .05$, $p = .77$). Therefore, Hypothesis 2 was not supported.

Hypothesis 3 stated that team leader helping behavior positively moderates the relationship between team coworker helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as team leader helping behavior increases, the relationship becomes stronger. Model 3 in Table 3 reveals that the interaction of coworker and leader helping behavior was positively and significantly related to post-entry team creativity ($B = .15$, $s.e. = .05$, $p < .01$). To further illustrate the pattern of the interactive effect, I conducted a simple-slope test. The simple-slope test shows that coworker helping was significantly related to post-entry team creativity when team leader helping was high ($B = .34$, $s.e. = .07$, $p < .001$). The relationship between coworker helping and post-entry team creativity was not significant when team leader helping behavior was low ($B = .08$, $s.e. = .06$, $p = .16$). Thus, Hypothesis 3 was supported.

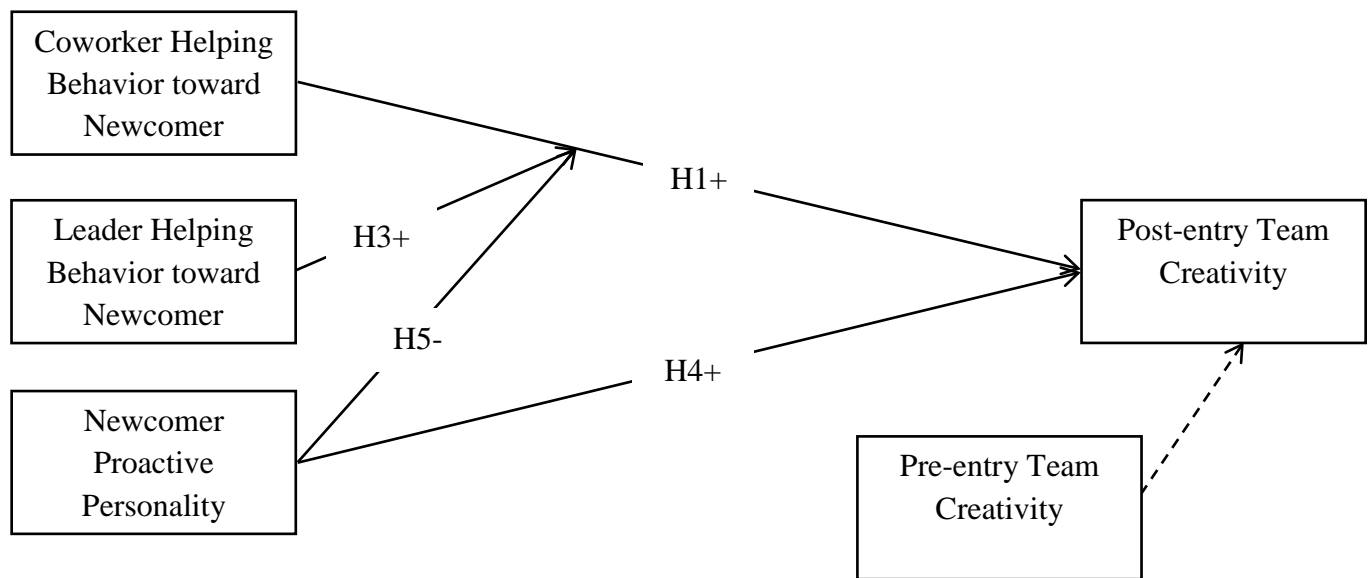
Hypothesis 4 stated that newcomer proactive personality is positively related to post-entry team creativity when controlling for pre-entry team creativity. Model 2 in Table 3 reveals that newcomer proactive personality was positively and significantly related to post-entry team creativity ($B = .10$, $s.e. = .05$, $p < .05$). Therefore, Hypothesis 4 was supported.

Hypothesis 5 stated that newcomer proactive personality negatively moderates the relationship between team coworker helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as newcomer proactive personality increases, the relationship becomes weaker. Model 3 in Table 3 demonstrates that the interaction of coworker helping behavior and newcomer proactive personality was negatively and significantly related to post-entry team creativity ($B = -.22$, $s.e. = .06$, $p < .001$). A simple slope test shows that when proactive personality was low (1 s.d. below the mean), coworker helping behavior was positively and significantly related to post-entry team creativity ($B = .38$, $s.e. = .06$, $p < .001$). However, when proactive personality was high (1 s.d. above the mean), the slope became non-significant ($B = .04$, $s.e. = .07$, $p = .57$). Thus, Hypothesis 5 was supported.

Hypothesis 6 stated that newcomer proactive personality negatively moderates the relationship between team leader helping behavior and post-entry team creativity (with pre-entry team creativity controlled for) such that as newcomer proactive personality increases, the relationship becomes weaker. As demonstrated in Model 3 of Table 3, although the interactive effect of newcomer proactive personality and team leader helping behavior was significant, the direction was positive ($B = .17$, $s.e. = .05$, $p < .01$), which was the opposite of my prediction. Thus, Hypothesis 6 was not supported.

In Figure 4, I summarize the hypothesis testing results for supported Hypotheses 1,3,4 and 5.

Figure 4
Result for Testing H1-H6



Note. Pre-entry team creativity with the dashed line represents a control variable. Only supported hypotheses were presented. H1 = Hypothesis 1; H3 = Hypothesis 3; H4 = Hypothesis 4; H5 = Hypothesis 5. + represents positive relationship; - represents negative relationship.

Table 4 presents the results for testing the effects of socialization efforts on newcomer perceived insider status. Table 5 shows the results for testing the effects of newcomer perceived insider status on post-entry team creativity.

Table 4**Results for Effects of Socialization Efforts on Newcomer Perceived Insider Status**

Variables	Perceived Insider Status	
	Model 4	Model 5
	Main Effect	Moderation Effect
Intercept	4.92***	4.89***
Organization 1	.13	.14
Organization 2	.03	.03
Organization 3	.01	.01
Organization 4	.15	.17
Marketing	-.08	-.09
Engineering	.21	.23
R&D	.06	.09
Year 1	-.24†	-.23†
Year 2	-.08	-.07
Gender	-.22*	-.22†
Education	-.01	-.01
Team Size	-.03	-.03
Coworker Helping Behavior	.12†	.10
Leader Helping Behavior	.16**	.17**
Newcomer Proactive Personality	.02	.03
Coworker Helping * Leader Helping		-.10

Coworker Helping * Proactive Personality		.02
Leader Helping * Proactive Personality		.09
R ²	.09*	.10*
ΔR ²		.01

Note. $N = 327$. Two-tailed tests. All the estimates are unstandardized regression coefficients. † $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Table 5

**Results for Effects of Newcomer Perceived Insider Status on Post-Entry Team
Creativity**

Variables	Post-Entry Team Creativity	
	Model 6	Model 7
Intercept	5.25***	5.11***
Organization 1	-.70***	-.61***
Organization 2	-.41***	-.43***
Organization 3	.13	.07
Organization 4	-.01	.01
Marketing	-.40**	-.37**
Engineering	.32*	.25†
R&D	-.44***	-.36***
Year 1	.25**	.25**
Year 2	.20*	.24**
Gender	-.21**	-.15†
Education	-.05	-.04
Team Size	-.01	.00
Pre-entry Team Creativity	.49***	.52***
Coworker Helping Behavior	.24***	.22***
Leader Helping Behavior	.04	.05
Newcomer Proactive Personality	.10*	.12*

Coworker Helping * Leader Helping		.13**
Coworker Helping * Proactive Personality		-.22***
Leader Helping * Proactive Personality		.19***
Newcomer Perceived Insider Status	-.16***	-.15***
R ²	.61***	.64***
ΔR ²		.03***

Note. $N = 327$. Two-tailed tests. All the estimates are unstandardized regression coefficients. † $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Hypothesis 7a stated that team coworker helping behavior has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status. Model 4 in Table 4 shows that the relationship between team coworker helping behavior and newcomer perceived insider status was marginally significant ($B = .12$, $s.e. = .07$, $p = .07$). However, Model 6 in Table 5 shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.16$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 7a was not supported.

Hypothesis 7b stated that team leader helping behavior has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status. Model 4 in Table 4 shows that the relationship between team leader helping behavior and newcomer perceived insider status was significant ($B = .16$, $s.e. = .06$, $p < .01$). However, Model 6 in Table 5 shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.16$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 7b was not supported.

Hypothesis 7c states that newcomer proactive personality has an indirect positive relationship with post-entry team creativity through newcomer perceived insider status. Model 4 in Table 4 shows that the relationship between newcomer proactive personality and newcomer perceived insider status was not significant ($B = .02$, $s.e. = .07$, $p = .82$). Furthermore, Model 6 in Table 5 shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.16$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 7c was not supported.

Hypothesis 8a stated that team leader helping behavior positively moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer perceived insider status, such that as team leader helping behavior increases, the indirect relationship becomes stronger. Model 5 in Table 4 shows that the interactive effect of team coworker helping behavior and team leader helping behavior on newcomer perceived insider status was not significant ($B = -.10$, $s.e. = .07$, $p = .19$). Model 7 in Table 5 further shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.15$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 8a was not supported.

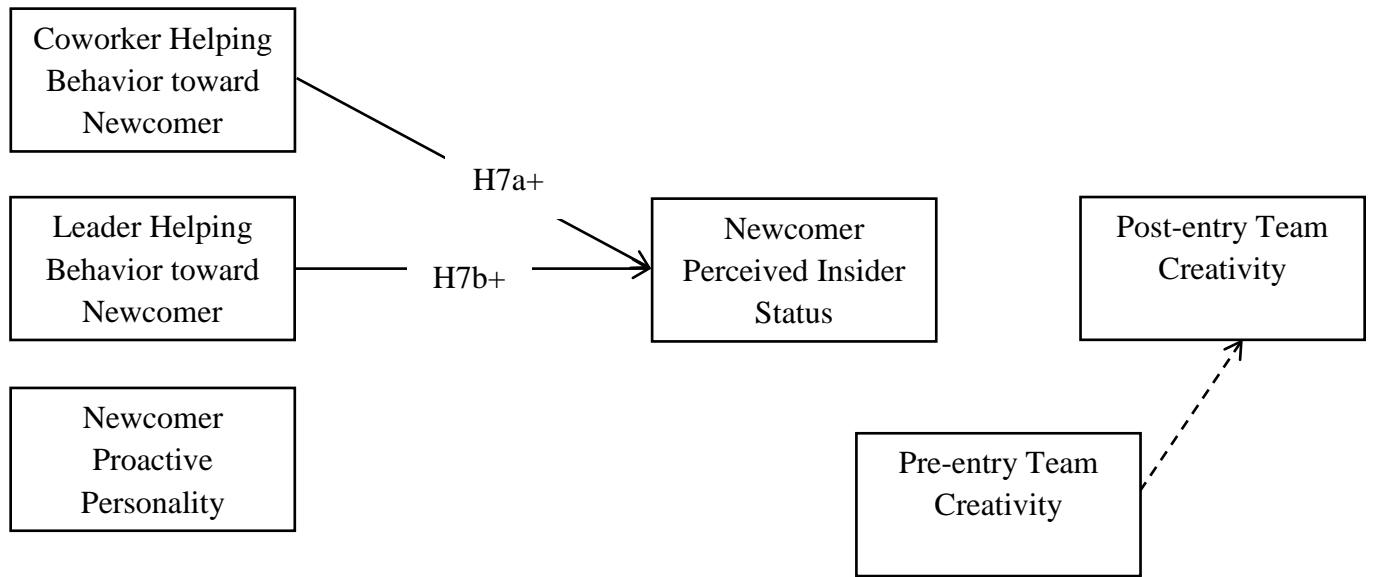
Hypothesis 8b stated that newcomer proactive personality negatively moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer perceived insider status, such that as newcomer proactive personality increases, the indirect relationship becomes weaker. Model 5 in Table 4 shows that the interactive effect of team coworker helping behavior and newcomer proactive personality on newcomer perceived insider status was not significant ($B = .02$, $s.e. = .08$, $p = .84$). Model 7 in Table 5 further shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.15$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 8b was not supported.

Hypothesis 8c stated that newcomer proactive personality negatively moderates the indirect relationship between team leader helping behavior and post-entry team creativity through newcomer perceived insider status, such that as newcomer proactive personality increases, the indirect relationship becomes weaker. Model 5 in Table 4 shows that the interactive effect of team leader helping behavior and newcomer proactive

personality on newcomer perceived insider status was not significant ($B = .09$, $s.e. = .08$, $p = .24$). Model 7 in Table 5 further shows that the effect of newcomer perceived insider status on post-entry team creativity was negative ($B = -.15$, $s.e. = .04$, $p < .001$), contrary to the hypothesis. Thus, Hypothesis 8c was not supported.

In Figure 5, I summarize the hypothesis testing results for significant results for Hypotheses 7a and 7b.

Figure 5
Result for Testing H7-H8 (Indirect Effects)



Note. Pre-entry team creativity with the dashed line represents a control variable. Only supported predictions were presented. H7a = Hypothesis 7a; H7b = Hypothesis 7b. + represents positive relationship; - represents negative relationship.

Chapter 6

SUPPLEMENTARY ANALYSES

According to the results of hypothesis testing, newcomer perceived insider status failed to explain the mechanisms through which socialization efforts from organizational actors independently and jointly affect post-entry team creativity. To provide some evidence to support my theoretical arguments explaining why socialization efforts can influence post-entry team creativity, I conducted supplementary analyses in this section.

In the hypotheses development section, my arguments were largely based on a theoretical standpoint that socialization efforts from organizational actors and newcomers themselves can stimulate *team synergy* and optimal *team processes* to make team creativity happen. While team creativity is the creative product of team members working together to generate novel and useful ideas, the increase of individual creativity (e.g. newcomer individual creativity) may also influence team leaders' ratings of team creativity. Similarly, Chen (2005) showed that newcomer performance was positively related to subsequent team performance. In this study I emphasize the contribution of team synergy and team processes on team creativity when newcomers are willing to voice their divergent perspectives and oldtimers are willing to use them to challenge the status quo and stimulate more creative alternatives. Thus, I argue that high newcomer creativity does not necessarily mean high post-entry creativity. In other words, I argue

that the increase of post-entry team creativity stems not just from the addition of newcomer individual creativity but it also results from team synergy and team processes.

In order to test this proposition, I expect that socialization efforts have direct effects on team creativity and have indirect effects on team creativity through newcomer individual creativity. Specifically, I propose that:

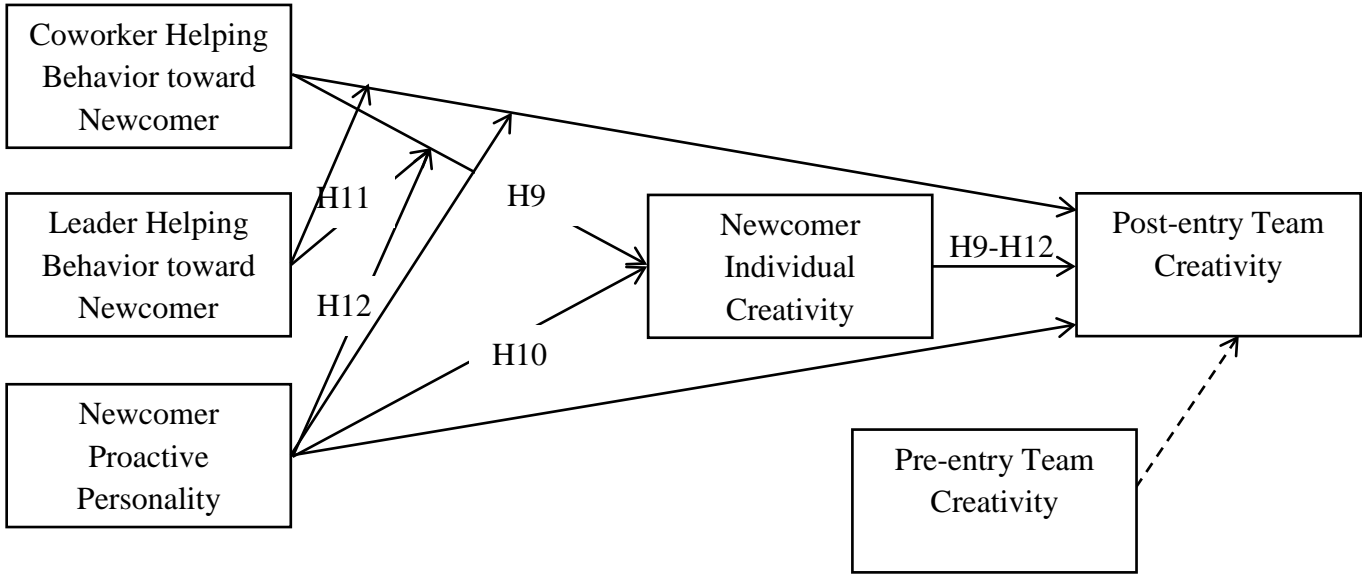
Hypothesis 9: a) Team coworker helping behavior has an indirect positive relationship with post-entry team creativity through newcomer individual creativity; b) team coworker helping behavior has a direct positive relationship with post-entry team creativity.

Hypothesis 10: a) newcomer proactive personality has an indirect positive relationship with post-entry team creativity through newcomer individual creativity; b) newcomer proactive personality has a direct positive relationship with post-entry team creativity. Hypothesis 11: a) Team leader helping behavior moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer individual creativity; b) team leader helping behavior moderates the direct relationship between team coworker helping behavior and post-entry team creativity.

Hypothesis 12: a) Newcomer proactive personality moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer individual creativity; b) newcomer proactive personality moderates the direct relationship between team coworker helping behavior and post-entry team creativity.

Figure 6 illustrates these hypothesized relationships.

Figure 6
Hypothesized Model for Supplementary Analyses



Note. Pre-entry team creativity with the dashed line represents a control variable. H9 = Hypothesis 9; H10 = Hypothesis 10; H11 = Hypothesis 11; H12 = Hypothesis 12.

Sample and Procedure

I used the same sample to conduct supplementary analyses. Newcomer individual creativity was rated by team leaders at Time 2. Table 6 presents data collection sources and phase about variables of interest for the supplementary analyses.

Table 6

Data Collection Source and Phase for Supplementary Analyses

Source	Time 1	Time 2
Rated by team leaders	Per-entry team creativity	Post-entry team creativity; Newcomer individual creativity
Rated by newcomers	Newcomer proactive personality	Team Leader helping behavior; Team coworker helping behavior

Measure

Individual creativity. Team leaders assessed newcomer individual creativity using the 13-item scale developed by Zhou and George (2001). Sample items include “This employee suggests new ways to achieve goals or objectives”; “This employee comes up with new and practical ideas to improve performance”.

Results

Descriptive statistics and correlations. Table 7 presents means, standard deviations, and bivariate correlations for the variables in the supplementary analyses.

Table 7
Means, Standard Deviations, and Correlations among Supplementary Analyses Variables

Variables	Mean	s.d.	1	2	3	4	5	6	7	8	9
1. Gender	.57	.50	—								
2. Education	.26	.44	-.10	—							
3. Team Size	6.42	1.93	.03	.22**	—						
4. Coworker Helping Behavior	4.39	.81	-.10	.14**	.04	(.92)					
5. Leader Helping Behavior	5.10	.86	-.02	-.20**	-.09	.22**	(.89)				
6. Newcomer Proactive Personality	4.93	.78	-.06	.07	-.02	.26**	.19**	(.88)			
7. Pre-entry Team Creativity	4.80	.87	-.02	.14*	-.07	.00	-.05	-.03	(.86)		
8. Post-entry Team Creativity	4.87	.92	-.07	.05	-.01	.24**	.02	.20**	.60**	(.85)	
9. Newcomer Individual Creativity	4.60	1.09	.05	.05	-.12*	-.08	.19**	.01	.11*	.04	(.94)

Note. $N = 327$. s.d. = Standard Deviation. Two-tailed tests. Reliabilities are in parentheses on the diagonal. * $p < .05$; ** $p < .01$

Hypotheses testing. Table 8 presents the results for testing the effects of socialization efforts on newcomer individual creativity. Table 9 shows the results for testing the effects of newcomer individual creativity on post-entry team creativity.

Table 8

Results for Effects of Socialization Efforts on Newcomer Individual Creativity

Variables	Newcomer Individual Creativity	
	Model 8	Model 9
	Main Effect	Moderation Effect
Intercept	4.87***	4.87***
Organization 1	.08	.08
Organization 2	.10	.12
Organization 3	.36†	.39*
Organization 4	-.36†	-.33†
Marketing	-.12	-.12
Engineering	.19	.23
R&D	.16	.16
Year 1	-.35*	-.34*
Year 2	-.08	.12
Gender	-.22*	.09
Education	.24	.23
Team Size	-.06†	-.06†

Coworker Helping Behavior	-.25**	-.28**
Leader Helping Behavior	.29***	.29***
Newcomer Proactive Personality	.06	.07
Coworker Helping * Leader Helping		-.15†
Coworker Helping * Proactive Personality		.04
Leader Helping * Proactive Personality		.02
R ²	.155***	.163***
ΔR ²		.008

Note. $N = 327$. Two-tailed tests. All the estimates are unstandardized regression coefficients. † $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Table 9

Results for Effects of Newcomer Individual Creativity on Post-Entry Team Creativity

Variables	Post-Entry Team Creativity	
	Model 10	Model 11
Intercept	5.19***	5.06***
Organization 1	-.73***	-.64***
Organization 2	-.42***	-.44***
Organization 3	.11	.05
Organization 4	-.02	-.00
Marketing	-.39**	-.35**
Engineering	.27†	.20
R&D	-.46***	-.39***
Year 1	.30**	.31**
Year 2	.21*	.24**
Gender	-.18*	-.12
Education	-.05	-.04
Team Size	.00	.01
Pre-entry Team Creativity	.48***	.51***
Coworker Helping Behavior	.23***	.22***
Leader Helping Behavior	.00	.01
Newcomer Proactive Personality	.10†	.11*

Coworker Helping * Leader Helping		.16**
Coworker Helping * Proactive Personality		-.22***
Leader Helping * Proactive Personality		.17**
Newcomer Individual Creativity	.04	.04
R ²	.59***	.62***
ΔR^2		.03***

Note. $N = 327$. Two-tailed tests. All the estimates are unstandardized regression coefficients. † $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$

Hypothesis 9a stated that team coworker helping behavior has an indirect positive relationship with post-entry team creativity through newcomer individual creativity.

Model 8 in Table 8 shows that the relationship between team coworker helping behavior and newcomer perceived individual creativity was significant but negative ($B = -.25$, $s.e. = .08$, $p < .01$). Model 10 in Table 9 shows that the effect of newcomer individual creativity on post-entry team creativity was not significant ($B = .04$, $s.e. = .04$, $p = .31$). Thus, Hypothesis 9a was not supported.

Hypothesis 9b stated that team coworker helping behavior has a direct positive relationship with post-entry team creativity. Model 10 in Table 9 shows that the direct effect of team coworker helping on post-entry team creativity was significant ($B = .23$, $s.e. = .05$, $p < .001$). The result suggests that team coworker helping behavior had a positive effect on post-entry team creativity through mechanisms other than newcomer individual creativity. Thus, Hypothesis 9b was supported.

Hypothesis 10a stated that newcomer proactive personality has an indirect positive relationship with post-entry team creativity through newcomer individual creativity. Model 8 in Table 8 shows that the relationship between newcomer perceived insider status and newcomer individual creativity was not significant ($B = .06$, $s.e. = .08$, $p = .44$). Furthermore, Model 10 in Table 9 shows that the effect of newcomer individual creativity on post-entry team creativity was also not significant ($B = .04$, $s.e. = .04$, $p = .31$). Thus, Hypothesis 10a was not supported.

Hypothesis 10b stated that newcomer proactive personality has a direct positive relationship with post-entry team creativity. Model 10 in Table 9 shows that the direct

effect of newcomer proactive personality on post-entry team creativity was marginally significant ($B = .10$, $s.e. = .05$, $p = .06$). The result suggests that newcomer proactive personality had a positive effect on post-entry team creativity through mechanisms other than newcomer individual creativity.

Hypothesis 11a stated that team leader helping behavior moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer individual creativity. Model 9 in Table 8 shows that the interactive effect of team coworker helping behavior and team leader helping behavior on newcomer individual creativity was marginally significant ($B = -.15$, $s.e. = .09$, $p = .09$). Model 11 in Table 9 shows that the effect of newcomer individual creativity on post-entry team creativity was not significant ($B = .04$, $s.e. = .03$, $p = .21$). Thus, Hypothesis 11a was not supported.

Hypothesis 11b stated that team leader helping behavior moderates the direct relationship between team coworker helping behavior and post-entry team creativity. Model 11 in Table 9 shows that the direct interactive effect of team leader helping and team coworker helping on post-entry team creativity was significant ($B = .16$, $s.e. = .05$, $p < .01$). The result suggests that team coworker helping and team leader helping behavior positively interacted to have an effect on post-entry team creativity through mechanisms other than newcomer individual creativity. Thus, Hypothesis 11b was supported.

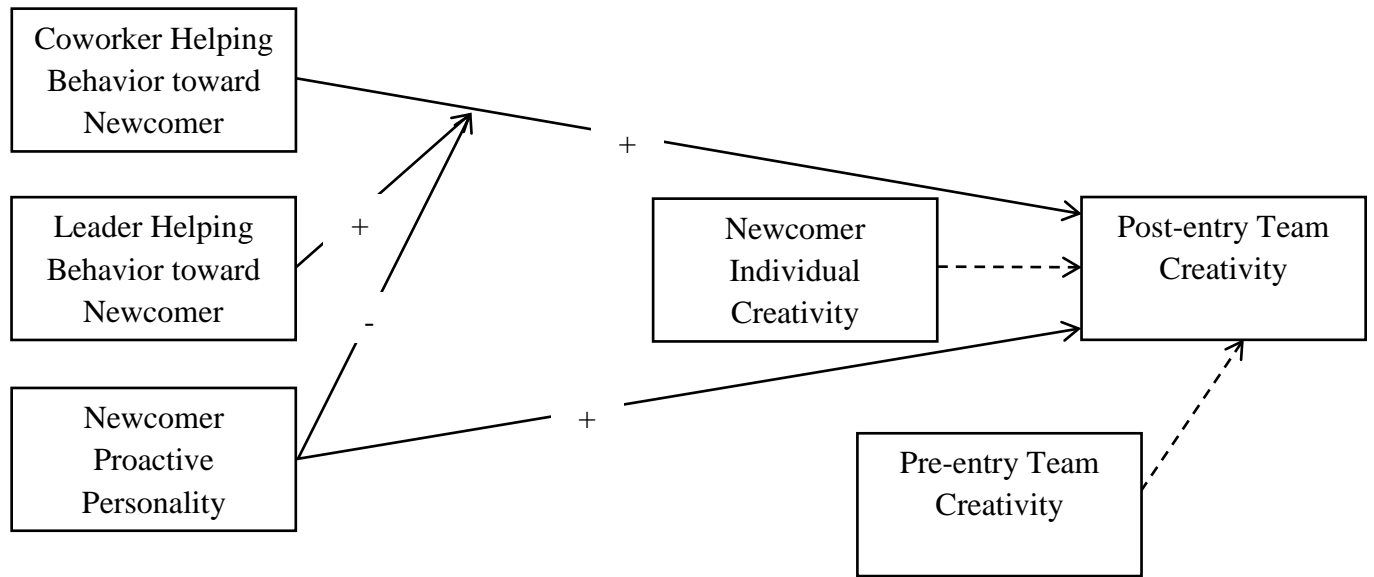
Hypothesis 12 stated that newcomer proactive personality moderates the indirect relationship between team coworker helping behavior and post-entry team creativity through newcomer individual creativity. Model 9 in Table 8 shows that the interactive

effect of team coworker helping behavior and newcomer proactive personality on newcomer individual creativity was not significant ($B = .04$, $s.e. = .09$, $p = .66$). Model 11 in Table 9 further shows that the effect of newcomer individual creativity on post-entry team creativity was not significant ($B = .04$, $s.e. = .03$, $p = .21$), contrary to the hypothesis. Thus, Hypothesis 12a was not supported.

Hypothesis 12b stated that newcomer proactive personality moderates the direct relationship between team coworker helping behavior and post-entry team creativity. Model 11 in Table 9 shows that the direct interactive effect of newcomer proactive personality and team coworker helping on post-entry team creativity was significant ($B = -.22$, $s.e. = .06$, $p < .001$). The result suggests that team coworker helping and newcomer proactive personality negatively interacted to have an effect on post-entry team creativity through mechanisms other than newcomer individual creativity. In other words, the positive relationship between team coworker helping and post-entry team creativity was stronger when newcomer proactive personality was lower with newcomer individual creativity controlled for. Thus, Hypothesis 12b was supported.

In Figure 7, I summarize the hypothesis testing results for supplementary analyses.

Figure 7
Results for Supplementary Analyses (H9-H12)



Note. Pre-entry team creativity and newcomer individual creativity with dashed lines represent control variables. Only supported predictions were presented. + represents positive relationship; - represents negative relationship.

Chapter 7

DISCUSSION

Integrating the socialization and team creativity literature, I argued that newcomer entry might bring fresh and unique knowledge, information, ideas, and perspectives to existing teams, which could potentially result in higher team creativity. However, newcomer entry might also disrupt current optimal team processes and team practices, leading to the decrease of team creativity. Based on these competing perspectives, I did not expect that team creativity would automatically increase after the arrival of newcomers.

To explore what factors might help reap the benefit of newcomer entry – enhance team creativity, I theorized that the socialization efforts from team coworkers, team leaders, and newcomers themselves might independently and jointly improve post-entry team creativity. Moreover, team coworker helping behavior was expected to be more positively related to post-entry team creativity when team leader helping behavior was high. The impact of coworker helping was predicted to be more salient for newcomers with low rather than high proactive personality. Similarly, the effect of team leader helping behavior was expected to be more salient for newcomers with low rather than high proactive personality. In addition, I tested whether socialization efforts had indirect effects on team creativity through newcomer perceived insider status, a proximal newcomer adjustment outcome.

I tested the hypotheses using a sample of 327 newcomers who joined 327 work teams in 5 high-technology companies in China. The results reveal that newcomer entry did not automatically increase or decrease team creativity. I also found that, when pre-entry team creativity was controlled for, team coworker helping and newcomer proactive personality were positively related to post-entry team creativity respectively, but team leader helping behavior had no impact on post-entry team creativity.

Furthermore, team coworker helping behavior was found to be more positively related to post-entry team creativity when team leader helping was high. When team leader helping was low, the relationship between team coworker helping behavior and post-entry team creativity became non-significant. These results suggest that team coworker helping behavior or newcomer proactive personality was important for the increase of team creativity because both of them can independently influence post-entry team creativity. While team leader helping behavior had no main effect on post-entry team creativity, it was also important to influence team creativity because post-entry team creativity was the highest only when team leader and coworker helping behavior are both high.

As predicted, the impact of team coworker helping behavior was more salient for newcomers with low rather than high proactive personality. When newcomers had a strong proactive personality, the effect of team coworker helping behavior became non-significant. This finding suggests that team coworker helping behavior was particularly important for newcomers with a low proactive personality.

However, contrary to my prediction, post-entry team creativity was found to be high only when team leader helping behavior and newcomer proactive personality were both high. This is an unexpected but interesting finding. I will offer possible explanations in the following section of theoretical implications. Given that newcomer proactive personality differently (positive vs. negative) interacted with team leader helping and team coworker helping to affect post-entry team creativity, I infer that team coworkers and team leaders play different roles in affecting team interpersonal relationships, team processes and team creativity. I will also discuss this in detail in the theoretical implications section.

With regard to possible mechanisms explaining the above relationship, I did not find significant indirect effects – neither newcomer perceived insider status nor newcomer individual creativity (supplementary analyses) was found to explain the relationships between socialization efforts and post-entry team creativity. However, according to the findings of supplementary analyses – the increase of post-entry team creativity was not the result of the increase of newcomer individual creativity, thus it can be reasonably inferred that some type of team synergy or team process might be the cause.

My theoretical model in conjunction with these findings generates several important theoretical and practical implications.

Theoretical Implications

Building upon three theoretical perspectives – information/knowledge perspective of creativity, social exchange theory, and psychological safety theory – the present study

deepens our understanding of the relationship between newcomer entry and subsequent team creativity. According to information/knowledge perspective of creativity, newcomers may bring unique knowledge, information, and perspectives to the existing teams, thereby increasing team creativity. According to social exchange theory and psychological safety theory, helping from team coworkers and leaders makes newcomers feel obligated and safe to share unique information, challenge the status quo, and express different opinions, therefore stimulating more team creativity.

The present study contributes to the team creativity literature by examining whether the mere arrival of newcomers will influence team creativity in a field study. In this way, we can get direct evidence to help answer the long-standing question about membership change and team creativity: Does adding new members increase team creativity?

Specifically, the present study contributes in two ways. First, this study uses a field setting to improve the external generalizability of the model and results. While laboratory experiments have offered some critical implications, the results from experiments cannot be necessarily generalized to employees in the workplace. This is because team members in experimental teams and real work teams have different histories, purposes, motivations, and challenges. Moreover, with regard to newcomer entry, an indispensable stage – the socialization stage during the first few months of newcomer entry – cannot be simulated in laboratory. Thus, carrying out newcomer entry research in a field setting and incorporating socialization processes into the model offer critical insights into the topic of newcomer entry and team creativity. Second, this study adopts a longitudinal design to investigate whether and how newcomer entry changes

team creativity. In this sense, this study can provide evidence on the change of team creativity rather than the absolute level of team creativity, thereby offering some insight into the causal relationship between membership change and team creativity.

The present research also contributes to the socialization literature by examining a desirable outcome – team creativity, which has been neglected by prior research. Newcomer entry is not only relevant to newcomers but also to the existing teams that newcomers join. When a newcomer joins a team, interactions between newcomers and oldtimers are unavoidable. Not only are newcomer adjustment outcomes important for the organization, but also how the arrival of newcomers will change the existing teams (positively or negatively) is important as well, if not more important. The present study broadens our understanding of newcomer entry through examining a team-level outcome – team creativity.

The third implication is that this study bridges the socialization and team creativity literature to further explore how the socialization efforts from various sources (i.e. team leaders, coworkers, and newcomers themselves) can influence subsequent team creativity. This exploration provides new directions for understanding and investigating the relationships between newcomers' entry and team creativity. Bridging these two literatures also provides insights into a question that socialization researchers have (i.e., should newcomers stand out or fit into the existing team during their socialization processes (Harris, Li, Boswell, Zhang, & Xie, 2014)?) Prior research suggests that socialization strategies that encourage newcomers to engage in creative activities might negatively influence their adjustment outcomes during their socialization processes (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Harris et al., 2014; Jones, 1986;

Saks, Uggerslev, & Fassina, 2007). The findings of the present research offer some solutions to some degree. That is, newcomers can contribute to teamwork and team creativity and at the same time achieve their adjustment outcomes by proactively engaging in interactions (e.g. knowledge sharing, communications, and discussions) with oldtimers or through team coworkers' helping behaviors toward newcomers.

In addition, the findings contribute to the socialization literature by providing a motivation for team oldtimers to help newcomers adapt to new environments and new work roles. According to the socialization literature, organizations should encourage all organizational actors to help newcomer adjustment. Since team oldtimers may have more time and opportunities to interact with newcomers, it is important to encourage team coworkers to make socialization efforts to help newcomers. It is understandable that organizations, leaders, and newcomers all have incentives to engage in socialization processes. However, what is the incentive for coworkers? Coworkers may view newcomers as their potential rivals for limited resources and promotion opportunities. The finding – team coworker helping behavior toward newcomers had an independent and strong effect on the increase of team creativity – provides a motivation for team coworkers that helping newcomers not only benefits newcomers but also benefits their teams.

Another implication stems from the unexpected result showing that team leader helping had no main effect on post-entry creativity. While team leaders' important role has been largely recognized in the organizational socialization process, they are not necessarily as important as coworkers assimilating newcomers into teams and generating higher team creativity. Liu, Zhu, and Yang (2010) have differentiated voice as “speak up”

(voice toward leaders) and “speak out” (voice toward peers). Using it in our setting, we may explain that leader helping behavior alone may spur newcomers to speak up rather than speak out. As such, newcomers’ unique perspectives may not be shared with coworkers to contribute to team creativity. Rather, newcomers speak up their creative ideas to team leaders, which can increase newcomers’ individual creativity assessed by their team leaders. This explanation is consistent with the results in supplementary analyses – team leader helping was positively related to newcomer individual creativity (see Model 8 and 9 in Table 8, $B = .29$, $s.e. = .07$, $p < .001$). Therefore, our study stresses the particular important role of coworkers in contributing to team creativity during the socialization process.

Another unexpected result is that team leader helping behavior and newcomer proactive personality strengthened each other (rather than substitute for each other) to influence post-entry team creativity. This might be explained by the possible negative influence of proactive personality. At the initial socialization stage, proactive newcomers might not be liked or accepted by their coworkers. Proactive people tend to actively change and shape their environments, but team oldtimers might not like changes and therefore proactive newcomers. Under this situation, if team leaders help newcomers, newcomers may be socialized into the team more efficiently. Once newcomers are socialized into the team, team coworkers are more likely to accept their divergent perspective and involve them into team practices, thereby improving team creativity.

According to the opposite moderation effects of newcomer proactive personality on team coworker helping behavior (substituted for each other) and team leader helping behavior (strengthened each other) in terms of increasing post-entry team creativity, we

can infer that team leaders and team coworkers play different roles in stimulating team synergy and improving team creativity under the situation of newcomer entry.

While the indirect effects through perceived insider status did not work, the significant relationships between team leader/coworker helping behavior and perceived insider status were consistent with the results from prior socialization research (Saks, et al, 2007). Nevertheless, I failed to find the effect of perceived insider status on post-entry team creativity probably because perceptions from newcomers do not accurately capture perceptions from oldtimers. The possible discrepancy between newcomer perceptions and oldtimer perceptions may result in the non-significant results. In future research, data can be also collected from the perspective of oldtimers.

In supplementary analyses, an unexpected but interesting result was that coworker helping behavior was negatively related to newcomer individual creativity. This might be because when newcomers receive helping from coworkers, they appreciate the efforts from coworkers and may strengthen their thoughts of “fitting in” instead of “standing out”. Under this situation, newcomers might hesitate to propose their own creative ideas to team leaders. Since team leaders rated newcomer individual creativity in the present study, newcomer individual creativity decreased.

Finally, the results of supplementary analyses suggest that the impact of socialization efforts from team leaders, team coworkers, and newcomers on post-entry team creativity did not attributed to newcomer individual creativity. When a newcomer joins an existing team, his or her individual creativity might be assessed by the team leader as part of team creativity. Since I emphasized team synergy and team processes to

make team creativity happen, it is important to rule out the possibility that newcomer individual creativity fully explains those relationships. The supplementary analyses further deepen our understanding why socialization efforts affect post-entry team creativity.

Practical Implications

The present study also has several implications for practice. Organizations should realize that newcomer entry has the potential to bring unique perspectives into teams and therefore increase team creativity, but this synergy does not automatically occur without organizational insiders' or newcomers' socialization efforts. In particular, organizations should be informed the salient important role of coworkers during the socialization process given that team creativity is a desirable outcome. To make newcomer entry benefit team creativity, managers need to encourage team coworkers to help newcomers adapt to their workload and work environment. For example, managers can arrange coworker mentors for newcomers. Managers can also inform team oldtimers that helping newcomers can not only facilitate newcomer adjustment but also benefit team creativity. This may enhance team oldtimers' incentives to help newcomer adjustment.

While team leaders alone may not make the synergy between newcomers and oldtimers happen, they should realize their helping behaviors combined with coworker helping behaviors can lead to better synergy and then higher team creativity. In other words, leaders can help enhance the positive effect of coworker helping on team creativity to a larger degree. In addition, managers should encourage or arrange team

oldtimers to help less proactive newcomers during the socialization process. Otherwise, the entry of less proactive newcomers may harm team creativity.

Limitations and Future Research

The present study has several limitations. First, our findings were susceptible to common method concern since coworker helping, leader helping, and newcomer proactive personality were all collected from newcomers' self-reports. Nevertheless, we collected proactive personality at Time 1 and the other two variables at Time 2 to mitigate the threat of common method bias. In addition, the moderating effects are less likely to be influenced by common method bias.

Second, similar to other studies conducted within one country, the Chinese sample used in this study may limit the generalizability of our findings to other cultures. For example, we used social exchange theory (Blau, 1964) to rationalize some of our proposed relationships. However, research has shown that the impact of social exchange on employees' attitude and behaviors are different in strength between Western and Eastern countries (Rockstuhl, Dulebohn, Ang, & Shore, 2012). To show the robustness of our findings, future research could be conducted in Western countries.

Third, while we theorized why the socialization efforts from different sources could independently and jointly influence team creativity (e.g. willingness to voice, willingness to share knowledge, and team acceptance to newcomers), we did not test these specific mechanisms. Future research can be carried out to test underlying mechanisms. In addition, exploring intermediate mechanisms relevant to team creativity can also help us have a better understanding of this topic. For example, team processes

seems to play a role in linking the relationships in the present study. To empirically examine the roles of team processes, it is worthwhile to collect team coworkers' opinions as well in future studies.

As stated earlier, newcomer entry has a direct influence on both newcomers and the teams they join. However, prior research has largely focused on newcomer adjustment outcomes and newcomer performance, and team level outcomes and performance have been rarely examined. Future research can be carried out to focus more on team level outcomes, such as team performance, team creativity, team motivation, team processes, team cohesion and team communication. It is also important for future research to simultaneously examine team level outcomes and newcomer individual adjustment outcomes. In this way, we will have a more comprehensive understanding of the influence of newcomer entry, and we will not compromise one's optimal outcomes to achieve another's optimal outcomes.

Conclusions

The present study bridges the socialization literature and team creativity literature to examine newcomer entry and team creativity in a field setting. Using a sample of 327 newcomers and adopting a longitudinal design, I found that team coworker helping behavior toward newcomers had the strongest effect on post-entry team creativity when pre-entry team creativity was controlled. Newcomer proactive personality could also help improve team creativity. However, coworker helping behavior was more important for newcomers with lower proactive personalities than those with higher proactive personalities. While team leader helping behavior did not have a main effect on post-

entry team creativity, it combined with team coworker helping behavior to generate the highest team creativity. The findings contribute to the socialization literature through examining a team level outcome – team creativity – that has been neglected by prior research. The present study also contributes to the team creativity literature by using a longitudinal design to provide causal inference in a field setting. In sum, the present study deepens and broadens our understanding of newcomer entry and team creativity.

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APPENDIX A

Team Creativity Measure

Items	
1.	How well does your team produce new ideas?
2.	How useful are those ideas?
3.	How creative do you consider your team to be?
4.	How significant are those ideas to your organization?

APPENDIX B

Perceived Insider Status Measure

Items
1. I feel very much a part of my work team.
2. My work team makes me believe that I am included in it.
3. I feel like I am an 'outsider' at this work team. (R)
4. I don't feel included in this work team. (R)
5. I feel I am an 'insider' in my work team.
6. My work team makes me frequently feel 'left-out'. (R)

APPENDIX C
Proactive Personality Measure

Items
1. I am constantly on the lookout for new ways to improve my life.
2. Wherever I have been, I have been a powerful force for constructive change.
3. Nothing is more exciting than seeing my ideas turn into reality.
4. If I see something I don't like, I fix it.
5. No matter what the odds, if I believe in something I will make it happen.
6. I love being a champion for my ideas, even against others' opposition.
7. I excel at identifying opportunities.
8. I am always looking for better ways to do things.
9. If I believe in an idea, no obstacle will prevent me from making it happen.
10. I can spot a good opportunity long before others can.

APPENDIX D
Coworker/Leader Helping Measure

Items	
1.	My team coworkers help (My team leader helps) me adapt to the work environment.
2.	My team coworkers are (My team leader is) willing to offer assistance to me to solve work-related problems.
3.	My team coworkers initiate (My team leader initiates) assistance to me when I have a heavy workload.

APPENDIX E
Individual Creativity Measure

Items	
1.	This employee suggests new ways to achieve goals or objectives.
2.	This employee comes up with new and practical ideas to improve performance.
3.	This employee searches out new technologies, processes, techniques, and/or product ideas.
4.	This employee suggests new ways to increase quality.
5.	This employee is a good source of creative ideas.
6.	This employee is not afraid to take risks.
7.	This employee promotes and champions ideas to others.
8.	This employee exhibits creativity on the job when given the opportunity to.
9.	This employee develops adequate plans and schedules for the implementation of new ideas.
10.	This employee often has new and innovative ideas.
11.	This employee comes up with creative solutions to problems.
12.	This employee often has a fresh approach to problems.
13.	This employee suggests new ways of performing work tasks.
