ABSTRACT

Title of Dissertation:	A PROSOCIAL CONTRIBUTOR OR STATUS GRABBER? HOW AND WHY NEWCOMER PROACTIVE KNOWLEDGE SHARING WITH COWORKERS IMPACTS INCLUSION PERCEPTIONS VIA AMBIVALENT COWORKER ATTRIBUTIONS
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Newcomers are often referred to as the “new blood” because they represent a source of fresh, unique, task-relevant knowledge that potentially adds value to organizations. In this research, I focus on newcomer proactive knowledge sharing with coworkers and investigate how it impacts the transition of newcomers from outsiders to insiders. Integrating attribution theory and the status characteristics theory, I propose that newcomer proactive knowledge sharing with coworkers triggers coworkers’ ambivalent attributions (i.e., perceiving it to be driven simultaneously by newcomers’ prosocial and status-striving motives). Furthermore, the ambivalent attributions affect the extent to which coworkers provide socialization support and utilize the newcomer’s knowledge, eventually exerting different influences on the

newcomer's inclusion perceptions. The results of a multi-wave (i.e., four waves) and multi-source (i.e., survey data from newcomers and coworkers) longitudinal study based on 336 newcomers in a large technology company support the proposed serial mediating relationships between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworkers' ambivalent attributions and behavioral reactions. The data also demonstrates that leader encouragement of learning is a viable leader strategy that makes coworkers more likely to interpret newcomer proactive knowledge sharing is driven by prosocial motives. This research has significant implications both theoretically and practically. From a theoretical perspective, it advances our understanding of newcomer socialization, knowledge sharing, and workplace inclusion. From a practical perspective, it helps newcomers better navigate the process of knowledge sharing by illuminating potential social consequences. Practitioners can leverage these insights to create more inclusive onboarding experiences for new employees.

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by

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Chapter 1: Introduction

1.1 Motivation and Purposes

Newcomers are often referred to as "new blood" (Harris, Li, Boswell, Zhang, & Xie, 2014) because they represent a source of fresh, unique, task-relevant knowledge that may bring added value to organizations (Levine & Choi, 2010). In recent years, a global trend has brought an increasing number of educated and skilled newcomers into the workforce. For example, in the United States, nearly four-in-ten Americans from 25 to 29 years old have at least a bachelor's degree[1] (U.S. Department of Education, 2022). In China, the 2022 job market has over 10 million new university graduates (Ministry of Education of the People's Republic of China, 2022). Apart from new graduates, experienced newcomers also frequently move from one organization to another. According to the recent U.S. Bureau of Labor Statistics, employees change their job every 4.1 years on average[2] (U.S. Bureau of Labor Statistics, 2022). The presence of more and more knowledgeable newcomers, together with their fresh insights, bring new possibilities to organizations (Rink, Kane, Ellemers, & van der Vegt, 2013). Nevertheless, reaping the benefits that newcomers offer requires more than just "injecting fresh blood." Instead, it is newcomers' proactively sharing their perspectives that transfers their knowledge from inside their brains to a broader organizational audience.

In this research, I focus on newcomer proactive knowledge sharing with coworkers, which refers to newcomers' proactively sharing explicit and implicit knowledge to help and

[1] https://nces.ed.gov/programs/digest/d22/tables/dt22_104.20.asp
[2] Employee tenure in 2022: https://www.bls.gov/news.release/pdf/tenure.pdf

collaborate with coworkers (Wang & Noe, 2010). Notwithstanding its expected positive influence on organizations with respect to innovation and performance (Carmeli, Gelbard, & Reiter-Palmon, 2013; Collins & Smith, 2006; Cummings, 2004; Dong, Bartol, Zhang, & Li, 2016; Gilson, Lim, Luciano, & Choi, 2013; Huang, Hsieh, & He, 2014; Lee, Lee, & Park, 2014; Li, Zheng, Yu, & Yu, 2022; Liu, Keller, & Shih, 2011; Quigley, Tesluk, Locke, & Bartol, 2007; Srivastava, Bartol, & Locke, 2006), the existing literature has yet to comprehensively investigate how newcomer proactive knowledge sharing with coworkers affects newcomers themselves, especially its social consequences. I believe this omission is consequential for both theoretical and practical reasons. Theoretically, newcomer proactive knowledge sharing with coworkers is a critical, while ignored, newcomer proactive behavior. One key tenet of the newcomer socialization literature is that, in addition to organization socialization strategies, newcomer behaviors play a decisive role in determining how well they transition from outsiders to insiders. Following the seminal work of Ashford and Black (1996), a wealth of research has investigated how the five newcomer proactive behaviors identified in their model (i.e., information seeking, feedback seeking, relationship building, job-change negotiation, and positive framing) impact their socialization experience (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Ellis, Nifadkar, Bauer, & Erdogan, 2017; Harrison, Sluss, & Ashforth, 2011; Nifadkar & Bauer, 2016; Wanberg & Kammeyer-Mueller, 2000; Zhou, Park, Kammeyer-Mueller, Shah, & Campbell, 2022). It has been meta-analytically demonstrated that these behaviors impact various indicators of newcomer adjustment, such as role clarity, self-efficacy, social acceptance, performance, and organizational commitment (Bauer et al., 2007). In a similar vein, I contend that, as an important yet overlooked newcomer proactive behavior,

newcomer proactive knowledge sharing with coworkers is worthy of more scholarly attention. Furthermore, a more comprehensive understanding of its social consequences is essential, considering that newcomer proactive knowledge sharing with coworkers inevitably creates social interactions between the sharer (i.e., the newcomer) and the recipients (i.e., coworkers). For proactive behavior that involves social interactions (e.g., voicing and initiating change at work), extant research has demonstrated that such behavior shapes coworker perceptions and triggers their reactions (McClean, Martin, Emich, & Woodruff, 2018; Zhang, Law, & Wang, 2021). Interactions between newcomers and incumbent employees matter for both parties. For newcomers who are going through a challenging stage as uncertain as "navigating uncharted water" (Ellis et al., 2015), coworkers are key socialization agents who can facilitate or hinder newcomer's fitting in (Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013). Research supports this argument by demonstrating that coworkers play a decisive role in shaping the entry experience of newcomers (Kammeyer-Mueller et al., 2013; Li, Harris, Boswell, & Xie, 2011). For coworkers, the arrival of newcomers creates uncertainties in their professional life (Cooper, Rockmann, Moteabbed, & Thatcher, 2021). They are constantly observing newcomers, interpreting their behaviors, and evaluating if they should accept and integrate the newcomer(s) (Boekhorst, Basir, & Malhotra, in press). Therefore, it is critical to understand how coworkers, as the knowledge recipients, interpret and respond to newcomer proactive knowledge sharing. Practically, for organizations to fully leverage the benefits of newcomer knowledge, it is essential for practitioners to understand how incumbent employees, as coworkers and knowledge recipients, tend to perceive and react to it. Equipped with such understanding, practitioners can anticipate possible reactions and help newcomers better

navigate the situation.

Taken together, this research aims to answer two critical questions regarding the interpersonal consequences of newcomer proactive knowledge sharing with coworkers: (a) How do coworkers perceive and react to newcomer proactive knowledge sharing? and (b) Eventually, does newcomer proactive knowledge sharing facilitate their transition from outsiders to insiders?

To tackle these issues, I draw on attribution theory and status characteristics theory to elucidate *how* coworkers interpret newcomer proactive knowledge sharing and *what* their responses are thereafter. I also integrate the literature on employee inclusion to explain *why* newcomer inclusion perceptions are affected. Specifically, I make the case that, although proactive knowledge sharing demonstrates a newcomer's goodwill to benefit others in the team, the newcomer's low assigned status makes such behavior look like a suspicious attempt to strive for higher status. Therefore, coworkers can simultaneously attribute newcomer proactive knowledge sharing to a prosocial motive (i.e., the desire to benefit other people; Grant, 2008) and a status-striving motive (i.e., the motive to obtain social worth and maintain a high standing within a status hierarchy; Barrick, Stewart, & Piotrowski, 2002). Such ambivalent attributions further impact how coworkers react to newcomers: although prosocial motive attribution will prompt coworkers to provide newcomers with greater socialization support and to utilize the knowledge newcomers share, the status-striving motive attribution will make coworkers less likely to engage in either of these behaviors. Consequently, coworker socialization support and utilization of newcomer knowledge exert consequential impacts on newcomer's inclusion perceptions: an elevated level of coworker socialization support increases inclusion perceptions,

because it suggests other team members have socially accepted the newcomer. In addition, coworker utilization of newcomer knowledge enhances newcomer's inclusion perceptions as well because it implies that their coworkers recognize the unique value of the newcomer's insights. Going one step further, I also propose that leader encouragement of learning and newcomer information seeking work as the boundary conditions.

1.2 Intended Contributions of the Study

This work makes several contributions to the literature. First, by focusing on newcomer proactive knowledge sharing, this research contributes to the literature in understanding a broader array of newcomer proactive behaviors during socialization. As mentioned above, although the five behaviors identified in the Ashford and Black (1996) model provide insightful guidance for understanding newcomer proactivity, it does not capture the full array of proactive behavior in which newcomers may engage. In fact, emerging research has started to investigate a broader range of newcomer proactive behaviors, including voice, helping, and self-promotion (Bamberger, Geller, & Doveh, 2017; Duan, Lin, Wang, & Xu, 2022; Gross, Debus, Liu, Wang, & Kleinmann, 2021; Jia, Zhong, & Xie, 2021; Wu, Kee, Wu, Ni, & Deng, 2022). Second, this research advances the literature on employee knowledge sharing by investigating its social consequences. In addition, scholars have pointed out that the existing literature on employee knowledge sharing focuses predominantly on its benefits, ignoring that such behaviors are "not always good" (Ahmad & Karim, 2019, p.12). By investigating the potential drawbacks of newcomer proactive knowledge sharing, the present research contributes to a more comprehensive understanding of the phenomenon. Third, the present research extends the

newcomer socialization literature by examining an essential yet overlooked outcome: the newcomer inclusion perceptions. Although scholars have long recognized that socialization is an "outsider-to-insider passage" (Van Maanen & Schein, 1979, p. 6), few research has yet examined newcomer inclusion perceptions as the focused outcome. The present research fills this gap not only by demonstrating how newcomers can proactively own their own inclusion by proactively sharing knowledge but also by revealing the key role coworkers play in the process. Fourth, by identifying newcomer information seeking as a boundary condition, the present research extends our understanding of the role information seeking plays in socialization. Although information seeking is one of the most researched newcomer proactive behaviors (Morrison, 1993), prior research focuses primarily on its role in facilitating the assimilation process (i.e., newcomers become more similar to full group members by learning norms and how to effectively assume work roles; Moreland, 1985). In this research, I argue that information seeking also enables newcomers to better exert influence by equipping them with a fine-grained understanding of the new environment. Finally, by examining the moderating roles of leader encouragement of learning, the present research suggests that above and beyond providing direct supervisory support, leaders can facilitate newcomer socialization by making team members more appreciative of newcomers' knowledge contributions.

1.3 Chapter Outline

In the next chapters, I first review the three key literature streams to which this research aims to contribute (Chapter 2). Chapter 3 first provides an overview of the two overarching theories I draw on, including attribution theory and status characteristics theory. I then define

the key variables and delineate the theoretical rationale behind the proposed theoretical model. Chapter 4 describes in detail the research site, the multi-wave longitudinal study design, and the procedures, sample, measures, survey translation, and analytical strategy. Chapter 5 presents the results of analyses, including descriptive statistics and hypotheses testing results. Chapter 6 summarizes the key findings and discusses the theoretical and practical implications. I also discuss the limitations of this study and suggest paths for future research. Finally, I include a copy of the Institutional Review Board (IRB) approval letter (Appendix A), an English version of the survey questionnaires (Appendix B), and the results of supplemental analyses without control variables (Appendix C). Following the Tables and Figures is the bibliography.

Chapter 2: Literature review

2.1 Extant Research on Newcomer Proactive Behaviors and Socialization

Socialization is as uncertain as "navigating uncharted waters" (Ellis et al., 2015) because it combines ambiguities, difficulties, and "reality shocks" between preconceived notions and newfound realities (Li et al., 2011). For newcomers to smoothly transition from outsiders to insiders, apart from organizational socialization tactics targeted at onboarding them (see Saks, Uggerslev, & Fassina, 2007, for a review), a wealth of academic research has looked into how newcomers can proactively cope with this arduous phase (i.e., individual tactics). The seminal work that guides these investigations is the study by Ashford and Black (1996), in which they propose a newcomer proactivity framework consisting of five common behaviors: The first behavior is information seeking, which refers to newcomers' search for and acquisition of job and organizational information (Wanberg & Kammeyer-Mueller, 2000). The second behavior is feedback seeking, which is defined as the solicitation of information about how one is performing (Wanberg & Kammeyer-Mueller, 2000). Information and feedback seeking enable newcomers to make better sense of the new environment, facilitating their survival in their new roles (Ashford & Black, 1996). Such behaviors are positively related with the extent to which newcomers understand what is expected of them in their new position (Bauer et al., 2007). The third behavior concerns newcomers' relationship building, which targets the forging of social relationships at the workplace (Wanberg & Kammeyer-Mueller, 2000). A stream of research on newcomer social capital provides empirical support that newcomers build both vertical (i.e., relationships with supervisors) and horizontal (i.e., relationships with coworkers) social

relationships (Fang, McAllister, & Duffy, 2017; Yuan, Li, Mai, Ye, & Yu, 2020; Zhou et al., 2022). Fourth, the Ashford and Black (1996) framework also considers the job-change negotiation of newcomers, describing newcomers' explicit attempts to change his or her job to create a better fit between them and their new jobs. Finally, the framework also includes newcomers' positive framing. Positive framing is a self-management process that alters newcomers' understanding of a situation by explicitly controlling the cognitive frames they use. The tendency to reinterpret events positively helps newcomers demonstrate creativity and perform at higher levels (Boulamatsi et al., 2021; Harrison et al., 2011).

Although the Ashford and Black (1996) framework has inspired a significant quantity of research on newcomer proactivity published in top-tier management and psychology journals (e.g., Bauer et al., 2007; Boulamatsi et al., 2021; Fang, Duffy, & Shaw, 2011; Harrison et al., 2011; Nifadkar & Bauer, 2016; Wanberg & Kammeyer-Mueller, 2000), it is not without its limitations. Its greatest shortcoming lies in its narrow scope because it encompasses only a limited range of proactive behavior exhibited by newcomers. The behaviors included in the framework can be categorized into two major types: (i) the behaviors aimed at better mastering and performing job responsibilities by soliciting information and feedback from colleagues, negotiating possible job modifications with colleagues, and self-managing cognition processes, and (ii) the behaviors aimed at social assimilation with colleagues, such as adapting oneself to fit into existing social circles (Ellis et al., 2017). Regrettably, these two categories of proactive behavior fail to consider how newcomers can serve as a valuable source of influence within teams. Indeed, a relatively small but emerging stream of literature suggests that newcomers can proactively exert impacts on other people (Levine & Choi, 2010) by examining newcomer

behaviors such as voice (Duan et al., 2022; Howell, Harrison, Burris, & Detert, 2015; Wu et al., 2022) and helping behavior (Bamberger et al., 2017; Jia et al., 2021).

In the present research, I join and extend the emerging literature that recognizes newcomers' ability to exert impact by focusing on an important yet ignored newcomer proactive behavior: proactive knowledge sharing with coworkers.

2.2 Extant Research on Knowledge Sharing

In today's volatile, uncertain, and complex business environment, knowledge has become an increasingly critical resource for organizations to survive and thrive. As Nonaka put it, "In an economy where the only certainty is uncertainty, the one source of lasting competitive advantage is knowledge" (Nonaka & Takeuchi, 2007). However, due to the intangible nature of knowledge, it hinges on employees to elaborate and externalize their knowledge to other organization members. That is, employee knowledge sharing is a fundamental means through which organizations can exploit potential knowledge-based resources (Wang & Noe, 2010). Because of the strategic importance of knowledge, knowledge sharing has been widely investigated across multiple disciplines, such as organizational behavior, psychology, strategic management, and information systems. Nevertheless, one notable issue is the literature's general emphasis on the macro level while relatively neglecting the micro level (Foss, Husted, & Michailova, 2010).

The existing literature on employee knowledge sharing within organizations has predominantly adopted two paths for understanding the phenomenon. The first stream of literature seeks to answer the question of what predicts employee knowledge sharing. In a

systematic review of the antecedents of knowledge sharing, Wang and Noe (2010) identified five major categories: cultural characteristics, organizational context, interpersonal and team characteristics, individual characteristics, and motivational factors. Cultural characteristics, organizational context, and interpersonal and team characteristics constitute the environmental factors that facilitate or hinder knowledge sharing. For example, comparing participants from China and the United States, Chow and colleagues found that the national cultural characteristic of high collectivism made employees from China less likely to share knowledge with outgroup members (Chow, Deng, & Ho, 2000). Regarding organizational context, research has shown that organizational culture and climate (e.g., values and norms) (De Long & Fahey, 2000), human resources (HR) practices for enhancing knowledge sharing (e.g., motivation- and opportunity-enhancing HR practices) (Andreeva & Sergeeva, 2016), and organizational structures (e.g., degree of centralization) (Kim & Lee, 2006) are all effective incubators of employee knowledge sharing behavior. Interpersonal and team characteristics, such as team cohesion (Xue, Bradley, & Liang, 2011) and leadership behaviors (e.g., empowering leadership, respectful leadership, and team-focused transformational leadership) (Dong et al., 2016; Gerpott, Fasbender, & Burmeister, 2020; Srivastava et al., 2006) also play an important role. Despite the external environment, employees' individual characteristics are pivotal in determining whether they share knowledge. Research has revealed that individual personality traits such as conscientiousness and openness to experience predict employee knowledge sharing (Cabrera, Collins, & Salgado, 2006; Chae, Park, & Choi, 2019). External environment factors in conjunction with individual differences shape employee beliefs and attitudes toward knowledge sharing, such as ownership of knowledge (e.g., individual vs. organization),

benefits and costs of sharing knowledge, and whether the knowledge recipient is trustworthy (Wang & Noe, 2010).

The second stream of literature seeks to clarify the outcomes of employee knowledge sharing. Specifically, it asks what benefits can individuals, teams, and organizations gain from employee knowledge sharing, particularly with regard to innovation and performance (see Ahmad & Karim (2019) for a review). For creativity and innovation, the beneficial effects of knowledge sharing are supported across different levels. At the individual level, research has demonstrated that knowledge sharing benefits the whole process of individual creative endeavors, including problem construction and identification, idea generation, idea evaluation, and idea implementation (Carmeli et al., 2013), giving rise to higher levels of creativity including an increased quantity and originality of ideas (Carmeli et al., 2013) and leader-rated creative performance (Dong et al., 2016). At the team level, employee knowledge sharing is conducive to team creativity by synthesizing diverse perspectives (Gilson et al., 2013; Huang et al., 2014) and facilitating the development of team absorptive capacity (Lee et al., 2014). In terms of fostering organizational innovation, employee knowledge sharing brings benefits such as increased organizational absorptive capability (Liao, Fei, & Chen, 2007) and enhanced learning (Yang, 2007). In a similar vein, a substantial body of research has consistently found that employee knowledge sharing benefits performance across individual, team, and organizational levels (Collins & Smith, 2006; Cummings, 2004; Lee et al., 2014; Li et al., 2022; Liu et al., 2011; Quigley et al., 2007; Srivastava et al., 2006).

Despite the impressive progress made in this area, what still lacks in the literature is a comprehensive understanding of the social consequences of employee knowledge sharing. This

oversight is surprising given that knowledge sharing inevitably involves interactions between the knowledge sharer and the recipient(s). Other employees who are not directly involved may also respond as third-party observers. Additionally, owing to its intangible and complex nature, it often requires employee proactivity to identify if certain knowledge is needed and to decide whether to share the knowledge (Bal, Chiaburu, & Diaz, 2011). With this regard, the proactivity literature has established that being proactive in the workplace triggers peer reactions. For example, proactive behaviors such as personal initiative, taking charge, voice, issue-selling, and helping have been found to elicit coworker perceptions and reactions (Grant, Parker, & Collins, 2009; Hernandez Bark, Seliverstova, & Ohly, 2022; Landis, Fisher, & Menges, 2022; McClean et al., 2018; Zhang et al., 2021). Besides, addressing this oversight can facilitate a more comprehensive understanding of the impacts of knowledge sharing. Existing research has noted that scholars in this field have predominantly focused on the benefits of knowledge sharing (Foss et al., 2010), whereas very few attempts have been made to understand how it can backfire (Haas & Hansen, 2007; Li et al., 2022). Considering that research shows that being prosocial or proactive is not always appreciated by coworkers despite the potential benefits of such behavior (Grant et al., 2009; Sun et al., 2021; Zhang et al., 2021), investigating the social consequences of employee knowledge sharing will enrich our understanding of its potential drawbacks.

Through this research, I aim to extend the extant literature by investigating the social consequences of newcomer proactive knowledge sharing with coworkers, shedding light on both its boon and bane.

2.3 Extant Research on Enhancing Employee Inclusion Perceptions

Employee inclusion is a burgeoning area of both theoretical and practical importance. Employee inclusion describes the perceptions that one believes that he or she is an esteemed member of and experiences belongingness to the organization (Lirio, Lee, Williams, Haugen, & Kossek, 2008; Shore et al., 2011). According to Shore and colleagues (2011), this construct comprises two related yet distinct fundamental underpinnings: belongingness and uniqueness. The belongingness component reflects employee perceptions of having formed and maintained supportive and caring relationships with colleagues. The uniqueness component pertains to employee perceptions that their individuality and uniqueness, such as different insights, are valued and respected by other colleagues (Shore et al., 2011). Inclusion perceptions are triggered when these two underpinnings are simultaneously satisfied so that employees "can be their unique selves at work while experiencing the feeling of being 'home'" (Veli Korkmaz, van Engen, Knappert, & Schalk, 2022).

Ever since Mor Barak and her colleagues systematically investigated inclusion in work organizations (Mor-Barak & Cherin, 1998), research in this field has delved deep into answering two critical questions: (1) Which employee groups should be targeted to enhance inclusion perceptions? and (2) What strategies promote employee inclusion perceptions?

The scholarly understanding of the targets for enhancing inclusion perceptions has expanded from only disadvantageous employee groups to encompass all members within the organization. Although increasing employee inclusion first garnered attention as a cure for organizational challenges associated with diversity, such as involving employees from different age, gender, ethnic and cultural groups (Boehm, Kunze, & Bruch, 2013; Nishii, 2013), recent

theoretical developments suggest that "feeling included" matters for every member of an organization (Shore, Cleveland, & Sanchez, 2018). This is driven by the fact that business practitioners and management scholars encounter a range of challenges beyond those related to diversity when endeavoring to construct an inclusive workplace. For example, recent research by Farh and colleagues revealed that controlling for demographic characteristics, employees who work for multi-national corporations while not located in headquarter-countries encounter additional challenges to feel included (Farh, Liao, Shapiro, Shin, & Guan, 2021). In a similar vein, newcomer socialization is a critical context where employee inclusion is especially important. While scholars have long recognized that newcomer socialization is an "outsider-to-insider passage" (Van Maanen & Schein, 1979, p. 6), surprisingly few efforts have been made to explicitly investigate whether newcomers do indeed feel like insiders and what factors contribute to the development of such a perception among newcomers. The present study addresses this gap in the literature by examining the extent to which newcomer proactive knowledge sharing with coworkers contributes to a sense of inclusion, as well as the mechanisms underlying the development of such perceptions.

Additionally, the extant research has predominantly taken a top-down approach in considering strategies that promote employee inclusion perceptions, focusing on how organizations and leaders can intervene to foster a sense of inclusion among employees. From the perspectives of organizations, research has examined the effects of inclusion-nurturing HR practices. Previous research suggests that inclusive HR practices differ from and add to traditional high-performance work systems by focusing specifically on the two themes of belongingness and uniqueness (Chung, Dean, & Ehrhart, 2020). By analyzing data from 79

firms, Chung et al. found that inclusive HR practices correlate positively with a firm's ability to retain employees, as well as product quality (Chung et al., 2020). Additionally, empirical evidence has shed light on the effects of group-focused inclusive HR practices. For example, Boehm and colleagues investigated how age-inclusive HR practices affect important workplace outcomes, including performance and turnover intentions (Boehm et al., 2013). Their research suggests that organizations are rewarded when they implement bundles of age-related inclusive HR practices, such as providing equal opportunities for promotion, transfer, and for career advancements irrespective of employee age. Alongside inclusive organizational practices, leaders are advised to assume an equally important role that facilitates the development of employee inclusion perceptions (Shore et al., 2011). Over the past decade, a stream of research investigating inclusive leadership has been advancing rapidly (Choi, Tran, & Park, 2015; Javed, Naqvi, Khan, Arjoon, & Habib, 2017; Mor Barak, Luria, & Brimhall, 2022; Nishii & Leroy, 2022; Nishii & Mayer, 2009; Randel et al., 2018; van Knippenberg & van Ginkel, 2022). Inclusive leadership is defined as leadership processes that promote experiences of inclusion among followers (Nishii & Leroy, 2022) by fostering employee uniqueness, strengthening belongingness within a team, showing appreciation and recognition, and supporting organizational efforts to increase inclusion (Veli Korkmaz et al., 2022).

Despite the increasing body of research on organizational and leadership interventions aimed at creating inclusive workplaces, a notable gap exists in the literature regarding the proactive role of employees in shaping their own inclusion experiences. Specifically, the bottom-up processes in which employees leverage strategies to enhance their own sense of inclusion within the workplace still need to be investigated. After a thorough review of the

literature, the rare exception found was the field study of Farh et al., (2021), which suggests that, although employees working in non-headquarter offices are at a disadvantage in terms of feeling like "insiders," they can elevate the feeling of inclusion by proactively occupying central network positions in giving advice to colleagues in headquarters. This research shows that employees need not wait passively to be included by organizations and leaders. Instead, they can take ownership of their experiences of inclusion by leveraging their agency.

With the current research, I contribute to the emerging literature that considers the important role played by employees in shaping their own inclusion experiences. Specifically, the study examines how newcomer proactive knowledge sharing with coworkers affects incumbent employees' reactions to newcomers, ultimately shaping newcomer inclusion perceptions.

Chapter 3: Theory and Hypotheses Development

3.1 Theoretical Background

3.1.1 Attribution Process in Social Interactions

The attribution process is a prevalent phenomenon in human society, as people are naïve psychologists with an innate interest to comprehend and interpret the causes of others' behaviors (Heider, 1958). Attribution theory, one of the most influential theories in the social psychology field, provides us with a useful framework to understand *why* and *how* individuals construct causal explanations in the attribution process. According to attribution theory, making inferences about others' mental states (e.g., motivations) enables individuals to understand the behavior of others that they encounter in social interactions, making sense of the world and exerting control of the environment (Allen & Rush, 1998; Heider, 1958). Especially in response to proactive behaviors, which "often go beyond minimum requirement and emerge in unanticipated forms and situations" (Grant et al., 2009), observers are in a particular need to make attributions to understand them. For example, extant research has revealed the attribution process after employees encounter various proactive behaviors at the workplace, such as voice, issue-selling, taking charge, and feedback-seeking behaviors (Grant et al., 2009; Lam, Huang, & Snape, 2007; Lee & Barnes, 2021).

Existing research has suggested there are two major types of attributions people tend to make when interpreting behaviors that exceed minimum job requirements (Allen &

Rush, 1998; Grant et al., 2009; Johnson, Erez, Kiker, & Motowidlo, 2002). They are prosocial motive (also referred to as altruistic motives) attribution and instrumental motive (also referred to as self-serving motives) attribution. When people make prosocial motive attribution, they perceive the behavior is driven by one's desire to benefit other people (Grant et al., 2009). Conversely, when instrumental motive attribution is made, people believe that the behavior has a self-serving purpose (Brewer & Gardner, 1996).

3.1.2 Status Characteristics Theory

The key tenet of the status characteristics theory is that the social or demographic groups to which individuals belong carry important social cues that impact how they are perceived and treated (Berger, Cohen, & Zelditch, 1972). According to Berger and his colleagues (Berger, Wagner, & Webster, 2014), such groups are referred to as status characteristics. A status characteristic has the following features: (1) it has to be a socially important characteristic, such as gender, race, and educational achievements; (2) it has two or more distinct states of characteristics, such as male-female, white-black, and bachelor's degree- doctoral degree; (3) certain states of characteristics are deemed as more socially valuable than the others in terms of respect, prestige, and honor; and finally (4) because of status cues, people hold idiosyncratic expectations of individuals who possess these different states.

Depending on the extent to which individuals have control over the characteristics, status characteristics can be surface-level *ascribed* features (i.e., demographic characteristics that are established at birth, such as gender, race, and/or ethnicity; Phillips,

Rothbard, & Dumas, 2009), deeper level *achieved* ones (i.e., status derived from attainments, such as one's education; Phillips et al., 2009), or the mix of both (which is also referred to as the *assigned* status characteristics; Howell et al., 2015).

3.2 Definitions of Key Study Variables

3.2.1 Newcomer Proactive Knowledge Sharing with Coworkers. Following Wang and Noe (2010), I define newcomer proactive knowledge sharing with coworkers as the proactive provision by newcomers of task information and their know-how to help and collaborate with colleagues to solve problems, develop ideas, or implement policies and procedures. "Knowledge" in this working definition refers to "information processed by individuals, including ideas, facts, expertise, and judgments relevant for individual, team, and organizational performance" (Wang & Noe, 2010). As articulated in the seminal work of Nonaka (1994), knowledge can be categorized into two distinct types: explicit knowledge and tacit knowledge. Explicit, or codified knowledge, refers to knowledge that can be transferred in formal, codified, and systematic language. Tacit knowledge, on the other hand, involves both mental models (e.g., schemata, paradigms, beliefs, and perspective) and concrete know-how, crafts, and skills that apply to specific contexts (Nonaka, 1994). In this research, I consider both types of knowledge and investigate how the proactive sharing of such knowledge by newcomers is perceived by coworkers.

3.2.2 Prosocial Motive Attribution. Following previous research, I define prosocial motive as the desire to benefit other people (Grant et al., 2009). When employees attribute prosocial motives, they attribute the behaviors they encounter to an individual's intent to

promote the welfare of others.

3.2.3 Status-striving Motive Attribution. Status is an index of social worth that others accord to an individual (Blader & Yu, 2017). It is conceptualized as the respect and admiration that focal individuals have in the eyes of others (Magee & Galinsky, 2008). Status-striving motive refers to the desire to obtain respect, deference, and honor within the team status hierarchy (Barrick et al., 2002; Phillips et al., 2009). When employees make status-striving motive attributions, they attribute certain behaviors they encounter to an individual's desire to strive for higher status.

3.2.4 Leader Encouragement of Learning. In line with extant research on leader encouragement for desirable workplace behaviors (Zhang & Bartol, 2010), the working definition of leader encouragement of learning in my research is the extent of leader emphasis on team members developing themselves by acquiring new knowledge and skills and actively engage in processes that support such developments (Vandewalle, 1997).

3.2.5 Newcomer Information Seeking. Following the seminal work of Ashford and Black (1996) on newcomer proactivity, I define this construct as the search and acquisition by newcomers of information about the job, team, and organization.

3.2.6 Coworker Socialization Support. Coworker socialization support refers to the extent to which coworkers engage in activities toward newcomers that help newcomers develop favorable social relationships and facilitate their functioning in their new jobs (Gross et al., 2021; Wang, Kammeyer-Mueller, Liu, & Li, 2014).

3.2.7 Coworker Utilization of Newcomer Knowledge. Coworker utilization of newcomer knowledge is defined by Rink and colleagues as the inclination of coworkers to

use newcomer knowledge, skills, and aptitudes (Rink et al., 2013).

3.2.8 Inclusion Perceptions. Following the seminal work of Shore and colleagues on workplace inclusion, I define inclusion perceptions as "the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs of belongingness and uniqueness" (Shore et al., 2011). According to Shore et al., belongingness maps to people's fundamental need to form and maintain strong and stable interpersonal relationships, while uniqueness captures the need to maintain a distinctive and differentiated sense of self (Shore et al., 2011).

3.3 Coworker Attributions of Newcomer Proactive Knowledge Sharing

Guided by attribution theory, I posit that coworkers seek to infer the motives of newcomers who proactively share knowledge with them. Proactive knowledge sharing, as a typical type of workplace proactive behavior (Belschak & Den Hartog, 2010), goes beyond the minimum requirements for employees to fulfill job responsibilities. As "naïve psychologists" (Heider, 1958), employees are sensitive to unusual behaviors in the workplace and have a natural curiosity in providing causal explanations for them (Grant et al., 2009). When observing newcomers who proactively share knowledge, a crucial question for coworkers is to determine the underlying motivations behind such behaviors.

Integrating literature on knowledge management and the status characteristics theory, I propose that coworkers can indeed attribute newcomer proactive knowledge sharing with coworkers to both prosocial (i.e., the desire to benefit other team members; Grant et al., 2009) and instrumental motives (i.e., the desire to benefit oneself; Brewer & Gardner, 1996)

simultaneously. On the one hand, knowledge is a crucial resource to gain competitive advantages (Davenport & Prusak, 1998), yet accumulating it requires substantial investment of money, time, and effort. Sharing such precious assets with coworkers, instead of safeguarding them to gain future advantages, serves as costly signals that imply valuable qualities (Zahavi, 1995) such as altruism (Jordan, Hoffman, Nowak, & Rand, 2016). Especially considering that newcomers are in a stage where they lack all types of resources (Bauer, Erdogan, Caughlin, Ellis, & Kurkoski, 2021), proactively sharing knowledge to help and collaborate with coworkers is a strong indicator of their concern for other team members' welfare.

On the other hand, newcomers' low status leads coworkers to question whether their proactive knowledge sharing is motivated purely by altruism. The label of "newcomer" is an assigned status characteristic (i.e., status characteristics that are initially assigned but can change overtime through effort) that suggests low status (Howell et al., 2015). As indicated by status characteristics theory, there exist widely shared beliefs concerning how low-status individuals should behave, such as exhibiting warmth and obedience rather than demonstrating competence and assertiveness (Ridgeway, 2014). Proactive knowledge sharing showcases individual agency (Li, Frese, & Haidar, 2018), an attribute that violates what is typically expected from low-status individuals. In addition, being able to share knowledge can serve as evidence that a newcomer possesses the expertise and the capacity to contribute to team success, demonstrating the potential to attain a higher status (Park, Chae, & Choi, 2017). Consequently, when newcomers engage in proactive knowledge sharing with their coworkers, it may be perceived as attempts to challenge the existing status hierarchy. Therefore, coworkers may infer that newcomer proactive knowledge sharing with coworkers is driven by a specific

instrumental motive particularly relevant for newcomers, namely, the desire to strive for higher status within the existing team status hierarchy.

According to attribution theory, it is not uncommon for individuals to attribute multiple motives to a behavior. Indeed, although Kelley's (1967) model of attribution suggested a dichotomous view of attribution (i.e., either internal or external), further theoretical developments have criticized this view for oversimplifying a rather complicated phenomenon (Malle, 2011). Empirical research has supported this critique. For example, in Landis and colleagues' investigation on how people interpreted voice behavior, although they did not present it as a hypothesis, their empirical testing showed that employees did simultaneously make prosocial and instrumental motive attributions (Landis et al., 2022). Additionally, this view also aligns with motivation research that demonstrates that employee behaviors can be driven by a complex combination of multiple motives. For example, Grant and Mayer (2009) and Rioux and Penner (2001) found that both prosocial and instrumental motivations drove organizational citizenship behaviors (OCB). De Dreu and Nauta also empirically found that self-interest and other orientation motivations were equally powerful drivers of proactive behaviors (De Dreu & Nauta, 2009). Taken together, I hypothesize that coworkers will make ambivalent attributions to newcomer proactive knowledge sharing with coworkers, simultaneously attributing it to both prosocial and status-striving motives.

Hypothesis 1a: Newcomer proactive knowledge sharing with coworkers is positively related to coworker prosocial motive attribution.

Hypothesis 1b: Newcomer proactive knowledge sharing with coworkers is positively related to coworker status-striving motive attribution.

3.4 Coworker Reactions and Impacts on Newcomer Inclusion Perceptions

Attributions carry consequential impacts in social interactions. A wealth of research has demonstrated that the causal explanations employees construe determine whether the targeted behaviors are appreciated or not (or even punished). Existing research has established a strong association between prosocial motive attributions and positive workplace outcomes, such as more favorable evaluations and increased likelihood of receiving reward recommendations (e.g., Allen & Rush, 1998; Johnson et al., 2002; Landis et al., 2022). Yet, when instrumental motive attributions are made, even for seemingly helpful behaviors, employees are inclined not to reward them (De Stobbeleir, Ashford, & Sully de Luque, 2010; Halbesleben, Bowler, Bolino, & Turnley, 2010; Landis et al., 2022). For instance, Halbesleben and colleagues found that when supervisors attributed instrumental motives (e.g., impression management motive) to OCB, it would surprisingly evoke supervisors' anger and detrimentally impact performance ratings (Halbesleben et al., 2010).

In light of this literature, I argue that the extent to which coworkers attribute newcomer proactive knowledge sharing with coworkers to prosocial and status-striving motives shapes how they would treat the new employee. Specifically, I focus on two important, prevalent, yet distinct coworker reactions to newcomers: coworker socialization support and utilization of newcomer knowledge (Rink et al., 2013). Coworker socialization support refers to the extent to which coworkers engage in activities that help newcomers develop social relationships as well as facilitate their work-based functioning in their new jobs (Gross et al., 2021; Wang et al., 2014). Because newcomers are positioned in a challenging yet critical point of their careers (Bauer & Erdogan, 2011), providing support to help them navigate this uneasy phase

demonstrates coworkers' willingness to accept the newcomer as "one of us." Coworker utilization of newcomer knowledge describes their inclination to utilize the newcomers' knowledge, skills, and aptitudes (Rink et al., 2013). It shows that incumbent employees recognize newcomers' expertise and are open to accommodate it (Rink et al., 2013).

When coworkers attribute prosocial motives to newcomer proactive knowledge sharing with coworkers, they will be more willing to provide socialization support to newcomers and to utilize their knowledge. This argument is grounded on two theoretical reasons. First, it has been suggested that prosocial motive attributions give rise to favorable evaluations, such as being perceived as likable and trustworthy (e.g., Allen & Rush, 1998; Johnson et al., 2002; Lee & Barnes, 2021; Whiting, Maynes, Podsakoff, & Podsakoff, 2011). In the case of newcomers' proactive knowledge sharing to benefit others' welfare, for instance, it not only signals their benevolence but also their ability to contribute to the teams, both of which are two critical components of trustworthiness perceptions (Mayer, Davis, & Schoorman, 1995). These favorable evaluations regarding newcomers' reliability and competence make coworkers more willing to provide socialization support and utilize newcomers' knowledge. Moreover, multiple seminal theories in the fields of psychology, sociology, and organizational behavior have underscored the salience of the norm of reciprocity (Blau, 1964; Cropanzano & Mitchell, 2005; Gouldner, 1960), which concerns people's inclination to reciprocate when treated kindly (Whatley, Webster, Smith, & Rhodes, 1999). The tendency to reciprocate is expected to be especially pronounced in contexts where interdependence is high (Cropanzano & Mitchell, 2005), such as working on the same team (e.g., newcomers and incumbent coworkers). Driven by the norm of reciprocity, coworkers will reciprocate to newcomers who share knowledge to

benefit the collective welfare. This reciprocity can manifest itself in different forms, including assisting newcomers fitting in the new work role (i.e., provide socialization support) and identifying leverageable information when newcomers try to share insights (i.e., utilize newcomer knowledge). Integrating these two streams of literature, I posit the following hypotheses:

Hypothesis 2a: Newcomer proactive knowledge sharing with coworkers is positively related to coworker socialization support, mediated by coworker prosocial motive attribution.

Hypothesis 2b: Newcomer proactive knowledge sharing with coworkers is positively related to coworker utilization of newcomer knowledge, mediated by coworker prosocial motive attribution.

Meanwhile, the attributed status-striving motive will make coworkers less willing to provide socialization support and more reluctant to utilize newcomers' knowledge. The rationales underlying this argument are two-fold. First, when coworkers attribute a newcomer's proactive knowledge sharing behaviors to the desire of striving for higher status, it undermines coworkers' appreciation for both the newcomer and the knowledge shared. Research has shown that when instrumental motive attributions are made, perceivers are less likely to appreciate the targets even for seemingly beneficial behaviors. For example, in three studies, Inesi and colleagues found when favor-receivers attributed giving favors to instrumental motives, their gratitude toward the givers was lower (Inesi, Gruenfeld, & Galinsky, 2012). In a similar vein, I suggest when coworkers make status-striving motive attributions, they will be less willing to provide socialization support due to lower appreciation. Additionally, status-striving motive

attributions will make coworkers more likely to cast doubt upon the value of the shared knowledge and be suspicious about the quality of the knowledge. For instance, in their study investigating how attributions of advice-giver's motives impact the perceived advice usefulness, Landis and his colleagues found out that even if advice contents were the same, when self-serving motives attributions were made, individuals perceived the advice to be less useful (Landis et al., 2022). Similarly, I suggest that hampered perceptions of usefulness will make coworkers less likely to utilize a newcomer's knowledge. Second, status-striving motive attribution can activate coworkers' desire to defend the existing status hierarchy. Being reluctant to provide socialization support and refusing to utilize newcomers' knowledge may be employed as purposeful strategies to impede newcomers' advancement in the existing social hierarchy. Within human society, the motives to defend existing social hierarchies are ubiquitous (Rudman, Moss-Racusin, Phelan, & Nauts, 2012). When individuals engage in behaviors that are incongruent with their social status, others may respond by disliking, less favorably evaluating, or even punishing them (e.g., Amanatullah & Tinsley, 2013; Hernandez Bark et al., 2022; Inesi & Cable, 2015; Rosette, Leonardelli, & Phillips, 2008). Likewise, when coworkers perceive newcomers are striving for higher status, to defend the existing social hierarchy and their current standing, they will be less likely to assist onboarding newcomers and to leverage newcomers' knowledge. Together, these logics imply that:

Hypothesis 2c: Newcomer proactive knowledge sharing with coworkers is negatively related to coworker socialization support, mediated by coworker status-striving motive attribution.

Hypothesis 2d: Newcomer proactive knowledge sharing with coworkers is negatively

related to coworker utilization of newcomer knowledge, mediated by coworker status-striving motive attribution.

Coworkers are key socialization agents who can facilitate or impede the newcomer socialization processes (Kammeyer-Mueller et al., 2013; Li et al., 2011; Wang et al., 2014). Above and beyond coworkers' impacts on newcomer adjustments in both social and work-related aspects (e.g., learning the ropes, building social networks, and gaining task mastery) (Ellis et al., 2017; Morrison, 1993; Nifadkar & Bauer, 2016), integrating research that underscores the critical role coworkers play in building an inclusive workplace (Shore et al., 2018), I argue coworker reactions also shape the extent to which newcomers perceive themselves as insiders. Inclusion perceptions refer to "the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs of belongingness and uniqueness" (Shore et al., 2011, p.1265). When coworkers provide socialization support to newcomers, it signifies that incumbent coworkers are acknowledging and embracing the newcomer as a legitimate member of the team. These positive behaviors serve as kind messages that strengthen the newcomers' perception of belongingness. Similarly, when coworkers frequently utilize the knowledge newcomers share, it signals that incumbent employees recognize the value inherent in what the newcomer is trying to contribute. Such behaviors will strengthen the newcomers' perceived uniqueness, ultimately facilitating the development of their inclusion perception.

Together, the logic above suggests serial mediation relationships between newcomers' proactive knowledge sharing with coworkers and their inclusion perceptions: on the one hand, newcomer proactive knowledge sharing with coworkers will be attributed to a prosocial motive,

which, in turn, increases coworker socialization support and utilization of newcomer knowledge, enhancing newcomers' inclusion perceptions. On the other hand, coworkers may also attribute such behaviors to newcomers' status-striving motive, which can hinder the development of newcomer inclusion perceptions because of a decreased level of coworker socialization support and utilization of newcomer knowledge.

Hypothesis 3a: There is a positive indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker socialization support.

Hypothesis 3b: There is a positive indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker utilization of newcomer knowledge.

Hypothesis 3c: There is a negative indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution and coworker socialization support.

Hypothesis 3d: There is a negative indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution and coworker utilization of newcomer knowledge.

3.5 Moderating Effects

The attributional perspective I draw on posits that perceivers are more likely to attribute focal behaviors to prosocial motives when they themselves are more positively impacted by it (Tims & Parker, 2020). For example, in investigating how employees attribute voice behaviors,

in three studies Whiting and colleagues constantly found a moderately high level of correlation (i.e., around 0.60) between voice constructiveness and the extent which people perceive the behavior to be prosocially motivated (Whiting et al., 2011). In a similar vein, I suggest if a newcomer can make his/her knowledge sharing more beneficial to coworkers by, for example, helping them achieve personal goals or addressing their pain points at work, coworkers are more likely to attribute proactive knowledge sharing to prosocial motives, and less likely to status-striving motives.

The present research centers on two strategies aimed at amplifying the benefits newcomer proactive knowledge sharing has on coworkers: leader encouragement of learning and newcomer information seeking. Leader encouragement of learning refers to the extent of leader emphasis on team members' developing themselves by acquiring new knowledge and skills and active engagement in processes that support such developments (Vandewalle, 1997). Based on theoretical considerations, I anticipate when leaders encourage learning, coworkers are more likely to recognize and appreciate the value in newcomer proactive knowledge sharing. The essence of leadership is to influence and facilitate followers to produce outcomes emphasized by leaders and to accomplish shared objectives (Yukl, 2012). Consistent with this assertion, a considerable body of research has demonstrated that leader encouragement is an effective means of priming employee attention and directing their efforts toward desired outcomes (Cheng & Yang, 2019; Huang, Krasikova, & Liu, 2016; Zhang & Bartol, 2010). Through encouragement of learning, team leaders enable team members to understand the importance of learning, which in turn, fosters their appreciation for opportunities to acquire new knowledge and skills. Such appreciation serves two key functions when coworkers try to interpret

newcomers' proactively sharing knowledge. First, coworkers will view newcomer proactive knowledge sharing as more beneficial because it helps them advance toward directions emphasized by leaders. Second, when a newcomer assists others by sacrificing valuable personal resources, it can be considered as "compliant behavior" that aligns with expectations held toward low-status individuals (Eagly & Crowley, 1986, p. 286). This act, therefore, demonstrates newcomers' obedience to the existing status hierarchy. Thus, coworkers are more likely to interpret such behavior as prosocial efforts to help them acquire knowledge and develop themselves, rather than as self-serving purposes.

Hypothesis 4a: The relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution is moderated by leader encouragement of learning in such a way that the positive relationship is stronger when leader encouragement of learning is high.

Hypothesis 4b: The relationship between newcomer proactive knowledge sharing with coworkers and coworker status-striving motive attribution is moderated by leader encouragement of learning, in such a way that the negative relationship is weaker when leader encouragement of learning is high.

From the perspective of newcomers, actively engaging in information seeking behaviors to search for and acquire job-, team-, and organization-related information can enhance the prosocial nature of their knowledge sharing behaviors while mitigating the impression that they aim to assume higher status. First, through information seeking, newcomers gradually develop a nuanced understanding of what, when, and how to share more targeted knowledge in a more appropriate manner. When trying to share knowledge, one inherent disadvantage faced by

newcomers is their lack of familiarity with the new environment (Ashford & Black, 1996; Bauer et al., 2007; Howell et al., 2015), such as the prioritized tasks other team members are working on as well as the team's unwritten norms and rules (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994), making it difficult for coworkers to recognize if it is beneficial. This creates barriers for newcomers' knowledge sharing because one roadblock to effective knowledge sharing is that employees often are unaware that the knowledge they possess is helpful for their colleagues (Abrams, Cross, Lesser, & Levin, 2003). Integrating existing findings on effective knowledge sharing, I posit information seeking to be one solution to mitigate such disadvantage by enabling newcomers to better sense if their knowledge can be useful to coworkers. For example, research has shown that after employees gain greater access to contextual information by seeking information, they can more sensitively identify work issues that require attention (Nifadkar & Bauer, 2016). Similarly, I posit that such understanding will help newcomers share the most targeted knowledge to address coworkers' pain points with the right timing. In addition, newcomers' lack of familiarity with organizational norms can significantly hinder their effective knowledge sharing. Team norms are implicit expectations that teams adopt to regulate and regularize team members' behaviors, which makes each other's behaviors predictable and facilitates social interactions (Feldman, 1984). Norms matter in knowledge sharing, and research has demonstrated that to effectively communicate one's thoughts, individuals usually need to "read the wind," that is, to assess to what extent the context allows such behavior (Dutton, Ashford, O' Neill, Hayes, & Wierba, 1997). A nuanced understanding of team norms can help newcomers determine suitable ways to proactively share knowledge. For example, when a newcomer tries to proactively share knowledge, it is crucial to assess

whether the team norms prefer members to do so publicly or privately. If team norms prefer private knowledge sharing, bringing up the knowledge publicly (e.g., during a group meeting) may be deemed as inappropriate and eventually ineffective.

Second, seeking information from incumbent employees per se is a status-granting behavior (Agneessens & Wittek, 2012), demonstrating newcomers' deference to the existing status hierarchy. As early as the 1950s, Blau suggested that seeking advice is a form of status recognition (Blau, 1955). This is because the behavior of "seeking" exposes the seeker's lack of knowledge, which individuals are typically willing to do only in front of those with higher status than themselves. For example, by analyzing the advice network data among 86 court judges, Lezega and colleagues found that those with high status are highly sought after while they themselves sought less frequently (Lazega, Mounier, Snijders, & Tubaro, 2012). Moreover, given that seeking advice and information inherently implies the willingness to learn from the targets, such conduct reveals the seeker's openness to being influenced (Schaerer, Tost, Huang, Gino, & Larrick, 2018). By demonstrating their deference to the existing status hierarchy, newcomers can make their proactive knowledge sharing less susceptible to suspicion of being driven by a status-striving motive.

Taken together, I argue that newcomer information seeking behaviors will enhance the relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution while attenuating the relationship between newcomer proactive knowledge sharing with coworkers and status-striving motive attribution.

Hypothesis 5a: The relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution is moderated by newcomer

information seeking in such a way that the positive relationship is stronger when newcomers engage in high levels of information seeking.

Hypothesis 5b: The relationship between newcomer proactive knowledge sharing with coworkers and coworker status-striving motive attribution is moderated by newcomer information seeking in such a way that the negative relationship is weaker when newcomers engage in high levels of information seeking.

Consequently, both leader encouragement of learning and newcomer information seeking will strengthen the positive indirect effects from newcomer proactive knowledge sharing with coworkers to newcomer inclusion perceptions via coworker prosocial motive attribution while attenuating the negative indirect effects through coworker status-striving motive attribution.

Hypothesis 6a: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker socialization support is moderated by leader encouragement of learning in such a way that the positive relationship is stronger when leader encouragement of learning is high.

Hypothesis 6b: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker utilization of newcomer knowledge is moderated by leader encouragement of learning in such a way that the positive relationship is stronger when leader encouragement of learning is high.

Hypothesis 6c: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution

and coworker socialization support is moderated by leader encouragement of learning in such a way that the negative relationship is weaker when leader encouragement of learning is high.

Hypothesis 6d: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution and coworker utilization of newcomer knowledge is moderated by leader encouragement of learning in such a way that the negative relationship is weaker when leader encouragement of learning is high.

Hypothesis 7a: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker socialization support is moderated by newcomer information seeking in such a way that the positive relationship is stronger when newcomers engage in high levels of information seeking.

Hypothesis 7b: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker prosocial motive attribution and coworker utilization of newcomer knowledge is moderated by newcomer information seeking in such a way that the positive relationship is stronger when newcomers engage in high levels of information seeking.

Hypothesis 7c: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution and coworker socialization support is moderated by newcomer information seeking in such a way that the negative relationship is weaker when newcomers engage in high levels of

information seeking.

Hypothesis 7d: The indirect effect from newcomer proactive knowledge sharing with coworkers to their inclusion perceptions via coworker status-striving motive attribution and coworker utilization of newcomer knowledge is moderated by newcomer information seeking in such a way that the negative relationship is weaker when newcomers engage in high levels of information seeking.

Furthermore, I also expect newcomer information seeking and leader encouragement of learning will synergistically enhance each other. That is, when leaders make incumbent team members more appreciative of newcomer proactive knowledge sharing through encouragement of learning, its strengthening effect on the indirect effects via coworker prosocial motive attribution as well as its attenuating effects on those through coworker status-striving motive attribution will be amplified if newcomers can also engage in high levels of information seeking.

Hypothesis 8: There exists a three-way interaction among newcomer proactive knowledge sharing with coworkers, newcomer information seeking, and leader encouragement of learning. Specifically, I expect that (a) the enhancive effect of leader encouragement of learning on the positive indirect effect from newcomer proactive knowledge sharing with coworkers to newcomer inclusion perceptions via coworker prosocial motive attributions and coworker socialization support is stronger when newcomer information seeking is also high, (b) the enhancive effect of leader encouragement of learning on the positive indirect effect from newcomer proactive knowledge sharing with coworkers to newcomer inclusion perceptions via coworker prosocial motive attributions and coworker utilization of

newcomer knowledge is stronger when newcomer information seeking is also high, (c) the attenuating effect of leader encouragement of learning on the indirect effect from newcomer proactive knowledge sharing with coworkers to newcomer inclusion perceptions via coworker status-striving motive attribution and coworker socialization support is stronger when newcomer information seeking is also high, and (d) the attenuating effect of leader encouragement of learning on the indirect effect from newcomer proactive knowledge sharing with coworkers to newcomer inclusion perceptions via coworker status-striving motive attribution and coworker utilization of newcomer knowledge is stronger when newcomer information seeking is also high.

Insert Figure 1 about here

Chapter 4: Methodology

4.1 Research Site and Sample

To empirically test my theoretical model, I conducted a multi-wave and multi-source longitudinal field study in a large technology company in Asia. Driven by its growing business, this company has been recruiting large numbers of new employees every year. To better onboard its newcomers, the company attaches strategic-level importance to newcomer socialization aimed at making them feel included, as shared by the company's HR experts. I believe this company provides an appropriate research context for investigating my theoretical framework. With the help of my dissertation committee chair, we reached out to this company and were approved to conduct field research focusing on 3,344 new employees who joined the company during July and August, 2022. Because these newcomers' entry dates varied, surveys were administered on a rolling basis.

Survey data collection was conducted at four time points, covering the critical first 100 days of newcomers' joining the company (Kammeyer-Mueller et al., 2013). In the beginning of each survey, participants first read a cover letter that informed them of the research objective and survey procedures. I also emphasized that their participation was completely voluntary and assured that their survey responses would be kept confidential. The Time 1 survey was administered 2 months after newcomers entered the company. Newcomers rated their information seeking behaviors over the past 2 months, and 1,484 newcomers provided complete responses at Time 1. At 2 weeks after Time 1, the Time 2 survey was sent to all

incumbent employees (i.e., team members who had been on the team for at least 1 year) whose team newcomers had joined. As coworkers, these incumbent employees rated how frequently new member(s) in their teams engaged in proactive knowledge sharing and their attributions of such behaviors. A total of 1,141 incumbent employees provided ratings for 1,093 newcomers. At Time 3, which was 3 months after newcomers' entry, newcomers were invited to complete another survey to rate coworker socialization support and coworker knowledge utilization, and 1,325 newcomers completed the Time 3 survey. Finally, at 3.5 months after newcomers joined the company (Time 4), I distributed another survey to newcomers to measure their inclusion perceptions. At Time 4, I received 1,205 responses from newcomers.[3]

After all data were collected, I conducted the data matching processes. Merging data from two resources (i.e., newcomers and their team members) and four time points yielded the final sample of 336 newcomers; 72% were males, and their mean age was 24.76 years old (*SD* = 2.62).

4.2 Survey Translation Procedure

All measures were initially developed in English. I followed the translation-back-translation procedure (Brislin, 1980) to generate the Chinese versions of the scales used in this study. The company's HR experts and I, who are all native Chinese speakers, collaborated on the iterative process of translation and back-translation until no concerns about the Chinese version were raised. Please see Appendix B for English versions of the newcomer and coworker

[3]ANOVA results demonstrated that participants in the three waves of newcomer surveys did not differ significantly in terms of gender ($F(2, 4008) = 0.45$, $p > .05$), age ($F(2, 4008) = 1.38$, $p > .05$), education level ($F(2, 4008) = 0.66$, $p > .05$), job level ($F(2, 4008) = 1.41$, $p > .05$), hire source ($F(2, 4008) = 2.48$, $p > .05$), and job family ($F(2, 4008) = 2.13$, $p > .05$).

surveys. Cronbach alphas calculated using this dataset are reported in the next section.

4.3 Measures

4.3.1 Newcomer Information Seeking Behaviors (Time 1, newcomer-rated). I used four items adapted from the widely used Ashford and Black (1996) scale to measure newcomers' information seeking behaviors. Sample items were "I try to learn my team's critical goals" and "I try to learn more about the projects my team is working on" (α =.89).

4.3.2 Newcomer Proactive Knowledge Sharing with Coworkers (Time 2, coworker-rated). Newcomer proactive knowledge sharing with coworkers was measured using five items adapted from the scale designed by Huang and colleagues (Huang et al., 2014) (α =.95). Research has suggested that knowledge can be classified into two distinct types: tacit knowledge (i.e., subjective knowledge that is challenging to codify and articulate, such as personal experiences, professional insights, and know-how in a specific area) and explicit knowledge (objective knowledge that can be articulated and codified in formal and systematic language, such as in documents, reports, and models) (Nonaka, 1994). Following Huang et al., (2014), three items were used to measure tacit knowledge. An example item is "This newcomer proactively shares expertise gained from his/her education or training with team members." Additionally, two items were used to measure explicit knowledge. An example item is "This newcomer proactively shares manuals and other files with team members."

4.3.3 Coworker Prosocial Motive Attribution (Time 2, coworker-rated). Following previous research (Muir, Sherf, & Liu, 2022), I used a shortened version of the Rioux & Penner (2001) scale and measured coworker prosocial motive attribution using four items (α =.92).

Example items include “This newcomer proactively shares knowledge with coworkers because (s)he cares about other team members” and “This newcomer proactively shares knowledge with coworkers because (s)he wants to help other team members.”

4.3.4 Coworker Status-striving Motive Attribution (Time 2, coworker-rated). Three items adapted from Cassidy and Lynn (1989) were used to measure the extent to which coworkers perceive newcomer proactive knowledge sharing to be driven by a status-striving motive. The three items were “This newcomer proactively shares knowledge because (s)he wants to be an important person in the team,” “This newcomer proactively shares knowledge because (s)he wants to be admired by other team members,” and “This newcomer proactively shares knowledge because (s)he wants to have influence over other team members” (α =.90).

4.3.5 Leader Encouragement of Learning (Time 2, coworker-rated). I adapted from the six-item scale designed by Vandewalle (1997). Sample items were “My team leader encourages us to learn knowledge related to my work to improve my ability” and “My team leader encourages and supports employees who continuously learn new skills and knowledge” (α =.94).

4.3.6 Coworker Socialization Support (Time 3, newcomer-rated). Following previous research (Gross et al., 2021), coworker socialization support was measured using three items adapted from Ashford and Black (1996). Items were adapted to capture coworkers’ socialization support in terms of both relational and work-related aspects. Example items were “help you socially integrate in the team” and “give you constructive feedback” (α =.85).

4.3.7 Coworker Utilization of Newcomer Knowledge (Time 3, newcomer-rated). Coworker utilization of newcomer knowledge was assessed using two items from Kane and

Rink (2016). Items were “My coworkers try out the idea, knowledge and perspectives I suggested” and “My coworkers utilize the idea, knowledge and perspectives I suggested” (α =.90).

4.3.8 Inclusion Perceptions (Time 4, newcomer-rated). Inclusion perceptions was measured using the 10-item scale designed by Chung and colleagues that tapped both its belongingness and uniqueness aspects (Chung et al., 2020). Example items included “I am treated as a valued member of my team” and “I can bring aspects of myself to this team that others in the group don’t have in common with me” (α =.93).

4.3.9 Controls. Following the recommendations of Carlson and Wu (2012), I controlled for alternative predictors of the mediators and dependent variables based on theoretical considerations. First, I controlled for other salient demographic characteristics that signal status, including newcomers’ gender, education level, and hire source (new graduates vs. experienced hires). In addition, because this company makes public employees’ job level information, I also controlled for newcomers’ initial job levels. Second, apart from status-striving motive attribution, proactive behaviors can also be attributed to another common instrumental motive-impression management motive (i.e., the desire to control how one appears to others; Morrison & Bies (1991)) (Lam et al., 2007). At Time 2, coworkers rated to what extent they attribute newcomers’ proactive knowledge sharing to impression management motives using a six-item scale. A sample item is “This newcomer proactively shares knowledge because (s)he wants to show off expertise” (α =.87). In addition, employees of this organization are classified into five job families (i.e., Technology, Product, Design, Marketing, and Service), depending on the nature of their work. Theses job families differ in the types of knowledge that is primarily used.

Therefore, I also controlled for newcomers' job family information.

4.4 Analytical Strategy

The fact that some teams had more than one newcomer joining them during the study period created a nested feature in this dataset (336 newcomers embedded in 306 teams). As reported in Table 1, the intraclass correlation coefficients (ICCs) of the key variables considered in my theoretical model are larger than .05, suggesting that there exists non-independence due to clustering (Bliese, 2000; LeBreton & Senter, 2008). Following the recommendations made by McNeish and colleagues (McNeish, Stapleton, & Silverman, 2017), I applied the sandwich estimator to adjust standard errors therefore to account for the non-independence. Specifically, I employed the "Cluster" and "Type = Complex" Mplus syntax (Muthén & Muthén, 2017) and applied path analysis which enabled me to simultaneously test all the hypothesized relationships. To gain more accurate estimates of the indirect and conditional indirect effects, I applied the Monte Carlo method and utilized 20,000 resamplings for each confidence interval (CI) (Selig & Preacher, 2008). Monte Carlo bootstrapping was recommended for the type of multilevel analyses I am testing in this research, whose predicted relationships were mainly in the lower level (Bauer, Preacher, & Gil, 2006). Following the suggestion made by Preacher and colleagues, both 90% and 95% CIs were used in testing indirect effects (Preacher, Zhang, & Zyphur, 2011).

Additionally, to interpret the moderation effects, following the suggestions of Preacher and colleagues (Preacher, Curran, & Bauer, 2006) as well as the practice of recent research that investigates continuous variables as moderators in testing nested data (Sun, Wayne, & Liu,

2022), I used the Johnson-Neyman (J-N) technique. This technique can test the full range of observed values of moderators, thereby identifying at which values the predictor-outcome relationships are significantly different from zero. This method is believed to overcome the significant limitations of the simple slope method such as choosing "ultimately arbitrary" values of moderators (e.g., $\pm$ 1 *SD*) when plotting conditional effects (Preacher et al., 2006, p. 440). Applying the J-N technique, I plotted how slopes (i.e., newcomer proactive knowledge sharing with coworkers → coworker prosocial motive attribution) varied across the full range of observed values of the moderator.

Finally, I tested the hypothesized theoretical model both with and without control variables. The two sets of analyses yielded results that were substantially the same; therefore, only the results of the model with control variables are reported here. The full report for analyses without control variables is included in Appendix C.

Chapter 5: Results

5.1 Descriptive Statistics

Table 1 reports the means, standard deviations, ICC(1)s, and correlations among variables. Table 2 summarizes the direct and indirect effects. Figure 2A presents unstandardized path coefficients testing Hypotheses 1–3, and Figure 2B shows the path coefficients for testing the moderating role of leader encouragement of learning in serial mediations.

Insert Table 1, Table 2, Figure 2A, and Figure 2B about here

Prior to hypothesis testing, I conducted confirmative factor analyses (CFA) to examine whether the measures used were sufficiently distinct from each other. The results indicated that the eight-factor model (i.e., newcomer proactive knowledge sharing with coworkers, coworker prosocial motive attribution, coworker status-striving motive attribution, coworker socialization support, coworker utilization of newcomer knowledge, newcomer inclusion perceptions, leader encouragement of learning, and newcomer information seeking—each loaded on one factor; CFI = 1.00, TLI = 1.00, RMSEA = 0.00, SRMR = 0.00) provided a superior model fit than the alternative five-factor model (newcomer proactive knowledge sharing with coworkers loaded on one factor, coworker prosocial motive attribution and coworker status-striving motive attribution loaded on one factor, coworker socialization support and coworker utilization of newcomer knowledge loaded on one factor, and newcomer inclusion perceptions loaded on one factor; CFI = 0.72, TLI = 0.49, RMSEA = 0.17, SRMR = 0.15) and one-factor model (all loaded on one factor; CFI = 0.81, TLI = 0.74, RMSEA = 0.12,

SRMR = 0.11). Results demonstrated that the measurement model fit the data best.

5.2 Tests of Hypotheses

Hypotheses 1a and 1b state that coworkers would make both prosocial motive attribution and status-striving motive attribution to newcomer proactive knowledge sharing. My analyses reveal that the relationships between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution (coefficient = 0.66, p< .001) and coworker status-striving motive attribution (coefficient = 0.54, p < .001) are both significant and positive. Hypotheses 1a and 1b are thus supported.

Hypothesis 2a predicts a positive relationship between newcomer proactive knowledge sharing with coworkers and coworker socialization support via coworker prosocial motive attribution. The results show that the indirect effect from newcomer proactive knowledge sharing with coworkers to coworker socialization support via coworker prosocial motive attribution is significant and positive (indirect effect = 0.12, 95% CI [0.03, 0.22]). Hypothesis 2a is thus supported. Similarly, Hypothesis 2b concerns the indirect effect of newcomer proactive knowledge sharing and coworker utilization of newcomer knowledge via coworker prosocial motive attribution. My analyses reveal a significant and positive indirect effect (indirect effect = 0.10, 95% CI [0.03, 0.22]). Therefore, Hypothesis 2b is supported. Hypotheses 2c and 2d predict negative indirect effects from newcomer proactive knowledge sharing with coworkers to coworker socialization support and coworker utilization of newcomer knowledge, respectively, via status-striving motive attribution. The results show that the indirect effect to coworker socialization support is insignificant, so Hypothesis 2c is

unsupported. Additionally, the indirect effect on coworker utilization of newcomer knowledge is significant and negative (indirect effect = −0.13, 95% CI [−0.20 −0.05]). Hypothesis 2d is thus supported.

Hypotheses 3a–3d focus on the indirect effects of newcomers' proactive knowledge sharing with coworkers on their inclusion perceptions. Results demonstrate that the indirect effect via coworker prosocial motive attribution and then coworker socialization support is positive and significant (indirect effect = 0.02, 95% CI [0.005, 0.05]). Hypothesis 3a is thus supported. Supporting Hypothesis 3b, the indirect effect via coworker prosocial motive attribution and coworker utilization of newcomer knowledge is positive and significant (indirect effect = 0.01, 95% CI [0.003, 0.03]). The indirect effect via coworker status-striving motive attribution and coworker socialization support is insignificant. Therefore, Hypothesis 3c is not supported. Finally, consistent with Hypothesis 3d, results demonstrate a negative and significant indirect effect via coworker status-striving motive attribution and coworker utilization of newcomer knowledge (indirect effect = −0.02, 95% CI [−0.03, −0.004]).

Hypotheses 4a and 4b concern the moderating effects exerted by leader encouragement of learning on the relationships from newcomer proactive knowledge sharing with coworkers to coworker prosocial motive attribution and status-striving motive attribution, respectively. The interaction between newcomer proactive knowledge sharing with coworkers and leader encouragement of learning is a significant predictor of coworker prosocial motive attribution (coefficient = 0.08, $p < .05$). The relationship is stronger when leader encouragement of learning is high (i.e.,+1 *SD*) (simple slope = 0.64, $p < .001$) as opposed to low (i.e., −1 *SD*) (simple slope = 0.49, $p < .001$). Further analyses reveal that the slope difference is significant

(*diff* = 0.15, p <.05). Applying the online R utility designed by Preacher and colleagues (Preacher et al., 2006), Figure 3 plots how the relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution varies across the range of values of observed leader encouragement of learning in the data (i.e., −4.601 to 0.982 after standardizing). Figure 2 shows that the positive relationship strengthens with increasing observed leader encouragement of learning. Together, these results support Hypothesis 4a. However, the interaction between newcomer proactive knowledge sharing and leader encouragement of learning is not a significant predictor of coworker status-striving motive attribution. Therefore, Hypothesis 4b is not supported.

In a similar vein, Hypotheses 5a and 5b focus on the moderating effects of newcomer information seeking on the relationships between newcomer proactive knowledge sharing and coworker attributions. The interaction between newcomer proactive knowledge sharing and newcomer information seeking is not a significant predictor for either coworker prosocial motive attribution or coworker status-striving motive attribution. Thus, Hypotheses 5a and 5b are not supported.

Hypotheses 6a to 6d focus on the moderating role of leader encouragement of learning in the serial mediation model. The moderating effect of leader encouragement of learning on the indirect relationship between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworker prosocial motive attribution and coworker socialization support is significant (moderated mediation effect = 0.005, 90% CI [0.0003, 0.006]). Further analyses demonstrate that the serial mediation becomes stronger when leader encouragement of learning is high (indirect effect= 0.02, 95% CI [0.006, 0.07]) as opposed to low (indirect

effect= 0.015, 95% CI [0.004, 0.06]). Hypothesis 6a is thus supported. Additionally, the results support Hypothesis 6b by demonstrating that leader encouragement of learning moderates the indirect effect between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworker prosocial motive attribution and coworker utilization of newcomer knowledge (moderated mediation effect = 0.003, 90% CI [0.0001, 0.004]). The serial mediation becomes stronger when leader encouragement of learning is high (indirect effect= 0.012, 95% CI [0.002, 0.05]) as opposed to low (indirect effect= 0.009, 95% CI [0.002, 0.04]). However, for Hypotheses 6c and 6d, the results show that the moderated mediation effects are insignificant. Thus, Hypotheses 6c and 6d are not supported.

Hypothesis 7a–7d concern the moderating role of newcomer information seeking in serial mediations. Because the moderated mediation effects are all insignificant , they are not supported.

Finally, I also predict that the three-way interaction between newcomer proactive knowledge sharing with coworkers, newcomer information seeking behaviors, and leader encouragement of learning will moderate the serial mediations. The results show that leader encouragement of learning's moderating effects on the indirect relationships between newcomer proactive knowledge sharing with coworkers and newcomer inclusion perceptions are not impacted by the level of newcomer information seeking, so Hypotheses 8a–8d are not supported.

Chapter 6: Discussion and Conclusion

6.1 Summary of Key Findings

The purpose of this study was to shed light on the social consequences of newcomer proactive knowledge sharing with coworkers, specifically in terms of coworker attributions and behavioral responses, and its ultimate effects on newcomer inclusion perceptions. Additionally, I argued that leader encouragement of learning and newcomer information seeking were viable strategies that would amplify the enhancing effects newcomer proactive knowledge sharing with coworkers had on their inclusion perceptions.

My four-wave multi-source longitudinal field study of 336 newcomers who joined a leading technology company in Asia in the summer of 2022 supported the indirect effects of newcomer proactive knowledge sharing with coworkers on their inclusion perceptions via coworker attributions and behavioral responses. Specifically, the results revealed that coworkers simultaneously attributed newcomer proactive knowledge sharing with coworkers to prosocial and status-striving motives. The ambivalent motive attributions further engendered different coworker behavioral tendencies, eventually shaping newcomer inclusion perceptions: newcomer proactive knowledge sharing with coworkers exerted positive indirect effects on newcomer inclusion perceptions via coworker prosocial motive attribution and (1) coworker socialization support and (2) coworker utilization of newcomer knowledge. The result also revealed negative relationships between newcomer proactive knowledge sharing with coworkers and newcomer inclusion perceptions through coworker status-striving motive

attribution and (1) coworker socialization support and (2) coworker utilization of newcomer knowledge. Further analyses supported the moderating effect that leader encouragement of learning had on the relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution. When leader encouragement of learning was high, coworkers were more prone to attribute newcomer proactive knowledge sharing with coworkers to prosocial motives. Consequentially, it also strengthened the indirect relationship between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworker prosocial motive attribution and coworker behavioral responses (i.e., coworker socialization support and coworker utilization of newcomer knowledge). These findings carry important implications for both research and practice.

6.2 Theoretical Implications

First, the current research contributes to the emerging literature in understanding a broader array of newcomer proactive behaviors by focusing on a previously overlooked yet important proactive behavior: newcomer proactive knowledge sharing with coworkers. As noted in Chapter 1, the literature on newcomer proactivity has primarily drawn on the framework proposed by Ashford and Black (1996). I applaud for and appreciate the intellectual guidance their model has provided to this field of research. Yet, I respectfully remark that although the behaviors identified by Ashford and Black (1996) are typical, they comprise only a limited spectrum of the proactive behaviors newcomers engage in during their entry process. As demonstrated by a growing body of literature that has begun to turn attention to other proactive behaviors that newcomers may demonstrate, newcomers can engage in voice, helping, and self-

promotion (Bamberger et al., 2017; Duan et al., 2022; Gross et al., 2021; Jia et al., 2021; Wu et al., 2022). Similarly, the current study reveals that newcomers demonstrate a moderately high level of proactive knowledge sharing behavior (i.e., average score is 5.29 out of 7.00), which, in turn, significantly impacts newcomers' interpersonal interactions and inclusion perceptions. I believe after almost three decades, turning our attention to a wider range of behaviors is a fruitful research direction for advancing our comprehension of newcomer proactivity.

Second, this research advances the literature on employee knowledge sharing by not only shedding light on its potential social consequences but also demonstrating its double-edged nature. As noted in Chapter 2, despite the impressive progress made in understanding how knowledge sharing benefits innovation and performance (e.g., Carmeli et al., 2013; Collins & Smith, 2006; Cummings, 2004; Dong et al., 2016; Gilson et al., 2013; Huang et al., 2014; Lee et al., 2014; Li et al., 2022; Liu et al., 2011; Quigley et al., 2007; Srivastava et al., 2006), we still lack a clear understanding of the social consequences knowledge sharing may bring. This oversight is notable because social consequences play a decisive role in determining the extent to which employees are willing to engage in knowledge sharing. By revealing the ambivalent attributions coworkers can make when interpreting newcomer proactive knowledge sharing, this research reveals that the social consequences of employee knowledge sharing can indeed be complex. Specifically, the finding that coworkers can interpret newcomer proactive knowledge sharing to be driven by their status-striving motives enriches our understanding of when and why knowledge sharing may not be appreciated.

Third, although scholars have long acknowledged the importance of newcomer inclusion

perceptions as a critical indicator of newcomer fitting in, few studies have tested it as the focused dependent variable. This may be due to the theoretical advancements in employee inclusion, as well as reliable measures for the construct, have occurred in the recent decade (e.g., Chung et al., 2020; Shore et al., 2011). Nevertheless, with a more comprehensive understanding of the meaning of employee inclusion and the tool to adequately capture the construct, scholars are now better equipped to directly investigate how newcomer inclusion perceptions are shaped. As such, I suggest that direct investigations of how newcomer inclusion perceptions are shaped will contribute significantly to a more nuanced and comprehensive understanding of the phenomenon.

Taking one step further, this research also advances our understanding of how employees can proactively own their own inclusion perceptions. Prior research on enhancing employee inclusion perceptions tends to focus on employee demographic characteristics, inclusive leadership behaviors, and organization inclusion practices (e.g., Li, Kleshinski, Wilson, & Zhang, 2022; Nishii & Mayer, 2009; Shore et al., 2011; van Knippenberg & van Ginkel, 2022; Veli Korkmaz et al., 2022). Considering these factors are largely beyond the employees' control, such an approach overlooks how employees can take the initiative to shape their own inclusive working experience. I therefore posit that this perspective suffers from significant drawbacks because it constructs employees as somewhat vulnerable subjects who wait passively for assistance to be included (Kangas-Müller, Eräranta, & Moisander, 2023). This research, together with a few other studies (Farh et al., 2021), represent pioneering efforts to shed light on how employee proactivity impacts inclusion perceptions.

Finally, this research extends our understanding of supervisory support during newcomer

socialization by demonstrating how leader encouragement of learning functions as a moderator that makes coworkers more likely to appreciate the value of newcomer proactive knowledge sharing with coworkers. Supervisors have long been recognized as key socialization agents who play decisive roles in onboarding newcomers (e.g., Ellis et al., 2017; Gross et al., 2021; Kammeyer-Mueller et al., 2013; Wang et al., 2014). However, prior research has primarily focused on assessing the value of leader provision of direct socialization support, such as offering developmental feedback and sharing essential information. The present study extends our understanding by adopting a novel perspective that examines how leaders help facilitate newcomer socialization through creating a conducive environment.

6.3 Alternative Explanations for Unsupported Hypotheses

Although the majority of my theoretical model is supported, a few hypotheses concerning moderating effects are not supported. First, the results do not support my argument that leader encouragement of learning weakens the relationship between newcomer proactive knowledge sharing with coworkers and coworker status-striving motive attribution. Regardless of the level of leader encouragement of learning, newcomer proactive knowledge sharing with coworkers is positively related with coworker status-striving motive attribution, with effects of comparable magnitude. Upon reflection, I realize that these unsupported hypotheses highlight the challenging dilemma newcomers face in terms of proactively sharing their insights, even if leaders attach importance to learning.

As discussed in Chapter 3, leader encouragement of learning primes team member attention to the acquisition of new knowledge, highlighting its importance in achieving goals.

To this end, newcomers' proactively sharing knowledge with coworkers signals the former's willingness to assist coworkers in advancing in the emphasized direction. Being helpful to others, especially at the expense of scarce personal resources, is a form of "compliant behavior" that aligns with expectations of low-status individuals (Eagly & Crowley, 1986, p. 286), rendering this behavior less suspicious of being driven by a status-striving motive. Conversely, newcomer proactive knowledge sharing with coworkers, as explained in Chapter 3, demonstrates their potential to make a substantial impact. When leaders direct their team's effort toward learning, such behavior becomes even more suspicious as purposeful behaviors to make a difference in the highlighted sphere, making coworkers more likely to attribute to it a status-striving motive. Ultimately, these two opposing effects cancel each other, resulting in an insignificant moderating effect. These unexpected findings suggest that the inherent low status bestowed to newcomers works like an invisible hand that impedes their ability to exert positive impacts on teams—even if they assist coworkers in satisfying leader expectations, their behavior may look like "fishy" attempts to gain a higher status. Similar phenomena are actually not uncommon in the workplace. For example, Tai and colleagues (2023) found that, when receiving help, people may undermine help givers if they perceive them as a status threat. The researchers refer to this behavioral tendency as "biting the hand that feeds," believing it underscores the complex dynamics of workplace status.

Second, I hypothesize that newcomer information seeking moderates how coworkers make attributions to newcomer proactive knowledge sharing with coworkers, strengthening their inclination to make prosocial motive attribution while weakening the tendency to make status-striving motive attribution. However, the results do not support them. This may be because,

being new, it takes longer for newcomers to acquire the implicit understanding to make their knowledge sharing more effective and beneficial, including pinpointing the pain points of their colleagues and determining the most effective methods for sharing their knowledge. Given that I collected data as soon as two months after newcomers joined the company, the timeframe may be inadequate for them to fully equip themselves with such an understanding. Therefore, I call for future research to examine whether, given a longer timeframe, would newcomers that actively engage in information seeking give them an edge to share knowledge viewed as more targeted and valuable.

6.4 Limitations and Future Research

The theoretical and practical implications should be viewed in light of their limitations, which I hope can inspire future investigations. First, although the results demonstrate that newcomers engage in moderately high levels of proactive knowledge sharing, I acknowledge that this may be because I collected data from a leading technology company. As has been repeatedly discussed in the mass media in recent years, the competitive compensation packages offered by leading technology companies have attracted a significant number of well-educated employees. Having received a good education makes employees, especially newcomers, more capable of proactively sharing knowledge with coworkers. For technology companies, one of the core drivers of business growth is innovation. However, because innovation is complex, challenging, and uncertain, it usually exceeds the knowledge boundary of individual employees and requires knowledge sharing among them. Thus, technology companies generally encourage employees to share knowledge with each other and reward them for it. The nature

of the technology industry therefore fosters a conducive environment for newcomers to proactively share knowledge with coworkers. I add the caveat that, in other situations, the frequency of newcomer proactive knowledge sharing may not be so high. I call for future research to replicate my findings using samples from various educational backgrounds and from different industries. Nevertheless, even recognizing that employees in high-tech industries in general demonstrate a relatively high level of proactive knowledge sharing does not invalidate my research findings. As elucidated in Chapter 3, individuals are more prone to make attributions to unusual behaviors. Given that employees in these organizations typically exhibit a high level of proactive knowledge sharing with their colleagues, such conduct should be less surprising. Nonetheless, the results revealed that coworkers still made ambivalent attributions to such behavior, thereby substantiating the robustness of my research findings.

Second, although the proposed mechanisms through coworkers' socialization support and utilization of newcomer knowledge were supported, my examination of the mediating mechanisms may not be exhaustive. Especially with respect to reactions caused by the status-striving motive attribution, disinclination to use newcomer knowledge may be one possibility. When faced with potential interruptions to the functioning status hierarchy, workers can go as far as socially undermining coworkers (Tai et al., 2023). I therefore call for future research to investigate other possible reactions once coworkers attribute the status-striving motive to newcomer proactive knowledge sharing.

Third, I collected data in China, whose cultural characteristic of strong collectivism may work as a boundary condition for my findings. In collectivist countries, people value interdependency, teamwork, and emphasizing members' contribution to the collective welfare

(Hofstede, Hofstede, & Minkov, 2005). Consequently, contributing personal resources to benefit other team members is expected of team members in such cultures. Supporting this argument, utilizing a combined sample size of 9,222, Jiao and colleagues meta-analytically demonstrated that Asian employees considered OCB as an inherent part of their job to a greater extent compared with their Anglo counterparts (Jiao, Richards, & Hackett, 2013). In a similar vein, the influence of a collectivist culture will make coworkers expect that newcomers should proactively share their knowledge. Consistent with the prior discussion on how collecting data in a technology company impacts the results, such cultural characteristics pose a conservative test of my arguments about coworker tendencies to attribute prosocial motives. Nevertheless, I call for future studies to test my findings in more individualist cultures to test their generalizability.

Finally, although compared with cross-sectional research, the longitudinal design of this research "provides more possibilities to rule out alternative interpretations such as reverse causation" (Sonnentag, Binnewies, & Mojza, 2010, p. 966), it does not negate the possibility that newcomer inclusion perceptions can predict their knowledge sharing behavior. In many cases, some newcomers can have higher initial levels of inclusion perceptions than others, such as those who have interned with a company and later return for a full-time job. According to previous research, positive attitudes toward organizations, such as job satisfaction, foster knowledge sharing behavior (de Vries, van den Hooff, & de Ridder, 2006; Lin, 2007a; Lin, 2007b). In a similar vein, I expect enhanced inclusion perceptions to make newcomers believe that their unique insights will be welcomed and considered. Therefore, I call for future research to test if inclusion perceptions can also predict newcomer knowledge sharing behavior.

6.5 Practical Implications

The present research has important practical implications for both newcomers and managers. From the perspective of newcomers, when it comes to proactively sharing their insights with coworkers, newcomers should be alert to both the potential risks and rewards. As demonstrated in the current research, proactively sharing knowledge with coworkers can be a double-edged sword. The ambivalent attributions coworkers make exert opposing impacts on the levels of coworker socialization support and coworker utilization of newcomer knowledge. Therefore, it is imperative for newcomers to strategically manage the knowledge sharing process. For example, as step zero, I would encourage newcomers to "read the wind," that is, to gauge the team climate and assess whether sharing knowledge is appropriate. If the team has created a fostering environment that values knowledge and learning opportunities, proactive knowledge sharing is more likely to be appreciated by coworkers. For instance, my research findings suggest that, when a leader encourages learning, coworkers are more prone to attribute newcomer proactive knowledge sharing to prosocial motives, which in turn augments coworker socialization support and encourages them to utilize newcomer knowledge.

From the perspective of managers, most notably, this research provides encouraging evidence that newcomers are capable of actively engaging in proactive knowledge sharing as early as two months after joining an organization. Above and beyond the benefits that newcomers' proactive knowledge sharing with coworkers can bring to organizations, the results show that it helps onboarding newcomers by increasing the involvement of incumbent employees as a source of socialization support. Moreover, the present study also showcased that the low assigned status of newcomers may deter team members from supporting

newcomers and leveraging newcomers' fresh perspectives. Therefore, to fully realize the benefits of newcomers' fresh insights, managers should remain vigilant in supporting newcomers as they navigate this intricate process. When newcomers join the team, managers can intervene to help newcomers understand and anticipate possible coworker reactions to their proactive knowledge sharing. Going one step further, as previously discussed, team leaders can also cultivate a more supportive environment for newcomers to proactively share their knowledge by encouraging learning among team members.

6.6 Conclusion

The current research integrates attribution theory and status characteristics theory to investigate how newcomer proactive knowledge sharing with coworkers sequentially triggers coworker attributions and behavioral responses. The research further examines how newcomer inclusion perceptions, which is a critical socialization outcome that is somewhat neglected in the literature, is ultimately shaped. Based on multi-wave (i.e., four-wave) and multi-source (i.e., survey data from both newcomers and coworkers) longitudinal data collected from 336 newcomers, this research reveals that coworkers make ambivalent attributions to newcomer knowledge sharing with coworkers, perceiving it to be driven simultaneously by a newcomer's prosocial and status-striving motives. On the one hand, the attributed prosocial motive increases the coworkers' willingness to provide greater socialization support to and utilize knowledge shared by the focal newcomer, thereby enhancing their inclusion perceptions. On the other hand, the attributed status-striving motive makes coworkers less likely to engage in either providing socialization support or utilizing knowledge, thereby impairing their inclusion

perceptions. In addition, the results reveal that leader encouragement of learning works as a moderator to enhance the relationship between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution. The moderating effects also apply to the indirect effects that newcomers' proactive knowledge sharing with coworkers has on their inclusion perceptions through coworker prosocial motive attribution and coworker behavioral reactions (i.e., coworker socialization support and coworker utilization of newcomer knowledge). Taken together, this research sheds light on how newcomers' proactive knowledge sharing with coworkers impacts their inclusion perceptions by triggering coworker attributions and behavioral reactions. It also identifies leader encouragement of learning as a viable leadership strategy that helps make newcomer proactive knowledge sharing be perceived as more prosocial. I hope that this research inspires more fine-grained investigations into a broader range of newcomer proactive behaviors, such as knowledge sharing, and how such proactive behaviors foster inclusion perceptions during the entry process.

Appendix A: Copy of University of Maryland IRB Approval Letter

UNIVERSITY OF MARYLAND
INSTITUTIONAL REVIEW BOARD

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DATE:	September 8, 2022
TO:	Zhishuang Guan
FROM:	University of Maryland College Park (UMCP) IRB
PROJECT TITLE:	[1945964-1] Improving Human Resource Management
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	September 8, 2022
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # *7, Waiver of Consent Documentation 45 CFR 46.117(c)*

Thank you for your submission of New Project materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Prior to final approval of this project scientific review was completed by the IRB Member reviewer.

This submission has received Expedited Review based on the applicable federal regulations.

This project has been determined to be a MINIMAL RISK project.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Unless a consent waiver or alteration has been approved, Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate Amendment forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Please note that all research records must be retained for a minimum of seven years after the completion of the project.

If you have any questions, please contact the IRB Office at 301-405-4212 or irb@umd.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Maryland College Park (UMCP) IRB's records.

Appendix B: English Version of Survey Questionnaire

Time 1: newcomer rated

- Please recall your experiences since joining the organization. The following are descriptions of behaviors that people exhibit at work. Please read each description carefully and indicate the frequency with which you have exhibited each behavior over the past two months.

  We provide seven options with increasing frequency: "Never"=1, "Extremely Rarely" =2, "Occasionally" =3, "Sometimes" =4, "Frequently" =5, "Often" =6, and "Always" =7.

  1. I tried to learn the critical goals of this team.
  2. I tried to learn the important values and norms of this team.
  3. I tried to learn more about the projects coworkers in my team are working on.
  4. I tried to learn about the relationships among coworkers and the ways in which they collaborate to achieve goals.

Time 2: coworker rated

- Please reflect how the new employee [*Newcomer's name*] in your team since they joined your team. Below are some descriptions of behaviors in the workplace. Please read each description carefully and select the frequency with which the newcomer has exhibited each behavior.

  We provide seven options with increasing frequency: "Never"=1, "Extremely Rarely"=2, "Occasionally"=3, "Sometimes"=4, "Frequently"=5, "Often"=6, and "Always"=7.

  1. This newcomer proactively shares work-related experience and know-how with

coworkers in the team.

2. This newcomer proactively shares his/her know-where and know-whom with coworkers in the team when they are in need.
3. This newcomer proactively shares his/her expertise from education or trainings with coworkers in the team.
4. This newcomer proactively shares his/her work reports and official documents with coworkers in the team.
5. This newcomer proactively shares his/her manuals, methodologies, and models (such as slides, codes, and proposals) with coworkers in the team.

- In the above question, you rated the frequency of proactive knowledge sharing demonstrated by the newcomer [*newcomer's name*] since (s)he joined the team. Below are descriptions of common reasons why employees engage in knowledge sharing. Please read carefully each description and indicate to what extent you agree that they align with your observations and judgments of the newcomer.

  We provide five options in increasing degrees of agreement: "Strongly disagree"=1, "Disagree"=2, "Neither agree nor disagree"=3, "Agree"=4, "Strongly agree"=5.

  The newcomer proactively shares knowledge with coworkers in the team because …

  1. (S)he cares about other members of this team.
  2. (S)he wants to know other team members better.
  3. (S)he wants to build good relationships with other team members.
  4. (S)he wants to help other team members as much as (s)he can.
  5. (S)he wants to be an important person in the team.

6. (S)he wants to be admired by other team members.
7. (S)he wants to have influence over other team coworkers.
8. (S)he wants to make a good impression on coworkers in this team.
9. (S)he wants to enhance his or her image (e.g., to make other team members believe that he or she is a helpful employee).
10. (S)he wants to obtain recognition or other organizational rewards.
11. (S)he wants to capture draw attention on him or her.
12. (S)he wants to build up favors for a later exchange.
13. (S)he wants to "show-off" his or her expertise.

- Below are some descriptions of leadership behaviors. Please carefully read each description and indicate to what extent you agree that they align with the behavior of your team leader.

  We provide five options in increasing degrees of agreement: "Strongly disagree"=1, "Disagree"=2, "Neither agree nor disagree"=3, "Agree"=4, "Strongly agree"=5.

  My team leader…

  1. encourages us to learn knowledge related to my work to improve my ability.
  2. encourages us to look for opportunities to develop new skills and knowledge.
  3. encourages us to select a challenging work assignment from which I can learn a lot.
  4. encourages us to take challenging and difficult tasks at work where I will learn new skills and knowledge.
  5. encourages us not to be afraid of taking risks for the sake of learning new skills and knowledge.

6. encourages us to continue our professional development.

Time 3: newcomer rated

- Please reflect on your experiences since joining the company. Below are descriptions regarding interactions between new and senior employees. Please read carefully each description and select the frequency with which senior employees in your team have treated you in the manner described.

  We provide five options in increasing order of frequency: “Never”=1, “Rarely”=2, “Sometimes”=3, “Occasionally”=4, “Frequently”=5.

  Since you joined the company, how frequently have coworkers in your team …

  1. tried to form a good relationship with you?
  2. tried to help you socially integrate into the team?
  3. provided you with constructive feedback after the assignments?

- Please reflect on your experiences since joining the company. Below are descriptions regarding interactions between new and senior employees. Please read carefully each description and indicate the extent to which you agree with each description.

  We provide five options in increasing degrees of agreement: “Strongly disagree”=1, “Disagree”=2, “Neither agree nor disagree”=3, “Agree”=4, “Strongly agree”=5.

  1. Coworkers in my team try out the idea, knowledge, and perspectives I have shared.
  2. Coworkers in my team utilize the idea, knowledge, and perspectives I have shared.

Time 4: newcomer rated

- The following are descriptions of newcomers’ onboarding experience. Please read each description carefully and indicate to what extent you agree that they match your experiences since starting in your position.

We provide five options in increasing degrees of agreement: “Strongly disagree”=1, “Disagree”=2, “Neither agree nor disagree”=3, “Agree”=4, “Strongly agree”=5.

1. I am treated as a valued member of my team.
2. I belong in my team.
3. I am connected to my team.
4. I believe that my team is where I am meant to be.
5. I feel that people really care about me in my team.
6. I can bring aspects of myself to this team that others in the group don’t have in common with me.
7. People in my team listen to me even when my views are dissimilar.
8. While at work, I am comfortable expressing opinions that diverge from my team.
9. I can share a perspective on work issues that is different from my team members.
10. When my team’s perspective becomes too narrow, I am able to bring up a new point of view.

Appendix C: Supplemental Analyses without Control Variables

To test the robustness of my findings, I also conducted supplemental analyses without any control variables.

Hypotheses 1a and 1b state that coworkers would make both prosocial motive attribution and status-striving motive attribution to newcomer proactive knowledge sharing. My analyses reveal that the relationships between newcomer proactive knowledge sharing with coworkers and coworker prosocial motive attribution (coefficient = 0.66, $p < .001$) and coworker status-striving motive attribution (coefficient = 0.55, $p < .001$) are both significant and positive. Hypotheses 1a and 1b are thus supported.

Hypothesis 2a predicts a positive relationship between newcomer proactive knowledge sharing with coworkers and coworker socialization support via coworker prosocial motive attribution. The results show that the indirect effect of newcomer proactive knowledge sharing and coworker socialization support via coworker prosocial motive attribution are significant and positive (indirect effect = 0.12, 95% CI [0.02, 0.16]). Hypothesis 2a is thus supported. Similarly, Hypothesis 2b concerns the indirect effect of newcomer proactive knowledge sharing and coworker utilization of newcomer knowledge via coworker prosocial motive attribution. My analyses reveal a significant and positive indirect effect (indirect effect = 0.10, 95% CI [0.01, 0.16]). Therefore, Hypothesis 2b is supported. Hypotheses 2c and 2d predict negative indirect effects from newcomer proactive knowledge sharing to coworker socialization support and coworker utilization of newcomer knowledge, respectively, via status-striving motive attribution. The results show that the indirect effect to coworker socialization support is

significant and negative (indirect effect = −0.07, 95% CI [−0.11, −0.001]), so Hypothesis 2c is supported. Additionally, the indirect effect on coworker utilization use of newcomer knowledge is significant and negative (indirect effect = −0.12, 95% CI [−0.16, −0.03]). Hypothesis 2d is thus supported.

Hypotheses 3a–3d focus on the indirect effects of newcomers' proactive knowledge sharing with coworkers on their inclusion perceptions. Results demonstrate that the indirect effect via coworker prosocial motive attribution and then coworker socialization support is positive and significant (indirect effect = 0.02, 95% CI [0.002, 0.03]). Hypothesis 3a is thus supported. Supporting Hypothesis 3b, the indirect effect via coworker prosocial motive attribution and coworker utilization of newcomer knowledge use is positive and significant (indirect effect = 0.01, 95% CI [0.001, 0.03]). The indirect effect via coworker status-striving motive attribution and coworker socialization support is negative and significant (indirect effect = -0.01, 95% CI [-0.02, -0.0002]). Therefore, Hypothesis 3c is supported. Finally, consistent with Hypothesis 3d, results demonstrate a negative and significant indirect effect via coworker status-striving motive attribution and coworker utilization of newcomer knowledge (indirect effect = −0.02, 95% CI [−0.02, −0.003]).

Hypotheses 4a and 4b concern the moderating effects exerted by leader encouragement of learning on the relationships from newcomer proactive knowledge sharing with coworkers to coworker prosocial motive attribution and status-striving motive attribution, respectively. The interaction between newcomer proactive knowledge sharing and leader encouragement of learning is a significant predictor of coworker prosocial motive attribution (coefficient = 0.07, $p < .05$). The relationship is stronger when leader encouragement of learning is high (i.e.,+1

SD) (simple slope = 0.61, p <.001) as opposed to low (i.e., −1 SD) (simple slope = 0.47, p <.001). Further analyses reveal that the slope difference is significant (diff = 0.14, p <.05). However, the interaction between newcomer proactive knowledge sharing and leader encouragement of learning is not a significant predictor of coworker status-striving motive attribution. Therefore, Hypothesis 4b is not supported.

In a similar vein, Hypotheses 5a and 5b focus on the moderating effects of newcomer information seeking on the relationships between newcomer proactive knowledge sharing and coworker attributions. The interaction between newcomer proactive knowledge sharing and newcomer information seeking is not a significant predictor for either coworker prosocial motive attribution or coworker status-striving motive attribution. Thus, Hypotheses 5a and 5b are not supported.

Hypotheses 6a to 6d focus on the moderating role of leader encouragement of learning in the serial mediation model. The moderating effect of leader encouragement of learning on the indirect relationship between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworker prosocial motive attribution and coworker socialization support is significant (moderated mediation effect = 0.004, 95% CI [0.00004, 0.006]). Further analyses demonstrate that the serial mediation becomes stronger when leader encouragement of learning is high (indirect effect= 0.017, 95% CI [0.005, 0.07]) as opposed to low (indirect effect= 0.013, 95% CI [0.004, 0.05]). Hypothesis 6a is thus supported. Additionally, the results support Hypothesis 6b by demonstrating that leader encouragement of learning moderates the indirect effect between newcomer proactive knowledge sharing with coworkers and their inclusion perceptions via coworker prosocial motive attribution and coworker use of newcomer

knowledge (moderated mediation effect = 0.003, 90% CI [0.00008, 0.004]). The serial mediation becomes stronger when leader encouragement of learning is high (indirect effect= 0.012, 95% CI [0.0008, 0.05]) as opposed to low (indirect effect= 0.009, 95% CI [0.0007, 0.04]). However, for Hypotheses 6c and 6d, the results show that the moderated mediation effect is insignificant. Thus, Hypotheses 6c and 6d are not supported.

Hypothesis 7a–7d concern the moderating role of newcomer information seeking in serial mediations. Because the moderated mediation effects are insignificant for all serial mediations, they are not supported.

Finally, I also predict that the three-way interaction between newcomer proactive knowledge sharing, newcomer information seeking behaviors, and leader encouragement of learning will moderate the serial mediations. The results show that leader encouragement of learning's moderating effects on the indirect relationships between newcomer proactive knowledge sharing with coworkers and newcomer inclusion perceptions are not impacted by the level of newcomer information seeking, so Hypotheses 8a–8d are not supported.

Table 1
Means, standard deviations, ICC(1)s and correlations among variables

Variable	*M*	*SD*	ICC(1)	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Newcomer proactive knowledge sharing with coworkers	5.28	1.23	0.77													
2. Coworker prosocial motive attribution	4.29	0.58	0.42	.66***												
3. Coworker status-striving motive attribution	4.21	0.58	0.51	.55***	.65***											
4. Coworker socialization support	4.64	0.59	0.10	.06	.08	-.02										
5. Coworker utilization of newcomer knowledge	3.97	0.81	0.09	-.04	.01	-.12*	.22***									
6. Newcomer inclusion perception	4.11	0.57	0.22	.06	.08	.08	.32***	.27***								
7. Leader encouragement of learning	4.47	0.54	/	.51***	.50***	.43***	-.03	-.10	.05							
8. Newcomer information seeking	6.10	0.85	0.10	.07	.13*	.07	.19***	.13*	.33***	.04						
9. Gender	0.72	0.45	0.25	-.12*	-.13*	-.17**	.02	-.03	.06	-.06	-.01					
10. Hire source	0.04	0.21	/	-.03	-.04	.02	-.00	-.03	-.05	-.07	-.06	-.03				
11. Education level	2.72	0.52	0.41	.11	.06	.04	-.01	.02	.02	.05	.07	-.06	-.22***			
12. Job level	5.32	1.11	0.79	.05	-.01	-.03	-.04	-.03	-.02	-.05	-.05	.02	.73***	.07		

13. Job family	3.64	0.95	/	-.05	-.04	-.05	.02	-.05	-.03	-.02	-.23***	.28***	.02	-.10	.05	
14. Coworker impression management motive attribution	3.57	0.67	0.60	.19***	.27***	.45***	-.10	-.05	-.06	.18***	-.09	-.02	.04	.01	-.00	-.04

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 2
Summary of Results of Testing the Serial Mediation Model

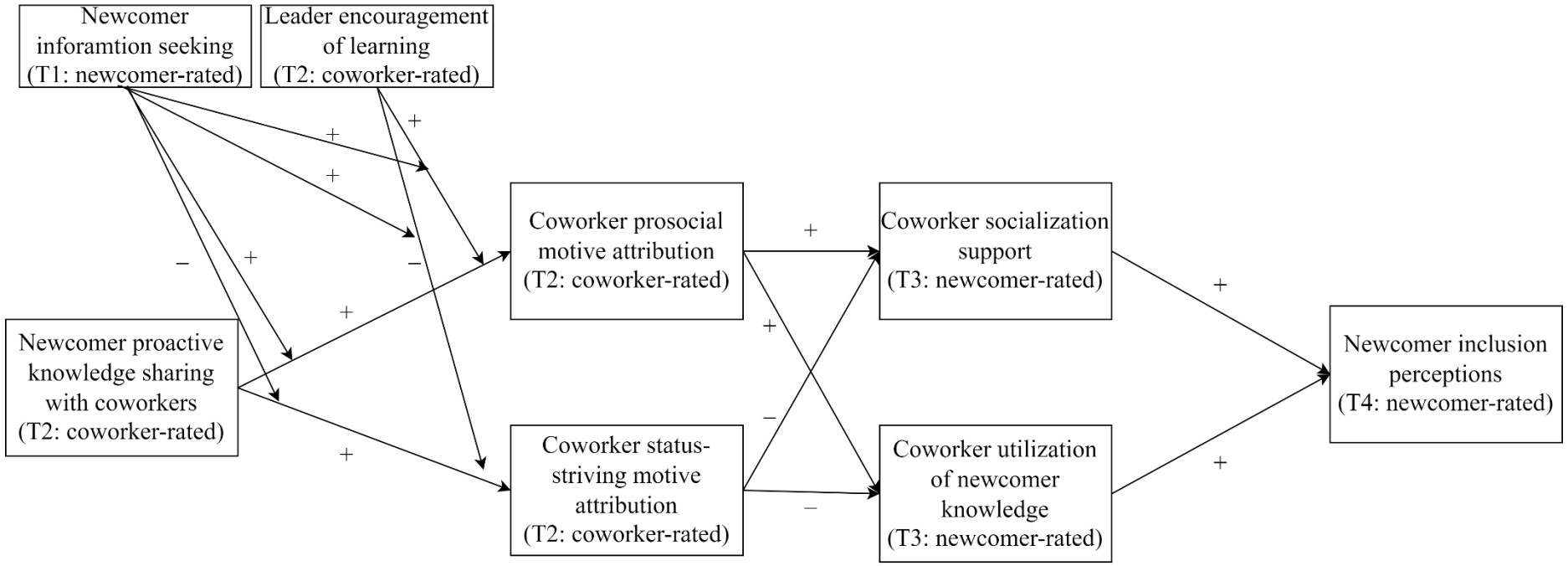
Effect type	Coefficient	SE	CI
Direct paths			
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution	0.66	0.04	95% CI [0.58, 0.74]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution	0.54	0.05	95% CI [0.45, 0.64]
Coworker prosocial motive attribution→Coworker socialization support	0.19	0.07	95% CI [0.05, 0.32]
Coworker prosocial motive attribution→Coworker utilization of newcomer knowledge	0.15	0.07	95% CI [0.02, 0.27]
Coworker status-striving motive attribution→Coworker socialization support	-0.07	0.06	90% CI [-0.16, 0.03]
Coworker status-striving motive attribution→Coworker utilization of newcomer knowledge	-0.23	0.07	95% CI [-0.37, -0.10]
Coworker socialization support→Newcomer inclusion perceptions	0.18	0.05	95% CI [0.08, 0.28]
Coworker utilization of newcomer knowledge→Newcomer inclusion perceptions	0.12	0.04	95% CI [0.04, 0.21]
Indirect effect and Moderated serial mediation			
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→Coworker socialization support	0.12	0.05	95% CI [0.03, 0.22]
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→Coworker utilization of newcomer knowledge	0.10	0.05	95% CI [0.03,0.22]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→ Coworker socialization support	-0.04	0.03	90% CI [-0.09, 0.02]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→Coworker utilization of newcomer knowledge	-0.13	0.04	95% CI [-0.20 -0.05]
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→Coworker socialization support→Newcomer inclusion perceptions	0.02	0.01	95% CI [0.005, 0.05]
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→ Coworker utilization of newcomer knowledge →Newcomer inclusion perceptions	0.01	0.01	95% CI [0.003,0.03]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→ Coworker socialization support→Newcomer inclusion perceptions	-0.01	-0.01	90% CI [-0.02, 0.003]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→	-0.02	0.01	95% CI [-0.03, -0.004]

Coworker utilization of newcomer knowledge→Newcomer inclusion perceptions			

Moderated paths	Coefficient	SE	CI
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution			
Moderator 1: Leader encouragement of learning	0.15	0.03	95% CI [0.01, 0.14]
−1 SD Leader encouragement of learning	0.49	0.07	95% CI [0.36, 0.61]
+1 SD Leader encouragement of learning	0.64	0.05	95% CI [0.54, 0.74]
Moderator 2: Newcomer information seeking behaviors	-0.02	0.04	90% CI [-0.09, 0.05]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive			
Moderator 1: Leader encouragement of learning	0.05	0.04	90% CI [-0.02, 0.12]
Moderator 2: Newcomer information seeking behaviors	0.04	0.05	90% CI [-0.04, 0.12]
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→Coworker socialization support→Newcomer inclusion perceptions			
Moderator 1: Leader encouragement of learning	0.005	0.003	90% CI [0.0003, 0.006]
−1 SD Leader encouragement of learning	0.015	0.008	95% CI [0.004, 0.06]
+1 SD Leader encouragement of learning	0.02	0.01	95% CI [0.006, 0.07]
Moderator 2: Newcomer information seeking behaviors	-0.002	0.003	90% CI [-0.004 0.002]
Newcomer proactive knowledge sharing with coworkers→Coworker prosocial motive attribution→Coworker utilization of newcomer knowledge→Newcomer inclusion perceptions			
Moderator 1: Leader encouragement of learning	0.003	0.002	90% CI [0.0001, 0.004]
−1 SD Leader encouragement of learning	0.009	0.005	95% CI [0.002, 0.04]
+1 SD Leader encouragement of learning	0.012	0.007	95% CI [0.002, 0.05]
Moderator 2: Newcomer information seeking behaviors	0.000	0.001	90% CI [-0.002, 0.001]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→Coworker socialization support→Newcomer inclusion perceptions			
Moderator 1: Leader encouragement of learning	-0.001	0.001	90% CI [-0.002, 0.0006]
Moderator 2: Newcomer information seeking behaviors	-0.001	0.002	90% CI [-0.003, 0.001]
Newcomer proactive knowledge sharing with coworkers→Coworker status-striving motive attribution→Coworker utilization of newcomer knowledge→Newcomer inclusion perceptions			
Moderator 1: Leader encouragement of learning	-0.003	0.003	90% CI [-0.004, 0.0004]
Moderator 2: Newcomer information seeking behaviors	-0.000	0.001	90% CI [-0.004, 0.01]

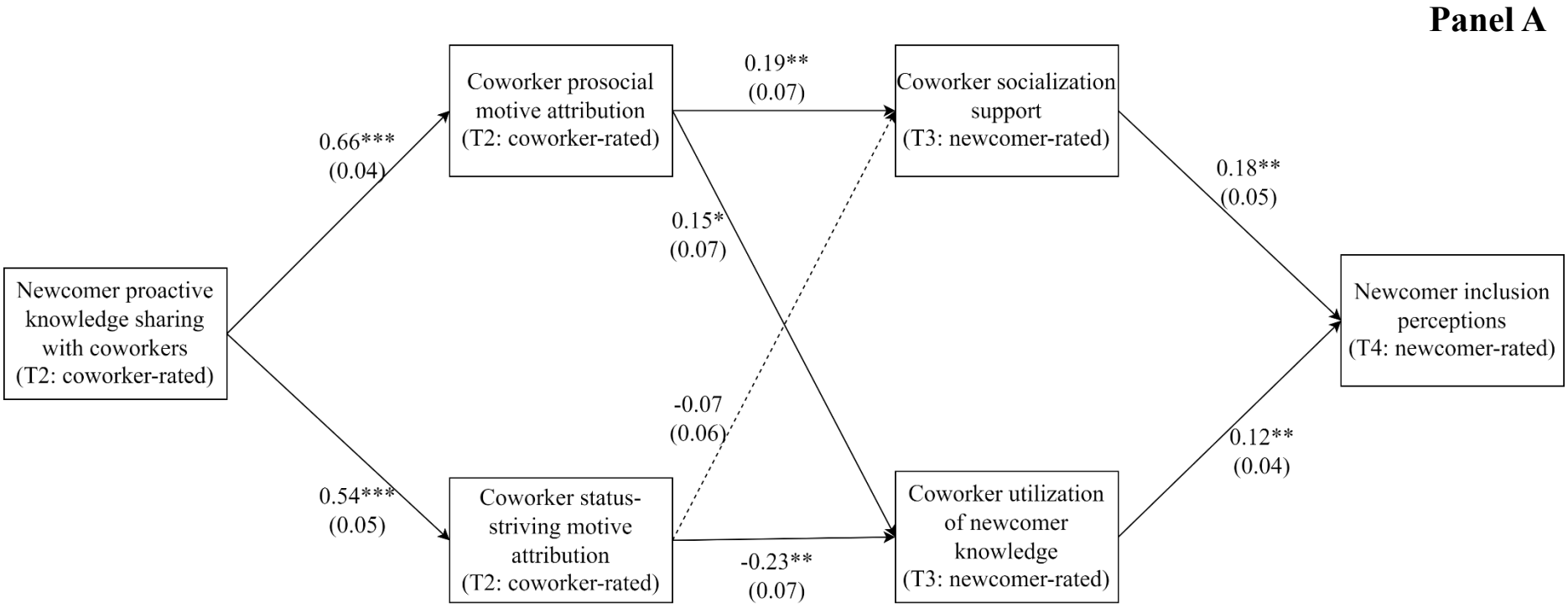
FIGURE 1

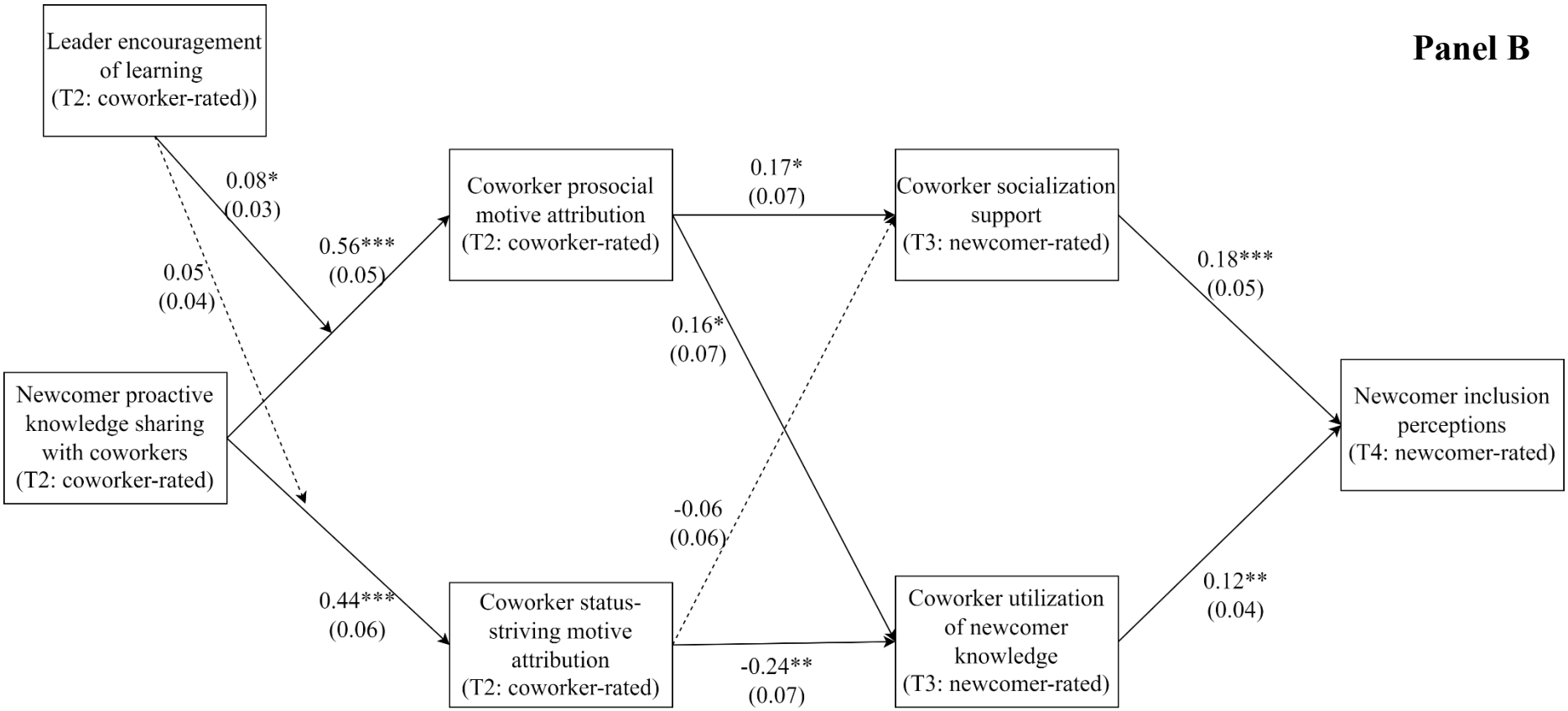
Theoretical Model



Note. T1= Time 1; T2 = Time 2; T3 = Time 3; T4 = Time 4

FIGURE 2
Results of Testing the Serial Moderated Mediation Model

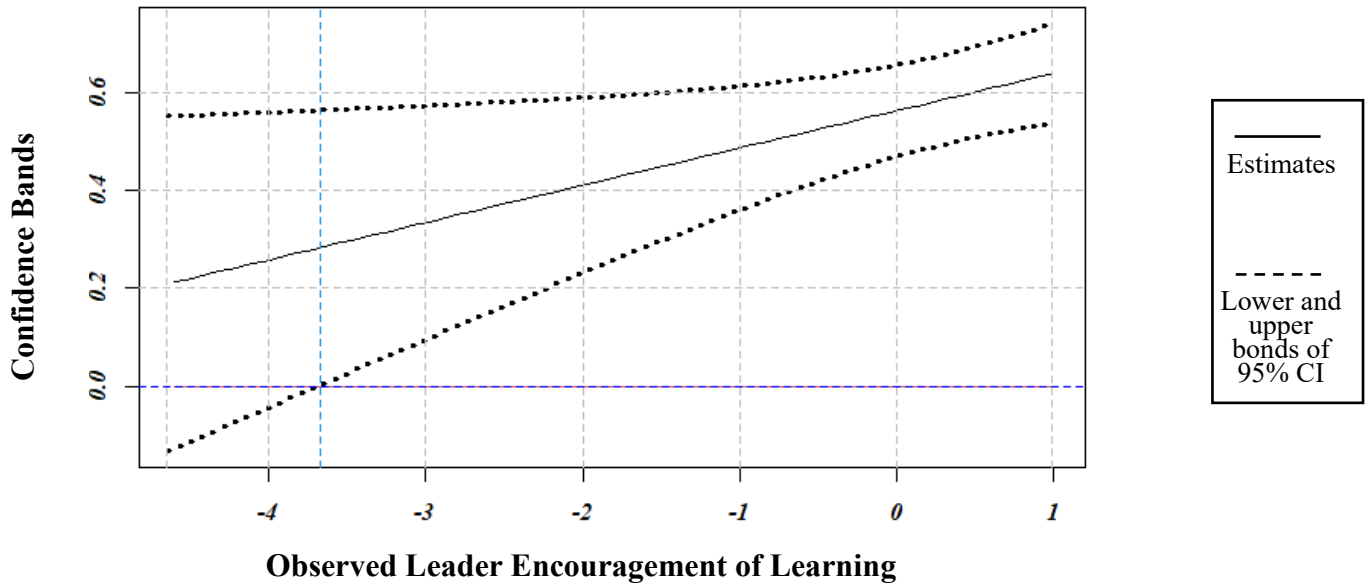




Note. N = 336. T2 = Time 2; T3 = Time 3; T4 = Time 4. Unstandardized path estimates are reported. The dashed lines indicate nonsignificant relationships. Panel A: Results of testing the serial mediation model. Panel B: Results of testing the moderating role of leader encouragement of learning in the serial mediation model. Because the moderating effects of newcomer information seeking were insignificant, results of testing its moderating roles were not presented here. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

FIGURE 3

The Moderating Effect of Observed Leader Encouragement of Learning on the Relationship between Newcomer Proactive Knowledge Sharing with Coworkers and Coworker Prosocial Motive Attribution



Notes. The *x* axis represents real range of observed leader encouragement of learning in the data after standardizing (i.e., -4.601 to 0.982).

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