I need you! How helping socialize critical newcomers aids incumbents' need fulfillment and leadership development

I NEED YOU! HOW HELPING SOCIALIZE CRITICAL NEWCOMERS AIDS INCUMBENTS' NEED FULFILLMENT AND LEADERSHIP DEVELOPMENT

BY

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ACCEPTANCE

This dissertation was prepared under the direction of *DANIEL ISAAC WATTS'* Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

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ABSTRACT

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BY

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Newcomers rely heavily on incumbent team members to help them adjust to their new team environment. This incumbent-newcomer relationship has been studied extensively from the newcomer perspective, however few studies have considered the incumbent's perspective regarding newcomer socialization to illuminate when and why individual incumbents engage in newcomer socialization. I examine how the incumbent's attitude (goal commitment) and the newcomer's role (newcomer role criticality) affect the extent to which incumbents share information with the newcomer, as well as the positive consequences that such behavior has for the incumbent. Using a sample of 182 incumbent-newcomer dyads nested in 62 teams, I find that engaging in information sharing has a positive effect on incumbents' psychological need fulfillment and subsequent leadership self-efficacy. Contrary to my hypotheses, I find that goal commitment does not predict information sharing when controlling for task mastery. These findings contribute to the nascent research examining incumbents' perspectives and experiences during newcomer socialization and demonstrate the unique incumbent-newcomer relationships that may develop within a team.

When a newcomer joins a team, they rely on tenured team members, or incumbents, to help them acquire the information they need to adjust (Bartel & Dutton, 2001; Morrison, 1993; Ostroff & Kozlowski, 2006). As a team insider, an incumbent is a notably salient source of information for the newcomer about the team and their acceptance into it (Feldman, 1981; Korte, 2009; Saks & Gruman, 2012). Socialization research and practices rely heavily on incumbents to share this information with newcomers to facilitate their adjustment (Feldman, 1994; Y. Liu et al., 2022). Given the significant effects that newcomer adjustment has been shown to have for both the newcomer (Bauer & Erdogan, 2012) and their new team (Arrow & Mcgrath, 1993), it is important to understand when and why incumbents choose to share their insider information with newcomers as they adjust.

Despite a growing theoretical (e.g., Boekhorst et al., 2022; Cooper et al., 2021) and empirical (e.g., Min et al., 2022; Toth et al., 2022) emphasis on the incumbent perspective during newcomer socialization, relatively little is known about how incumbents experience and respond to newcomer team entry. Whereas a vast literature exists examining how newcomers experience transitions into new teams (for reviews, see Bauer et al., 2007; Saks et al., 2007), the literature examining the incumbent perspective remains underdeveloped. The research that does exist from incumbent perspective is primarily concerned with the collective reactions that a team has to a newcomer, such as collective negative and positive affect (Y. Liu et al., 2022), providing limited insights into unique incumbent-newcomer relationships and the different ways that incumbents experience and respond to newcomer team entry. This is problematic as research suggests that incumbents' reactions to newcomer team entry vary greatly (Nifadkar & Bauer, 2016). The factors that drive this differential response have remained largely unexamined, resulting in a lack of clarity about the conditions in which incumbents provide the newcomer with the information

they need.

Furthermore, the extant literature has largely overlooked the implications that newcomer socialization has for individual incumbents. Socialization's consequences have been extensively studied for organizations (Saks & Gruman, 2014), teams (Hansen & Levine, 2009; Moreland & Levine, 2001), and newcomers (Kammeyer-Mueller & Wanberg, 2003). There is a dearth of research, however, considering the effects that newcomer socialization has for individual incumbents. This lack of insight into the implications resulting from an incumbent's socialization behaviors is problematic for two reasons. First, incumbents are key stakeholders in the newcomer socialization process. Not only are an incumbent's role and goals affected by the newcomer's adjustment as an interdependent member of the team (Kozlowski & Ilgen, 2006; Mathieu et al., 2017), but the nature of the relationship they form with the newcomer is also likely to have implications for their experience of their social environment (Mitchell & Lee, 2001). Second, an incumbent's participation in the newcomer's socialization is likely to serve as a developmental experience for the incumbent as well (Feldman, 1994; Sutton & Louis, 1987). Without a robust understanding regarding the impact that socialization behaviors have on individual incumbents, research and practice are ill-equipped to leverage the newcomer team entry event to its full potential. For example, this lack of insight obscures strategic ways that newcomer socialization may be utilized to benefit or develop particular incumbents and limits researchers' and practitioners' ability to anticipate how incumbents' differential experiences may lead to further downstream implications for the team moving forward.

I build upon Cooper and colleagues' (2021) theory regarding incumbent-newcomer relationships to address these issues. Cooper and colleagues posit that incumbents and newcomers both have interpersonal needs to fulfill, needs that are made salient during newcomer

team entry. Whereas the newcomer's most salient need during team entry is information to help them in their initial adjustment (Ashforth et al., 2008; Miller & Jablin, 1991), incumbents' salient needs stem from their reliance on the team to fulfil their psychological needs. Notably, both the incumbent and the newcomer have the capacity to fulfill the other person's salient needs. As an established insider, the incumbent is well-suited to provide the newcomer with valuable information which will aid in their adjustment. As the source of uncertainty during newcomer team entry, the newcomer can ensure the incumbent's psychological needs are fulfilled through the team and its goals by adjusting based on the information the incumbent shares. Consequently. Cooper and colleagues (2021) posit that incumbents proactively seek out exchange relationships with newcomers such that, in sharing valuable information with the newcomer, the newcomer will feel obligated to reciprocate by accepting and adhering to the incumbent's information. This reaction from the newcomer fulfils the basic psychological needs made salient for incumbents during newcomer team entry, resulting in a mutually beneficial relationship.

The extent to which such an exchange relationship between the newcomer and incumbent develops depends on the salience of the incumbent's psychological needs during newcomer team entry. Cooper and colleagues posit that an incumbent is especially likely to have salient psychological needs during newcomer team entry if they are personally invested in the team and its goals. The authors furthermore suggest that the incumbent's commitment to the team and its goals is likely to lead to greater effort in engaging with the newcomers when the incumbent's initial assessment of the newcomer suggests they would be useful for meeting the incumbent's salient psychological needs. I test these assertions by examining the effect that an incumbent's goal commitment has on their information sharing and whether the newcomer's role criticality amplifies this effect.

The incumbent's information sharing initiates an exchange relationship with the newcomer insofar as the newcomer values and accepts the provided resource. For incumbents whose information sharing is perceived as more influential, the pressure the newcomer feels to reciprocate in meeting the incumbent's salient psychological needs is amplified by the high value the newcomer places on the incumbent's information. Alternatively, for incumbents whose information sharing is perceived as less influential, the newcomer's relatively low valuation of the incumbent's information for their adjustment attenuates the sense of indebtedness they feel to reciprocate in meeting the incumbent's salient psychological needs (Lanaj et al., 2016). Therefore, an incumbent whose information sharing is more influential to the newcomer's socialization is more likely to have their needs met by the newcomer than an incumbent whose information sharing is disregarded as less influential to the newcomer's socialization. I capture the newcomer's acceptance of information as a valued resource by measuring the influence the incumbent had over the newcomer's attitudes or behaviors during socialization. Despite the literature's prevalent framing of incumbents' socialization influence as consistent across incumbents (Kammeyer-Mueller & Wanberg, 2003; Louis et al., 1983; Ostroff & Kozlowski, 2006), I argue that the influence on incumbents' information sharing will vary between incumbents as it does for other similar types of behaviors (Montoya & Horton, 2014; Zheng et al., 2021).

Finally, I expound upon Cooper and colleagues' (2021) theory by considering how an incumbent's fulfilled psychological needs resulting from newcomer socialization bolster their confidence in their ability to enact similar behaviors in a leadership capacity. The incumbent's need fulfillment reflects their positive experience in guiding the newcomer towards productive decisions and actions for the team's goal achievement. This prior experience successfully

enacting a leader-like behavior enhances the incumbent's confidence that they can similarly regulate the decisions and actions of others towards a shared goal (Bandura, 1986; Paglis & Green, 2002). Therefore, I expect that an incumbent whose needs have been fulfilled through sharing information with the newcomer will be more confident in their ability to lead in similar situations.

My full model, examined in a laboratory setting, is summarized in Figure 1. Examining newcomer team entry experimentally allows for greater confidence in the causal relationships being studied, as this design significantly mitigates several threats to the study's internal validity. First, by conducting this study in a laboratory where teams are assigned the same task and have no history working together as a team (e.g., no existing groups from courses participating in the study), I reduce systematic differences that may exist between teams at the start of the study (e.g., the nature of the team's task, team process, team climate, etc.) and between incumbents within the same team (e.g., tenure, seniority, etc.). Furthermore, randomly assigning roles for members of the team reduces the threat of selection bias by reducing the chance that newcomers or incumbents may systematically vary in ways which may confound the study's findings (e.g., personality, timeliness, previous experience, etc.). By running the study in the same controlled laboratory environment for all sessions, I also ensure that no differences in the environment may confound the relationships examined in the study. Therefore, by mitigating these threats to the study's internal validity, I am able to make a stronger causal argument for the relationships observed in this study. This approach to studying newcomer phenomena is fairly novel, however notable recent studies have used similar experimental designs to explore newcomer socialization research questions (e.g., Liu et al., 2022; Min et al., 2022).

Insert Figure 1 about here.

My paper contributes to the newcomer socialization literature by examining newcomer socialization from the incumbent perspective. Socialization research from the incumbent perspective has been sparse until recently. Those studies which have examined the incumbent perspective have remained at the team level providing limited insights into incumbents' differential experiences of and engagement with newcomers joining their team (Rink et al., 2013). By concretizing and empirically testing several key propositions in Cooper and colleagues' (2021) novel theoretical framework, I explore the important yet underexamined motives and experiences that incumbents have during newcomer socialization. This study will therefore contribute to the newcomer team entry and socialization literatures by clarifying the unique ways that individual incumbents experience and engage with a newcomer.

My paper also contributes to the socialization literature by enriching the understanding of the unique incumbent-newcomer relationship, including the ways in which these relationships vary within teams. Since a typical team has more than one incumbent with whom the newcomer must establish a relationship, a theoretical understanding for how these relationships vary is important not only to better understand the newcomer socialization process, but also to illuminate the differences that may exist in incumbent experiences within a team during newcomer socialization. Furthermore, research examining the incumbent-newcomer relationship has largely framed the incumbent as a provider or resources in the incumbent-newcomer relationship. My study explores the other half of the exchange relationship to better understand the nature of the incumbent-newcomer relationship as a whole, shedding light on the resources the newcomer provides to the incumbent to establish an exchange relationship.

Finally, I examine the consequences that an incumbent's socialization behavior has for

the incumbent. Extant research has highlighted the positive effects that socialization influence has for organizations, teams, and newcomers, however little is known about what consequences newcomer socialization has for incumbents. Furthermore, while research has demonstrated the influence that newcomers may have on the team through the novel insights and perspectives they provide (Rink et al., 2013), other ways in which newcomer team entry affects the team and its members (e.g., leadership emergence and development) remain unclear. I address these issues by examining how incumbents partner with newcomers to have their own needs met during newcomer team entry and consequently strengthen their leadership self-efficacy within the team. Understanding incumbents' need fulfillment is important given the well-established effects that having ones needs met has on important attitudinal outcomes including commitment and satisfaction (Greguras & Diefendorff, 2009). Furthermore, considering the effects that this process has on incumbents' growth and development accentuates the importance of this event in the life of a team beyond simply integrating the newcomer into the team.

Theoretical Background & Hypotheses Development

To understand incumbent information sharing, including its antecedents and consequences, I draw from Cooper and colleagues' (2021) theory on incumbent-newcomer relationships. Cooper and colleagues theorize that newcomers and incumbents both have salient needs during newcomer team entry. Both parties seek to fulfill their respective needs through an exchange with their relational counterpart (i.e., the newcomer for the incumbent and the incumbent for the newcomer). The newcomer—having just entered an unfamiliar role and team—needs information about the team and their place within it. While much of the information newcomers need is provided through organizational socialization programs and standardized new employee materials (Kammeyer-Mueller & Wanberg, 2003), the more granular

and interpersonal information newcomers need must largely be gathered from other team members (Miller & Jablin, 1991).

Newcomer team entry is also disruptive to a team's established dynamics and processes (Cooper et al., 2021; see also Gallagher & Sias, 2009; Toth et al., 2022; Trainer et al., 2020). This disruption produces ambiguity about how the new team will work together to achieve its goals and how motivated the team will be towards those goals (Moreland & Levine, 2001, 2002). Incumbents who have internalized the team's goals as their own are likely to perceive this as a threat to the team's goal to which they are highly committed. This threat to a goal that the incumbent has embraced as their own is likely to cause such an incumbent to perceive that their psychological needs—which they seek to fulfil by working with their team to achieve the team's goal—are at risk of going unfulfilled. As a result, newcomer team entry is likely to make committed incumbents' basic psychological needs salient.

If an incumbent perceives that the newcomer may be instrumental, even necessary, for addressing their needs, then the incumbent is likely to seek out a partnership with the newcomer which may aid in addressing both parties' needs (Cooper et al., 2021). One way that incumbents initiate a partnership with the newcomer is by strategically sharing resources that the newcomer needs. Because information about the team and their role is a particularly salient need for newcomers during team entry (Miller & Jablin, 1991), incumbents may leverage their knowledge and influence as a team insider to initiate an exchange relationship with the newcomer. Such resource sharing is likely to create a sense of indebtedness for the newcomer, making them more likely to reciprocate by supporting the incumbent in a mutually beneficial partnership (Cooper et al., 2021; see also Bartel & Dutton, 2001; Morrison, 1993; Ostroff & Kozlowski, 2006). Consequently, incumbents are able to meet their salient needs during newcomer team entry by

influencing the newcomer's socialization.

Finally, Cooper and colleagues (2021) suggest that incumbents' influence during socialization sets them up to wield greater influence with the larger team. Having their own needs met through socializing with the newcomer inspires incumbents' confidence in their ability to enact similar behaviors within the team. Sharing information which shapes the newcomer's adjustment and influences their socialization functions as informal leadership in the incumbent-newcomer relationship. By experiencing the fulfillment of their own needs as a result of such behaviors, incumbents are likely to appraise their socialization of the newcomer as a successful leadership experience. As a result, incumbents who are able to have their needs met through socialization are more likely to develop greater confidence in their ability to lead more broadly.

Incumbent Information Sharing

As team insiders, incumbents are ideally positioned to support the newcomer's adjustment to their role and team (Feldman, 1981; Korte, 2009). The information that an incumbent shares can help the newcomer adjust to their new role (Ashforth et al., 2008; Miller & Jablin, 1991) as well as signal interpersonal acceptance and invitation into the team (Kammeyer-Mueller et al., 2013; Ståhl et al., 2012). Newcomers typically have a strong need for such support given their unfamiliarity with the team and role and their lack of interpersonal connections with others on the team. An incumbent's choice to meet a newcomer's needs depends in part on the salience of their own needs as an incumbent (Montoya & Horton, 2014). An incumbent who is highly committed to the team's goals is likely to have highly salient needs resulting from newcomer team entry due to the additional ambiguity they create for whether and how the team will achieve its goals (Gallagher & Sias, 2009). Incumbents who are highly committed to the team goals are therefore likely to perceive this ambiguity as a threat to their need fulfillment.

Sharing information with the newcomer addresses this threat by influencing the newcomer's adjustment into the team processes and motivation towards the team goals (Porter & Woo, 2015). Consequently, incumbents who are highly committed to the team's goals are more likely to share information with the newcomer. The threat that a newcomer poses for whether and how the team will achieve its goal is less salient, however, for incumbents who are less invested in the team's goal accomplishment, as these incumbents' need fulfillment is less tied to the team's success. As a result, incumbents with low goal commitment are less inclined to leverage their insider information as a means for mitigating the newcomer's threat to goal accomplishment.

Extant research supports the assertion that team members who are more invested in the team and its goals are more likely to engage in extra-role behaviors that support the team. For example, Rioux and Penner (2001) found that individuals' care and concern for the success and well-being of the collective they belong to was one of the primary motives for enacting citizenship behaviors. Other studies have similarly found that team members who are invested in their team and its goals engage in more helping and citizenship behaviors (Farmer et al., 2015; Frenkel & Sanders, 2007) and focus more efforts on the team's success (Fishbach et al., 2011). Finally, research in the information systems literature shows that anticipated reciprocity to help one meet their own needs and interests is a key motivation for knowledge sharing (Ko et al., 2005; Lin, 2007). Thus, I hypothesize that an incumbent's goal commitment will have a positive effect on the incumbent's information sharing.

Hypothesis 1: An incumbent's goal commitment will be positively related to the incumbent's information sharing with the newcomer.

Newcomer Role Criticality

While incumbents who are committed to team goals are likely to share information with a

newcomer, some newcomers may be more attractive targets for an incumbent's information sharing than others. An incumbent whose own goals are aligned with the team's goals is motivated to share information that the newcomer needs insofar as they perceive the newcomer can provide them with something they need as well. If the incumbent perceives that the newcomer will significantly influence whether their own needs will be met, then they are more likely to initiate this exchange (Cooper et al., 2021; Dufour et al., 2021). A newcomer whose role is critical, requiring the team to rely upon them in order to achieve its goals (Humphrey et al., 2009), has greater potential to disrupt the team's interpersonal dynamics and goal pursuit (Morgeson et al., 2015; Morgeson & DeRue, 2006). A newcomer with a critical role is therefore likely to have a greater effect on the highly committed incumbent's ability to have their salient psychological needs met (Summers et al., 2012). Consequently, an incumbent that is highly committed to the team goals is more likely to share information with the newcomer if they perceive the newcomer as having a critical role on the team.

Alternatively, if the incumbent perceives that the newcomer will not have a significant influence on their ability to have their needs met, then they are less likely to share information with the newcomer (Cooper et al., 2021; Dufour et al., 2021), no matter their level of goal commitment. A newcomer whose role is less critical to the team's processes and outcomes requires less attention and action to adjust to their arrival (Morgeson et al., 2015; Trainer et al., 2020) making their entry into the team a less salient threat to goal fulfillment. A newcomer with a less critical role is therefore likely to be perceived by the incumbents as having less influence on their ability to have their needs met. As a result, irrespective of their goal commitment, an incumbent may be less likely to share information with a newcomer that holds a less critical role on the team.

Empirical research supports the notion that people are more likely to help someone if they believe the person can help them meet a salient goal. For example, one study found that individuals who are highly committed to the people they work with and their collective goals were more likely to help their peers as a means for receiving positive attention from them (De Clercq & Pereira, 2021). McAllister and colleagues (2007) similarly found that individuals seeking valued outcomes are more likely to help a teammate when they perceive that their helping will be instrumental for attaining their own valued outcomes. Taken together, I hypothesize that a newcomer's role criticality will strengthen the effect that the incumbent's goal commitment has on their information sharing behaviors.

> **Hypothesis 2**: The positive effect of an incumbent's goal commitment on the incumbent's information sharing will be stronger when the newcomer's role criticality is high.

Psychological Need Fulfillment

An incumbent's information sharing initiates an exchange relationship with the newcomer by fulfilling the newcomer's salient need in anticipation of the newcomer's reciprocity towards them. Upon receiving valued information needed for their adjustment, the newcomer is compelled through reciprocity norms to fulfil the incumbent's salient needs in return (Deckop et al., 2003; Gervasi et al., 2022). The needs made salient by newcomer team entry for incumbents are primarily psychological needs (Cooper et al., 2021) for resources the incumbent needs to "move towards increasing self-organization, adjustment, and flourishing" (Vansteenkiste et al., 2020, p. 2) such as competence, autonomy, and relatedness (Deci & Ryan, 2000). Therefore, newcomers are likely to support incumbents' salient psychological need fulfillment in response to the incumbent's information sharing.

The newcomer's reaction to the incumbent's information sharing supports incumbents' psychological need fulfillment in several ways. First, the newcomer affirms the incumbent's knowledge and capability as a team member through their acceptance and adherence to the information communicated from the incumbent (Feldman, 1994). Second, by engaging with the incumbent during the socialization process, the newcomer offers an additional social tie within the team which further embeds the incumbent into the team they are personally invested in (Greguras & Diefendorff, 2009; Mitchell & Lee, 2001). Finally, by adjusting to the information provided by the incumbent, the newcomer signals support for the incumbent's desired processes and outcomes within the team (Fishbach et al., 2011).

Empirical research supports the notion that one's own behaviors towards others can positively impact their own need fulfillment. For example, research by Chi and colleagues (2023) found that proactively helping others can fulfil one's own basic psychological needs by establishing interpersonal connection, providing the actor with a sense of agency, and affirming the value they have for those around them. Similar studies by Sonnentag and Grant (2012) and Wagner (2009) also demonstrate how helping behaviors fulfil one's own basic psychological needs. Because information sharing with newcomers is a type of helping behavior (Van Dyne & LePine, 1998), it is reasonable to expect that information sharing will have a similar effect on incumbents' psychological need fulfillment. Therefore, I hypothesize that:

Hypothesis 3: An incumbent's information sharing will be positively related to the incumbent's psychological need fulfillment.

Socialization Influence

In light of newcomers' highly salient information needs (Miller & Jablin, 1991), incumbents' information sharing can generally be expected to have a significant effect on the

newcomer's socialization (Kammeyer-Mueller et al., 2013). When a newcomer recognizes an individual incumbent as highly influential to their socialization, they are more likely to have a positive reaction to the incumbent's information sharing. The more positive a newcomer's reaction is to the incumbent's information sharing, the more fulfilling it is for the incumbent's salient psychological needs (Feldman, 1994). Therefore, when an incumbent is highly influential in the newcomer's socialization, the effect of their information sharing on their psychological need fulfillment is strengthened.

Not all incumbents who share information with the newcomer are influential in the newcomer's socialization, however, as a newcomer may reject an incumbent's information sharing or value some incumbents' inputs more than others. This less positive reaction diminishes the effects that such information sharing has on meeting the incumbent's basic psychological needs for two reasons. First, the newcomer's relatively weaker appraisal of the value they received from the incumbent's information sharing means that the newcomer's reciprocity norms are weaker as well (Gervasi et al., 2022). Second, this disaffirming experience from the incumbent's relational counterpart is likely to diminish the incumbent's own appraisal of themselves as knowledgeable, capable, and in control (Ashforth & Schinoff, 2016; Swann, 2005).

Empirical evidence supports the notion that an individual's behaviors towards others are more likely to fulfill their own psychological needs if the recipient recognizes and reacts to their influence. For example, Lanaj and colleagues (2016) suggest that leaders are more likely to have their needs satisfied as a result of their leadership behaviors if the follower affirms their effectiveness as a leader and buys into their strategies and values. Socialization influence similarly reflects a newcomer's affirmation of the incumbent's effectiveness and alignment with

their strategies and values; it is therefore likely to similarly strengthen the effect that incumbent's supportive behaviors (i.e., information sharing) have on their psychological need fulfillment. Therefore, I hypothesize that:

> **Hypothesis 4**: The positive effect of an incumbent's information sharing on the incumbent's psychological need fulfillment will be attenuated when the newcomer's perception of the incumbent's socialization influence is low.

Outcomes of Incumbents' Socialization Influence

An incumbent whose information was formative in the newcomer's adjustment serves as an informal leader for the newcomer (DeRue & Ashford, 2010). The fulfillment that an incumbent experiences from sharing information that helped the newcomer adjust is likely to bolster the incumbent's confidence in their ability to lead in other similar situations. The incumbent's confidence in their ability to lead is referred to as leadership self-efficacy, or "self-perceived capability to perform the cognitive and behavioral functions necessary to regulate group process in relation to goal achievement" (McCormick, 2001, p. 30). Therefore, I hypothesize that an incumbent whose needs have been fulfilled through sharing information with the newcomer will develop stronger leadership self-efficacy.

Empirical research supports the notion that feeling one's psychological needs have been met in a given situation will elevate the incumbent's leadership self-efficacy in similar situations. In support of the notion that having a fulfilling prior experience can bolster one's confidence in their ability to lead in similar situations, Kane and colleagues (2002) found that, when participants had a prior relevant experience, they were more likely to exhibit high leadership self-efficacy. Similarly, research by Ferris and colleagues (2007) found that individuals who fulfill a salient psychological need through their work with their unit are more capable of the

social influence needed to lead a team. Therefore, I hypothesize that incumbents' psychological need fulfillment will be positively related to their leadership self-efficacy.

Hypothesis 5: An incumbent's psychological need fulfillment will have a positive effect on the incumbent's leadership self-efficacy.

Research Questions

Cooper and colleagues (2021) posit that incumbents evaluate newcomers based upon their first impressions. First impressions rely on limited information about surface level characteristics and observable environmental factors (Swider et al., 2022). Surface level characteristics may include the newcomer's gender, age, race, and other immediately observable features. If the incumbent perceived the newcomer to be similar to them, then they are more likely to initiate a relationship based on positive expectations that the person will reciprocate the relationship and support their goals and efforts. Similarly, environmental factors such as the newcomer's proximity to the incumbent may also influence whether the incumbent shares information with the newcomer. If a newcomer is physically closer to the incumbent, then the incumbent may be more likely to consider the newcomer as a viable relationship partner who may help meet their needs and support their goals. Given this study's setting, it is unclear whether these effects will translate to a small short-term team. Therefore, I explore the effects that relational similarity and proximity have on information sharing as open research questions.

Research Question 1: To what extent does relational similarity impact the positive relationship between an incumbent's goal commitment and information sharing?

Research Question 2: To what extent does proximity impact the positive relationship between an incumbent's goal commitment and information sharing?

Methods

The sampling plan, experimental procedures, and measures are described below. The data used for this study was part of a larger data collection effort. All hypotheses were tested using Mplus Version 8.1 (Muthen & Muthen, 2017) with additional analyses conducted in R Version 4.3.3 (R Core Team, 2024). Data and analysis code are available upon request. This study was approved as an exempt study by the institutional review board (IRB) at Georgia State University (IRB Number H24068, Reference Number 375922).

Sample

Participants were undergraduate students enrolled in a large public university in the Southeastern United States over the Fall of 2023 and Spring of 2024. To recruit these participants, I partnered with instructors to offer course credit for students' participation. I attended each participating instructors' sections to share a five-minute recruitment pitch with their students and then provided details to instructors (Appendix 2) to post on iCollege, the online course management system used by the university. A QR code with the pre-experiment survey was included in both the in-person presentation and the online materials for students to provide times when they could participate in the study. An alternative assignment was also provided along with course credit for those who did not want to participate or already completed the study for a different course.

A total of 248 students participated in the study over the two semesters. Participants were assigned to groups based upon availability and were randomly assigned as either incumbents or newcomers after they arrived at the laboratory. Each group had three incumbents and one newcomer, resulting in 186 incumbent-newcomer dyads nested within 62 teams. Participants' ages ranged from 19 to 61 years old with a mean age of 23 years old (SD = 5.21). The majority

of participants were female (66%). Participants were 61% black, 21% Hispanic, 14% white, and 4% other.

Among the 186 incumbent-newcomer dyads included in the model, several had missing data for some variables included in the study. Several factors contributed to the incomplete responses from participants. First, one group did not complete their final survey before beginning the debrief for the experiment. This resulted in three incumbent-newcomer dyads with incomplete data. Second, some participants in early sessions (i.e., at the start of the study) skipped questions in the surveys before the survey was adjusted to force responses to all items. In these instances, mean values were calculated using only the items the participant completed for a measure. Third, one participant accidentally filled out the T3 survey instead of the T2 survey at the end of T2. Finally, some newcomers incorrectly identified incumbents when rating them. Whenever it was clear which incumbent a response was intended to be about, I updated the incumbent ID to reflect the correct incumbent. In instances where it was unclear, however, I made no adjustments to the data. As such, while all 186 incumbent-newcomer dyads were included in the final dataset, four participants were dropped out of the analyses due to missing data. The final sample therefore included 182 incumbent-newcomer dyads.

Pre-experiment survey

Students who were interested in participating in the study completed an availability survey which reiterated the material from the recruitment flier, requested informed consent, and asked for times that the student could participate in the study. At the end of this initial survey, a link was provided to a pre-experiment survey. This survey asked participants to create an anonymous ID to ensure that their responses were anonymous while ensuring pre-experiment survey responses could be matched with measures during and after the experiment. The pre-

experiment survey then asked participants to respond to an initial set of questions including participants' demographic information, individual differences, and prior experience with Pandemic or similar cooperative strategy boardgames (Appendix 3).

Experiment Procedure

This study utilized a collaborative strategy board game called *Pandemic* (Leacock, 2007) wherein participants worked together to accomplish a shared goal (see Appendix 1 for more details). In accordance with prior research utilizing a similar methodology (Y. Liu et al., 2022), the game was set up following the standard rules. For each session of the experiment, I followed a standard procedure to ensure that conditions were consistent throughout the experiment. First, I set up the laboratory. This included getting the computers ready, setting up the game, and checking in the participants. There were five computers used for the study. Three of the computers were placed at designated positions around the conference table with each of the incumbent surveys pulled up on separate tabs. A fourth computer was placed in a separate room where the newcomer was assigned to go during the first stage of the experiment. This laptop had the first newcomer survey pulled up, the training video for how to play the game, and a few tabs with additional resources about the game. Finally, the fifth computer was set up at the front of the laboratory and was used to record the session and play a tutorial for the game. Once the laboratory was set up, the experiment was designed to follow a standard timeline (Figure 2) lasting approximately two hours from participant check-in to the end of the debrief.

Insert Figure 2 about here.

Check-in and Introduction

Once participants arrived, they checked in with me to ensure they were marked as present before waiting in a separate waiting area. The check-in window lasted for 15 minutes from five

minutes prior to the official start time of the experiment until ten minutes after. Once all the participants were checked in, I randomly assigned one newcomer and three incumbents. The three incumbents were asked to join me in the laboratory and provided their unique identifier which they used for their pre-experiment survey. This identifier was then linked to a random participant ID for the experiment which was posted on their laptops. Next, participants were randomly assigned one of four roles (Figure 3), each having a unique set of functional abilities relevant to the game. Participants were then informed that their performance in the game would result in money being contributed to a charitable cause that provides medical support to underprivileged communities. This charitable cause was selected due to the relatively high variance in commitment to this goal among pilot participants prior to the study. Finally, the incumbents were shown a 15-minute video (Appendix 4) on how to play *Pandemic* (Leacock, 2007).

Insert Figure 3 about here.

During the training video for incumbents, I brought the newcomer to a separate room with a laptop set up for them to use during the first stage. The newcomer was asked for their unique pre-experiment identifier and given an anonymous participant ID for the remainder of the study. Next, the newcomer was given their role as either the Dispatcher or the Entry-Level Analyst (Figure 4). The Dispatcher role was assigned for the high criticality condition given its highly collaborative nature and utility towards meeting the team's goals, whereas the Entry-Level Analyst role was assigned for the low criticality condition since it gives the newcomer no special abilities beyond the basic abilities held by all team members. The newcomer was then instructed to use their computer to watch the same training video that the incumbents were watching (Appendix 4) and to complete a survey. In addition, the newcomer was given the

choice for how they would like to spend the remainder of their time while the incumbents completed the first stage of the experiment. Several websites were provided for the newcomer to proactively seek additional information about the game if they wanted to, however it was made clear that the only requirements for this time were that they watch the tutorial and complete the survey.

Insert Figure 4 about here.

Stages of the Study

After the incumbents watched the training video, the team was told they had 60 minutes to play the game. I sat at the table in the laboratory for each group's first round of the game to answer any questions about the rules and ensure participants understood their roles in the game. After the first round was complete, I watched the session from my office down the hall via online video chat. I reentered the laboratory to address any questions or issues as needed. After playing for 30 minutes, participants completed the T1 incumbent survey, including a measure for incumbent goal commitment (Appendix 3).

Once all participants in the group had completed their surveys, the group was informed that a newcomer was joining their team. The newcomer then entered the room and took their seat at the table. Play resumed starting with the newcomer's first turn. Once the newcomer's second turn was complete, the newcomer and incumbents completed the T2 surveys. The incumbent survey included measures of self-reported incumbent information sharing and a manipulation check for each incumbent's perception of the newcomer's role criticality, while the newcomer survey included a measure for each incumbent's socialization influence (Appendix 3).

After all participants—including incumbents and the newcomer—completed their T2 surveys, the group was allowed to resume the game for a final 20 minutes. Once time had

expired, the newcomers and incumbents completed the T3 surveys including measures for incumbents' psychological need fulfillment and leadership self-efficacy (Appendix 3). Participants were then debriefed to ensure that no participants guessed the manipulation and no harm or deception occurred during the study. Finally, participants were requested not to share any information about the experiment with other students who may be participants in the future.

Measures

As outlined in the procedure above, this study collected data from both newcomers and incumbents across four stages including before the experiment (T0), immediately before the newcomer joined the team (T1), shortly after the newcomer joined the team (T2), and at the end of the experiment (T3). Details for the complete data collection are included in Appendix 3.

T0 Survey (Pre-Experiment)

All participants completed a pre-experiment survey including demographic information and individual differences which will largely be considered as control variables for the experiment.

Demographic Information. Participants provided basic demographic information including age, gender, race, and education experience (i.e., current progress towards undergraduate degree). Similarity was calculated by creating a binary variable with 1 = same and 2 = different for both race and gender such that incumbents with the same race as the newcomer were given a 1 for race similarity and incumbents with the same gender as the newcomer were given a 1 for gender similarity.

Previous Experience. Participants rated their previous experience playing (1) *Pandemic* and (2) strategic board games, and (3) cooperative games where teams work together to win. Participants responded on a scale from 1 = *no experience* to 7 = *very experienced*.

T1 Incumbent Survey (After Trial 1)

Goal Commitment. After completing the first round of the game, participants were asked to rate their goal commitment using five items adapted from Hollenbeck and colleagues' (1989) 9-item scale for goal commitment. Items were adapted to focus on team goals, and the selected items were chosen based on their fit with the team context. These five items include "I am strongly committed to pursuing this goal", "I think this goal is a good goal to shoot for", "It wouldn't take much to make me abandon this goal" (reverse coded), "There is not much to be gained by trying to achieve this goal" (reverse coded), and "Quite frankly, I don't care if I achieve this goal or not" (reverse coded"). Items were measured on a 7-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree. This was measured immediately before the newcomer joined the team to ensure that variance in goal commitment was sustained through the newcomer team entry event. Alpha reliability for this measure was 0.79.

Control. I control for incumbents' task mastery (Kammeyer-Mueller & Wanberg, 2003) since incumbents who are more adjusted to game may be more confident in the information they have to share with the newcomer (Toth et al., 2022).[1]

T2 Incumbent Survey (After Newcomer Entry & On-boarding)

Newcomer Role Criticality Manipulation Check. Newcomer role criticality was measured using three items from an adapted version of Cardador and colleagues' (2011) four-item instrumentality scale. Items were adapted to (1) assess the criticality of the newcomer rather than an organization, (2) be future-focused, and (3) reference team goals rather than personal

[1] My original model controlled for prosocial motivation to emphasize incumbents' instrumental motives. The team's goal is inherently prosocial, however, given the team is seeking to maximize its contribution to a charitable cause. This conflates incumbents' goal commitment and prosociality. As such, I no longer control for prosocial motivation.

goals (Chan, 1998). The three items include "Working with this person will help us achieve our goals", "I feel this person will play a critical role in our team's successes and failures", and "This person will support our team's goals and values." The fourth item from Cardador and colleagues' (2011) scale was dropped as the wording was redundant with other items once adapted. Items were measured on a 7-point Likert scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. Alpha reliability for this measure was 0.75.

Newcomer-Directed Information Sharing. Self-reported newcomer-directed information sharing was measured using Zhang and colleagues' (2021) 6-item scale. Sample items include "I gave useful suggestions for what the newcomer should do" and "I provided knowledge and skills to the newcomer that are necessary to his/her role." Items were measured on a 7-point Likert scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. Alpha reliability for this measure was 0.88.

T2 Newcomer Survey (After Newcomer Entry & Team Planning Time)

Incumbent Socialization Influence. The newcomer rated incumbent socialization influence using Kammeyer-Mueller and Wanberg's (2003) 7-item scale. Sample items include "This person has had a very strong influence on how much I have learned about the way my team works" and "This person has had a very strong influence on how I have adapted to my environment." Items were measured on a 7-point Likert scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. Alpha reliability for this measure was 0.94.

T3 Incumbent Survey (After Trial 2)

Psychological Need Fulfillment. Incumbent psychological need fulfillment was measured using La Guardia and colleagues' (2000) 9-item scale. Sample items include "In working with this team, I feel free to be who I am" and "In working with this team, I feel like a

competent person." Items were measured on a 7-point Likert scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. Alpha reliability for this measure was 0.80.

Leadership Self-Efficacy. Incumbent leadership self-efficacy was measured using Paglis and Green's (2002) 8-item scale. Sample items include "I know how to encourage a good group performance" and "Overall, I believe that I could lead a group successfully." Items were measured on a 7-point Likert scale ranging from 1 = *strongly disagree* to 7 = *strongly agree*. Alpha reliability for this measure was 0.83.

Proximity

Proximity to the newcomer was evaluated using dummy variables for incumbents' seat positions in the study with the seat directly beside the newcomer and on the same side of the table coded as the comparison group.

Analytic Strategy

To determine whether the newcomer criticality manipulation was effective, I conducted a manipulation check using an established measures for criticality (Cardador et al., 2011) to ensure that the high-criticality condition teams rated the newcomer's role criticality significantly higher than the low-criticality condition teams. To do so, I compared the average aggregate newcomer role criticality between teams in the high- and low-criticality conditions to ensure that the mean difference was statistically significant. If the means were significantly different between the two conditions, then the manipulation was considered successful and the binary variable for newcomer role criticality could be used for the remainder of the analyses.

Next, I conducted a series of confirmatory factor analyses (CFAs) to confirm that my hypothesized factor structure provided the best fit for the data. The measures used for this study came from two sources including (1) incumbent self-reports (goal commitment, newcomer-

directed information sharing, psychological need fulfillment, and leadership self-efficacy) and (2) newcomer ratings of incumbents (socialization influence). Given there is only one variable which was rated by the newcomer, I only analyzed the discriminant validity for the four incumbent-rated measures. I analyzed the fit for these CFAs by comparing common fit indices (i.e., comparative fit index [CFI], Tucker–Lewis index [TLI], root mean squared error of approximation [RMSEA], and standardized root mean square residual [SRMR]) with a single-factor model for each.

Given the data is nested within teams, I employed multilevel path analyses in Mplus using full information maximum likelihood (FIML) to test my hypotheses (Muthen & Muthen, 2017). FIML allows for parameter estimation to utilize all available data, including cases with missing data. This approach offers more efficient parameter estimation relative to listwise deletion or other techniques for dealing with missing data, however FIML assumes missingness is random and not attributable to the value of the variable (e.g., if data were exclusively missing for cases where the value may be expected to be at a certain level; Enders & Bandalos, 2001). Within-group predictors (i.e., incumbent goal commitment, incumbent newcomer-directed information sharing, newcomer-rated incumbent socialization influence, and incumbent psychological need fulfillment) were group-mean centered to eliminate between-group variance that may result from group-level differences (Enders & Tofighi, 2007). Once the manipulation check was confirmed, the Level 2 variable (newcomer role criticality) was dummy coded based on the group's experimental condition (low-criticality = 0; high-criticality = 1) and uncentered.

Results

Means, standard deviations, reliabilities, and correlations among study variables are shown in Table 1. Aggregation statistics for incumbents' perceptions of role criticality suggest

significant variance exists between groups (ICC[1] = 0.15, p = .003) and incumbents had sufficiently similar responses (mean $r_{wg(j)}$ = 0.65), supporting role criticality as a between-group variable as expected based upon the experimental design. A manipulation check comparing the average newcomer role criticality between groups in the high- and low-criticality conditions shows that average newcomer role criticality is marginally significant and higher for groups in the high-criticality condition relative to groups in the low-criticality condition (b = 0.30, p = .058). While this p-value falls outside the standard threshold of $p < .05$, it is in the hypothesized direction and approaching significance. Furthermore, a manipulation check at the individual level shows that role criticality was significantly higher for individuals in the high-criticality condition relative to the low-criticality condition (b = 0.29, p = .035) suggesting incumbents generally perceived the difference between the two conditions. This, paired with the marginally significant difference at the group level, suggests that groups in the high-criticality condition systematically vary from groups in the low-criticality condition with regards to newcomer role criticality. As such, I use the binary variable for role criticality condition as a proxy for role criticality for the remainder of the analyses.

Insert Table 1 about here.

I tested my constructs' discriminant validity by conducting a series of confirmatory factor analyses (CFAs). Given the nested data structure with incumbents nested within teams, I group-mean centered the items before loading them onto factors to examine the construct validity of all four incumbent-rated variables (goal commitment, newcomer-directed information sharing, psychological need fulfillment, and leadership self-efficacy) at the individual level. I first estimated a four-factor model loading items onto their corresponding factors at the individual level. Results for this four-factor model indicated a suboptimal fit with the data ($\chi^2(344)$ =

597.424, comparative fit index = 0.786, Tucker–Lewis index = 0.765, root-mean-square error of approximation = 0.063, standardized root-mean-squared residual = 0.091).

These relatively poor fit indices are likely due to the large number of items used to measure the variables in my model. Item parceling helps to resolve issues associated with large numbers of items relative to the study's sample size (Little et al., 2002) and can be used for studies examining relationships among constructs (Little et al., 2013). As such, I created 2-3 parcels for each variable based on commonalities in order to create equivalent parcels (Weijters & Baumgartner, 2022). I then group-mean centered the parcels and used them to run confirmatory factor analyses. As expected, the parcels greatly improved the model fit ($\chi^2(21)$ = 47.049, comparative fit index = 0.933, Tucker–Lewis index = 0.884, root-mean-square error of approximation = 0.082, standardized root-mean-squared residual = 0.045).

I then estimated two alternative models including a model with all items loaded onto a single factor ($\chi^2(27)$ = 162.539, comparative fit index = 0.649, Tucker–Lewis index = 0.532, root-mean-square error of approximation = 0.164, standardized root-mean-squared residual = 0.102) and a model with items from measures collected at the same time (i.e., psychological need fulfillment and leadership self-efficacy) combined into one factor ($\chi^2(24)$ = 63.611, comparative fit index = 0.897, Tucker–Lewis index = 0.846, root-mean-square error of approximation = 0.094, standardized root-mean-squared residual = 0.060). As can be seen in the fit indices, the alternative models produced a weaker fit for the structure of the data at the individual level. Chi-squared difference tests revealed a significantly better fit for the four-factor model relative to the one-factor ($\Delta\chi^2$ (df = 6) = 115.49, $p < .001$) and three-factor ($\Delta\chi^2$ (df = 3) = 16.562, $p < .001$) models. Therefore, I find support for the discriminant validity of the constructs in my model.

Hypothesis Testing

While the unconditional main effect for incumbents' goal commitment was positively associated with subsequent newcomer-directed information sharing without controlling for task mastery ($\gamma = 0.342$, $p < 0.001$), its effect was only marginally significant when task mastery was included ($\gamma = 0.187$, $p = 0.058$).[2] As shown in Table 2, the cross-level moderation effect of newcomer role criticality on goal commitment's effects on information sharing was insignificant ($\gamma = 0.003$, $p = 0.988$). Goal commitment's effect on information sharing is positive and insignificant for participants in both the high-criticality condition (slope = 0.225, $p = 0.054$) and low-criticality condition (slope = 0.180, $p = 0.069$) with no significant difference in slope between the two conditions (difference = 0.045, $p = 0.767$). As such, I do not find support for my second hypothesis.

Insert Table 2 about here.

Next, results support the significant positive unconditional effect of incumbents' information sharing on subsequent psychological need fulfillment ($\gamma = 0.246$, $p < 0.001$). This finding supports my third hypothesis. The effect of information sharing on psychological need fulfillment was not, however, significantly moderated by newcomer-rated socialization influence ($\gamma = 0.087$, $p = 0.231$). The effect of information sharing on psychological need fulfillment is

[2] Incumbents with higher goal commitment may be more likely to share information with the newcomer in part because their motivation to accomplish the team's goal makes them more likely to work towards mastering the team's task in order to accomplish the goal. Such mastery would then provide the highly committed incumbent with more useful information to share with the newcomer as a means for initiating an exchange relationship. Consequently, the effect of goal commitment on information sharing may be mediated by incumbents' task mastery. Results from a model with task mastery mediating the effect of goal commitment on information sharing show a significant mediation path (indirect effect = 0.152, $p = 0.023$), supporting this potential explanation for task mastery's impact on the effect of goal commitment for information sharing.

positive and significant at both high (+1 SD) and low (-1 SD) levels of newcomer rated socialization influence (high influence slope = 0.291, $p < 0.001$, low influence slope = 0.201, $p = 0.002$) with no significant difference in slope between the two conditions (difference = 0.090, $p = 0.333$). Therefore, I do not find support for Hypothesis 4. Finally, the effect of incumbents' psychological need fulfillment on their leadership self-efficacy was significant ($\gamma = 0.430$, $p < 0.001$).[3] Consequently, Hypothesis 5 is supported.

Finally, I examined the two research questions by running separate models that included moderation effects for (1) race similarity, (2) gender similarity, and (3) proximity on the goal commitment to information sharing relationship. The interaction effect of race similarity and goal commitment for information sharing was insignificant ($\gamma = 0.012$, $p = 0.942$) as were the interactions for the proximity dummy variables ($\gamma_1 = -0.118$, $p = 0.508$; $\gamma_2 = -0.220$, $p = 0.270$), however the interaction effect of gender similarity on the relationship between goal commitment and information sharing was significant ($\gamma = -0.300$, $p = 0.047$). As shown in Figure 5, the effect of goal commitment on information sharing is significant when the newcomer is the opposite gender (slope = 0.490, $p < 0.001$), but not significant when the newcomer was the same gender (slope = 0.190, $p = 0.089$). The difference in slopes between the two conditions is significant (difference = 0.30, $p = 0.049$).

Insert Figure 5 about here.

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[3] Results also support a significant indirect effect from information sharing to leadership self-efficacy ($\gamma = 0.106$, $p = 0.011$) and a significant direct effect of information sharing on leadership self-efficacy ($\gamma = 0.216$, $p < 0.001$), suggesting that the effect of information sharing on leadership self-efficacy is only partially mediated by psychological need fulfillment.

Supplemental Analyses

While many of the hypothesized relationships were supported, there were several intriguing results which were different than expected or hypothesized. To explore these relationships further and consider possible explanations for the unexpected findings, I conducted several supplemental analyses.

Role Criticality Manipulation

The role criticality manipulation check demonstrated an effect in the hypothesized direction but was only marginally significant. One possible explanation for this relatively weak finding is that the manipulation check manipulated more than just the newcomer's criticality. For example, it may be that the high criticality condition's highly specialized and unique newcomer role was perceived as less similar to the incumbents' roles than the low criticality condition's relatively basic newcomer role. Alternatively, incumbents may perceive the low criticality condition as harder to lead given the limited capabilities the newcomer possesses relative to the high criticality condition. This frustrating experience may undermine incumbents' confidence that they can guide other goal-directed behaviors towards a successful outcome, therein reducing their leadership self-efficacy. To empirically examine whether the manipulation created systematic differences between groups skill dissimilarity and leadership self-efficacy, I regressed both variables on the experimental condition. Results show that groups in the "high criticality" condition perceived significantly higher skill dissimilarity ($b = 0.551$, $p = 0.002$) and leadership self-efficacy ($b = 0.263$, $p = 0.045$), suggesting that the manipulation significantly influenced groups collective perceptions of skill dissimilarity and leadership self-efficacy.

A second possible reason for this marginal significance is that the manipulation check was conducted at T2, which was after the newcomer had joined the team and taken two turns in

the game. This may reduce the manipulation check's ability to effectively capture the effect of the manipulation by conflating the incumbents' perceptions of the newcomer themselves with their perceptions of the newcomer's role. To explore this possible explanation, I collected incumbents' role criticality perceptions just after informing the team of the newcomer and their role but before the newcomer entered the room. This ensured that responses were based solely on the criticality of the newcomer's role and not the newcomer themselves. This data was collected for a small subset of the total groups (27 groups), however results show a stronger effect which is already approaching significance despite the smaller sample (b = 0.46, $p = 0.051$).

Role Criticality Interaction

The second unexpected finding was the insignificant moderation effect of role criticality on the goal commitment to information sharing relationship. One possible explanation for this insignificant effect is that role criticality is an independent predictor of information sharing alongside incumbents' goal commitment. Indeed, the incumbents' perceptions of the newcomer's role as highly critical may make them more likely to share information than they would be with a less critical newcomer regardless of their commitment to the team and its goals. I test this assertion by removing the interaction effect from the hypothesized model, however results for this model do not support a significant direct effect for the binary indicator of role criticality condition on information sharing ($\gamma = 0.063$, $p = 0.671$).

Another possible explanation for this insignificant effect is that the manipulation, as indicated in the binary variable used for role criticality, may have unintended effects beyond role criticality, therein obscuring the effect of role criticality. Such findings are not uncommon in experimental designs, especially when manipulating something which must be perceived by study participants. To examine this possibility, I tested the interaction effect of team-level role

criticality perceptions on the relationship between goal commitment and information sharing using the measure for role criticality from the manipulation check. Results for this model similarly do not find support for an interaction effect ($\gamma = 0.106$, $p = 0.538$).

Finally, I consider whether these two explanations together may clarify the nature of the relationships among incumbents' goal commitment, perceptions of newcomer role criticality, and subsequent information sharing. To explore this possibility, I tested the hypothesized model without the interaction effect and using the measure for role criticality from the manipulation check. Results from this model support a significant direct effect of incumbent-perceived role criticality on information sharing independent of incumbents' goal commitment ($\gamma = 0.332$, $p = 0.002$).

Need Fulfillment

I hypothesize and find support for gestalt basic psychological need fulfillment resulting from an incumbent's information sharing and the positive effect that such need fulfillment has on the incumbent's leadership self-efficacy. It may be the case, however, that a specific need or needs may be driving these significant relationships. For example, Cooper and colleagues (2021) highlight two needs, including belongingness and control over the team's processes and outcomes, which motivate incumbents to initiate exchange relationships with newcomers. To examine whether specific needs may be driving these significant effects, I ran additional analysis with the three facets of psychological need fulfillment—autonomy, competence, and relatedness—broken out in place of overall psychological need fulfillment. Of these three needs, Cooper and colleagues' emphasis on the need for belongingness is most closely associated with Basic Psychological Need Theory's need for relatedness. I also included need for control (Ashford et al., 1989) as posited by Cooper and colleagues (2021).

Results for this model with the three basic psychological needs and need for control show that the effect of information sharing was positive and significant for all three facets of psychological need fulfillment, including autonomy ($\gamma = 0.193$, $p = 0.018$), relatedness ($\gamma = 0.286$, $p = 0.004$), and competence ($\gamma = 0..260$, $p < 0.001$), but the need that is driving the significant effects of psychological need fulfillment on leadership self-efficacy is competence ($\gamma = 0.229$, $p = 0.007$). The effects of need for relatedness ($\gamma = 0.041$, $p = 0.399$) and autonomy ($\gamma = 0.040$, $p = 0.555$) on leadership self-efficacy are both insignificant. Information sharing also had a significant positive effect on need for control ($\gamma = 0.400$, $p < 0.001$), and need for control had a significant positive effect on leadership self-efficacy ($\gamma = 0.244$, $p < 0.001$). All estimates are stable with and without the other facets.

Discussion

Incumbents have a crucial role in newcomer socialization not only as agents to assist with the newcomer's adjustment, but also as stakeholders impacted by the change in team membership. However, the literature examining factors which may influence incumbents' engagement in newcomer socialization and the consequences thereof has remained sparse and underdeveloped. The present research seeks to remedy these issues by exploring the incumbent-newcomer relationships within a team from the incumbent perspective. My findings suggest that differences in newcomer attributes (i.e., newcomer role criticality) and incumbent attitudes (i.e., goal commitment) systematically influence incumbent-newcomer relationships within a team. Support is also found for the positive effects that socialization behavior (i.e., information sharing) may have for the incumbent, including psychological need fulfillment and leadership self-efficacy. I demonstrate these relationships using an experimental design to bolster causal arguments by reducing or eliminating potential confounds.

Unexpected Findings

This study's findings have two noteworthy differences from what was predicted which merit further discussion. These include the marginal significance of the manipulation check for newcomer role criticality and the lack of support for the interaction effect of socialization influence on the information sharing to psychological need fulfillment relationship. I discuss these two findings below, including possible explanations for these unexpected results.

Marginally Significant Manipulation Check

First, my analyses found only marginal significance for the role criticality manipulation check. While the results were in the expected direction and approaching significance, these results were still surprising given the apparent contrast in role criticality between the two conditions. There are several possible explanations and avenues for further investigation to explain this finding. First, it is likely that additional teams may provide additional power needed to demonstrate the significance of this effect. Since the manipulation was conducted at the group level, the manipulation check relied on the differences between groups to demonstrate a successful manipulation. The targeted 60 groups were known to be on the low end in terms of the number of groups needed for such analyses, and additional data collection is planned to address this concern. A manipulation check at the individual level shows promise for this approach, as the effect is similar to that at the group level but is also significant. As such, it appears that incumbents did recognize the significant differences between newcomers' role criticality and should be expected to have significantly different shared perceptions as well given their level of agreement (mean $r_{wg(j)} = 0.64$).

Alternatively, this marginally significant manipulation check may be the result of procedural or data issues. The measure for role criticality was collected at T2 after the

incumbents had interacted with the newcomer for one complete cycle of turns. Incumbents who have gotten to know the newcomer may conflate the newcomer's utility as an individual with the criticality of the newcomer's role. For example, some newcomers entered the game with useful strategy ideas, revitalizing energy, or a clear mind about game rules and procedures which may be useful to the team. These factors may cause an incumbent to consider the newcomer as more critical despite the newcomer's less critical role. Contrastingly, the incumbent may overlook the criticality of a more critical role if they do not perceive the person themselves to be useful or likely to help. I explored this possibility in my supplemental analyses by examining criticality perceptions prior to the newcomer entering the team, and the results show promise for this explanation.

Finally, this marginally significant result may signal confounding variables which are not included in the current model. Based on the procedural observations above, there may be other attributions of the newcomer which would impact incumbents' appraisal of the newcomer and their role. Examples may include the newcomer's surface-level similarity (as explored in the research questions above), proactive information seeking, or prior experience with similar games. Another factor influencing incumbents' perceptions may be their own comprehension of the game. For example, an incumbent who is better adjusted may be more likely to recognize the utility of the high-criticality role since they are more capable of recognizing its implications for the game. Additional analyses are needed to probe these and other explanations in order to better understand how incumbents perceive newcomers and appraise their utility.

Unsupported Socialization Influence Interaction

The other unexpected finding was the insignificant moderation effect of socialization influence on the relationship between information sharing and psychological need fulfillment.

There are several possible explanations for this insignificant result. First, since newcomers rated all incumbents' socialization influence, they may not be able to differentiate the influence exerted from different incumbnents. To explore this possible explanation, I examined what proportion of the variance was at the individual level (as modeled) and the group-level (i.e., the extent to which the newcomer put the same responses for each incumbent). The ICC(1) for newcomer-rated socialization influence was 0.638, suggesting that newcomer rated all incumbents within their group similarly. Consequently, there is relatively little variance in newcomer-rated socialization influence after accounting for group membership (variance = 0.428), making it unlikely to find any significant effects related to socialization influence at the individual level.

Additionally, it may be the case that newcomer-rated socialization influence is a poor fit for the theorized effects that the newcomer's acceptance of the incumbent's exchange initiation may have on the incumbent's subsequent receipt of valued resources from the newcomer (i.e., psychological need fulfillment). Given the intrapsychic nature of newcomer-rated socialization influence, the incumbent may not be able to clearly recognize the influence the newcomer perceives them to have, therein diminishing their ability to perceive their information sharing as more or less valued. In this case, a stronger effect may be related to deference (measured in my data collection at T3 but not at T2; could be coded using video recordings of teams working on the experimental task) or gratitude expression (could be coded using videos). Alternatively, incumbent-rated variables, such as newcomer expressed humility or coachability (measured at T2) may better capture newcomer's receptivity to information sharing. Unfortunately, these variables, as measured in my data collection, are more likely to capture incumbent's overall

perceptions of the newcomer's receptivity rather than the newcomer's receptivity to their exchange initiation in particular.

Lastly, I could explore using other variables instead of information sharing in my model. I have collected several such variables including (1) given social support (Vinokur et al., 1996), (2) helping the newcomer (Van Dyne & LePine, 1998), and (3) tacit knowledge sharing (Huang et al., 2014). Each of these variables capture socialization behaviors directed towards the newcomer and may be a better fit for the model overall, including the interaction with socialization influence.

Theoretical Implications

This research has several theoretical implications for the newcomer socialization literature examining newcomer socialization from the incumbent perspective, including antecedents and outcomes of incumbents' engagement in newcomer socialization, as well as for distinguishing the variation that exists within teams regarding incumbent-newcomer relationships during team entry. The study also contributes to the broader literature on need fulfilment and leadership development.

Incumbent-Newcomer Exchange Relationships

First, I build upon Cooper and colleagues' (2021) theoretical conceptualization of incumbent-newcomer relationships as exchange relationships to elaborate key antecedents which motivate incumbent engagement in newcomer socialization. The value incumbents provide during newcomer socialization is well documented (Feldman, 1994; S. Liu et al., 2024), however the literature has largely overlooked the factors which may contribute to incumbents' engagement in the newcomer's socialization (Y. Liu et al., 2022; Toth et al., 2022). I examine how incumbents' attitudes (i.e., goal commitment) and newcomers' attributes (i.e., newcomer

role criticality) influence incumbents' information sharing as a means for initiating an exchange relationship with the newcomer.

Next, I enrich the literature's current understanding of the unique incumbent-newcomer relationship by examining the ways in which these relationships vary within teams. Socialization theory and research to date has conceptualized incumbents as a collective source of information and influence for newcomer adjustment (Kammeyer-Mueller & Wanberg, 2003). My research goes beyond this research to consider how incumbent-newcomer relationships may vary within teams, making certain incumbents more likely than others to share information and initiate exchange relationships with a newcomer. Complicating this theoretical understanding of the incumbent-newcomer relationship and its role in newcomer socialization advances current conversations in the newcomer socialization literature to begin considering which incumbent-newcomer relationships are most influential for the newcomer's socialization and how the variance in incumbent-newcomer relationships may provide a more nuanced understanding of incumbents' impacts during newcomer socialization.

Need Fulfillment & Self-Efficacy

My research also has important implications for the broader literature on psychological need fulfillment because of the novel outcome I observe in leadership self-efficacy. Psychological need fulfillment originates from one of self-determination theory's six "mini-theories"—basic psychological needs theory (Ryan & Deci, 2017)—which posits that people are motivated by their pursuit of self-directed behavior which is not controlled or caused by another entity. This perception, either via oneself or others, is reflected in the extent to which the person is autonomous, competent, and relationally connected. A person who is perceived to have all three needs fulfilled is believed to be more likely to experience a flourishing life. The authors posit that flourishing is not simply a maximization of hedonic pleasure and minimization of hedonic pain, but is rather "eudaimonia," or the

actualization of both human excellence and virtue (Ryan et al., 2013). As such, basic psychological need fulfillment is associated with adjustment, growth, and integrity (Ryan, 1995).

To date, however, research examining psychological need fulfillment has largely focused on health and hedonic outcomes, such as general wellness (Slemp et al., 2018), positive and negative emotions (Stanley et al., 2021), and subjective health (Tang et al., 2020). Recent research has begun exploring more attitudinal and behavioral outcomes of fulfilled basic psychological needs beyond wellness (e.g., Slemp et al., 2018), however I am aware of no study which has explored how the having one's basic psychological needs fulfilled during a focal experience produces greater confidence, or self-efficacy, that the individual can replicate a fulfilling experience again in a similar situation. The lack of research examining how need fulfilment leads to self-efficacy is surprising given self-efficacy's underlying theoretical foundation—social cognitive theory—which posits that human agency is characterized by intentionality, forethought, and a belief in one's control over the events in their environment (Bandura, 2001). These facets closely relate to basic psychological need fulfillment's emphasis on self-directed actions, suggesting that the fulfillment of basic psychological needs would be foundational to one's self-efficacy.

Furthermore, the literature on basic psychological need fulfillment has remained focused on individual outcomes without regard to how perceived autonomous behavior in a team context may bolster one's confidence in their ability to "regulate group process in relation to goal achievement" (McCormick, 2001, p. 30). Examining leadership self-efficacy as an outcome of psychological need fulfillment therefore contributes to the self-determination literature by elaborating how one person's need fulfillment during a team activity may make them more confident in their ability to lead in a similar situation. Leadership self-efficacy following newcomer socialization demonstrates an incumbent's adjustment and growth resulting from their needs being met during newcomer team entry, therein testing basic psychological need theory's proposition that need fulfillment will result in such adjustment and growth.

Leadership Emergence & Development

Finally, this study has implications for the broader literature examining leadership emergence and development. DeRue and Ashford (2010) posit that informal leadership often emerges through dyadic relationships wherein one party is identified as a leader and the other as a follower. I build upon this theoretical assertion by articulating how an incumbent may develop the confidence needed to claim a leader identity (i.e., leadership self-efficacy) through their socialization of the newcomer. While the assertion that leadership development may result from engaging in leader-like behaviors with peers is not particularly novel, I am aware of no research or theory which articulates how and why more seasoned members emerge as leaders when teams grow. This research therefore advances theory regarding informal leadership development and emergence by framing the newcomer team entry event as a strong situation in which incumbents may develop the confidence and skills needed to lead.

Practical Implications

My research has important implications for managers and human resource practitioners, including insights into the varying impacts of newcomer team entry for incumbents and the utility of newcomer socialization as a mechanism for leadership development. First, this paper suggests that incumbents' experiences of newcomer team entry are likely to vary greatly depending on the attitudes of the incumbents on the teams they join and the criticality of the role the newcomer has within the team. Given the importance of incumbents for newcomers' socialization, managers and human resource practitioners should consider team members' goal commitment to ensure that sufficient support can be expected by incumbents to aid in the newcomer's adjustment, especially for newcomers in less critical roles. Additionally, managers and human resource practitioners may benefit from emphasizing to incumbents the ways in

which a newcomer's role will be critical for meeting the team's goals, as well as revitalizing incumbents' commitment to those goals, prior to the newcomer joining the team so as to maximize the support the newcomer receives from each incumbent.

This research also suggests that newcomer socialization may be used within teams and organizations as a means for incumbents' leadership development. This finding has two important implications. First, it suggests that newcomer team entry may catalyze leadership development for individual team members, enabling the team or organization to develop future leaders more efficiently. To leverage this finding, managers and human resource professionals may strategically pair newcomers with high-potential future leaders through mentorship or buddy systems to develop the future leader's confidence in their ability to lead. Second, these findings suggest that managers and human resource practitioners may identify potential leaders by observing which individuals proactively establish relationships with the newcomer. Proactive information sharing with the newcomer may serve as an early sign that an individual is developing the skills and confidence needed for future leadership. By recognizing this behavior, managers and human resource practitioners may bolster their leadership pipeline and better identify potential future leaders.

Lessons Learned

Over the course of the study, I learned several valuable lessons which will inform future study procedures, surveys, and participant recruitment.

Study Design and Procedures

I refined my procedure over the course of the study to ensure consistency as I observed potential places for unintended variance between individuals or groups. First, I found that sitting in on the first round of the group's first stage in the study was helpful for getting the incumbents

adjusted to the game. Incumbents' adjustment to team insiders was critical to their role as incumbents for the remainder of the study, however it did create slight variations in group experiences. For example, some groups asked lots of questions while others largely tried to figure it out on their own. Relatedly, some groups also made lots of mistakes while I was there to correct them, potentially helping them not run into the same issues later in the game.

Second, I found that participants' arrival times varied greatly. This was not only problematic for starting on time, but it also meant that some participants were waiting in the waiting area together for extended periods of time during which they were able to get to know each other. Since the participants were not randomly assigned as newcomers or incumbents until all the participants had arrived, this meant that some newcomers may have established relationships with the incumbents prior to team entry. Future study designs will benefit from a more thoughtful plan for this liminal time to minimize potentially problematic interactions between participants.

Third, I found that the large conference table on which the game was placed in the laboratory was problematic not only for participants trying to reach across the board, but also because of the way it forced two participants to look at the board upside down. This difference in perspective may have impacted participants experiences during the game, as incumbents looking at the game upside down may have felt less confident or less proximal. Importantly, all newcomers sat in the same seat, which was looking at the board upright, and incumbents were asked to remain in the same seats for the duration of the study. Nevertheless, a circular design or a smaller table where participants could sit more strategically would be preferable.

Fourth, my study included a manipulation check for goal commitment which, in practice, was anywhere from 10 to 20 minutes after the manipulation. This was the first time in the

original design of the study wherein the manipulation could be checked. Having a manipulation check this far removed from the manipulation was problematic for two reasons. First, it likely led to the incumbents' perceptions of the newcomer's role criticality to be conflated with their experience of the person themselves. Second, the effect of the manipulation check is likely to wear off over time as is often seen in experiments. To account for this issue, I made a small adjustment to my procedures for the second half of the data collection wherein I collected incumbents' perceptions of the newcomer's role criticality just after sharing with them that the newcomer would be joining with a given role but before the newcomer entered the room. As expected, this manipulation check showed a stronger effect which approached significance even with a relatively small number of groups. As such, I will move forward with this procedure for the remainder of this study and use a similar method in any future studies using this design.

Survey Design

I learned several important lessons about my surveys through observation and feedback. First, it is clear that I included far too many questions in my surveys. Participant response fatigue was high, especially among newcomers whose surveys required responses for three different incumbents. This was not only problematic for response fatigue, but also because it may have resulted in inattention (Arthur et al., 2021). Second, I found that differences in the duration and nature of the questions between incumbent surveys and newcomer surveys created additional challenges. The different duration of the surveys made the newcomers feel rushed while the incumbents often became disengaged while waiting for the newcomer to finish. Furthermore, the questions about the individual incumbents required that the newcomer ask the incumbents for their experimental IDs. This was different from the incumbents' surveys, causing incumbents to be suspicious of the differences between studies. Future surveys using this design may benefit

from (1) having each participant fill out something about the other participants to give all participants the impression that they are completing the same surveys, and (2) piloting to ensure that the lengths of the surveys are more similar. Finally, some scales and items were exceptionally repetitive, therein exacerbating participants' survey fatigue and inattention.

Participant Recruitment

Finally, I learned several important lessons about recruiting participants for a student sample. First, I found it exceptionally difficult to get all confirmed participants to show up to their assigned experimental session. Students often dropped out at the last minute or were missing without any notification. As such, I found I had to overbook each session to ensure that enough participants would be present for me to conduct the study. The main drawback to this approach was that, when all the participants showed up as scheduled, I had extra participants which I could no longer use for the study. In these instances, I randomly selected the newcomer, then the incumbents, and then released the remining individuals once the study was up and running. If any issues arose with participants assigned as newcomers or incumbents, these extra individuals provided a helpful backup to ensure the study remained on schedule. Finally, I found it helpful to schedule students with approximately 2-3 days notice to ensure that the session was not forgotten and any confirmations were less likely to be rescinded due to unanticipated scheduling issues.

Limitations

This study utilized a rigorous experimental design with a diverse student sample to maximize its internal and external validity. Nevertheless, the study's design comes with some limitations which should be considered when interpreting the results. First, this study utilizes a collaborative strategy board game as the basis for the team's task and goal. While the game is

well-suited for examining the underlying research questions, its external validity for organizations is weak relative to a field study in an organizational context. Relatedly, this study design also means that teams have a short lifespan with a finite duration. Teams in organizations can be expected to have longer lifespans and are often not designed to dissolve at a fixed point in time. Additionally, this study was designed to mitigate confounds related to the nature of the team prior to its observation (e.g., differences in tenure, existing relationships and dynamics, etc.). This design was helpful in focusing the study on its underlying research questions, but application of this study's findings should take into consideration the additional attributes and dynamics of a team which may impact the underlying relationships observed here. Finally, this study relies on survey data which are less objective than observable behaviors or outcomes. Self-reported survey measures are often regarded as inferior to observation and objective measures because they are harder to validate, likely to have sizable random error (Bommer et al., 1995), and more susceptible to systematic bias (Podsakoff & Organ, 1986; Spector, 1994), such as common method bias (Podsakoff et al., 2003), all of which may lead to type I and type II errors.

Future Research

This study presents ample opportunities for future research further examining this paper's findings, addressing limitations, and exploring extensions. First, future research may explore the findings of this paper to better understand relationships which were either hypothesized and unsupported or were not hypothesized and yet significant. For example, studies examining the newcomer and incumbent antecedents of incumbents' newcomer socialization behavior may consider incumbents' motives more systematically in order to identify dominant sources of motivation for newcomer socialization. Similarly, additional research is needed to consider what boundary conditions exist which may amplify or attenuate the effects of socialization behaviors

on incumbents' psychological need fulfillment. Finally, research building upon Cooper and colleagues' (2021) theory may benefit from including gender similarity in their model given it's significant moderation effect. Additional research is also needed to address this paper's limitations. Most notably, field studies examining the relationships put forth in this study would greatly increase the external validity of this study's findings.

Additionally, there are several potential avenues for future research which build upon the findings of this study. For example, future research may consider less supportive behaviors, such as knowledge hiding, which incumbents may engage in during newcomer socialization. Another avenue for future research may be to consider how differences in incumbents' involvement in newcomer socialization and subsequent outcomes may impact the relationships between incumbents. Such differences may produce changes in network ties, such as centrality, making a more involved incumbent more likely to improve their centrality within the team. Similarly, research examining the variance in such engagement within a team might consider how teams with more or less variance may have different experiences of newcomer team entry which lead to differential outcomes. A team with high levels of socialization behavior which is consistent across team members may suggest the team is more collaborative and supportive, potentially allowing the team to navigate the newcomer team entry event more efficiently and effectively. Next, research may benefit from exploring how teams with multiple newcomers joining at the same time might respond differently to each newcomer. For example, if newcomers vary greatly in their role criticality, the more critical employee may attract all of the incumbents' attention, therein amplifying the effect of role criticality for the less critical newcomer. Alternatively, it may be the case that such newcomers would be treated the same, therein muting the effects observed at either extreme. Finally, whereas most newcomer socialization research examines

newcomers as an addition to an established team, future research may explore how these relationships look different when the newcomer comes in as a replacement for a former team member. In such instances, it is likely that incumbents' perceptions and experiences of the predecessor may carry over to how they relate to the newcomer.

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Appendix 1: Pandemic Background (adapted from Liu et al., 2022)

Pandemic is a cooperative game in which players need to coordinate their efforts and individual abilities to achieve a collective team goal: Curing all four diseases on the map. The four different diseases are distinguished by colors (i.e., red, black, blue, and yellow). To cure a disease, players need to collect five city cards matching the color of the disease and move to a research station to cure it. Teams win the game as soon as all four diseases are cured, which is the only way for the team to win. This game can be played either physically on a board or virtually on a tablet (e.g., iPad).

During the initial setup, each player gets four player cards, which can be used to travel to a specific city (city card), to trigger a specific event (event card), or to exchange cards with other team members on special occasions. Initial city infections are also set up such that disease cubes of different colors (representing different diseases) are put on nine of the 48 cities on the map. Three cities receive three disease cubes (i.e., severe infection), three cities receive two disease cubes (i.e., moderate infection), and three cities receive one disease cube (i.e., mild infection).

After the game starts, players take actions in turn. Each player's turn is divided into three parts. First, a player makes four actions. Possible actions include moving to a nearby city connected by a line, discarding a city card to move to the city named on the card, discarding the city card that matches the city the player is in to move to any city, moving from a city with a research station to any other city that has a research station, treating the disease by removing one disease cube from the city the player is in, discovering the cure of a disease by discarding five city cards of that color at any research station, and other strategic actions (e.g., exchanging cards between players, skipping one's turn to enable a future action). Second, the player draws two more player cards, which can be city cards or event cards. Third, more cities are infected. After

all three steps are completed by a player, the game turns to the next player, who will follow the same three steps, and so on. An outbreak happens when an infection occurs in a city with three disease cubes of the same color. Instead of putting a fourth cube on the city, one cube of the disease color is placed on every city connected to the city.

Each player plays one of the following roles: the dispatcher, the medic, the operations expert, the quarantine specialist, the researcher, or the entry-level analyst. Each role has some special abilities that can improve teams' chances of success with the exception of the entry-level analyst. Specifically, the dispatcher can move any player to any city containing another player and can also move another player's pawn as if it were their own. The medic can remove all disease cubes of the same color in a city with a single action. If a disease has been cured, the medic can also remove all disease cubes from a city simply by being there. The operations expert can build a research station in the city they are in without a city card. They can also move from a research station to any city by discarding ANY card, but the operations expert may only use this action once per turn. The quarantine specialist can prevent disease cube placement and outbreaks in the city they are currently in as well as any adjacent city they are directly connected to. The researcher can take or give ANY 1 city card during a Share Knowledge action on their or another player's turn and can, as an action, move any pawn to the same city where another pawn currently is. Finally, the entry-level analyst role does not have any special abilities. Players are given a limited amount of time to play the game, therefore they must coordinate to fully utilize their cards and their role's abilities to win the game in an efficient manner.

Appendix 2: Participant Recruitment Materials

Recruitment Flier

Do you like board games? Are you interested in teams research? Would you like to **earn extra credit towards your final grade**?! If you check yes for any of these, then you may be interested in an opportunity to participate in teams research for extra credit this semester.

To participate in this study, students must (a) be currently enrolled in a participating course at Georgia State University's J. Mack Robinson College of Business, (b) complete the pre-experiment survey, and (c) attend a two-hour session in person during which they will play a boardgame with a team of other students. Given the extent of these requirements, your professor has agreed to provide **substantial extra credit towards your final grade**. This major boost in your grade reflects both the commitment this study will require and the insights you stand to learn from your participation.

If you'd like to participate, please follow this link to fill out the pre-experiment survey and provide your availability for the two-hour in-person session! Enjoy!

Syllabus Material

Do you enjoy playing games? Are you interested in teams research? Would you like to earn **extra credit towards your final grade**? If you check yes for any of these, then you may be interested in an opportunity to participate in teams research for extra credit this semester.
To participate in this study, you must (a) be currently enrolled in a participating course at Georgia State University's J. Mack Robinson College of Business, (b) complete a pre-experiment survey, and (c) attend a two-hour session on campus during which you will play two rounds of a team game. If you are interested in participating, please contact Daniel Watts at dwatts12@gsu.edu for more information.

Appendix 3: All Survey Instructions and Measures

Pre-experiment Survey

"Thank you for your interest in our study on teams. To participate in this study, students must (a) be currently enrolled in a participating course at Georgia State University's J. Mack Robinson College of Business, (b) complete this pre-experiment survey, and (c) attend a two-hour session in person during which they will play a boardgame with a team of other students. Given the extent of these requirements, your professor has agreed to provide substantial extra towards your final grade for participation. This major boost in your grade reflects both the commitment this study will require and the insights you stand to learn from your participation.

If you are willing to participate in this study, you will need to first affirm your informed consent to the experiment. Next will follow a series of preliminary questions to answer before the experiment. Finally, you will be directed to a different page where you can identify time slots that you are able to participate in the two-hour session in person on campus. Once these steps are complete, you'll be notified within 48 hours regarding which session you have been assigned to based upon your availability. If no time slot works from the survey or if the times you selected do not work for enough other participants, then you may be contacted for further availability in order to identify a session you can attend.

Ready? Let's dive in! First, click below to confirm your informed consent to the linked document regarding this experiment."

Previous experience

"How experienced are you with each of the following on a scale from 1 (no experience) to 7 (very experienced)?"

1. Strategic board games

2. Cooperative games (working together to win)
3. The board game "Pandemic"

Demographic Information

- Age (years)
- Gender assigned at birth (male, female, prefer not to answer)
- Race
- Progress towards completion of undergraduate degree (percentage)
- Work experience (years)

Support for Charitable Cause

- As part of this study, teams will compete to support charitable causes. If you had $1,000 to donate toward charitable causes, how would you divide the donation money across the causes listed below?

Big Five Personality Inventory (Donnellan et al., 2006)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

- Extraversion
    1. I am the life of the party.
    2. I don't talk a lot. (R)
    3. I talk to a lot of different people at parties.
    4. I keep in the background. (R)
- Agreeableness
    1. I sympathize with others' feelings.
    2. I am not interested in other people's problems. (R)
    3. I feel others' emotions.

4. I am not really interested in others. (R)

- Conscientiousness

1. I get chores done right away.
2. I often forget to put things back in their proper place. (R)
3. I like order.
4. I make a mess of things. (R)

- Neuroticism

1. I have frequent mood swings.
2. I am relaxed most of the time. (R)
3. I get upset easily.
4. I seldom feel blue. (R)

- Openness to experience

1. I have a vivid imagination.
2. I am not interested in abstract ideas. (R)
3. I have difficulty understanding abstract ideas. (R)
4. I do not have a good imagination. (R)

Proactive Personality (Jiang, 2017)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. Nothing is more exciting than seeing my ideas turn into reality.
2. If I see something I don't like, I fix it.
3. I am always looking for better ways to do things.
4. If I believe in an idea, no obstacle will prevent me from making it happen.

Interpersonal Influence (Ferris et al., 2005)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. It is easy for me to develop good rapport with most people.
2. I am able to make most people feel comfortable and at ease around me.
3. I am able to communicate easily and effectively with others.
4. I am good at getting people to like me.

Need for Team Identification (Kreiner & Ashforth, 2004)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. Without a team to work with, I would feel incomplete.
2. I'd like to work in a team where I would think of its successes and failures as being my successes and failures.
3. An important part of who I am would be missing if I didn't belong to a team.
4. Generally, I do not feel a need to identify with a team that I am working on. (R)
5. Generally, the more my goals, values, and beliefs overlap with those of my team, the happier I am.
6. I would rather say 'we' than 'they' when talking about a team that I am a part of.
7. No matter what the context, I'd like to think of myself as representing what the team I am on stands for.

Goal Orientation (Elliot & McGregor, 2001)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. It is important to me to do better than others in my situation.
2. Compared with others in my situation, I must do better.
3. In the current new working environment, I just hope not to behave too badly.

4. My goal is to be recognized by those around me as a higher performer than others in my situation.
5. I often worry that I haven't learned everything related to my new role.
6. In my current new working environment, the fear of poor performance motivates me to work hard.
7. I sometimes worry that I will not be able to master my role as much as I'd like.
8. In the current new working environment, my goal is mainly to avoid poor performance.
9. I really value whether I can master all the content of the new role as deeply as possible.
10. I hope to learn as much as possible in this new role.
11. I am worried that I may not be able to master all the knowledge I could.
12. I have a strong desire to thoroughly master my new role.

Self-Concern (De Dreu & Nauta, 2009)

1. When working in teams, I am generally concerned about my own needs and interests.
2. When working in teams, my personal goals and aspirations are important to me.
3. When working in teams, I consider my own wishes and desires to be relevant.

Other-Orientation (De Dreu & Nauta, 2009)

1. When working in teams, I am concerned about the needs and interests of others such as my teammates.
2. When working in teams, the goals and aspirations of teammates are important to me.
3. When working in teams, I consider others' wishes and desires to be relevant.

T1 Incumbent Survey (After Trial 1)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree* based on your experience on your team thus far."

Goal Commitment (Hollenbeck et al., 1989)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I am strongly committed to pursuing this goal.
2. Quite frankly, I don't care if I achieve this goal or not. (R)
3. There is not much to be gained by trying to achieve this goal. (R)
4. It wouldn't take much to make me abandon this goal. (R)
5. I think this goal is a good goal to shoot for.

Prosocial Motivation (Grant & Sumanth, 2009)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I get energized by working on tasks that have the potential to benefit others.
2. I like to work on tasks that have the potential to benefit others.
3. I prefer to work on tasks that allow me to have a positive impact on others.
4. I do my best when I'm working on a task that contributes to the well-being of others.
5. It's important to me to have the opportunity to use my abilities to benefit others.

Task Mastery (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I have confidence in my skills and abilities to play the game.
2. I have mastered my role.
3. I understand how to play the game.

Role Clarity (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I know exactly how much power I have in my role.
2. I clearly know what others expect of me on the team.

3. I know my role on the team.

Workgroup Integration (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. My teammates accept me as one of them.
2. I feel comfortable working around my teammates.
3. I think most of my teammates like me.

Affective Commitment (Allen & Meyer, 1990)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I strongly identify with the other members of my work team.
2. I would like to continue working with my team.
3. I dislike being a member of this work team. (R)
4. I feel emotionally attached to this work team.

Neutral Identification (Kreiner & Ashforth, 2004)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. It really doesn't matter to me what happens to this team.
2. I don't have many feelings about this team at all.
3. I give little thought to the concerns of this team.
4. I'm pretty neutral toward the success or failure of this team.
5. This team doesn't have much personal meaning to me.
6. I don't concern myself much with this team's problems.

Team Potency (Kirkman et al., 2004; Riggs & Knight, 1994)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

- Shared Perception

1. My team has confidence in itself.
2. My team can be effective when it works hard.
3. My team believes that it can be very efficient.

- Incumbent Perception
  1. I have confidence in my team.
  2. I believe my team can be effective when it works hard.
  3. I believe my team can be very efficient.

Fulfilled Need for Autonomy (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I feel like I have to follow other people's commands on this team.
2. I feel like I can be myself on this team.
3. I feel free to carry out my role the way I think is best.
4. I feel forced to do things I do not want to do on this team.
5. If I could choose, I would do things differently on this team.

Fulfilled Need for Competence (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I really master my role on this team.
2. I have the feeling that I can even figure out the most difficult challenges working on this team.
3. I feel competent working on this team.
4. I am good at my role on this team.

Fulfilled Need for Relatedness (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. Working with this team, I can talk with people about things that matter to me.
2. I don't really feel connected with the other people on this team.
3. Even though I'm working with this team, I feel alone.
4. Working with this team, I feel like a part of a group.
5. I feel a sense of connection with people on my team.
6. I don't really mix with the other people on my team.

T1 Newcomer Survey (After Trial 1)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree*."

Adaptability (Ployhart & Bliese, 2006)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

- Interpersonal Adaptability
  1. I think it's important to interact with others flexibly.
  2. I can work with people with different styles.
  3. I can always understand others and how they feel at any special moment.
  4. My insight helps me get along with others effectively.
  5. I adjust my behavior to get along well with others.
- Uncertainty Adaptability
  1. I feel frustrated when things are unpredictable. (R)
  2. I can make effective decisions even without all relevant information.
  3. I tend to perform best in a stable environment. (R)
  4. When an accident happens, I can adjust myself in time to deal with it.
  5. I can adapt to the changing environment.

T2 Incumbent Survey (After Newcomer Entry & On-boarding)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree* based on your experience interacting with the newcomer on your team thus far."

Team member IDs (including own)

1. Dispatcher ID number.
2. Medic ID number.
3. Operations Expert ID number.
4. Quarantine Specialist ID number.
5. Researcher ID number.
6. Entry-Level Analyst ID number

Information Sharing (Zheng et al., 2021)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I provided knowledge and skills to the newcomer that are necessary to his/her role.
2. I provided knowledge and skills to the newcomer to help him/her complete their role.
3. I gave useful suggestions for what the newcomer should do.
4. I gave necessary information regarding the newcomer's responsibilities and procedures.
5. I gave the newcomer clear role requirements.
6. I gave the newcomer correct instructions regarding his/her specific role.

Team Member Criticality (Cardador et al., 2011)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. Working with this person will help us achieve our goals.
2. I feel this person will play a critical role in our team's successes and failures.
3. This person will support our team's goals and values.

Relational Conflict (Nifadkar & Bauer, 2016)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. My personal conflict with this person is very strong.
2. My personality-based conflict with this person is very strong.
3. My personal friction with this person is very strong.

Skill Complementarity (Oosterhof et al., 2009)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person complements me in things I am not good at.
2. This person and I complement each other.
3. This person and I compensate for our weaknesses.
4. This person and I can do more together than we can separately.

Skill Dissimilarity (Oosterhof et al., 2009)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person has another knowledge background than I have.
2. This person has a different expertise than I have.
3. This person has other skills than I have.

Newcomer Coachability (Johnson et al., 2021)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

- Comfort with Coaching

1. This person gets nervous sharing their opinion with me.
2. This person seems tense when working with me.
3. This person and I are comfortable sharing opinions with one another.
4. This person is comfortable questioning me when they disagree with my advice.

5. This person seems comfortable working with me.

- Development Orientation
    1. This person asks questions to better understand feedback.
    2. This person is willing to try difficult things to better their skills.
    3. This person often thinks of ways to improve their performance.
    4. This person is able to translate constructive criticism into improvements.
    5. This person uses my feedback as a means for improvement.
- Feedback Humility
    1. Sometimes this person doubts or challenges my competence.
    2. This person doesn't seem to think I know what is best for them.
    3. This person sometimes doubts my expertise.
    4. This person sometimes struggles to respect me.
    5. This person does not like me telling them what to do.
    6. This person seems disengaged when I interact with them.
- Emotional Reactivity to Feedback
    1. This person gets distressed by receiving feedback.
    2. This person gets nervous when receiving feedback.
    3. Feedback makes this person uneasy.
    4. This person seems less confident after they receive negative feedback.
    5. This person gets discouraged by negative feedback.
- Orientation Towards Negative Feedback
    1. This person appreciates the importance of negative feedback for the learning process.
    2. This person values negative feedback about their performance.

3. This person appreciates negative feedback from me.
4. This person seems willing to take advice even when it could hurt their feelings.
5. My criticism of this person seems to motivate them to work harder.

Expressed Humility (Owens et al., 2013)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person admits it when they don't know how to do something.
2. This person is willing to learn from others.
3. This person is open to the ideas of others.
4. This person is open to the advice of others.

Helping the Newcomer (Van Dyne & LePine, 1998)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I volunteered to do things for the newcomer.
2. I helped orient the new person in this team.
3. I assisted the new person with their work for the benefit of the team.
4. I helped the new person learn about their role.
5. I helped the new person on the team with their role responsibilities.

Given Social Support (Vinokur et al., 1996)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I provide this person with a great deal of encouragement.
2. I provide this person with a great deal of useful information.
3. I help this person a great deal in understanding and sorting things out.
4. I make this person feel they can rely on me a great deal.

Tacit Knowledge Sharing (Huang et al., 2014)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I share my experience or know-how from the game with the newcomer.
2. I always provide know-where or know-whom at the request of the newcomer.
3. I share my expertise and experience with the newcomer.

T2 Newcomer Survey (After Newcomer Entry & Team Planning Time)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree* based on your experience on your team thus far. For questions regarding individuals within the team, please identify the team member IDs for the teammate with the corresponding role. If no team members hold a particular role, mark 'N/A' for the corresponding ID and questions."

Team member IDs (including own)

7. Dispatcher ID number.
8. Medic ID number.
9. Operations Expert ID number.
10. Quarantine Specialist ID number.
11. Researcher ID number.
12. Entry-Level Analyst ID number

Proactive Socialization Behaviors (Ashford & Black, 1996)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

- Feedback Seeking

1. Ask for feedback on your work performance after completing a work task.
2. Seek critical opinions from your boss.
3. Ask for feedback on your performance during the task.

4. Ask your boss for his opinion on your work performance.

- Positive Framing
    1. Try to see your adaptation to the new job as an opportunity rather than a threat.
    2. Try to see the positive aspects of the new job.
    3. Try to see your adaptation to the new job as a challenge rather than a difficulty.
- Networking
    1. Take the initiative to talk to people in other departments.
    2. Communicate with employees in other departments.
    3. Try to establish good relationships with employees in other departments.
- Information Seeking
    1. Try to learn and understand the formal organizational structure of the new unit.
    2. Try to learn and understand the important systems and procedures of the new unit.
    3. Try to learn and understand the power structure of the new unit.
    4. Try to learn and understand the interpersonal atmosphere of the new unit.

Incumbent Socialization Influence (each incumbent) (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person has had a very strong influence on how I have "learned the ropes" as I've entered my new environment.
2. This person has had a very strong effect on my ideas about appropriate behavior for my role and team.
3. This person has had a very strong influence on how much I have learned about the way my team works.
4. This person has had a very strong influence on what I see as most important to learn.

5. This person has had a very strong influence on how I have adapted to my environment.
6. This person has had a very strong influence on my ideas about appropriate attitudes and norms for my role and team.
7. This person has had a very strong influence on how I have figured out how to act in my new environment.

Received Social Support (each incumbent) (Vinokur et al., 1996)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person provides me with a lot of encouragement.
2. This person provides me with a lot of useful information.
3. This person helps me understand and sort things out a lot.
4. This person makes me feel I can rely on him/her very much.

Trust (each incumbent) (Fulmer & Ostroff, 2017)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I believe this person would look out for my welfare.
2. I feel that I can count on this person to act in my best interests.
3. I would be willing to let this person have influence over matters that are important to me.
4. I would feel comfortable when this person has to make decisions which would affect me.

Competence /Ability (each incumbent)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person is very capable of performing his/her role.
2. This person is known to be successful at this game.
3. This person has much knowledge about how to play the game.
4. I feel very confident about this person's skills in this game.

5. This person has specialized capabilities that can increase our performance in the game.
6. This person is well qualified to play this game.

T3 Incumbent Survey (After Trial 2)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree* based on your experience on your team thus far. For questions regarding individuals within the team, please identify the team member IDs for the teammate with the corresponding role. If no team members hold a particular role, mark 'N/A' for the corresponding ID and questions."

Self-Reported Incumbent Socialization Influence (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I had a very strong influence on how this person "learned the ropes."
2. I had a very strong effect on this person's ideas about appropriate behavior for their role and this team.
3. I had a very strong influence on how much this person learned about the way our team works.
4. I had a very strong influence on what this person sees as most important to learn.
5. I had a very strong influence on how this person adapted to this team environment.
6. I had a very strong influence on this person's ideas about appropriate attitudes and norms for their role and this team.
7. I had a very strong influence on how this person figured out how to act in this team environment.

Affective Commitment (Allen & Meyer, 1990)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I strongly identify with the other members of my work team.
2. I would like to continue working with my team.
3. I dislike being a member of this work team. (R)
4. I feel emotionally attached to this work team.

Team Potency (Kirkman et al., 2004; Riggs & Knight, 1994)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. My team has confidence in itself.
2. My team can be effective when it works hard.
3. My team believes that it can be very efficient.

Newcomer Contribution to Goal Attainment (Carsten et al., 2018)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. The performance of the work unit has been enhanced by the newcomer joining.
2. Positive changes have occurred since the newcomer joined.
3. Change-oriented efforts have succeeded since the newcomer joined the team.
4. The team's goals have been attained since the newcomer joined the team.

Fulfilled Need for Autonomy (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I feel like I have to follow other people's commands on this team.
2. I feel like I can be myself on this team.
3. I feel free to carry out my role the way I think is best.
4. I feel forced to do things I do not want to do on this team.
5. If I could choose, I would do things differently on this team.

Fulfilled Need for Competence (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I really master my role on this team.
2. I have the feeling that I can even figure out the most difficult challenges working on this team.
3. I feel competent working on this team.
4. I am good at my role on this team.

Fulfilled Need for Relatedness (Broeck et al., 2010)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. Working with this team, I can talk with people about things that matter to me.
2. I don't really feel connected with the other people on this team.
3. Even though I'm working with this team, I feel alone.
4. Working with this team, I feel like a part of a group.
5. I feel a sense of connection with people on my team.
6. I don't really mix with the other people on my team.

Psychological Need Fulfillment (La Guardia et al., 2000)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. In working with this team, I feel free to be who I am.
2. In working with this team, I feel like a competent person.
3. In working with this team, I feel loved and cared about.
4. In working with this team, I often feel inadequate or incompetent.
5. In working with this team, I have a say in what happens and can voice my opinion.
6. In working with this team, I often feel a lot of distance in our relationship.
7. In working with this team, I feel very capable and effective.

8. In working with this team, I feel a lot of closeness and intimacy.
9. In working with this team, I feel controlled and pressured to be certain ways.

Leadership Self-Efficacy (Paglis & Green, 2002)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I feel that I know a lot more than most of my peers about what it takes to be a good leader.
2. I know what it takes to make a group accomplish its task.
3. I know how to encourage a good group performance.
4. I feel comfortable allowing most group members to contribute to the task when I am leading a group.
5. I am confident of my ability to influence a group that I lead.
6. Overall, I believe that I could lead a group successfully.
7. I know what it takes to keep a group running smoothly.
8. In general, I am very good at leading my peers.

T3 Newcomer Survey (After Trial 2)

"Please rate the following items on a scale from 1 = *strongly disagree* to 7 = *strongly agree* based on your experience on your team thus far. For questions regarding individuals within the team, please identify the team member IDs for the teammate with the corresponding role. If no team members hold a particular role, mark 'N/A' for the corresponding ID and questions."

Incumbent Socialization Influence (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. This person has had a very strong influence on how I have "learned the ropes" as I've entered my new environment.
2. This person has had a very strong effect on my ideas about appropriate behavior for my role and team.
3. This person has had a very strong influence on how much I have learned about the way my team works.
4. This person has had a very strong influence on what I see as most important to learn.
5. This person has had a very strong influence on how I have adapted to my environment.
6. This person has had a very strong influence on my ideas about appropriate attitudes and norms for my role and team.
7. This person has had a very strong influence on how I have figured out how to act in my new environment.

Affective Commitment (Allen & Meyer, 1990)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I strongly identify with the other members of my work team.
2. I would like to continue working with my team.
3. I dislike being a member of this work team. (R)
4. I feel emotionally attached to this work team.

Task Mastery (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I have confidence in my skills and abilities to play the game.
2. I have mastered my role.
3. I understand how to play the game.

Role Clarity (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I know exactly how much power I have in my role.
2. I clearly know what others expect of me on the team.
3. I know my role on the team.

Workgroup Integration (Kammeyer-Mueller & Wanberg, 2003)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. My teammates accept me as one of them.
2. I feel comfortable working around my teammates.
3. I think most of my teammates like me.

Socialization Intensity (Cable et al., 2013)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I felt this person wanted to change the way I act and solve problems.
2. While working, I felt I had to conform to this person's way of thinking and acting.
3. I felt that this person was invading my personal space in terms of how I behaved and acted.
4. The way this person asked me to fit in is more extreme than other teams I have been part of in the past.

Deference (Joshi & Knight, 2015)

Scale: 1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree

1. I go along with this person’s recommendations.
2. I respect this person’s point of view.
3. When we disagree, I yield to this person’s perspective.

Appendix 4: Training Video Transcript (adapted from Liu et al., 2022)

Today you will learn and play a game called Pandemic in a team with two to three other players. During today's tutorial I will teach you the basic rules of the game and show you how to play. Pandemic is a cooperative strategy board game in which a team works together to stop the spread of four different diseases and find the cure for them.

The four different diseases are distinguished by different colors including red, black, yellow, and blue [shown in red circles] and correspond with the four icons at the bottom of the board. Teams will be scored based on how many diseases they cure and how many disease cubes are left at the end of the game. The team's overall goal is to cooperate to cure and eradicate the four diseases. I will tell you how to cure and eradicate diseases later.

[These are disease cubes]. The number of cubes in a city is the severity of the disease. One disease cube signals a mild case, two disease cubes signal a moderate case, and three cubes signal a severe case for that city. Three cubes is the maximum severity a city can have before an outbreak occurs. We will discuss outbreaks later in this tutorial.

Let’s look at some examples. As you can see on the left side of the board, Lima has one yellow cube signaling the disease is still mild in this location. On the right side of the board, however, Taipei has three red cubes signaling the disease is severe in this location.

The next thing you’ll find on the board is a research station. The game starts with one research station in Atlanta, however we will discuss how to build more research stations later in the tutorial. Research stations allow for easier travel and are critical for curing diseases which will also be discussed later in the tutorial. Lastly, each player’s character will begin at this first research station in Atlanta to start the game.

The last thing you'll notice on the board are the player deck in blue at the bottom of the board and the infection deck in green at the top of the board. It's important to remember that the cards in your hand come from the blue player deck while the cards used for placing disease cubes come from the infection deck. We'll discuss when and how these cards are used in just a moment.

At the start of the game all players start off in Atlanta and have four cards in their hand. The game starts with nine cities infected to varying degrees. You and your team members will then take turns and work together to treat, cure, and eradicate the diseases. The player with the card that has the highest population [shown under the city's name] starts the game and play moves clockwise.

Each player's turn is divided into three parts including (1) actions, (2) drawing new cards, and (3) infecting cities. The first part of your turn will be to take up to four actions as listed in the big box. You can complete any combination of these actions, such as four of the same action, four different types of actions, or anything in between. Options for these actions include:

1. Moving around the board in one of several ways
    a. Drive/Ferry which involves moving to a nearby city connected by a line. Note that these lines may go off the side of the board and connect to a city on the other side.
    b. Direct Flight which requires discarding a city card to move to the city named on the card.
    c. Charter Flight which requires discarding the city card that matches the city the player is in to move to any city.
    d. Shuttle Flight which allows you to move from a city with a research station to any other city that has a research station.

2. Building a research station which allows you to place a research station in the city you are currently in by discarding that same city card.
    a. Building research stations allows you to move quickly from one station to another using the Shuttle Flight action and is also critical to discovering a cure which we will discuss in a moment.
3. Treating disease which allows you to remove one disease cube from the city you are in
4. Discovering the cure of a disease by discarding five city cards of that color at any research station. **This is the only way to cure a disease**. Once a disease is cured, its symbol at the bottom of the board is covered by the corresponding bottle to indicate it has been cured. Importantly, once a disease is cured, it can be eradicated once players successfully remove all disease cubes of that color. Once the disease is eradicated, any infection card of that color which is played will no longer be valid. As a result, no disease cubes of the eradicated disease will be placed on the board from this point forward. It's important to note that curing a disease, while important for the game, is not the same as eradicating it.
5. Sharing knowledge by giving the card for the city you are currently in to another player that is also currently in that city.
6. Finally, you can choose to skip an action if you would like to take less than four actions.

Each time you do any one of these actions, it counts as one of your four actions per turn. Thus, you can choose to mix and match any combination of four actions for your turn.

After you use up all four actions you will draw two new cards from the PLAYER deck. If you have more than seven cards in your hand after drawing two new cards, you must choose which seven you would like to keep and discard the remaining cards. Finally, after you get two

new cards and are down to seven cards or less in your hand, you will complete the "infect cities" step. To do so, find the number under the current infection rate in the top right corner of the board. At the start of the game, this will be two, however the number will grow as the infection rate grows. Flip over this number of additional infection cards (i.e., two infection cards when the infection rate is two) and add one disease cube to the corresponding cities. If infecting one of the cities would result in that city having four disease cubes, then your team will have an outbreak. We'll discuss these next.

A city cannot have more than three disease cubes. When a disease cube would be added to a city that already has three, an outbreak occurs instead. When this happens, a disease cube is added to every city connected to the city where the outbreak occurred. [In the example shown, one black cube would be placed on Tehran, Istanbul, Bagdad, and St. Petersburg.] This can result in a chain reaction of outbreaks if many cities with three disease cubes are clustered together. For example, if an outbreak causes you to need to add a disease cube to another city that also already has three disease cubes, then that city has an outbreak as well and the same rules apply for both. Each time an outbreak occurs, you will move the marker on the left side of the board down one spot. If there is a chain reaction, move the marker for each individual outbreak within the chain reaction.

Finally, when drawing PLAYER cards at the end of your turn, you may draw an Epidemic Card or an Event Card. There are four epidemic cards in the deck. If you draw an epidemic card, then simply follow the steps listed on the card and then set it aside for the rest of the game. Outbreaks and epidemics are two of the major hurdles your team will face as it aims to achieve its goals.

If you draw an event card, simply add it to your hand and use it during one of your turns. Note that you can choose to use the Event Card immediately after drawing it. This can be especially helpful if you have more than seven cards in your hand and need to get down to seven before ending your turn. Importantly, playing an event card does not count as one of your four actions during your turn. There are five event cards including:

1. **Forecast**, which allows you to look at the top six cards in the infection deck and rearrange them to your liking.
2. **Airlift**, which allows you to move any pawn to any city.
3. **Government grant**, which allows you to add a research station to any city. You do not have to be in the city you want to build a research station in to use this card.
4. **Resilient population**, which lets you remove any card from the infection discard pile. This card is then removed from the game permanently.
5. **One quiet night**, which allows you to skip the next infect city step.

Finally, let me introduce you to the different roles in the game.

1. The **Dispatcher** can move other players pawns as if they were their own. This means they can walk them from one city to a connected city or from research station to research station just as the other player would. They can also move a pawn to the same city where there was a pawn already.
2. The **Medic** can remove all disease cubes from a city at one time in a single action. When a disease has been cured, the Medic removes all disease cubes of that color simply by being in a city with disease cubes (no action required).

3. The **Operations Expert** can build a research station in the city they are in without a city card. They can also move from a research station to any city by discarding ANY card, but the Operations Expert may only use this action once per turn.
4. The **Quarantine Specialist** can prevent disease cube placement and outbreaks in whatever city they are currently in, and all cities directly connected to it.
5. The **Researcher** can take or give ANY 1 city card during a Share Knowledge action on their or another player's turn. They can also use an action to move any pawn to the same city where another pawn currently is.
6. Finally, the **Entry-Level Analyst** role does not have any special abilities.

Good luck and have fun!

Table 1

Study Variable Means, Standard Deviations, Reliabilities, and Correlations

Variable	M	SD	1	2	3	4	5	6	7
1. Incumbent Task Mastery (T1)	5.09	1.18	(.82)						
2. Incumbent Goal Commitment (T1)	5.60	.96	.46 *	(.79)					
3. Incumbent Perception of Newcomer Role Criticality (T2)	5.90	.94	.30 *	.52 *	(.75)				
4. Incumbent Newcomer-Directed Information Sharing (T2)	5.33	.98	.34 *	.31 *	.45 *	(.88)			
5. Newcomer Rated Incumbent Socialization Influence (T2)	5.10	1.03	.03	.00	.04	.14	(.94)		
6. Incumbent Psycholoigcal Need Fulfilment (T3)	5.41	.84	.36 *	.45 *	.55 *	.44 *	.13	(.80)	
7. Incumbent Leadership Self-Efficacy (T3)	5.44	.79	.42 *	.36 *	.41 *	.56 *	.05	.67 *	(.83)

Note: n = 182; * p < .05. Alpha for each measure is listed on diagonal.

Table 2

Simultaneous Multilevel Path Model Tests and Results

Variable	Information Sharing			Psychological Need Fulfilment			Leadership Self-Efficacy		
	Estimate	SE	*p* value	Estimate	SE	*p* value	Estimate	SE	*p* value
Intercept	5.234**	0.235	0.000	5.093**	0.232	0.000	5.059**	0.192	0.000
Within-Group Predictors									
Task Mastery	0.291**	0.109	0.008	0.107	0.094	0.256	0.089	0.049	0.067
Goal Commitment	0.192	0.364	0.598	0.181**	0.069	0.009	-0.071	0.068	0.296
Information Sharing				0.246**	0.067	0.000	0.216**	0.052	0.000
Socialization Influence				0.188*	0.086	0.030	-0.037	0.067	0.582
Information Sharing × Socialization Influence				0.087	0.073	0.231			
Psychological Need Fulfilment							0.430**	0.092	0.000
Between-Group Predictors									
Newcomer Role Criticality	0.063	0.148	0.671	0.212	0.142	0.137	0.254*	0.126	0.044
Cross-Level Moderation Effects									
Goal Commitment × Newcomer Role Criticality	0.003	0.208	0.988						
Variance Components									
Residual variance at the within-group level	0.431**	0.106	0.000	0.253**	0.052	0.000	0.187**	0.022	0.000
Residual variance at the between-group level	0.340**	0.056	0.000	0.312**	0.043	0.000	0.241**	0.041	0.000

Note: n = 182. * $p < .05$, ** $p < .01$

Figure 1

Hypothesized Model

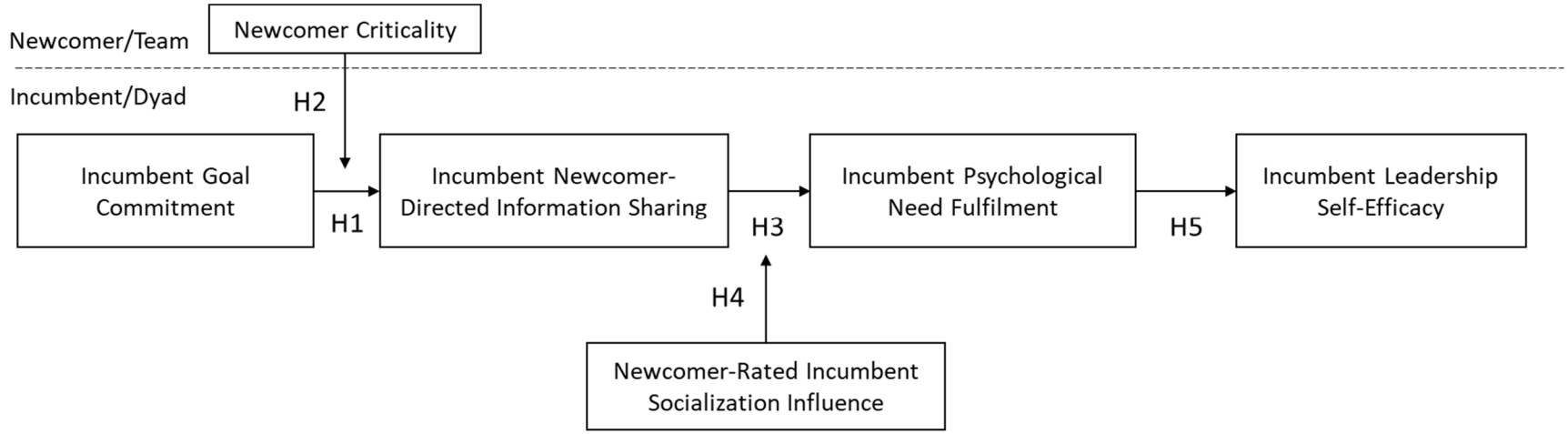


Figure 2

Timeline for Experimental Design

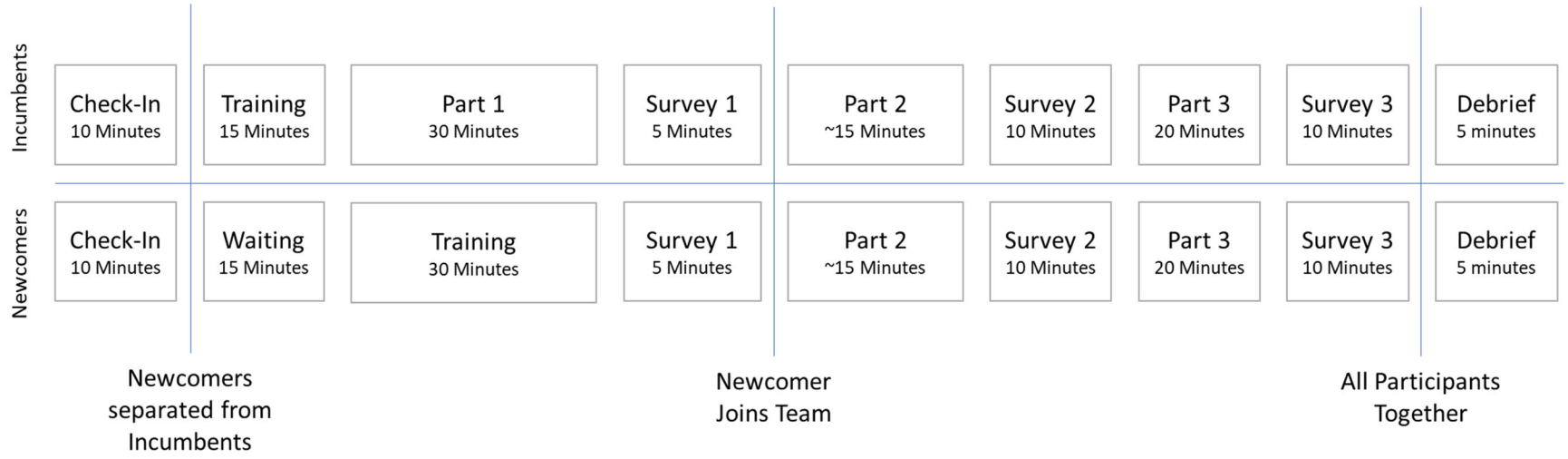


Figure 3

Incumbent Role Cards

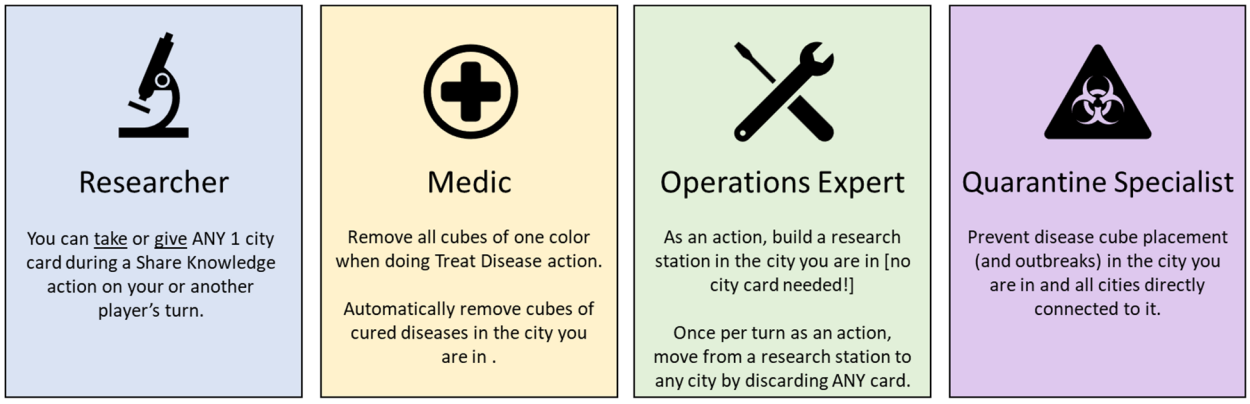


Figure 4

Newcomer Role Cards

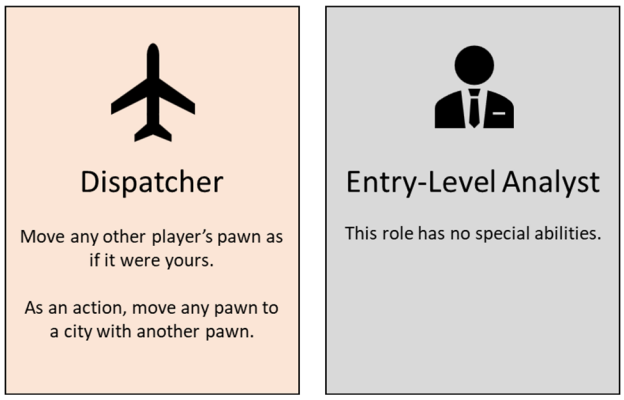
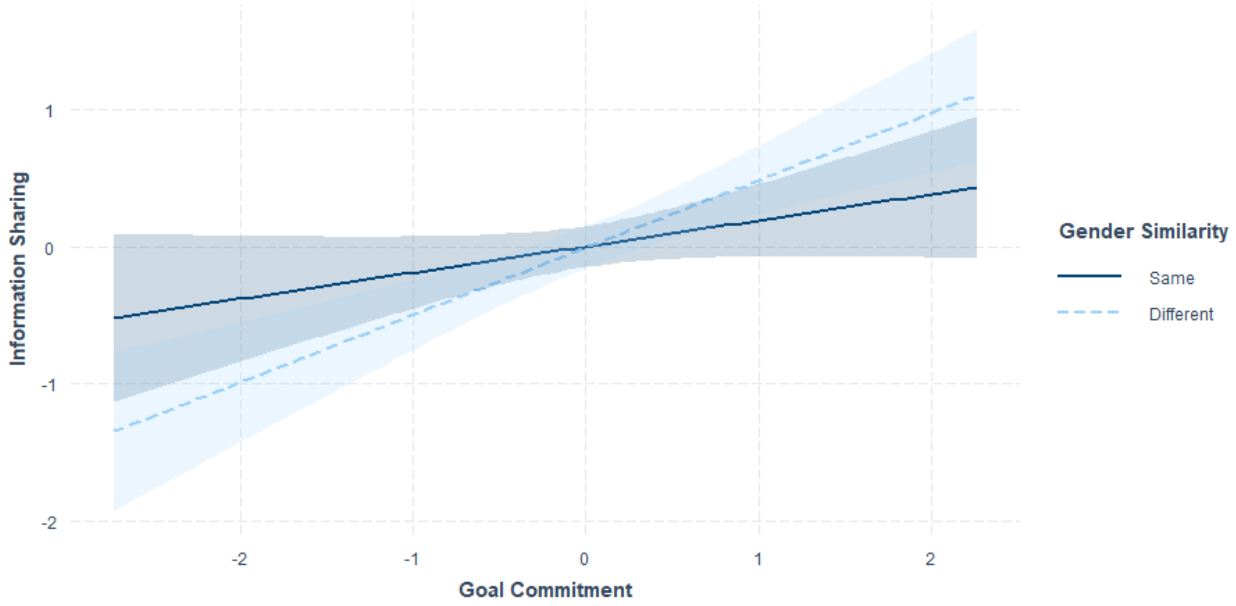


Figure 5

Interaction Plot of Goal Commitment with Gender Similarity on Information Sharing



Note: n = 182. Intervals shown are 95% confidence intervals. Informtion sharing and goal commitment were group-mean centered for these analyses.