# ABSTRACT

Title of dissertation: PUTTING THE ‘I’ IN CREATIVITY ASSESSMENTS: THE IMPACT OF IDENTITIES ON CREATIVITY ASSESSMENTS AND WILLINGNESS TO IMPLEMENT IDEAS

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Managers’ assessments of the creativity of ideas are crucial to organizations. Research suggests that there are distinct individual differences in the way managers assess creative ideas, yet it remains an under-researched topic. One such difference, shared social identities (e.g., nationality or organizational membership), can alter perceptions of creative ideas, yet no research has yet examined the other form of identities, role identities, despite research showing that role identities can influence the generation of ideas. I examined the effects of creative and economic managerial role identities on creativity assessments because past research shows these two identities play important roles in creativity. I theorized that the activation of either a creative or economic role identity would affect creativity assessments in three ways. First, that the activation of a creative managerial role identity would positively moderate the relationship between idea novelty and creativity assessments, while the activation of an economic managerial role identity would negatively moderate the relationship between idea novelty and creativity assessments. Second, that social comparison orientation would negatively moderate that relationship. Third, that the activation of a creative managerial role identity would strengthen the positive effects of creativity assessments on managers’ willingness to implement the idea, while the activation of an

economic managerial role identity would weaken the positive effects of creativity assessments on managers' willingness to implement the idea. I proposed several alternative hypotheses which examined whether trait levels of creative and economic managerial role identities had a significant effect on these relationships. I conducted four online experiments to test these hypotheses. The result of these four experiments did not support the hypotheses. However, across the four studies there was consistent evidence of a direct positive effect of trait creative managerial role identity on creativity assessments and an indirect positive effect on willingness to implement through higher creativity assessments.

# PUTTING THE ‘I’ IN CREATIVITY ASSESSMENTS: THE IMPACT OF IDENTITIES ON CREATIVITY ASSESSMENTS AND WILLINGNESS TO IMPLEMENT IDEAS

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## DEDICATION

To my wife Vianna, without whose steady support and love this dissertation would have been impossible.

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## INTRODUCTION

Creativity, the development of new and useful ideas (Amabile, 1996; George, 2007), is a core concern to many companies. Being able to utilize creativity effectively allows companies to not only survive, but thrive (George & Zhou, 2001; Sternberg & Lubart, 1999). Over the past several years, we have seen how outside events can change the business world overnight (Bartik et al., 2020; Coibion et al., 2020; Hopper, 2020), often requiring companies to develop creative solutions to continue operating. Improving the effectiveness of creativity is seen as critical to firms as they try to navigate an ever-changing corporate landscape (Thompson, 2003; Zhou et al., 2017).

But for firms to implement creative solutions, they first need employees to generate creative ideas, those that are both novel and useful (Amabile, 1983; Litchfield, Ford, & Gentry, 2015) and for managers to recognize them as such (Berg, 2016). Much research has examined the generation of creative ideas, but far less has considered creativity assessment (Zhou et al., 2019). There is an inherent challenge in creativity assessments, because the "degree to which an individual sees an idea as novel or creative has a subjective component, beyond objective or normative standards" (Zhou et al., 2017; pp. 182). In other words, an idea is not objectively creative; creativity is in the eye of the perceiver and the same idea could be perceived as highly creative by one person and low in creativity by another (Zhou et al., 2019). Idea novelty in particular has proven to be a critical roadblock to making accurate creativity judgments (Berg, 2016, Licuanan et al., 2007) as novel ideas can be more difficult to understand (Meyers-Levy & Tybout 1989; Moreau, Lehmann, & Markman, 2001; Moreau, Markman, & Lehmann, 2001). Even though novelty is a core component of creative ideas, the effects of idea novelty on creativity assessments can vary depending upon the specifics of the context (Beaty & Johnson, 2021; Giorgi & Weber, 2015; Mueller et al., 2012; Paletz & Peng, 2008; Rietzshel et al., 2010; Zhou et al., 2017). Thus, it is important to better understand the effects of idea novelty when managers assess an idea's creativity.

A nascent area of research highlights that the perceiver's characteristics can have a profound impact on creativity assessments (Zhou et al., 2019; pp. 2582). Evaluators with different personal characteristics can assess the same idea differently (Zhou et al., 2017; Zhou et al., 2019). For example, factors such as personality (Sijbom et al., 2015), creative ability (Silvia, 2008), regulatory focus (Herman & Reiter-Palmon, 2011; Yeo & Park, 2006), and goal orientation (Sijbom et al., 2016) have all been demonstrated to affect the assessment of creative ideas.

A recent stream of research has begun to explore how the roles that individuals occupy can influence the perceptions of creative ideas. In his 2016 work, Berg explored whether an individual occupying a manager role or a creator role would affect how they evaluate creative ideas. He theorized that the role people hold will shape their mode of thinking, with managers being focused on convergent thinking while creators would utilize convergent and divergent thinking, allowing creators to perform better when evaluating ideas (Berg, 2016). He found support for this model through a combination of a lab experiment where roles were manipulated, and a field study driven by the roles participants held in their organization. In a second paper, Mueller and colleagues (2018) examined how individuals in decision-maker roles would be prone to developing economic mindsets, which lead to a focus on rationality, accuracy, and correctness. This, in turn, increased their skepticism towards creative ideas that lacked social approval out of fear of making an error. In summary, this line of research has examined the effects of more creative and economic roles.

A second recent stream of research has started examining the role of identities in creativity evaluation. In two separate projects (Adarves-Yorno et al., 2008; Steffens et al., 2017) researchers have demonstrated that shared social identities, such as nationality or organizational membership, can influence individuals to rate creative ideas more highly. This effect can, in turn, be shaped by whether social or personal identities are activated (Haslam et al., 2013). In each case, the scholars drew from Social Identity Theory (Tajfel, 1978; 1981) to develop their hypotheses.

Yet each of these approaches (that of social identities, e.g., Adarves-Yorno et al., 2008; and roles, e.g., Mueller et al., 2018) only presents part of the picture, so our understanding can still be improved. Prior works on the importance of roles have not considered role *identities*. Like roles, identities can shape individual behavior (Stryker, 1980), but because identities are intrinsically connected to individuals' self-concepts (Ashforth, 2000; Ashforth et al., 2000; Markus & Wurf, 1987), anything that could threaten the identity may provoke a defensive response (Petriglieri, 2011). Such a defensive response is something that prior studies of roles within the context of creativity evaluation do not consider (e.g., Berg, 2016; Mueller et al., 2018).

Likewise, the recent work on the effects of identity on creativity assessment has only drawn from one theory of identities, Social Identity Theory. Social identity theory considers the effects of shared social and personal identities (Tajfel, 1978) but does not consider role identities (Stets & Burke, 2000). Prior social identity-based research on creativity evaluation has considered how shared social identities between the suggester and evaluator can influence creativity assessment (e.g., nationality; Adarves-Yorno et al., 2008). Yet this neglects the assessor's own role identity which has been shown to influence the generation of ideas (Zhan et al., 2020). This suggests that considering the other principal theory of identities, Identity theory (Stryker, 1980), which focuses on roles, may improve our understanding of the assessment of creative ideas.

Identity theory focuses on the importance of role identities, which are the parts of the self "composed of the meanings that persons attach to the multiple roles they typically play in highly differentiated contemporary societies" (Stryker & Burke, 2000: 284). Such identities are generally stable over time (Burke, 2007), representing possible traits that, once developed, can influence individuals to act in ways that are consistent with their perceptions of themselves (Ashforth & Mael, 1989) and discourage them from acting in ways that are inconsistent with their identity (Petriglieri, Ashford, & Wrzesniewski, 2019; Stets & Burke, 2000). Consequently, identities have been found to shape perceptions in a variety of situations, such as perceptions of social groups' qualities (Luhtanen & Crocker, 1992) and perceptions of others (Hong et al., 2004). Identity-driven biases are more likely to occur in situations that are more ambiguous and lacking in objective criteria, because specific and objective criteria make it easier for individuals to recognize and counteract such biases (Dovido et al., 2001; Dovidio & Gaertner, 2000). Assessing creative ideas is partially subjective, often ambiguous, and frequently lacks objective criteria (Zhou et al., 2017; Zhou et al., 2019). Therefore, the ambiguity in the assessment of creative ideas may make the assessment prone to identity-driven biases, yet the effects of role identity in shaping creativity assessments and willingness to implement ideas remain unexplored.

Individuals usually hold many different identities (James, 1890; Stryker 1980; Stryker & Serpe, 1982). Managers' identities can be particularly complex, as the role of a manager can facilitate the development of many different role identities, such as a leader, mentor, functional expert, etc. (Sveningsson & Alvesson, 2003). Development of an overarching identity as a manager has been described as a "process in which individuals create several more or less contradictory and often changing managerial identities (identity positions) rather than one stable, continuous and secure, manager identity" (Sveningsson & Alvesson, 2003; pp. 1165). The hybrid nature of managers' work roles, with both domain-specific requirements (e.g., engineer, accountant, nurse) as well as administrative and economic demands, can lead to this fragmentation (Leavitt et al., 2012). Because regular actions mold individuals' identities (McCall and Simmons 1978; Stryker, 1980), managers who routinely address creative problems could be prone to developing a managerial role identity defined by their creative function. For the same reason, the routine consideration of finances required of managers may also lead to the development of an economic identity.

Creative and economic role identities have begun to be explored within the context of creative idea generation, but not idea assessment. Farmer and colleagues (2003) examined what they called a creative role identity, and found that it increased creative behaviors. Zhan and colleagues (2020) theorized that the multiple roles held by entrepreneurs may lead to the creation of two types of identities: that of a creative "inventor" identity which desires and emphasizes the novelty of whatever comes before them, and that of a more economic "businessperson" identity which focuses on commercial viability and economic success. They concluded that the same individual could hold both identities, with more experienced entrepreneurs being more capable of leveraging both identities in the process of generating creative ideas.

In this dissertation, I focus on these two managerial role identities: a creative managerial role identity and an economic managerial role identity. I adapt Jaussi and colleagues' (2007) definition of creative role identity to define a creative managerial role identity (CMRI) as the extent to which individuals hold a self-perception that being original and thinking about problems in new ways is a central part of 'who they are' and their self-definition in their work role as manager. Jaussi and colleagues' (2007) framing of creative identity also served as the foundation for my definition of an economic managerial role identity (EMRI), in which I altered the definition of CMRIs to instead incorporate economic concepts. I define EMRIs as the extent to which individuals hold a self-perception that being financially responsible and considering the economic implications of problems (e.g., costs, benefits, risks) is a central part of 'who they are' and their self-definition in their work role as a manager.

Creative and economic role identities are fundamentally connected to the creative process yet may push managers in different directions (Zhan, et al., 2020). Managers can have many different role identities and not every manager in a given role shares the same role identity(ies) (Sveningsson & Alvesson, 2003), so any given manager may have one, both, or neither of these identities. Because they can occupy both creative and economic roles, managers could be affected by either, depending upon how they think of themselves in their work role (Drazin et al., 1999). Such identities tend to be stable traits of the individuals that hold them (Burke, 2007; Markus & Wulf, 1987), yet what drives attitudes and behaviors is what identity is in an individual's mind at any given point in time.

Individuals have many identities (James, 1890), which may or may not be active at any individual moment (Stets & Burke, 2000). Activation refers to identities that are triggered and entered into working memory, such as a parent identity being activated when interacting with children (Carter, 2013; Oakes, 1987). Individuals frequently have more than one work role identity (Caza et al., 2018), each of which can be activated (Stets & Burke, 2000). As it involves both creativity and economics, it is possible that either a CMRI or an EMRI could be activated when a manager is evaluating a creative idea and determining whether or not to implement it.

Identities shape attitudes and behaviors because individuals have a fundamental desire to self-verify their active identities, proving to themselves that they hold these identities and are who they think they are (Stryker & Burke, 2000). This verification can be achieved in two distinct ways. First, there can be an absolute comparison, where individuals consider the extent to which their behaviors align with what the identity means to them (often called an identity standard; see Burke, 2007) and frequently adjust their behavior to match those meanings (Burke & Reitzes 1981; Stets & Serpe, 2013). As I explain in more detail in my theory and hypotheses, recognizing the creativity of a novel idea and being willing to implement an idea viewed as creative would be a way for a person to align their behavior with a CMRI. In contrast, rating a novel idea poorly and being skeptical of implementing creative ideas could be aligned with an EMRI.

Second, there can be a relative comparison, where individuals examine whether they or some other person they compare themselves to are more consistent with what the identity means to them—the identity's standard (Burke, 2007). Such social comparisons are crucial to understanding one's identity (Hogg, 2000; Turner, 1975). As I explain in my theory and hypotheses section, this could lead to a feeling of threat (thus lowering creativity assessments) in a person with an active CMRI.

Within the context of idea evaluation, this means that individuals may try to ensure that their evaluation of the idea is in line with their identity (an absolute comparison), but they may also compare themselves to the person who generated the idea (a relative comparison). An individual's choice of absolute or relative comparison may be shaped by their social comparison orientation, which is an individual's predisposition to compare themselves to others (Vogel et al., 2015). Thus, individuals with a higher social comparison orientation (SCO) would be more prone to compare themselves to others (i.e., relative comparisons). Comparisons to others can be threatening to identities when an individual feels outperformed by another (Buunk & Gibbons, 2007; Mussweiler et al., 2000). Thus, in this paper, I explore how the effects of identities may differ depending upon individuals' social comparison orientation.

Drawing upon Identity Theory (Stryker, 1980), past literature surrounding the effects of role identities (Albert & Whetten, 1985; Farmer et al., 2003), and routes to identity verification (Burke, 2007; Burke & Reitzes 1981; Stets & Serpe, 2013; Stryker & Burke, 2000), I theorize that a manager will have a very different assessment of an idea's creativity depending upon the situation. As I theorize and develop hypotheses in later sections, I argue that creativity assessments may vary depending upon 1) idea novelty, 2) whether a creative managerial role identity or an economic managerial role identity is activated, and 3) the individual's social comparison orientation. If a manager has an active creative (economic) managerial role identity and tries to verify an identity by ensuring that his/her behaviors align with what the identity means to him/her, it will strengthen (weaken) the relationship between idea novelty and creativity assessments. If instead the manager has a propensity to engage in social comparison (SCO), a highly novel idea could prove threatening to a manager with an active creative managerial role identity, resulting in lower assessments of highly novel ideas. Conversely, a low novelty idea would be less likely to be perceived as a threat. Additionally, activation of a creative (economic) managerial role identity would strengthen (weaken) the relationship between those creativity assessments and managers' willingness to implement the idea. The resulting conceptual model can be seen below in Figure 1.1.

I also consider the potential importance of trait levels of identities to identity activation. I examined alternative exploratory hypotheses which incorporate both identity activation manipulations *and* trait levels of the relevant identities. These argue that trait levels of CMRI and EMRI affect the assessment of creative ideas, in addition to idea novelty, CMRI or EMRI activation, and SCO. Specifically, trait levels of CMRI and EMRI will alter the effects of the activation manipulations such that only in the presence of the trait identities will the activation manipulations have their hypothesized effects. As identity activation refers to when a held identity is made situationally relevant (Stets & Burke, 2000), if the trait identity is absent, then there is nothing to activate. In studying these issues, as well as those listed earlier, I set out to answer the following two research questions:

*RQ1: Does the activation of a creative or economic managerial role identity influence the extent to which novel ideas are assessed as creative or managers' willingness to implement the ideas?*

*RQ2: Does Social Comparison Orientation alter the effect of these identities in this context?*

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Insert Figure 1.1 about here
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In doing so, this dissertation makes three primary contributions. First, it draws on identity theory (Stryker, 1968) to investigate the extent to which a creative or economic managerial role identity might affect how individuals assess novel ideas and their willingness to implement creative ideas. By identifying role identities as a new domain of constructs with potential to shape how individuals react to creative ideas, this research uncovers an important new theoretical lens through which to further investigate influences on the assessment of creative ideas. Across all four studies, there was a consistent positive effect of trait CMRI on creativity assessments, and through creativity assessments, an indirect positive effect on willingness to implement the ideas.

Second, this dissertation taps into self-enhancement theory (Epstein, 1973; Jones, 1973; Swann et al., 1987) and its implications surrounding social comparisons (Gibbons & Buunk, 1999; Wills, 1981) to probe the degree to which novel ideas by others might threaten individuals with creative identities to act contrary to what their identity might seem to dictate. Such a distinction could provide scholars with a more nuanced understanding of the theoretical processes that influence creativity assessment. Past research on creativity assessments involving roles and mindsets (e.g., Berg, 2016; Mueller et al., 2018) has not considered situations where individuals may compare themselves to others and feel threatened, provoking a defensive response. Individuals high in SCO are more prone to compare themselves to others (Vogel et al., 2015), making this more likely. Although the results did not support this scenario, I provide suggestions for further research in the discussion section that may overcome some limitations in my approach.

Third, it contributes to the identity literature by considering the importance of trait identity levels to identity activation attempts. Past research on identity activation has operated under the implicit assumption that the participants possessed the targeted identities, and that they would therefore all be equally responsive to identity activation attempts (e.g., Leavitt et al., 2012; Shih et al., 1999; Vincent & Kouchaki, 2016), yet this may not always the case. Across several studies, the results show that traits may be more predictive of outcomes than attempts to active identities—at least in the case of the creative managerial role identity. While possession of some identities (e.g., racial identities, Shih et al., 1999; broad occupational identities, Leavitt et al., 2012) may be more transparent, this may not be the case with the possession or strength of other identities such as a CMRI or an EMRI. In such cases (and maybe all), explicitly assessing trait levels of each identity in question may be required in research involving various identities because, when individuals hold identities to a lesser extent, identity activation attempts may fail and lead to unwarranted conclusions.

## THEORETICAL BACKGROUND

### Creativity and Creativity Assessments

The recognition and implementation of creative ideas represent a lifeblood of organizations (Omilion-Hodges & Ackerman, 2018), for without both, progress would grind to a halt as "ideas are useless unless used" (Levitt, 1963: 79). For an idea to be creative it requires two important components: novelty and usefulness (Amabile, 1983; 1996). Novelty refers to the uniqueness of the idea, whether it has been done before, and usefulness, or appropriateness, refers instead to whether an idea can solve the problem at hand and be feasible to implement (Amabile, 1983).

Due to resource constraints, not every creative idea can be implemented. Managers must estimate the potential of creative ideas and choose which (if any) they wish to bring into being (Sternberg & Lubart, 1991). As the valuation of ideas is a social construction process (Zuckerman, 2012), it can be it is highly imperfect. Errors made can be costly, causing creative ideas to be overlooked (e.g., Hewlett-Packard overlooking a new display technology; Nemeth, 1997). At the same time, the creativity of ideas can also be overestimated (Groborz & Necka, 2003), potentially resulting in an uncreative idea being improperly endorsed and implemented.

In particular, the assessment of an idea's *novelty* has been identified as a critical roadblock to making accurate creativity judgments (Berg, 2016, Licuanan et al., 2007). Assessments of novelty are complicated by the fact that novel ideas are often difficult to understand and interpret (Rindova & Petkova, 2007). This is in part because novel ideas can require a new schema to be understood (Meyers-Levy & Tybout 1989; Moreau, Lehmann, & Markman, 2001; Moreau, Markman, & Lehmann, 2001).

Adding to this, the effects of idea novelty on creativity assessments have been mixed. Creativity is a function of both novelty and usefulness (Amabile, 1983), which is why some scholars have defined creativity as the product of novelty and usefulness (e.g., Brown & Baer, 2015; Lu et al., 2019; Hoever et al., 2012). This is how I also assess creativity in this dissertation. Usefulness may vary as well, and the relationship between idea novelty and usefulness is not wholly independent. Highly novel ideas can be difficult to understand (Rindova & Petkova, 2007), and so many lay individuals may perceive a highly novel idea as less useful (Rietzshel et al., 2010). This could be why other studies have found a negative relationship between novelty and creativity assessments (e.g., Mueller et al., 2012; Rietzshel et al., 2010). These competing influences may also be why other research has found a mixed (e.g., Zhou et al., 2017), or curvilinear (e.g., Giorgi & Weber, 2015) relationship between idea novelty and creativity assessments. If these mixed effects are driven by the aforementioned difficulty in understanding novel ideas (Moreau, Lehmann, & Markman, 2001; Moreau, Markman, & Lehmann, 2001), then the effects may be more pronounced for highly novel ideas. This potentially negative relationship could be because a more novel idea is truly less useful, but it could also be due to misperceptions that come from this difficulty in understanding the idea. When usefulness is held constant, research has shown that idea novelty is positively related to creativity assessments (e.g., Lu et al., 2019; Mueller et al., 2013), as it removes one of the two potential causes of the negative relationship, leaving only misperceptions.

Recently, the topic of creativity assessments has received renewed attention, with a multidisciplinary review by Zhou, Wang, Bavato, Tasselli, & Wu (2019) providing an overview of the history and current state of creativity assessment. The authors categorized previous research into four categories. The first category, targets' characteristics, explored how the criteria used as part of creativity assessments can differ depending on the subject of the assessment (e.g., assessing the creativity of a person as opposed to the creativity of an idea).

The second category, creators' characteristics, examines how the unique traits of the creators may influence creativity assessments (Zhou, et al., 2019). For example, biographic data such as the creators' gender (Luksyte et al., 2018) or accent (Huang et al., 2013) can alter the reception of creative ideas due to implicit assumptions about people who hold such traits. The reputation of the creator can also influence the reception of creative ideas, as positive reputations can increase trust in risky or ambiguous situations (Sgourev & Althuizen., 2014; Gürhan-Canli & Batra, 2004). Similarly, actions taken by the creator of an idea, such as impression management (Parhankangas & Ehrlich, 2014) or the usage of influence tactics (Lu et al., 2019) can improve the reception of creative ideas. More broadly, people tend to assess products with authorship information (i.e., descriptions of the person or people who created the idea) as being more creative than products without any authorship information (Fisher et al., 2021).

The third category, contextual characteristics, noted how the situation surrounding creativity assessments can affect creativity judgments (Zhou, et al., 2019). Factors such as the hierarchical structure within an organization (Keum & See, 2017), organizational culture (Zhou et al., 2017), or leadership support (Michaelis et al., 2010) each play a role in whether ideas receive a supportive hearing. Similarly, broader cultural characteristics, such as national culture (Adair & Xiong, 2018) or field level norms (Csikszentmihalyi, 1998), can also affect how open a person or organization would be to creative ideas. For example, individuals can be hesitant to recognize the creativity of people whose creativity occurred in socially stigmatized domains (Katz et al., 2022).

The fourth category, perceivers' characteristics, analyzed how receptions of creative ideas are determined in good part by the traits of the person or people evaluating them (Zhou, et al., 2019). For instance, personality factors such as openness to experience can make individuals more receptive to creative ideas (Sijbom et al., 2015), whereas holding a prevention focus inhibits receptivity to creative ideas (Yeo & Park, 2006). Temporary states can also shape perceivers' evaluations of creative ideas, with evaluators in a positive mood rate ideas as being more creative than evaluators in other moods (Bhimani, et al., 2021). A recent work by Unsworth & Luksyte (2021) expanded upon this by exploring how the identities of an idea's creator can threaten the identity of the perceiver. The authors theorized that creators who are older or female can violate norms and expectations surrounding creativity, potentially threating the status of the perceivers' own identities. As a result, the perceiver may rate the idea as less creative as a form of threat reduction (Unsworth & Luksyte, 2021). It is this fourth category that is relevant to the questions under consideration in this dissertation, as identities represent a defining characteristic that is central to how individuals think, act, and behave (Ashforth & Schinoff, 2016; Brewer, 1991).

**Identity**

According to identity theory, role identities serve as the core of individuals' self-concept and reflect how individuals construct definitions of self in a given role (Ashforth et al., 2000). These self-definitions shape behavior, as individuals' innate desire for self-consistency and continuity push them to act out their identities (Gecas, 2001; Shamir, 1991) in order to verify their self-concept and reinforce their identity both in their own eyes and in the eyes of others (Cast & Burke 2002; Stets & Harrod, 2004). This is why identities often play a strong role in influencing individual role performance (Ashforth et al., 2000; Burke & Reitzes, 1981; Farmer et al., 2003; Grube & Piliavin, 2000).

While individuals have many identities (James, 1890), not all of them are activated at any given point in time (Stets & Burke, 2000). Some identities are more salient than others, reflecting identities that are more deeply held by individuals and thus more prone to being activated (Stryker, 1968). Activation refers to identities that are triggered in a given circumstance and enter into working memory, such as a parent identity being activated when interacting with children (Carter, 2013; Oakes, 1987). Even in cases where a situation would not usually call for an identity to be activated, something as simple as asking a few questions about an individual's gender or race can temporarily activate such identities in individuals who hold them (e.g., Shih et al., 1999). This activation leads individuals to act in a manner consistent with the activated identity even if it conflicts with another held identity (LeBoeuf et al., 2010). Individuals can simultaneously have multiple work role identities (Caza et al., 2018), each of which may be activated at different times depending on external stimuli and internal preferences (Stets & Burke, 2000). Which identity is active can have a strong effect on behaviors and research suggests it is possible to deliberately activate a targeted identity (Shih et al., 1999).

Prior research has examined the effects of roles in creativity assessment. Both creative roles (Berg, 2016) and economic roles (Mueller et al., 2018) have been shown to influence the perception of creative ideas. Repeated actions in a role often leads to the development of a related identity (Goffman, 1959; Ramarajan, 2014). This suggests that managers who routinely engage with creative ideas would be likely to develop a creative managerial role identity.

Likewise, the economic duties commonly associated with managerial positions (Drazin et al., 1999) would often lead to an economic managerial role identity. Therefore, two role identities that may be relevant to managers assessing creative ideas are creative and economic managerial role identities, each of which could be activated for different reasons. A creative managerial role identity could be activated because engaging with others' creative ideas could remind managers how important creativity is to how they see themselves. On the other hand, in evaluating creative ideas and making decisions regarding whether or not to implement them, managers frequently must consider the financial implications of the idea, potentially calling managers' economic identity to the fore.

**Creative managerial role identity:** Like any other employee, managers can vary in the conception of their role identity (Hoff, 1999). One role identity that has been discussed within the context of creativity is a creative role identity, held by managers (Jaussi et al., 2007) and non-managers alike (Farmer et al., 2003). First proposed by Petkus (1996), a creative role identity is the extent to which individuals view creativity as part of their work role, leading them to prioritize creativity-related activities by devoting discretionary time and effort to creative endeavors. This concept builds upon past work on identity theory (Stryker, 1968) by arguing that creativity could be reflected within many work role identities (Farmer et al., 2003).

The construct of creative role identities was popularized further by Farmer and colleagues (2003), who examined how creative role identities could be developed over time through a combination of innate tendencies, coworker expectations, and exposure to cultures that place a higher emphasis on creativity. Even in weaker situations, a creative role identity can cause individuals to proactively seek out opportunities to be creative (Tierney & Farmer, 2011), as doing so can further satisfy needs for self-verification (McCall & Simmons, 1978; Riley &

Burke, 1995). Such creative identities do not necessarily mean that the individual in question is actually creative, merely that they view themselves as creative (Lemons, 2010). Building on past work on creativity identities (e.g., Farmer et al., 2003; Jaussi et al., 2007), I will examine how creativity managerial role identities influence the assessment of creative ideas.

In general, those who hold creative role identities embrace "the experimental nature of what they do… [testing] different ways of working with available objects, seeking new manipulations or recombination of those objects" (Sonnenshein, 2014; pp. 837). Being creative requires individuals to "come up with rare solutions and be unique" (Vincent & Kouchaki, 2016; pp. 1454). This desire then needs to be internalized, reflected in "identification with the role of being creative at work and seeing such activity as a central component of who one is" (Tierney & Farmer, 2011; pp. 279). Building on the works of Farmer and colleagues (2003) and Jaussi and colleagues (2007), I define *creative managerial role identity* (CMRI) as the extent to which individuals hold a self-perception that being original and thinking about problems in new ways is a central part of 'who they are' and their self-definition in their work role as manager.

**Economic Managerial Role Identity:** As argued above, a second relevant role identity that could be activated in situations involving creativity assessments would be the evaluator's economic managerial role identity. Beginning in the 1980s, both research and popular understanding began to outline the current predominant traits associated with manager role identities. Greenhaus and Beutell (1985) argued that the characteristics of a manager identity – self-reliance, emotional stability, aggressiveness, and objectivity – may be in tension with familial role identities, leading to conflicting urges and behaviors. Managers began to be "governed by values of economic rationality, the maximization of profit, and the minimization of cost" (Albert & Whetten, 1985, pp. 281-282), above all else. This can result in an economic mindset, characterized by concern for rationality, accuracy, and correctness, even if this risks an overly conservative approach to decisions (Mueller et al., 2018). This focus on financial outcomes can even displace managers' moral perceptions, resulting in more flexible moral judgments (Leavitt et al., 2012).

The *economic managerial role identity* (EMRI) similarly is an important and widely-held component of many managers' identities (Drazin et al., 1999). Although managers often have functional specialties, their other key function is that of administrators, controlling the work process and being aware of the economic outcomes of their workplace (Drazin et al., 1999). This is because they are tasked with administering their groups, with the ultimate responsibility for achieving economic returns resting on their shoulders (Friedman & Friedman, 1962; Leavitt et al., 2012). This focus can also have an internal effect, as when individuals use the term "manager" to describe themselves, they "constitute themselves as rational economic actors who are 'in control' and who use analytical skills to execute organizational strategies in pursuit of management goals" (Clarke et al., 2009; pp. 327). Building on the work of Drazin and colleagues (1999) and Leavitt and colleagues (2012), I define this economic managerial role identity as the extent to which individuals hold a self-perception that being financially responsible and considering the economic implications of problems (e.g., costs, benefits, risks) is a central part of 'who they are' and their self-definition in their work role as a manager.

## THEORY AND HYPOTHESES

### Idea Novelty, Identity Activation, and Creativity Assessments

A creative idea requires two equally important components: novelty and usefulness (Amabile, 1983; 1996). If an idea lacks either novelty or usefulness, then it should not be regarded as creative (Amabile, 1982). Novelty refers to the uniqueness of the idea, whether it has been done before (Amabile, 1983). Most individuals focus first on perceptions of novelty, making novelty the central player in creative assessments (Diedrich et al., 2015; Rindova & Petkova, 2007; Scherer, 2001; Zhou et al., 2017). This is due in part to how evaluators who recognize the novelty of an idea are more likely to engage with it, thinking through the implications of the idea rather than discarding it out of hand (Li et al., 2013). At the same time, individuals generally prefer ideas that are more congruent with established norms and practices (Blair & Mumford, 2007) and can be hesitant to embrace highly novel approaches (Boudreau et al., 2016; Giorgi & Weber, 2015; Mueller et al., 2012). Furthermore, the subjective nature of novelty also makes it the primary stumbling block for creative idea assessment (Berg, 2016; Licuanan et al., 2007; Jackson & Messick, 1965). For these reasons, past research has considered the effects of idea novelty when keeping idea usefulness constant (e.g., Lu et al., 2019), an approach that I utilize as I examine the moderating effects of identity activation.

Identities provide individuals with the standard they use to determine how to act within a given situation (Stryker, 1980; Stryker & Serpe, 1982), and enacting an identity's standard is one way for individuals to engage in self-verification as they are ensuring that their actions match their identity standard (Burke 1991; Markus & Wurf, 1987; Stryker & Burke, 2000). This can be accomplished by altering the current situation so that perceived self-relevant meanings match those of the identity standard, or behaving in a way that is consistent with their identity (Burke 1991; Markus & Wurf, 1987; Stryker & Burke, 2000) while avoiding acting in ways that conflict with their identity (Hirsh & Kang, 2016). As a result, individuals are more likely to make choices and act in ways that align with their activated identities (Bauer, 2015; Forehand et al., 2002; LeBoeuf et al., 2010; Reed et al., 2012), such that "when cues [activate] one of a decision maker's important identities, his or her choices reflect that identity's values" (LeBoeuf et al., 2010; pp. 58).

**Role Identity Activation and Idea Creativity Assessment.** When individuals hold a creative role identity, they view creativity as a core part of who they are at work (Farmer et al., 2003), and it also shapes what they look for in their interactions with others and what opportunities they seek out (Jaussi et al., 2007). Creative identities are characterized in part by a desire to seek out new solutions and new ways of working, as well as a lack of comfort with the status quo (Tierney & Farmer, 2011). Novel ideas are more likely to be paradigm-breaking (Rindova, & Petkova, 2007), and thus are more likely to appeal to those who want to overturn the status quo. Therefore, individuals with an activated CMRI would be predisposed to evaluating novel ideas highly, as recognizing the value of novel ideas and demonstrating an openness to implement them would be identity consistent.

Acting against an activated identity can result in a feeling of dissonance for individuals (Ashforth & Humphrey, 1993); for those with an active creative managerial role identity, saying no to a novel idea and instead maintaining the status quo would likely be perceived as failing to verify their identity. This is because part of being creative is a willingness to entertain non-traditional ideas which break from the status quo (Baer, 2012), making the endorsement of a novel idea itself a creative act. Thus, their desire for self-verification will induce individuals with an active creative managerial role identity to perceive novel ideas as being more creative.

*H1a: The interaction between idea novelty and CMRI activation manipulations has a positive effect on creativity assessments relative to those who receive no identity activation manipulation (i.e., the control group)*

Activation of an economic managerial role identity could also affect the relationship between idea novelty and creativity assessments. Highly novel ideas represent substantial breaks from what has been done before (Mumford & Gustafson, 1988; Shalley & Zhou, 2008), generating more uncertainty as a result. This uncertainty can make it more difficult for evaluators to understand how the idea could solve the problem at hand and be feasible to implement (Berg, 2016). As a result, many individuals believe there is a trade-off between the novelty and usefulness of an idea, with more novel ideas not being seen as having as much practical benefit (McCarthy et al., 2018). This lack of certainty and devaluation of practical benefits runs contrary to EMRI's value of economic rationality and consideration of profit and loss, making novel ideas less appealing and thus, their desire for self-verification will induce individuals with an active economic managerial role identity to perceive novel ideas as being less creative.:

*H1b: The interaction between idea novelty and EMRI activation manipulations has a negative effect on creativity assessments relative to those who receive no identity activation manipulation (i.e., the control group)*

**Social Comparison as an Alternative Route to Identity Verification**

Ensuring that their behaviors align with the standards set down by their identity is not the only way that managers can attempt to verify their identities: the act of engaging in social comparisons represents an alternative way for individuals to attempt to verify their identities (Stets & Burke, 2014). They do this by comparing themselves to someone else, to determine who is more consistent with the identity's standard (the set of meanings for a given identity, Burke, 2007). For example, if someone wants to verify an "athlete" identity, they may compare their athletic achievements to those of their friends, and if they are the better athlete (e.g., faster marathon time, more championships won, etc.) then their athlete identity would be verified.

Social comparisons are relative (Stets and Burke, 2014), so an individual may hold a creative role identity because they are more creative on average than those that they interact with regularly, even if those people are less creative than the typical person. If individuals find that they are more aligned with what they believe it means to hold the identity, then the comparison helps them verify their identity in their own minds.

This act of comparison can also provide individuals with information that is inconsistent with their identity (Stets & Burke, 2014). When individuals receive information that challenges a prevailing conception of the self (e.g., an athlete seeing someone else's superior athletic performance), the structure of the identity is threatened (Markus & Wulf, 1987), resulting in an identity threat (experiences appraised as indicating potential harm to the value, meanings, or enactment of an identity; Petriglieri, 2011).

Past research on the reaction to high performing others has generally focused on comparisons to peers (e.g., Campbell et al., 2017; Jensen et al., 2014; Kim & Glomb, 2014), but peers are not the only potential targets of social comparisons: subordinates can also be targets. Maner and Mead (2010) explored how leaders who are higher in dominance motivation are more likely to withhold aid from team members, particularly those who are seen as highly talented or when the leader is in an unstable leadership position. Similarly, Leheta, Dimotakis, & Schatten (2017) and Yu, Duffy, and Tepper (2018) examined how downward envy can result from managers' comparisons towards their subordinates, potentially resulting in self-esteem threats and attempts to close the perceived performance gap by "leveling-down," or lowering their subordinate's performance. In each case, it is this threat that is generated by a negative social comparison that prompts a defensive response.

Individuals can vary in their predisposition to engage in social comparisons. This level of predisposition is known as social comparison orientation (SCO). Individuals high in SCO have a chronic sensitivity to and awareness of others, experiencing more uncertainty and instability regarding their overall set of identities (Buunk & Gibbons, 2006; Gibbons & Buunk, 1999). This means that those high in SCO would be both more prone to thinking of high performing others as a source of identity threat (as they are more likely to compare themselves to others, and a comparison to a superior other can trigger identity threat) while simultaneously being more vulnerable to identity threat as they feel their set of identities is more unstable and susceptible to harm. Comparisons to a superior other may, in turn, induce a threat that needs to be counteracted (Buunk & Gibbons, 2006).

In short, managers high in SCO would be more prone to compare themselves to others as a way to self-verify their identity. A comparison to a subordinate who is a strong performer at something they consider core to an active identity could result in a verification failure, as it represents information that they may not be as dominant as they thought in that component of their overall set of identities (Markus & Wulf, 1987). Specifically, managers may fail to verify an active CMRI if they compare themselves to a subordinate who produced a highly novel idea, as the subordinate is demonstrating that the manager may be less creative (relatively speaking) than they thought they were. Such comparisons with superior others can induce a feeling of threat that needs to be counteracted (Gibbons & Buunk; 2007 Mussweiler et al., 2000). Identity threat generated by the identity characteristics of the idea creator can provoke evaluators to evaluate creative ideas more negatively (Unsworth & Luksyte, 2021).

When faced with such a threat, one way that individuals can respond is to try to diminish the threat in their own eyes (Petriglieri, 2011). Within the context of idea evaluation, it is the novelty of the idea that leads to the threat because people can perceive an identity threat when they are outperformed on an identity-relevant task (Mussweiler et al., 2000). Thus, by demeaning the highly novel idea, the threat can be mitigated, protecting the identity. However, if the idea's novelty is low, they are less likely to perceive the idea as outperforming their own ability and thus are less likely to perceive it as a threat and so would not be motivated to demean it. Thus, people who are high in SCO and who have an activated CMRI will be likely to rate a highly novel idea as being less novel to protect their own identity. Therefore:

*H2: The interaction between idea novelty, CMRI manipulations, and social comparison orientation has a negative effect on creativity assessments relative to those who receive no identity activation manipulation*

In summary, H1a would suggest that individuals with an activated CMRI would evaluate novel ideas as being more creative. However, this is potentially offset by H2, which suggests that the effect could be negative for individuals high in SCO. One goal of this dissertation is to examine these potentially countervailing effects. It is also worth noting that I am not hypothesizing a three-way interaction between idea novelty, EMRI activation, and SCO. The underlying rational for H2 is one driven by identity threat. As the ability to create novel ideas is not core to an *economic* managerial role identity, it is unlikely that a comparison would trigger a feeling of identity threat.

**Role Identities, Idea Assessments, and Willingness to Implement**

An assessment of a creative idea cannot provide much value to organizations on its own: managers must be willing to take the extra step of being willing to implement the idea (Levitt, 1963). For an idea to be implemented, it must advance past the idea stage and be put into practice. This means the idea has had resources put behind it, altering a product, process, or procedure along the way (Baer, 2012). Creative ideas frequently disrupt the status quo, putting them at a disadvantage when it comes to acquiring the necessary resources to implement them (Damanpour, 1988; Norman, 1971). Yet, managers can often have the direct power necessary to provide the resources required for a creative idea (Rank et al., 2009), meaning that if an idea is seen to have potential by such a manager, implementation is more likely. Even if they lack the required power, individuals can leverage their network within an organization in order to generate support for their idea (Baer, 2012). Managers, being higher ranked and frequently better connected, can provide the additional support required to improve ideas and win over doubters (Škerlavaj et al., 2014).

Creative ideas, by their very nature, are uncertain (Girotra et al., 2010; Huang & Pearce, 2015), with the eventual benefit derived from the idea being difficult to ascertain beforehand (Fuchs et al., 2019), yet managers must still make decisions regarding whether or not to implement the idea. Creative ideas often need a new schema to properly understand them (Meyers-Levy & Tybout 1989; Moreau, Lehmann, & Markman, 2001; Moreau, Markman, & Lehmann, 2001). Without the new schema, evaluators struggle to make sense of the idea, overlooking potential uses (Rindova & Petkova, 2007). Because of this, it is not a given that creative ideas will be implemented, yet activation of a CMRI or EMRI and the ensuing desire for identity verification may influence the relationship between creativity assessments and managers' willingness to implement ideas.

As noted earlier, behaving in a way that is consistent with their identity (Burke 1991; Markus & Wurf, 1987; Stryker & Burke, 2000) while avoiding acting in ways that conflict with their identity (Hirsh & Kang, 2016) are ways that individuals can verify their identities. As a result, individuals are more likely to make choices and act in ways that align with their activated identities (Bauer, 2015; Forehand et al., 2002; LeBoeuf et al., 2010; Reed et al., 2012). When individuals hold a creative role identity, they view creativity as a core part of who they are at work (Farmer et al., 2003) and influences how they behave (Jaussi et al., 2007). Creative identities are characterized in part by a desire to seek out new solutions and new ways of working, as well as a lack of comfort with the status quo (Tierney & Farmer, 2011), thus being willing to implement an idea they perceive as highly creative would be an identity-consistent action.

Acting against an activated identity can result in a feeling of dissonance (Ashforth & Humphrey, 1993); for those with an active creative managerial role identity, being unwilling to implement an idea that they themselves have recognized as highly creative would likely be perceived as failing to verify their identity. This is because part of being creative is a willingness to entertain non-traditional ideas which break from the status quo (Baer, 2012). Taken together, individuals with an activated CMRI would be more inclined to implement ideas they assess as being creative.

*H3a: The interaction between creativity assessments and CMRI manipulations has a positive effect on willingness to implement relative to those who receive no identity activation manipulation*

Activation of an economic managerial role identity could also affect the relationship between creativity assessments and willingness to implement ideas. Being willing to implement highly creative ideas and their associated uncertainty would be less consistent with an activated EMRI. Highly creative ideas represent substantial breaks from what has been done before (Mumford & Gustafson, 1988; Shalley & Zhou, 2008), generating more uncertainty and risk as a result. Yet an EMRI's focus on economic rationality can make the uncertainty of a highly creative idea unappealing (Mueller et al., 2014; Mueller et al., 2018). To endorse such an uncertain and potentially risky idea would go against one of the driving forces of an EMRI identity. Thus:

*H3b: The interaction between creativity assessments and EMRI manipulations has a negative effect on willingness to implement relative to those who receive no identity activation manipulation*

**Alternative Exploratory Hypotheses.**

Role identities are the parts of the self "composed of the meanings that persons attach to the multiple roles they typically play in highly differentiated contemporary societies" (Stryker & Burke, 2000: 284). These tend to be consistent over time, representing a stable trait of the individuals that hold them (Burke, 2007; Markus & Wulf, 1987). Such identities can be activated, made relevant and entered into working memory (Carter, 2013), by the situations individuals encounter (Oakes, 1987), including experimental manipulations (Shih et al., 1999).

Past research on identity activation has operated under the implicit assumption that the participants possessed the targeted identities, and that they would therefore be equally responsive to identity activation attempts (e.g., Leavitt et al., 2012; Shih et al., 1999; Vincent & Kouchaki, 2016), yet this may not always be the case. Although individuals hold many identities (James, 1890), these identities are not equally important to individuals. Some identities are more salient than others, reflecting identities that are more deeply held by individuals and thus more prone to being activated (Stryker, 1968). Because of this, identity activation manipulations may have a stronger effect on identity activation for participants for whom the targeted identity is more salient, as they would already be inclined to activate that identity. At the same time, identity activation refers to when a held identity is made situationally relevant (Stets & Burke, 2000).

Under this definition, if an identity is not held, it cannot be activated. In other words, a participant must have an identity before the treatment activating it can have the intended effect; attempting to activate an identity that a participant does not have may not be successful.

In order to examine these possibilities, below, I present a series of alternative exploratory hypotheses. These exploratory hypotheses are consistent with H1a-b, H2, and H3a-b, but with the distinction that each hypothesis also takes into account the joint effects of identity activation manipulations and level of the associated trait identity that is held by the individual.

*H4a: The interaction between idea novelty, CMRI manipulations, and trait CMRI has a positive effect on creativity assessments relative to those who receive no identity activation manipulation (i.e., the control group)*

*H4b: The interaction between idea novelty, EMRI manipulations, and trait EMRI has a negative effect on creativity assessments relative to those who receive no identity activation manipulation*

*H5: The interaction between idea novelty, CMRI manipulations, trait CMRI, and social comparison orientation has a negative effect on creativity assessments relative to those who receive no identity activation manipulation*

*H6a: The interaction between creativity assessments, CMRI manipulations, and trait CMRI has a positive effect on willingness to implement relative to those who receive no identity activation manipulation*

*H6b: The interaction between creativity assessments, EMRI manipulations, and trait EMRI has a negative effect on willingness to implement relative to those who receive no identity activation manipulation*

## METHOD AND RESULTS

To test my hypotheses, I conducted four separate studies of managers. Study 1 was a 2x3 within- and between-subjects online experiment, manipulating identity activation and idea novelty, with subjects being participants with managerial experience recruited from Prolific Academic. Study 2 changed the design used in Study 1 to have a more detailed scenario description, clarify the manipulations, and change to a purely between-subjects design to eliminate any potential carryover effects. Study 3 utilized this revised design with a larger sample size to increase statistical power. Finally, Study 4 tested an alternative form of identity activation manipulation, along with a different set of creative ideas.

## STUDY 1

Study 1 was an initial test of the theory, investigating whether activation of a creative or an economic managerial role identity affects assessments of high and low novelty ideas. Study 1 was a randomized experiment which manipulated both identity activation and idea novelty. The ideas being evaluated were identical for all participants, while the identity activation manipulation was randomly assigned between participants. This results in a within- (idea novelty) and between- (identity activation) subjects design. By randomly assigning participants to identity activation conditions and using predesigned ideas, this design reduced the potential for extraneous variables to influence the relationships under examination.

### Study 1 Method

This study used a 3 (economic managerial role identity activation, creative managerial role identity activation, and control) x 2 (high versus low idea novelty) between- and within-subjects study design. This study utilized a two-wave design, where stable traits such as demographics and social comparison orientation were assessed at Time 1, while the experimental portion was conducted a week later at Time 2. During this second survey, participants were randomly assigned to complete a task designed to activate either a creative managerial role identity, an economic managerial role identity, or a control task designed to activate neither role identity. This was the between-subjects portion of the experiment. Then, they were asked to evaluate both a high and a low novelty idea of equivalent usefulness, which was the within-subjects portion of the experiment. The assessment included creativity assessments, willingness to implement, and social comparison orientation measures. This combined design allowed me to control for person-to-person differences in rating approaches (e.g., if a subject is uniformly more or less generous in their evaluations).

**Participants.** Data for Study 1 was collected online in September and October 2021 using paid participants recruited via Prolific Academic who reported having prior management experience and being US residents. This sample was appropriate for my study, as the focus on the effects of managerial role identities required participants with managerial experience, and such online platforms have been used by past research when examining how employees (e.g., Dushnitsky & Sarkar, 2022; McClean et al., 2022) and managers (e.g., Isaakyan et al., 2021) respond to situations. Out of 400 participants who completed the Time 1 survey, 226 completed the Time 2 Survey, with 70 participants in the CMRI activation condition, 70 participants in the EMRI activation condition, and 86 in the control condition.[1] 38 participants were excluded from analyses due to failure of attention checks, resulting in a final sample of 188 respondents (119 females; $M_{age}$ = 37.46, $SD_{age}$ = 10.88). Participants were paid a total of $2.50 for completing both surveys.

[1] A further 70 participants were assigned to a fourth, exploratory condition based on the "Logic" manipulation from Vincent and Kouchaki (2016), resulting in a total of 296 subjects completing both the Time 1 and Time 2 Surveys. As this condition was not related to my hypotheses, participants in this condition were excluded from all analyses and are not counted in any summary or descriptive statistics.

**Procedures.** Data for Study 1 was collected in two surveys, separated by one week. At Time 1, participants provided their demographic information and answered questions about their social comparison orientation and trait levels of CMRI and EMRI. At Time 2, consistent with prior manipulations of identity activation (e.g., Vincent & Kouchaki, 2016), participants were randomly assigned to one of the three identity activation manipulations. These consisted of a short recall task where they were asked to recall and write about three times where they solved a problem in a manner consistent with the identity condition to which they were assigned or, for subjects in the control condition, three components of their daily routine. Following this, participants were shown the first of two ideas and asked to evaluate the novelty, usefulness, and potential of the idea, before then being asked to provide their willingness to implement that idea. Participants were then shown the second idea, followed by the same set of questions. The order in which the two ideas were presented was randomized between participants. Finally, participants completed the manipulation check questions.

**Identity Activation Manipulations.** In order to manipulate what identity was activated, I adapted the creative identity manipulation utilized by Vincent & Kouchaki (2016). Although the published paper did not include the entirety of the manipulation, I contacted the lead author, Professor Lynne Vincent, and she provided the full text of their original creative identity activation manipulation. It is shown below.

*Instructions: Please describe three problems that you have encountered in your life that you solved creatively. You will have 5 minutes to complete this questionnaire.*

I adapted this manipulation to focus specifically on creative *managerial* role identities and to provide more explanation to the subjects. Following an introduction to the study, participants in the creative managerial condition read the following:

*In the boxes below, take three minutes to describe three problems that you have encountered as a manager that you solved* ***creatively****. By this, we mean problems you solved* ***by being original and thinking about each of the problems in new way.***

Whereas participants in the economic managerial condition read the following:

*In the boxes below, please take three minutes to describe three problems that you have encountered as a manager that you solved by* ***thinking of the economic impact of your choices****. By this we mean problems you solved* ***by considering such things as costs, benefits, risks and fiscal responsibility****.*

Participants in the control condition instead read the following:

*In the boxes below, please take three minutes to describe* ***three parts of your typical daily routine****. By this, we mean* ***things you would do on an average day, such as your typical morning, lunch, or afternoon routine****.*

***Scenario Design.*** Participants were then introduced to the context for the idea assessment, a scenario design where they were placed in the position of an Acting Product Manager at a UK-based sports and fitness company. As part of this, participants were told that two subordinates have presented them with different ideas for new products. The text of this design is shown below.

*In this next part of the study, we are interested in learning more about how managers evaluate ideas. Please imagine the following scenario:*

*You have recently been promoted from Product Analyst to be an* ***Acting Product Manager of a Product Management Team*** *at SportFit, a UK-based sports and fitness company. The main responsibilities of the Product Management teams are developing* *and analyzing ideas for new products. Soon after beginning this role,* ***two Product Analysts (Smith and Baker) working on your team each come to you with different ideas for new products****.*

*In the coming pages, you will see these two ideas, one at a time. Please read each idea carefully, as you will be responsible for answering a series of questions on your thoughts regarding each idea.* ***Please consider each idea separately.***

**Idea Novelty Manipulations.** Idea novelty was manipulated using creative ideas developed via the following process. As part of a separate study on the impact of the COVID-19 pandemic on workers, 335 creative ideas were generated by research participants residing in the United States recruited via Amazon's Mechanical Turk. The process through which these ideas were generated and coded is described in Appendix B. Two trained coders coded each idea for novelty and usefulness. Novelty was assessed using a three-item Likert scale, with responses ranging from 1 (*Strongly disagree*) to 7 (*Strongly agree*). A sample item is "this idea is original." Usefulness was assessed using a four-item Likert Scale with responses ranging from 1 (*Strongly disagree*) to 7 (*Strongly agree*). A sample item is "this idea is useful." When modeling for absolute agreement, the resulting inter-rater agreement score (ICC 2,2) was .95, demonstrating a very strong agreement between raters (LeBreton & Senter, 2008).

Of the 335 ideas, the mean novelty score was 2.91 and the standard deviation was 1.40. The mean usefulness score was 5.31 and the standard deviation was 0.65. I selected two ideas that were similar in usefulness but differed in novelty. One idea had a novelty score approximately one standard deviation above the mean, and the other had a novelty score approximately one standard deviation below the mean. Below are the two ideas utilized, which were edited from their original form to remove spelling and grammar mistakes and ensure equivalent lengths.

***High Novelty Idea***: This idea was rated as having a novelty score of 4.67 (roughly one standard deviation above the mean) and a usefulness score of 5.50.

> *SportFit could sell eyeglasses which have physical activity related features linked to your cell phone. It would be a great pair of running/cycling glasses that also tracks information like distance traveled or heart rate. It could even show you the route you are running.*

***Low Novelty Idea*****:** This idea was rated as having a novelty score of 1.33 (roughly one standard deviation below the mean) and a usefulness score of 5.50.

> *SportFit could sell a wearable device that measures exactly how many calories are burned when doing everyday activities and compares it to other types of exercise. The wearable device can then suggest quick and easy activities people could do to burn more calories.*

As mentioned earlier, participants were shown both ideas, with the order randomly assigned.

**Measures.**

Unless otherwise specified, items use a scale ranging from 1 to 7 to answer all scale items. The specific anchors were 1 – Strongly Disagree, 2 – Disagree, 3 – Somewhat Disagree, 4 – Neither Agree nor Disagree, 5 – Somewhat Agree, 6 – Agree, and 7 – Strongly Agree.

***Social Comparison Orientation*****.** Social comparison orientation was assessed using the 11-item INCOM measure from Gibbons and Buunk (1999). The items were "I often compare how my loved ones (boy- or girlfriend, family members, etc.) are doing with how others are doing," "I always pay a lot of attention to how well I do things compared with how well others do things," "If I want to find out how well I have done something, I compare what I have done with how others have done," "I often compare how I am doing socially (e.g., popularity, social skills) with other people," "I am not the type of person who compares themselves to others often" (reverse scored), "I often compare myself to others with respect to what I have accomplished in life," "I often like to talk with others about mutual opinions and experiences," "I often try to find out what others who face similar problems to me think," "I always like to know what others would do if they are in a similar situation," "If I want to learn more about something, I try to find out what others think about it," and "I never consider my situation in life relative to that of other people" (reverse scored). This score had a mean value of 4.86 and a standard deviation of 0.81. The Cronbach's Alpha of this measure was 0.82, demonstrating acceptable reliability.

***Creativity assessment.*** Subjects completed creativity assessments for both the high and low novelty ideas separately. This consisted of eight items adapted from Venkataramani and colleagues (2022) who adapted it from Lu, Bartol, Venkataramani, Zheng, and Liu (2019), with four items to assess novelty ("this idea is original," "this idea is novel," and "this idea is unique," and "this idea is imaginative") and four items to assess usefulness ("this idea is useful," "this idea is practical," "this idea is feasible," and "this idea can be useful in solving problems"). My adaptation of Venkataramani and colleagues (2022) consisted of adding in the item "This idea is imaginative" to the measure of idea novelty to ensure both the novelty and usefulness measures had four items. Participants' ratings on the four novelty items were averaged to create an average novelty assessment, and ratings on the four usefulness items were averaged to create an average usefulness assessment. To ensure that the creativity assessment included both the novelty and usefulness aspects of the idea and to be consistent with Lu and colleagues (2019), I constructed our creativity score by multiplying these novelty and usefulness ratings. The resulting value had a mean value of 23.97 and a standard deviation of 10.02.

***Willingness to Implement.*** Willingness to implement was assessed using a three-item measure of willingness to implement adapted from Baer (2012) and Lu and colleagues (2019). My adaptations were to change the items from being frequency items that were general and retrospective (e.g., "Please rate the frequency with which, in the past, [the] employee's ideas… have been approved for further development") to agreement items that were specific and prospective (e.g., "Please rate your agreement with each of the following statements… I would approve this idea for further development"). This adapted measure consisted of participants being asked to rate their agreement with each of the following statements: (1) I would approve this idea for further development, (2) I would help transform the idea into usable products, processes, or procedures, and (3) I would have this idea implemented. This score had a mean value of 4.77 and a standard deviation of 1.48. The Cronbach's Alpha of this measure was 0.94, demonstrating acceptable reliability.

***Trait Identity Measures.*** Trait CMRI was assessed at Time 1 using a three-item measure adapted from Farmer and colleagues' (2003) and Vincent & Kouchaki's (2016) measure of creative identity. I adapted the original measure to change the referent from participants' employee identities to their manager identities and to remove a reverse coded item. For example, "I ***do not*** have ***any*** clear concept of myself as a creative ***employee***" was changed to read "I have ***a*** clear concept of myself as a creative ***manager***." These items were: In general… "As a manager, I often think about being creative," "I have a clear concept of myself as a creative manager" and "To be a creative person is an important part of my identity as a manager." This score had a mean value of 5.07 and a standard deviation of 1.29. The Cronbach's Alpha of this measure was 0.90, demonstrating acceptable reliability.

Trait EMRI was also assessed at Time 1 using a five-item measure which I adapted from Farmer and colleagues' (2003) measure of creative role identity to focus instead on assessing an economic managerial role identity. These items were derived from my definition of an economic managerial role identity: a self-perception that being financially responsible and considering the economic implications of problems (e.g., costs, benefits, risks) is a central part of 'who they are' and their self-definition in their work role as a manager. For example, "I have a clear concept of myself as a ***creative manager***" was changed to "I have a clear concept of myself as a ***manager who is responsible with money***." As this represented a more substantial change from the original measure, I included two additional items (for a total of 5) to aid reliability. These items were: In general… "As a manager, I often think about the economic impact of my decisions," "I have a clear concept of myself as a manager who is responsible with money," "As a manager, I generally consider the costs, benefits, and risks of the choices I make," "Being financially responsible is an important part of my identity as a manager," and "I think carefully about the financial impact of my actions as a manager." This score had a mean value of 5.56 and a standard deviation of 1.01. The Cronbach's Alpha of this measure was 0.90, demonstrating acceptable reliability.

***Identity Activation Manipulation Checks.*** To check that my manipulations of identity activation were successful, I asked two sets of questions as a manipulation check. These questions were adapted from my measures of Trait CMRI and Trait EMRI, with the primary distinction being the change of referent from a general trait measure to instead ask about their specific state during the study. This meant changing the stem from "In general" to "Lastly, thinking about your reflections in the first task, to what extent do the following statements seem true for you?" To assess activation of a creative managerial role identity, the three items were, "I thought about myself as a creative manager," "I thought about being a creative manager during this study," and "I looked at the ideas mainly through the lens of a creative manager." To assess activation of an economic managerial role identity, the three items were, "I thought about myself as a manager who is responsible with money," "I thought about being a financially responsible manager during this study," and "I looked at the ideas mainly through the lens of a manager concerned about the bottom line."

***Demographics.*** In addition to the aforementioned variables, I also collected participants' gender, age, race, education, amount of prior management experience, and employment status. Prior management experience was assessed using a single Likert-type item adapted from Nikiforou et al., 2019 ("How extensive is your management experience"; 1 – minimal management experience - 7 – extensive management experience).

**Study 1 Analyses and Results**

**Manipulation Checks.** The effects of the identity activation manipulations on the intended manipulation checks were assessed using two GLM Univariate (ANOVA) in SPSS using only the relevant condition variable. The first Univariate analysis examined the effects of being in the CMRI treatment on CMRI activation (i.e., the CMRI manipulation check). The CMRI activation manipulation was not significantly related to scores on the CMRI activation measure ($F(1,186) = 4.261$, $p = .202$). The second Univariate analysis examined the effects of being in the EMRI treatment on EMRI activation (i.e., the EMRI manipulation check). The EMRI activation manipulation was significantly and positively related to scores on the EMRI activation measure ($F(1,186) = 1.638$, $p = .040$). Nevertheless, I followed the pre-planned analyses to test my hypotheses and my alternative exploratory hypotheses. Thus, the results must be viewed with caution.[2]

**Analytical Strategy.** Because of my experimental design, my data was multilevel in nature. Each creativity assessment or willingness to implement are at the idea level (Level 1). This is further nested within each participant and the identity activation treatment that participant received (Level 2). Therefore, I utilized Multilevel modeling conducted in SPSS (using the Mixed Models-Linear procedure with random intercepts) to analyze each relationship within my model. In all analyses, participants in the control condition were the reference group. To facilitate interpretation of coefficients, I mean-centered the measure of Social Comparison Orientation, trait CMRI, and trait EMRI. The means, standard deviations, and correlations are displayed in Table 1.1 and the means by condition of the study variables are shown in Table 1.2.

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Insert Tables 1.1 and 1.2 about here
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**Hypothesis Testing**. Each analysis performed as part of the hypothesis testing is shown in Table 1.3 Hypothesis 1a predicted that CMRI activation would interact positively with idea novelty relative to those who received no identity activation manipulation (i.e., the control group) when predicting creativity assessments. As Model 4 (Table 1.3) indicates, the effect was non-significant ($F(1,185) = 2.536$, $B = -3.18$, $p = .113$), thus Hypothesis 1a was not supported. Hypothesis 1b predicted that EMRI activation would interact negatively with idea novelty

[2] I also conducted two additional analyses using SPSS GLM Univariate (ANCOVA) to understand the factors affecting CMRI and EMRI activation as represented by scores on the manipulation checks. Both analyses included four independent variables and two interactions. The variables were being in the CMRI treatment, trait CMRI, the interaction between being in the CMRI treatment and trait CMRI, being in the EMRI treatment, trait EMRI, the interaction between being in the EMRI treatment and trait EMRI. These analyses found that trait CMRI had a significant positive relationship with CMRI activation ($F(1,181) = 24.832$, $p < .001$), that trait EMRI had a significant positive relationship with EMRI activation ($F(1,181) = 25.125$, $p < .001$), and that no other terms had significant effects.

relative to those who received no identity activation manipulation when predicting creativity assessments. As Model 4 (Table 1.3) indicates, the effect was non-significant ($F(1,185) = 0.010$, $B = -0.21$, $p = .921$), thus Hypothesis 1b was not supported. Hypothesis 2 predicted that SCO would negatively moderate Hypothesis 1a. As Model 6 (Table 1.3) indicates, the effect was significant and negative ($F(1,183) = 7.542$, $B = -6.18$, $p = .007$), thus Hypothesis 2 was supported. This effect can be seen in Figure 2.1 below. A simple-slopes test (Cohen, Cohen, West, & Aiken, 2003) found that for participants in the CMRI activation condition, the relationship between idea novelty and creativity assessments was significant and negative when SCO was high (mean +1 SD; estimate = -2.35), $p = .04$, whereas it was significant and positive when SCO was low (mean -1 SD; estimate = 5.63), $p < .001$.

Hypothesis 3a predicted that CMRI activation would interact positively with creativity assessments relative to those who received no identity activation manipulation when predicting willingness to implement. As Model 10 (Table 1.3) indicates, the effect was non-significant ($F(1,370) = 1.264$, $B = -0.01$, $p = .262$), thus Hypothesis 3a was not supported. Hypothesis 3b predicted that EMRI activation would interact negatively with creativity assessments relative to those who received no identity activation manipulation when predicting willingness to implement. As Model 10 (Table 1.3) indicates, the effect was non-significant ($F(1,370) = 0.085$, $B = 0.00$, $p = .771$), thus Hypothesis 3b was not supported.

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Insert Figure 2.1 and Table 1.3 about here
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**Exploratory Analyses.** As noted earlier, it may be that individuals' levels of trait CMRI or EMRI may have an effect on creativity assessments, above and beyond that of the identity activation manipulations. This possibility is reflected in H4a-b, H5, and H6a-b. In order to test these alternative exploratory hypotheses, I conducted a series of additional analyses using multilevel modeling conducted in SPSS (using the Mixed Models-Linear procedure with random intercepts). The analytical approaches used to test these alternative exploratory hypotheses were consistent with those used to test the initial hypotheses, but wherever the variables reflecting the identity activation manipulations were included, these analyses also include participants' scores on the matching trait identity measures and the interaction of those scores with those variables. In all analyses, participants in the control condition were the reference group.

Hypothesis 4a predicted that the interaction between idea novelty, CMRI manipulations, and trait CMRI would have a positive effect on creativity assessments relative to those who received no identity activation manipulation (i.e., the control group). As Table 1.4 indicates, the effect was non-significant ($F(1,181) = 1.265$, $B = 1.64$, $p = .262$), thus Hypothesis 4a was not supported. Hypothesis 4b predicted that the interaction between idea novelty, EMRI manipulations, and trait EMRI would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 1.4 indicates, the effect was non-significant ($F(1,181) = 0.047$, $B = -0.43$, $p = .828$), thus Hypothesis 4b was not supported. Hypothesis 5 predicted that the interaction between idea novelty, CMRI manipulations, trait CMRI, and social comparison orientation would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 1.5 indicates, the effect was non-significant ($F(1,171) = 0.520$, $B = -1.66$, $p = .472$), thus Hypothesis 5 was not supported.

Hypothesis 6a predicted that the interaction between creativity assessments, CMRI manipulations, and trait CMRI would have a positive effect on willingness to implement relative to those who received no identity activation manipulation. As Table 1.6 indicates, the effect was non-significant ($F(1,362) = 0.043$, $B = -0.00$, $p = .837$), thus Hypothesis 6a was not supported. Hypothesis 6b predicted that the interaction between creativity assessments, EMRI manipulations, and trait EMRI would have a negative effect on willingness to implement relative to those who received no identity activation manipulation. As Table 1.6 indicates, the effect was non-significant ($F(1,362) = 0.379$, $B = -0.01$, $p = .539$), thus Hypothesis 6b was not supported.

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Insert Tables 1.4, 1.5, and 1.6 about here
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**Study 1 Discussion**

The results of this study suggest there may be support for Hypothesis 2, as there appeared to be a negative three-way interaction between SCO, activation of a creative managerial role identity, and idea novelty on creativity assessments. This suggested that individuals who were higher in SCO and who received the CMRI activation manipulation rated the high novelty idea more negatively than those who were lower in SCO. In contrast, Hypotheses 1a-b and 3a-b were not supported. This suggested that neither CMRI activation nor EMRI activation moderated the relationship between idea novelty and creativity assessment or the relationship between creativity assessments and willingness to implement the creative idea.

Furthermore, the exploratory analyses I conducted in line with my alternative hypotheses provided some additional insight into the causes and effects of identity activation. Although my tests of the alternative exploratory hypotheses were not supported, trait CMRI did appear to have a significant direct positive effect on creativity assessments. This un-hypothesized apparent effect of trait CMRI is something that I continued to examine in subsequent studies.

This lack of support for portions of my model informed my design for Study 2. First, the relatively sparse descriptions of the scenario, ideas, and the participants' roles may have weakened their immersion in the study, thereby undercutting the hypothesized effects. Second, I observed many responses to the identity activation task where the participants simply listed problems they had encountered in their time as a manager, without explaining how they solved the problem using creativity or economics. This may have meant that participants failed to understand that they were expected to share times when they had successfully solved a problem, thereby weakening the strength of the identity activation manipulation. Third, a power analysis using G*Power (Faul et al., 2007), found that Study 1 had the power to detect a medium effect size ($f = .25$) of .87, and a power to find a small effect size ($f = .10$) of .18. This suggests that if the effects were small, my study may not have had sufficient power to find them. Fourth, as this design was partially within-subjects, participants evaluated two ideas. This meant that there might have been carryover effects across ideas.

## STUDY 2

The purpose of Study 2 was to address several of the limitations identified in Study 1. First, I improved the immersiveness of the scenario, adding more detail surrounding the company (both text and a logo) and the participants' role within the company (what the role was, its goals, and how they received the role). Second, I clarified the activation manipulations to explicitly call on subjects to report both the problems they faced and how they solved them, reducing the likelihood that participants would fail to understand the requirement that they describe occasions where they had successfully solved the problems they encountered, thereby strengthening the manipulation. Third, I shifted to a purely between-subjects design to eliminate any possible carryover effects across ideas. Lastly, I again collected measures of trait CMRI and EMRI to allow further consideration of my alternative exploratory hypotheses.

**Study 2 Method**

This study used a 3 (economic managerial role identity activation, creative managerial role identity activation, and control) x 2 (high versus low idea novelty) between-subjects study design, resulting in six experimental conditions. Participants were randomly assigned to complete a task designed to activate either a creative managerial role identity or an economic managerial role identity, or a control task. Then, they were asked to evaluate a single either high or low novelty idea of equivalent usefulness. The assessment included creativity assessments and willingness to implement. Unless otherwise noted, all procedures, measures, and assessments were unchanged from the design described in Study 1.

**Participants.** Data for Study 2 was collected online in February 2022 using 594 paid participants recruited via Prolific Academic who reported having prior management experience and being US residents. 26 participants were excluded from analyses due to failure of attention checks and 22 participants were excluded for reporting no managerial experience, resulting in a final sample of 546 respondents (56.6% females; $M_{age}$ = 42.49, $SD_{age}$ = 14.66). Participants were paid a total of $1.65 for completing the survey.

**Procedures.** In a change from the design of Study 1, data for Study 2 was collected in a single survey. Participants provided their demographic information and answered questions about their managerial background and social comparison orientation. They were then randomly assigned to one of the three identity activation manipulations. These once again consisted of a short recall task where they were asked to recall and write about three times where they solved a problem in a manner consistent with the identity condition to which they were assigned or, for subjects in the control condition, three components of their daily routine. Following this, participants were shown either a high or low novelty creative idea and asked to evaluate the novelty and usefulness of the idea, before then being asked to provide their willingness to implement that idea. Participants then completed the manipulation check questions, before then answering the demographics and control questions. Finally, participants were asked about their trait CMRI and trait EMRI. These items were presented last in order to maximize their separation from the identity activation manipulations. All measures and scales used were identical to those used in Study 1.

***Scenario Presentation.*** Following the results of Study 1, I revised the presentation of the scenario to increase the immersion of the scenario design and account for the shift to a between-subjects design. Specifically, I included more detail about the organization the participants supposedly worked for (SportFit), their role in that organization, how they achieved their position in the organization, and the individual (rather than individuals) who proposed the creative idea. The revised design can be seen below:

> *Building on your managerial experiences, imagine you are Acting Product Manager in charge of new product development for SportFit (real name changed for confidentiality reasons). SportFit is a mid-sized company that manufactures sports and fitness equipment for personal use. Current products range from old-school weights to the latest technology.*
>
> *You were invited to move from your Product Analyst role to Acting Product Manager after your manager suddenly left the company. This is a temporary position that exists*

*until a permanent head is named. The primary responsibility of the Product Management Department is to devise ideas for new products and help bring them to market.*

*Your past successes in solving problems and making decisions have shaped how others see you and were important factors in your being named to the Acting role. Your goal is to build on these perceptions by developing and bringing to market great new products that will benefit SportFit based on ideas generated by you and your team. If you perform well in this role, you may be promoted permanently to Product Manager.*

**Idea Novelty Manipulation.** Following the results of Study 1, I also revised how the creative ideas were displayed to make them appear more realistic. Specifically, I changed the presentation of the ideas, sharing an edited image that appears to be a screengrab of an email from their subordinate where pleasantries are exchanged before the idea is shared. This change was made to try to better immerse the participants in the scenario. The designs for each are shown below in Figures 3.1 and 3.2. In both cases, the ideas were introduced using the following text:

*Jordan is one of the Product Analysts on your team who also has had some success at SportFit and was considered for the acting manager position. Jordan has sent you the following email with a new product idea.*

***High Novelty Idea***: This idea was rated as having a novelty score of 4.67 and a usefulness score of 5.50.

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Insert Figure 3.1 about here
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***Low Novelty Idea***: This idea was rated as having a novelty score of 1.33 and a usefulness score of 5.50.

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Insert Figure 3.2 about here
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**Managerial role identity activation manipulations.** Following the results of Study 1, I revised the design of the identity activation manipulations slightly to increase clarity. First, I removed the specific reference to time, changing "take the next three minutes" to "take the next few minutes," removed any references to the experiment (changing "By this we mean problems…" to "This means problems…"). I did this to remove any artificial time constraints. Second, I added in a clause specifying that participants should describe both the problems they faced and their solutions to those problems. If the participants listed problems without providing their solutions, it could be that they did not successfully solve the problem. A task that prompted the recall of past failures may not activating the intended identity, instead activating an identity connected to those failures. By explicitly asking participants to describe how they solved the problem, I intended to reduce the potential for this to occur.

**Study 2 Analyses and Results**

**Manipulation Checks.** I began my analyses by conducting the same manipulation checks as described in Study 1 – GLM Univariate (ANVOA). Being in the CMRI activation condition was not significantly related to scores on the CMRI activation measure (i.e., manipulation check) ($F(1,544) = 0.014$, $p = .905$) and being in the EMRI activation condition was not significantly related to scores on the EMRI activation measure (i.e., manipulation check) ($F(1,544) = 3.780$, $p = .052$). Nevertheless, I followed the pre-planned analyses to test my hypotheses, as well as my alternative exploratory hypotheses. Thus, the results must be viewed with caution.[3]

**Analytical Strategy.** Given the change from a hybrid within- and between-subjects design to a between-subjects design, my analytical approach for Study 2 was different from that for Study 1. I utilized SPSS GLM Univariate (ANCOVA) to test my hypotheses. In all analyses, participants in the control condition were the reference group. To facilitate interpretation of coefficients, I mean-centered the measure of Social Comparison Orientation, trait CMRI, and Trait EMRI. The means, standard deviations, and correlations are displayed in Table 2.1 and the means by condition of the study variables are shown in Table 2.2

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Insert Tables 2.1 and 2.2 about here
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**Hypotheses Tests.** Each analysis performed as part of the hypothesis testing, along with what variables were included in each step, is shown in Table 2.3. Hypothesis 1a predicted that CMRI activation would interact positively with idea novelty when predicting creativity assessments. As Model 4 (Table 2.3) indicates, the effect was non-significant relative to those who received no identity activation manipulation ($F(1,540) = 0.019$, $B = 0.31$, $p = .890$), thus Hypothesis 1a was not supported. Hypothesis 1b predicted that EMRI activation would interact negatively with idea novelty when predicting creativity assessments. As Model 4 (Table 2.3)

[3] I also conducted two additional analyses using SPSS GLM Univariate (ANCOVA) to understand the factors affecting CMRI and EMRI activation as represented by scores on the manipulation checks. Both analyses included four independent variables and two interactions. The variables were being in the CMRI treatment, trait CMRI, the interaction between being in the CMRI treatment and trait CMRI, being in the EMRI treatment, trait EMRI, the interaction between being in the EMRI treatment and trait EMRI. These analyses found that trait CMRI had a significant positive relationship with CMRI activation ($F(1,539) = 94.674$, $p < .001$), that the interaction between trait EMRI and being in the EMRI treatment had a significant and positive relationship with CMRI activation ($F(1,539) = 11.259$, $p < .001$), that trait EMRI had a significant positive relationship with EMRI activation ($F(1,539) = 62.766$, $p < .001$), and that no other terms had significant effects.

indicates, the effect was non-significant relative to those who received no identity activation manipulation (F(1,540) = 1.039, *B* = -2.24, *p* = .309), thus Hypothesis 1b was not supported. Hypothesis 2 predicted that SCO would negatively moderate Hypothesis 1a. As Model 5 (Table 2.3) indicates, the effect was non-significant (F(1,536) = 0.137, *B* = -0.68, *p* = .711), thus Hypothesis 2 was not supported. Hypothesis 3a predicted that CMRI activation would interact positively with creativity assessments when predicting willingness to implement. As Model 9 (Table 2.3) indicates, the effect was non-significant relative to those who received no identity activation manipulation (F(1,540) = 0.950, *B* = -0.01, *p* = .330), thus Hypothesis 3a was not supported. Hypothesis 3b predicted that EMRI activation would interact negatively with creativity assessments when predicting willingness to implement. As Model 9 (Table 2.3) indicates, the effect was non-significant relative to those who received no identity activation manipulation (F(1,540) = 0.679, *B* = -0.01, *p* = .410), thus Hypothesis 3b was not supported.

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Insert Table 2.3 about here
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**Study 2 Supplementary Analyses.** Given the results of the exploratory analyses in Study 1, I once again sought to test my alternative exploratory hypotheses in Study 2.

***Analysis of Trait Identities.*** Although identities tend to be stable over time (Burke, 2007), as trait identity levels were assessed at the end of the survey it is possible that the identity activation manipulations may have affected participants' responses to those items. In order to examine this possibility, I performed additional analyses. Using SPSS GLM Univariate (ANOVA) and no control variables, I found that the CMRI activation treatment was not significantly related to scores on the trait CMRI measure (F(1,544) = 0.005, *p* = 0.946) or the trait EMRI measure (F(1,544) = 0.024, *p* = 0.876). Likewise, the EMRI activation treatment was not significantly related to scores on the trait EMRI measure ($F(1,544) = 1.434$, $p = 0.232$) or the trait CMRI measure ($F(1,544) = 0.071$, $p = 0.790$). This suggests that responses on the trait identity measures were not affected by the treatment, thus allowing me to conduct the tests of my alternative exploratory hypotheses.

***Tests of Alternative exploratory hypotheses.*** Given the results observed in Study 1, I once again conducted an additional set of analyses using SPSS GLM Univariate (ANCOVA) to test my alternative exploratory hypotheses. The analytical approaches were consistent with those described above in the hypotheses tests section, but wherever the variables reflecting the identity activation manipulations are included, these analyses also include participants' scores on the matching trait identity measures and the interaction of those scores with those variables. In all analyses, participants in the control condition were the reference group.

Hypothesis 4a predicted that the interaction between idea novelty, CMRI manipulations, and trait CMRI would have a positive effect on creativity assessments relative to those who received no identity activation manipulation (i.e., the control group). As Table 2.4 indicates, the effect was non-significant ($F(1,532) = 0.064$, $B = -0.04$, $p = .981$), thus Hypothesis 4a was not supported. Hypothesis 4b predicted that the interaction between idea novelty, EMRI manipulations, and trait EMRI would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 2.4 indicates, the effect was non-significant ($F(1,532) = 0.020$, $B = 0.30$, $p = .888$), thus Hypothesis 4b was not supported. Hypothesis 5 predicted that the interaction between idea novelty, CMRI manipulations, trait CMRI, and social comparison orientation would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 2.5 indicates, the effect was non-significant (F(1,524) = 0.899, $B = -1.28$, $p = .344$), thus Hypothesis 5 was not supported. As in Study 1, trait CMRI again was positively related to creativity assessment.

Hypothesis 6a predicted that the interaction between creativity assessments, CMRI manipulations, and trait CMRI would have a positive effect on willingness to implement relative to those who received no identity activation manipulation. As Table 2.6 indicates, the effect was non-significant (F(1,532) = 0.193, $B = -0.00$, $p = .661$), thus Hypothesis 6a was not supported. Hypothesis 6b predicted that the interaction between creativity assessments, EMRI manipulations, and trait EMRI would have a negative effect on willingness to implement relative to those who received no identity activation manipulation. As Table 2.6 indicates, the effect was non-significant (F(1,532) = 0.829, $B = -0.01$, $p = .363$), thus Hypothesis 6b was not supported.

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Insert Tables 2.4, 2.5, and 2.6 about here
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As the significant direct effect of trait CMRI had now been observed in both Studies 1 and 2, I then conducted an analysis using the PROCESS macro for SPSS to examine the indirect effects of trait CMRI on willingness to implement through creativity assessments. With 5,000 iterations, the results revealed that while trait CMRI had no significant direct effect on willingness to implement in the presence of creativity assessments (estimate = -0.029, 95% CI = [-0.093, 0.035]), it did have a significant positive indirect effect on willingness to implement (estimate = 0.152, 95% CI = [0.063, 0.239]).

**Study 2 Discussion**

The analyses demonstrated a lack of support for the primary hypotheses, although the results were directionally congruent with the hypotheses. My tests of the alternative exploratory hypotheses showed they were also not supported. It is possible that these non-significant results were due to insufficient power. A power analysis using G*Power (Faul et al., 2007) found that while this study had a power to detect a medium effect size ($f$ = .25) of .99, the power to find a small effect size ($f$ = .10) was only .65. This potential need for additional statistical power informed my design of Study 3. Trait CMRI also appeared to have a significant direct positive effect on creativity assessments and, through creativity assessments, an indirect positive effect on willingness to implement. These effects guided my analytical approach to Study 3.

## STUDY 3

In Study 2, the results in my supplementary analyses were directionally in alignment with the hypotheses, yet were non-significant. As a result, I designed Study 3 to be a larger, more statistically powerful design with a larger sample size, as this would increase the likelihood of observing my hypothesized effects if they were small.

### Study 3 Method

**Participants.** Data for Study 3 was collected online in late March and early April 2022 using 1250 paid participants recruited via Amazon's Mechanical Turk who reported having prior management experience and being US residents. 148 participants were excluded from analyses due to failure of attention checks, 27 participants were excluded for reporting no managerial experience, and 51 participants were excluded due to reporting that they participated in an earlier version of this study on Prolific Academic, resulting in a final sample of 1024 respondents (51.2% males; $M_{age}$ = 41.63, $SD_{age}$ = 12.51). Participants in this study represented a broad cross-section of the overall manager population. Participants were generally experienced managers ($M_{yearsmgmtexp}$ = 8.41, $SD_{yearsmgmtexp}$ = 8.23), with 66% of participants reporting having a Bachelor's degree or higher. 20 different industries were represented, with the most common industries being professional and technical services (12% of participants), retail (12% of participants), educational services (11% of participants), and healthcare or social services (10% of participants). Participants were paid a total of $2.00 for completing the survey.

A power analysis using G*Power (Faul et al., 2007) found that this study had the power to detect a medium effect size ($f = .25$) of .99, and a power to find a small effect size ($f = .10$) of .89. This suggests that even if the effects were small, this study would likely have sufficient power to detect them.

**Procedures.** Unless otherwise noted, all procedures, measures, assessments, and analytical strategies were unchanged from the design described in Study 2. The one key difference was that unlike in Study 2, in Study 3 the trait identity measures were administered before participants completed the identity activation manipulation. This was done to address any concern that scores of the trait identity measures could have been affected by the treatment condition to which a participant was assigned.

## Study 3 Analyses and Results

**Manipulation Checks.** Once again, I began my analyses by examining the effect of the identity activation manipulations on the identity activation measures. GLM Univariate analyses (ANOVA) found that being in the CMRI activation condition was positively related to scores on the CMRI activation measure (i.e., the CMRI manipulation check) ($F(1,1022) = 3.869$, $p = .049$) and being in the EMRI activation condition was positively related to scores on the EMRI activation measure (i.e., the EMRI manipulation check) ($F(1,1022) = 28.559$, $p < .001$). The means, standard deviations, and correlations are displayed in Table 3.1 and the means by condition of the study variables are shown in Table 3.2.[4]

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Insert Tables 3.1 and 3.2 about here
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**Hypotheses Tests.** I once again utilized SPSS GLM Univariate (ANCOVA) to test my hypotheses. In all analyses, participants in the control condition were the reference group. As was the case in Studies 1 and 2, SCO, trait CMRI, and trait EMRI were mean centered prior to being used in any analyses. Hypothesis 1a predicted that CMRI activation would interact positively with idea novelty when predicting creativity assessments. As Table 3.3 indicates, the effect was non-significant relative to those who received no identity activation manipulation ($F(1,1017) = 0.385$, $B = 1.00$, $p = .535$), thus Hypothesis 1a was not supported. Hypothesis 1b predicted that EMRI activation would interact negatively with idea novelty when predicting creativity assessments. As Table 3.3 indicates, the effect was non-significant relative to those who received no identity activation manipulation ($F(1,1017) = 0.007$, $B = -0.14$, $p = .932$), thus Hypothesis 1b was not supported. Hypothesis 2 predicted that SCO would negatively moderate Hypothesis 1a. As Table 3.4 indicates, the effect was non-significant ($F(1,1013) = 1.015$, $B = 1.28$, $p = .314$), thus Hypothesis 2 was not supported. Hypothesis 3a predicted that CMRI activation would interact positively with creativity assessments when predicting

[4] I also conducted two additional analyses using SPSS GLM Univariate (ANCOVA) to understand the factors affecting CMRI and EMRI activation as represented by scores on the manipulation checks. Both analyses included four independent variables and two interactions. The variables were being in the CMRI treatment, trait CMRI, the interaction between being in the CMRI treatment and trait CMRI, being in the EMRI treatment, trait EMRI, the interaction between being in the EMRI treatment and trait EMRI. These analyses found that when predicting CMRI activation, trait CMRI had a significant positive effect ($F(1,1017) = 207.283$, $p < .001$), that the interaction between trait CMRI and being in the CMRI treatment had a significant and negative effect ($F(1,1017) = 5.829$, $p = .010$), that being in the EMRI treatment had a significant and negative effect ($F(1,1017) = 12.273$, $p < .001$), and trait EMRI had a significant and positive effect ($F(1,1017) = 6.603$, $p < .001$). When predicting EMRI activation, trait EMRI had a significant positive effect ($F(1,1017) = 70.837$, $p < .001$) and being in the EMRI treatment had a significant positive effect ($F(1,1017) = 18.510$, $p < .001$). No other terms had significant effects.

willingness to implement. As Table 3.5 indicates, the effect was non-significant relative to those who received no identity activation manipulation (F(1,1017) = 0.041, $B$ = -0.00, $p$ = .839), thus Hypothesis 3a was not supported. Hypothesis 3b predicted that EMRI activation would interact negatively with creativity assessments when predicting willingness to implement. As Table 3.5 indicates, the effect was non-significant relative to those who received no identity activation manipulation (F(1,1017) = 0.304, $B$ = 0.00, $p$ = .582), thus Hypothesis 3b was not supported.

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Insert Tables 3.3, 3.4, and 3.5 about here
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I then proceeded to test Hypotheses 4a-b, 5, and 6a-b. Hypothesis 4a predicted that the interaction between idea novelty, CMRI manipulations, and trait CMRI would have a positive effect on creativity assessments relative to those who received no identity activation manipulation (i.e., the control group). As Table 3.6 indicates, the effect was non-significant (F(1,1009) = 0.666, $B$ = -0.88, $p$ = .415), thus Hypothesis 4a was not supported. Hypothesis 4b predicted that the interaction between idea novelty, EMRI manipulations, and trait EMRI would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 3.6 indicates, the effect was non-significant (F(1,1009) = 0.193, $B$ = -0.68, $p$ = .660), thus Hypothesis 4b was not supported. Hypothesis 5 predicted that the interaction between idea novelty, CMRI manipulations, trait CMRI, and social comparison orientation would have a negative effect on creativity assessments relative to those who received no identity activation manipulation. As Table 3.7 indicates, the effect was non-significant (F(1,1001) = 2.799, $B$ = -1.51, $p$ = .095), thus Hypothesis 5 was not supported. However, trait CRMI continued to have a positive effect on creativity assessments.

Hypothesis 6a predicted that the interaction between creativity assessments, CMRI manipulations, and trait CMRI would have a positive effect on willingness to implement relative to those who received no identity activation manipulation. As Table 3.8 indicates, the effect was non-significant ($F(1,1009) = 0.412$, $B = -0.00$, $p = .521$), thus Hypothesis 6a was not supported. Hypothesis 6b predicted that the interaction between creativity assessments, EMRI manipulations, and trait EMRI would have a negative effect on willingness to implement relative to those who received no identity activation manipulation. As Table 3.8 indicates, the effect was non-significant ($F(1,1009) = 0.066$, $B = 0.00$, $p = .797$), thus Hypothesis 6b was not supported. However, there was a significant direct effect of trait CMRI and trait EMRI on Willingness to Implement.

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Insert Tables 3.6, 3.7, and 3.8 about here
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I then conducted an analysis using the PROCESS macro for SPSS to examine the indirect effects of trait CMRI on willingness to implement through creativity assessments. With 5,000 iterations, the results revealed that while trait CMRI had no significant direct effect on willingness to Implement in the presence of creativity assessments (estimate = 0.008, 95% CI = [-0.038, 0.053]), it did have a significant positive indirect effect on willingness to implement (estimate = 0.203, 95% CI = [0.137, 0.271]).

**Study 3 Discussion**

The increased power and new sample population of Study 3 produced findings similar to those of Studies 1 and 2: H1a-b, H2, H3a-b, H4a-b, H5, and H6a-b were not supported, but levels of trait CMRI were once again significantly and positively related to creativity assessments and, through creativity assessments, had a significant positive indirect effect on willingness to implement. This was the case even though, unlike Studies 1 and 2, both the CMRI and EMRI manipulations were significantly and positively related to scores on the associated manipulation checks. Taken together, this seems to indicate that, at least within the confines of this experimental design, my hypothesized interactions involving trait CMRI and trait EMRI were non-significant, yet trait CMRI appears to have a meaningful direct effect on creativity assessments and indirect effect on willingness to implement.

Nonetheless, there are still some unanswered questions surrounding the robustness of the patterns of responses to identity activation attempts. Studies 1-3 utilized variations of the same type of recall task to activate identities and the same ideas. Thus, the observed effects might have been an artifact of either the specific manipulations or the specific ideas.

# STUDY 4

The purpose of Study 4 was to test the hypotheses under a different set of conditions to better understand if the lack of significance was due to the experimental design. In each of these studies, I utilized variations of a recall task, which asked participants to recall and write about times when they had successfully solved problems in the past in accordance with the targeted identity. To verify that these patterns of effects were not an artifact of this specific form of identity activation tasks that I utilized or of the ideas participants were asked to consider, Study 4 was a test of an alternative form of identity activation (a reflection task) and a new set of ideas.

## Study 4 Method

**Study Design.** This study used a 2 (economic managerial role identity activation versus creative managerial role identity activation) x 3 (low, moderate, and very high idea novelty) purely between-subjects study design, resulting in six experimental conditions. Participants were randomly assigned to complete a task designed to activate either a creative managerial role identity or an economic managerial role identity. Then, they were asked to evaluate a single either low, moderate, or very high novelty idea of equivalent usefulness. The assessment included creativity assessments, and willingness to implement.

This study utilized a reflection task, where participants were shown an excerpt from a fictional interview with a successful manager who described and demonstrated either a CMRI or an EMRI. Reflection tasks such as this, where participants are asked to read a passage and answer questions about it, have been used in prior research to deliver different treatment manipulations (e.g., Xu et al., 2020), albeit not specifically within the identity context. As a result, I designed a manipulation targeted specifically at identity activation. In it, participants first read a passage of text describing one manager's view on what it means to be a manager, then were asked to reflect on how much the described approach aligned with who they are as a manager. Those who have the targeted identity would be able to describe this fit, thereby activating the identity. At the same time, those who lacked the targeted identity would describe how it did *not* apply to them, likely pushing them in the opposite direction. Furthermore, I removed the control condition. This choice was made due to difficulties in recruiting subjects in Study 3 and financial constraints. I chose to keep the economic treatment because the primary goal of this study was to assess the effects of different identity activation manipulations. Additionally, given the lack of support for my hypotheses in Studies 1-3 and the hypothesized inverse effects of CMRIs and EMRIs, a comparison between the effects of CMRIs and EMRIs would present the strongest contrast. Because of this design choice, H1a and H3a become a comparison of the effects of CMRI and EMRI activation treatments. As can be seen in Studies 1-3, there were no significant effects of EMRI treatments relative to the control for any hypotheses.

Additionally, I utilized different ideas in this study than were used in Studies 1-3, in order to verify that any observed effects (or lack thereof) were not dependent upon the specific idea shown to participants. This included utilizing an idea that was very high in novelty (> 3 SD above the mean in novelty) as opposed to one that was merely high in novelty (roughly 1 SD above the mean in novelty). Together, these addressed the issues identified in Study 3.

**Participants.** Data for Study 4 was collected online in April 2022 using 600 paid participants recruited via Prolific Academic who reported having prior management experience and being US residents. 21 participants were excluded from analyses due to failure of attention checks and 24 participants were excluded for reporting no managerial experience, resulting in a final sample of 554 respondents (50.5% males; $M_{age}$ = 41.67, $SD_{age}$ = 13.37). Participants were paid a total of $2.00 for completing the survey. I conducted a power analysis using G*Power (Faul et al., 2007), and this analysis found that this study had the power to detect a medium effect size ($f$ = .25) of .99, and a power to find a small effect size ($f$ = .10) of .49.

**Procedures.** Unless otherwise noted, all procedures, measures, and assessments were unchanged from the design described in Study 3.

***Identity Activation Manipulations.*** As noted earlier, I utilized an alternative approach to activate CMRIs and EMRIs in this study, namely a response to a written passage. In both cases, participants first read the following:

> *Every manager has their own vision of what it means to be a manager, based upon their own experiences and perspectives. Below is part of an interview with Matthew Anderson published by Forbes. In the interview, Anderson, named to their list of Top 40 under 40, discussed his perspective on being a manager.*

Participants were then shown one of the two following supposed excerpts from this interview. The CMRI activation is shown in Figure 4.1 and EMRI activation is shown in Figure 4.2.

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Insert Figures 4.1 and 4.2 about here
--------------------------------------------

These excerpts were then followed by the following question:

*In this interview, Mr. Anderson talked about how he views himself as a* ***creative [economic] manager****. How does his perspective reflect how you view yourself as a manager?*

*Please write 2-3 sentences about whether this interview on being a creative [economic] manager does or does not reflect who* ***YOU*** *are as a manager.*

***Idea Novelty Manipulation.*** For this study, I also utilized three new creative ideas generated through the same process described in Study 1. These included a low novelty idea (roughly one standard deviation below the mean for novelty), a very high novelty idea (more than three standard deviations above the mean for novelty), and a moderately novel idea (within one standard deviation of the mean for novelty). Each idea had equivalent usefulness scores (5.5), which represented a value within one standard deviation of the mean for usefulness (mean usefulness score = 5.31, SD = 0.65). The ideas are shown below in Figures 5.1, 5.2, and 5.3:

*Low Novelty Idea.* This idea was rated as having a novelty score of 1.33 and a usefulness score of 5.50.

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Insert Figure 5.1 about here
--------------------------------------------

*Very High Novelty Idea.* This idea was rated as having a novelty score of 7.00 and a usefulness score of 5.50.

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Insert Figure 5.2 about here
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*Moderate Novelty Idea.* This idea was rated as having a novelty score of 4.00 and a usefulness score of 5.50.

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Insert Figure 5.3 about here
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**Study 4 Analyses and Results**

**Analytical Strategy.** The changes made to the study design for this study necessitated several small changes to my analytical strategy. First, the exclusion of a dedicated control identity activation condition necessitated the use of the EMRI treatment as the alternative group to be the base case for all analyses. This meant that H1a, H3a, H4a, and H6a became tests of the effects of CMRI activation relative to EMRI activation. H1b, H3b, H4b, and H6b were not separately tested. Additionally, beyond the primary very high and low novelty ideas, I also included a third, moderate novelty idea. I again utilized standard GLM Univariate (ANCOVA) in SPSS to test my hypotheses. As before, I mean-centered Social Comparison Orientation, trait CMRI, and trait EMRI. The means, standard deviations, and correlations are displayed in Table 4.1 and the means by condition of the study variables are shown in Table 4.2.

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Insert Tables 4.1 and 4.2 about here
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**Manipulation Checks.** I began my analyses by examining the effect of the identity activation manipulations on the identity activation measures. As Study 4 did not include a control condition, the effects of receiving the CMRI manipulation were assessed relative to receiving an EMRI manipulation, and vice versa. Being in the CMRI activation condition was not significantly related to scores on the CMRI activation measure (i.e., the CMRI manipulation check) ($F(1,552) = 0.472$, $p = .49$) and being in the EMRI activation condition was not related to scores on the EMRI activation measure (i.e. the EMRI manipulation check) ($F(1,552) = 0.087$, $p = .678$). [5]

**Hypotheses Tests**. As was the case in Studies 1-3, SCO, trait CMRI, and trait EMRI were mean centered prior to being used in any analyses. Hypothesis 1a predicted that CMRI activation would interact positively with idea novelty when predicting creativity assessments. As Table 4.3 indicates, the effect was significant and *negative* for the moderate novelty idea ($F(1,548) = 4.807$, $B = -4.60$, $p = .029$) and non-significant for the very high novelty idea ($F(1,548) =1.322$, $B = -2.40$, $p = .251$), thus Hypothesis 1a was not supported. Hypothesis 2 predicted that SCO would negatively moderate Hypothesis 1a. As Table 4.4 indicates, the effect was non-significant for the moderate novelty idea ($F(1,542) = 0.010$, $B = -0.20$, $p = 0.922$) and for the very high novelty idea ($F(1,542) = 0.076$, $B = 0.53$, $p = .782$), thus Hypothesis 2 was not supported. Hypothesis 3a predicted that CMRI activation would interact positively with creativity assessments when predicting willingness to implement. As Table 4.5 indicates, the effect was non-significant ($F(1,550) = 0.004$, $B = -0.00$, $p = .947$), thus Hypothesis 3a was not supported.

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[5] I also conducted two additional analyses using SPSS GLM Univariate (ANCOVA) to understand the factors affecting CMRI and EMRI activation as represented by scores on the manipulation checks. Both analyses included four independent variables and two interactions. The variables were being in the CMRI treatment (versus EMRI treatment), trait CMRI, the interaction between being in the CMRI treatment and trait CMRI, trait EMRI, and the interaction between being in the CMRI treatment (versus EMRI treatment) and trait EMRI. These analyses found that trait CMRI had a significant positive relationship with CMRI activation ($F(1,548) = 108.353$, $p < .001$), that trait EMRI had a significant positive relationship with EMRI activation ($F(1,548) = 65.996$, $p < .001$), that the interaction between being in the CMRI condition and trait EMRI had a significant negative relationship with EMRI activation ($F(1,548) = 4.602$, $p = .032$), and that no other terms had significant effects.

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Insert Tables 4.3, 4.4, and 4.5 about here
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Hypothesis 4a predicted that the interaction between idea novelty, CMRI manipulations, and trait CMRI would have a positive effect on creativity assessments. As Table 4.6 indicates, the effect was non-significant for the moderate novelty idea ($F(1,536) = 1.305$, $B = 1.90$, $p = .254$) and for the very high novelty idea ($F(1,536) = 0.083$, $B = -0.46$, $p = .773$), thus Hypothesis 4a was not supported. Hypothesis 5 predicted that the interaction between idea novelty, CMRI manipulations, trait CMRI, and social comparison orientation would have a negative effect on creativity assessments. As Table 4.7 indicates, the effect was non-significant for the moderate novelty idea ($F(1,536) = 0.000$, $B = 0.00$, $p = 1.000$) and for the very high novelty idea ($F(1,536) = 0.640$, $B = 0.69$, $p = .424$), thus Hypothesis 5 was not supported. However, as was the case for Studies 1-3, trait CMRI had a significant direct positive effect on creativity assessments.

Hypothesis 6a predicted that the interaction between creativity assessments, CMRI manipulations, and trait CMRI would have a positive effect on willingness to implement. As Table 4.8 indicates, the effect was non-significant ($F(1,542) = 0.139$, $B = -0.00$, $p = .709$), thus Hypothesis 6a was not supported.

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Insert Tables 4.6, 4.7, and 4.8 about here
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I then conducted an analysis using the PROCESS macro for SPSS to examine the indirect effects of trait CMRI on willingness to Implement through creativity assessments. With 5,000 iterations, the results revealed that while trait CMRI had no significant direct effect on willingness to implement in the presence of creativity assessments (estimate = -0.021, 95% CI =

[-0.087, 0.044]), it did have a significant positive indirect effect on willingness to implement (estimate = 0.172, 95% CI = [0.098, 0.248]).

**Exploratory Analyses of the Effects of Idea Novelty.** In addition to the hypothesis tests described above, I conducted exploratory analyses using Independent Samples T-tests in SPSS into the effects of idea novelty on creativity assessments. As shown in Figure 6.1, the low novelty idea resulted in lower creativity assessments than either the moderate ($t(366) = 3.903$, $p < .001$) or very high ($t(371) = 3.149$, $p = .002$) novelty ideas, but there was no significant difference between the moderate and very high novelty ideas ($t(365) = 0.835$, $p = .404$). Upon closer examination, as seen in Figure 6.2, the low novelty idea was assessed as lower in novelty than both the moderate ($t(366) = 3.935$, $p < .001$) and very high novelty ideas ($t(371) = 12.212$, $p < .001$), and the moderate novelty idea was assessed as lower in novelty than the very high novelty idea ($t(365) = 7.733$, $p < .001$). Yet while all ideas were pretested and found by trained coders to have equivalent usefulness scores, this was not reflected in the usefulness assessments of the participants. The low novelty idea was significantly lower in usefulness than the moderately novelty idea ($t(366) =2.224$, $p = .027$), but was significantly higher in usefulness than the very high novelty idea ($t(371) = 7.794$, $p < .001$). Additionally, the moderately novel idea was significantly higher in usefulness than the very high novelty idea ($t(365) = 9.456$, $p < .001$).

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Insert Figures 6.1 and 6.2 about here
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**Study 4 Discussion**

Consistent with the previous studies, my tests of H1a, H2, H3a, H4a, H5, and H6a were once again non-significant. This meant that across four studies using multiple manipulations and ideas, only one hypothesis (H2) was supported, and that was only found in the first, smallest, and least powerful study. This supports my earlier conclusion that there is a general lack of support for the hypotheses in my data. This pattern was consistent, despite the use of new ideas for Study 4, including one idea that was significantly higher in novelty relative to those tested in Studies 1-3. At the same time, levels of trait CMRI continued to have a significant positive effect on creativity assessments and, through creativity assessments, an indirect positive effect on willingness to implement.

Lastly, my exploratory analyses shed some light on the relationship between idea novelty and creativity assessments observed in Studies 1-4. More novel ideas of equivalent usefulness were correctly regarded as being more novel. In Studies 1-3, the more novel idea was also regarded as more creative, and in Study 4, the moderate and very high novelty ideas were regarded as more creative than the low novelty idea. Interestingly, the very high novelty idea was not rated as being significantly different in creativity than the moderate novelty idea, as the higher novelty score was offset by a lower usefulness rating despite the ideas being coded a priori as equivalent in usefulness. It could be that at very high levels of novelty, lay individuals have more difficulty perceiving the true usefulness of ideas. This is consistent with past research which has found a curvilinear effect of idea novelty on creativity assessments (e.g., Giorgi & Weber, 2015; Mueller et al., 2012).

# GENERAL DISCUSSION

The purpose of this research was to use identity theory (Stryker, 1968) to investigate the effects of creative managerial role identity (CMRI) and economic managerial role identity (EMRI) activation on the evaluation of and willingness to implement creative ideas, considering the potential moderating effects of social comparison orientation. Overall, this research did not find evidence to support the study hypotheses that activation of creative or economic managerial role identities moderates the relationship between idea novelty and creativity assessments (H1a-b). The analyses also did not find a significant interaction between social comparison orientation, CMRI activation, and idea novelty when predicting creativity assessments (H2). Additionally, the activation manipulations of creative or economic managerial role identities used in these studies did not significantly moderate the relationship between creativity assessments and managers' willingness to implement the idea (H3a-b). Furthermore, the alternative exploratory hypotheses (H4a-b, H5, and H6a-b) which incorporated trait levels of CMRI (H4a, H5, and H6a) and trait EMRI (H4b and H6b) were not supported. However, the exploratory analysis, which involved traits while also considering the manipulations, indicated across all four studies that there was a direct positive effect of trait CMRI on the assessment of creative ideas.

**Theoretical Contributions**

Despite the lack of support for my hypotheses, the results still showed that identity theory (Stryker, 1968) was useful in understanding creativity assessment. Specifically, across all four studies, the analyses indicated that participants' level of trait CMRI had a significant positive direct effect on creativity assessments and, through creativity assessments, a significant indirect positive effect on willingness to implement. Thus, the data suggests that individuals higher in trait CMRI were both more positive in their evaluation of creative ideas and more willing to implement them regardless of the ideas' novelty. This may be because providing such assessments enables individuals with a CMRI to act in ways that they perceive are consistent with their identity. Acting in a manner consistent with an identity is a way that individuals can verify their identity (Burke, 2007; Burke & Reitzes, 1981) and, as recognizing creativity is an important part of CMRI, providing a high assessment may help them to validate their CMRI.

Following from this, lower levels of trait CMRI resulted in lower creativity assessments and willingness to implement.

I had theorized that the effects of CMRIs were subtle and nuanced, being affected by factors like idea novelty and SCO. Instead, its effects appear to be direct and unaffected by levels of idea novelty and SCO. This could be beneficial to organizations as someone with a CMRI may be more open to new ideas, encouraging innovation and being more willing to implement them. Yet it possible that a creative identity may lead its holder to be overly open to low novelty ideas, as well as potentially too open to very novel ideas that could lack usefulness. Thus, the data suggests that identity theory (Stryker, 1968) can influence creativity assessment in the form of trait CMRI.

I had also set out to investigate self-enhancement theory (Epstein, 1973; Jones, 1973; Swann et al., 1987) and its implications surrounding social comparisons (Gibbons & Buunk, 1999; Tesser et al., 1989; Willis, 1981) to probe the degree to which novel ideas by others might threaten individuals with creative identities to act contrary to what their identity might seem to dictate. However, such a defensive response was not supported by the data. Related research suggests that individuals are more prone to engage in social comparison orientation with others close to them on dimensions relevant to the self-concept (Tesser et al., 1989). It is possible that that the nature of these experiments was not sufficient to trigger such comparisons, explaining this lack of effect.

In this paper I also sought to consider the importance of trait identity levels to identity activation attempts. Unlike past research, which has found identity activation manipulations to be successful (e.g., Leavitt et al., 2012; Shih et al., 1999; Vincent & Kouchaki, 2016), the identity activation manipulations did not have consistent positive effects. Instead, as noted in the footnotes to Studies 1-4, participants' levels of trait CMRI and trait EMRI appeared to be stronger predictors of identity activation than the manipulations.

One possible explanation for the lack of effect of the identity activation manipulations stems from the fact that evidence suggests situations can activate relevant identities (Oakes, 1987; Stets & Burke, 2000). Past research that has successfully used identity activation manipulations has often activated an identity that is not closely tied to the situation (e.g., a creative identity when studying dishonesty and psychological entitlement; Vincent & Kouchaki, 2016). Given that past research has found creative and economic managerial role identities to influence the generation of creative ideas (Zhan et al., 2020), it may be that these two identities also are connected to the assessment of creative ideas. For example, it is possible that the task of evaluating creative ideas may, in and of itself, activate a CMRI in an individual who possesses such an identity due to the task's connection to creativity. At the same time, this task could also activate an EMRI in individuals who have this identity, as the individuals are being asked whether they would be willing to implement the idea, a judgment that has economic implications. That said, the scenarios and ideas did not provide much economic information, and thus the scenarios may not necessarily have been sufficient to have activated an EMRI. If the scenario did activate both a CMRI and an EMRI, then the treatment manipulation would have had no effect because regardless of which treatment participants received, the task itself may have activated the identities.

Interestingly, across the four studies, the more novel ideas were generally rated by participants as being more creative (i.e., a direct positive effect of higher novelty ideas on creativity assessments). Furthermore, higher creativity assessments led, in turn, to a greater willingness to implement the idea. My studies used ideas that had been coded a priori as having equivalent and moderate levels of usefulness (5.50 out of 7, the median of the ideas considered), yet different levels of novelty. Some past research which has demonstrated that, in general, idea novelty is positively related to creativity assessments once usefulness is held constant (Lu et al., 2019; Mueller et al., 2013), although other research (e.g., Mueller et al., 2012; Rietzshel et al., 2010) has found a negative relationship between idea novelty and creativity assessments. Idea novelty and usefulness can be perceived as conflicting by many lay observers (McCarthy et al., 2018; Rindova & Petkova, 2007), but because all ideas in my studies were rated a priori as having equivalent usefulness scores close to the median of the ideas considered, participants may have been able to recognize their usefulness and thus be better able to see their creativity and being willing to implement them.

Study 4 included a very high novelty idea that was rated during the a priori coding as being more than three standard deviations above the mean for novelty. The participants in Study 4 did not rate the very high novelty idea and moderate novelty idea as different in creativity, likely because participants' higher novelty assessment of the more novel idea was offset by their lower assessment of the idea's usefulness despite the ideas equivalent objective usefulness scores. Past research has found that high levels of novelty can be viewed negatively by others when compared to modest levels of novelty (Giorgi & Weber, 2015). As the high novelty idea used in Studies 1-3 was only ~1 standard deviation above the mean in novelty, this may have been low enough that it did not trigger such a negative effect. This suggests that the observed conflict between novelty and usefulness (McCarthy et al., 2018; Rindova & Petkova, 2007), may be stronger when considering very high novelty ideas.

## Limitations and Future Research

The studies included in this dissertation are not without limitations. First, the four studies possessed all the normal limitations of online experiments. Given the nature of the scenario and the lack of important consequences from participants' actions, it is possible that the lack of significant results was due to disengagement. As social comparisons can be more threatening when dealing with close others (Tesser et al., 1989), the effects of SCO may be particularly limited when characters in a scenario have no previous history with the participant. The fact that this was an online task embedded in a scenario did not allow for actual interaction between the participant manager and the subordinate proposing the idea may have weaken the possibility of successful triggering the expected social comparisons.

Second, to ensure experimental control and consistency across subjects, the studies involved the evaluation of a pre-defined set of ideas for home fitness products, rather than ideas tailored to each participant's field of expertise. Prior research has found that experience can influence how individuals evaluate creative ideas (Baron & Ensley, 2006; Haller et al., 2011). I selected ideas for home fitness products (rather than some other more complex product) to try to offset this effect, as home fitness products are a type of item with which most individuals have at least a passing familiarity, and would thus have some basis in their evaluation. This is still imperfect, as it is possible that individuals may respond differently when evaluating ideas within their area of expertise, such as those for their organization that were generated by their subordinates.

Third, most of my studies compared only two levels of novelty (+/- 1 standard deviation from the mean novelty). It may be that designing studies to have more than two ideas to assess the effects of a broader range of novelty would produce different effects. This possibility is suggested by the exploratory analyses in Study 4, which found that the general positive relationship between idea novelty and creativity assessments did not hold for a very novel idea (+3 standard deviations above the mean). To limit the number of experimental conditions, usefulness was held constant across all ideas. It is possible that individuals may have responded differently to the ideas' novelties at different levels of usefulness. For example, it is possible that an interaction between idea novelty and CMRI activation would be observed if the ideas were very low in usefulness, as then there would be less of an identity-independent reason to support the ideas. Relatedly, if usefulness were to vary, then it is possible that EMRI activation may have different effects, as usefulness may be more relevant to those holding an active EMRI in a similar fashion to how novelty may be more relevant to those with an active CMRI. For these reasons, future research involving identities and creativity assessment should consider ideas of varying usefulness, both to separately understand its effects and to see if there are any joint effects with idea novelty.

Fourth, my sample was drawn from a broad subject pool of individuals with management experience. Recruiting participants from a broad subject pool of individuals with management experience reduces the risk that the results were an artifact of the culture in one organization, functional area, or region within the United States. However, it is possible that the sample population was skewed towards a lower-level manager population that may exhibit different patterns of behavior than senior managers and executives. Because I could not access employment records of participants recruited from such subject pools, I was not able to independently verify that my participants actually possessed the management experience they reported. However, there was no incentive for participants to misrepresent their management experience as compensation did not depend upon their extent of management experience.

Fifth, the measures used to assess trait identities were not separately validated. Although the measures were adapted from prior published research and based on related theoretical definitions of the concepts, it may be that they did not accurately capture the theoretical concepts as intended. The trait identity measures were short—three items for trait CMRI and five items for trait EMRI—meaning that any issues with individual items could have a large influence on the overall results. Future research validating these measures is needed.

Sixth, there are potential concerns regarding the assessment of trait identity. In Study 1, the trait identity measures were administered in a separate survey one week prior to the manipulations and subsequent idea evaluations. In Study 2, the trait identity measures were administered at the end of the survey, so it is plausible that the manipulations may have affected participants' responses, although the supplementary analyses for Study 2 found that neither trait identity measure was significantly related to treatments. In Studies 3 and 4, the trait identity measures were administered at the beginning of the same survey, prior to any manipulation, so it is possible that being asked the trait identity questions may have influenced subsequent actions. Nevertheless, the effects were the same as in Study 1 (where trait identities were assessed the week prior), Study 2 (where they were assessed after the manipulations), and Studies 3-4 (where they were assessed in the same survey, but before the manipulations), which suggests that the results were not influenced by when the trait identities were assessed. This is consistent with past research which shows that identities tend to be fairly stable over time (e.g., Burke, 2007; Markus & Wulf, 1987).

Seventh, the manipulations utilized to activate CMRIs and EMRIs did not have a consistent positive effect on identity activation as indicated by the manipulation checks. This was despite the fact that Studies 1-3 adapted a manipulation that had been successfully used in prior research to activate identities (Vincent & Kouchaki, 2016), and Study 4 used an alternative aimed at checking the degree to which results were dependent on the manipulation approach used in Studies 1-3. It is possible that lack of significant effect of the manipulations was due to issues with psychological reactance. Psychological reactance, a motivational drive directed toward the reestablishment of personal freedom or control that an individual feels has been threatened or eliminated (Brehm, 1966; Hong & Page, 1989), has been known to occur in response to identity activation attempts in some circumstances (e.g., marketing efforts, Bhattacharjee et al., 2014). In Studies 1-4, reactance could have been triggered by the manipulations, as individuals who are high in trait CMRI may have been resistant to attempts to activate an EMRI (and vice versa) as they may perceive such an activation attempt as going against who they are as a person. Reactance can even occur when individuals are encouraged to act in a way that is consistent with how they intended to act, as the attempt by others to shape actions can prompt an opposing response in individuals in an effort by them to reassert control over the situation (Bhattacharjee et al., 2014). This suggests that future studies using either of these two approaches to activating CMRIs and EMRIs may have a low likelihood of finding the significant effects hypothesized. It is possible some other form of activation manipulation may be successful.

Eighth, the lack of effect of SCO in these studies may have been because participants may not have compared themselves to the subordinate. The scenarios utilized in this dissertation were designed to highlight the subordinate providing the creative ideas as the target of social comparison and did not describe any other individuals as potential targets of comparison. Yet, as people are more likely to engage in social comparisons with others who are similar to them (Tesser et al., 1989), it is possible that participants sought to compare themselves to other (unmentioned) managers as such other managers could be seen as a more relevant target of social comparisons. Future research could investigate that phenomenon by orienting participants to different potential targets for social comparisons.

Lastly, another limitation was that I did not attempt to measure the mechanisms theorized to be at work (e.g., identity verification and threat). My intent was to establish the phenomenon in my initial studies before progressing on to measure the mechanisms behind the effects I had observed. However, as the hypothesized effects were not seen in the studies, it was premature to examine the mechanisms that lead to those outcomes. This was particularly true given the complexity of the model under consideration (three-way and four-way interactions). Had my initial studies provided more support for the hypotheses, this would have been a logical next step.

Building on the current work, it would be useful to measure these mechanisms. Such efforts may be challenging; although some recent scholars have begun working on self-reported measures of identity threat (e.g., Craig et al., 2019), there remain concerns around the construct validity of such measures. Identity verification can be a nonconscious process, so individuals are often not consciously aware of it (Stryker, 1966; Swann, 1983), making it difficult to assess through self-reports. Instead, researchers have tended to rely upon behavioral measures (e.g., Gómez et al., 2009; Swann et al., 1989) or by assessing emotional responses (e.g., Dalton & Huang, 2014). Other scholars (e.g., Cable & Kay, 2012; Grant et al., 2014; Moore et al., 2017) have also utilized trait measures to assess individuals' propensity to engage in self-verification.

Similarly, available research suggests the self reports of identity threats are not always reliable (Ben-Zeev et al., 2005; Schmader et al., 2008) because participants are not always consciously aware of the threat (Blascovich & Mendes, 2000). As noted by Scheepers and colleagues (2009; pp 1075-1076) “self-report measures are open to reactivity and defensive reactions (e.g., denial), sometimes leading those who are most threatened to indicate this to the least extent (Bettencourt, Miller, & Hume, 1999; Branscombe et al., 1999).” Because of this, some scholars (e.g., Scheepers et al., 2009; Townsend et al., 2011) have suggested using physiological responses (e.g., blood pressure or skin sensors) to assess identity threat.

In summary, past research shows that there are difficulties in measuring identity verification and identity threat through quantitative self-reports. Therefore, this dissertation utilized a behavioral approach (differences in creativity assessments) to study the effects of identity verification and threat. Nonetheless, future research should find ways to measure these constructs to better test if they are indeed the mechanisms at work. For example, individuals experiencing identity threat may stress and negative emotions (Dalton & Huang, 2014; Petriglieri, 2011; Yang & Zhang, 2021). These could be assessed by survey measures that may not suffer the same issues with self-reports and thus could be indicators of these mechanisms.

This research has several implications for future research. First, all four studies found a direct positive effect of trait CMRI on creativity assessments and an indirect positive effect on willingness to implement, which is consistent with identity theory’s (Stryker, 1968) expectations for the positive self-validation effects of actions consistent with role identities (Burke, 2007; Burke & Reitzes, 1981). This effect was observed regardless of idea novelty or SCO. More research is needed to understand the magnitude and boundary conditions of this effect. This includes both consideration of how organizations can build on and benefit from managers’ CMRIs, but also the potential risks involved with managers’ potential for overestimating the creativity of the ideas they assess. We also need more research into the effects of identity theory (Stryker, 1968) on creativity assessments to consider what other role identities may affect the evaluation of creative ideas. For example, certain occupational role identities (e.g., engineer; Leavitt et al., 2012) may influence the perception of creative ideas as such roles may have their own expectations about creativity.

Second, and following from the first point, future research should examine potential mechanisms for the direct effect of trait CMRI on creativity assessments, both to rule out alternative explanations for the observed effects and to provide a better theoretical understanding of the phenomenon. It is possible that other factors such as openness to new experiences (McCrae & Costa, 1987) or creative self-efficacy (Richter et al., 2012) may be correlated with trait CMRI and lead to higher creativity assessments, thus making it appear as though trait CMRI had an effect. This could be addressed one of two ways. First, theoretically relevant variables could be assessed and used as control variables. Second, an experiment could be conducted to explicitly test the mechanisms proposed in this dissertation. For example, manipulations of identity threat could help test if self-verification would mediate the positive effect of trait CMRI on creativity assessments. Given that individuals have an increased desire for identity verification following threats to their self-concept (Swann, 1983), if self-verification was the mechanism at play, this effect would be strengthened. A future study could manipulate threat separately from the idea. For example, threat could be manipulated using a procedure similar to Thomas & Maio (2008), which threatened gender role identities by having participants read a passage that threatened their gender role identity before they were asked to complete the experimental task. If desires for self-verification were the mechanism for the positive relationship between trait CMRI and creativity assessments, participants whose identities were threatened would evaluate ideas more positively than individuals whose identities were not threatened. If it was some mechanism other than self-verification (e.g., as an innate openness to creative ideas), identity threat would not influence the relationship between trait CMRI and creativity assessments.

Three, the studies in this dissertation suggest that identity activation and mindset activation may behave in different ways. Mindsets are temporary cognitive tendencies which guide an individual's priorities (Mueller et al., 2018). For example, Mueller and colleagues (2018) defined an economic mindset as "cognitive tendency to prioritize concerns at the heart of economics, including accuracy, rationality, and self-interest," whereas Armor & Taylor (2003) defined a deliberative mindset, as being characterized by an open-minded and even-handed consideration of alternative possibilities, while an implemental mindset is characterized by a concentrated focus on goal achievement. Past research shows that mindsets can be instilled in a broad range of individuals and have significant impacts (Taylor & Gollwitzer, 1995; Mueller et al., 2014; Mueller et al., 2018). This is likely due to the fact that individuals' relative priorities are flexible (Mueller et al., 2018), changing to reflect the needs of the situations in which individuals find themselves . Past research on mindsets has often manipulated mindsets by changing the description of the task at hand or by directing participants to approach problems in a specific way and assessed mindsets through questions about how participants approached the problem at hand. For example, Mueller and colleagues (2018) invoked an economic mindset in their Study 1 by changing whether the participants' role in the study was described as being the sole decision-maker or as one of many individuals whose choices would be aggregated to make the eventual decisions. They then assessed economic mindsets by using a three-item measure with items like "While making this decision, to what extent did you… focus on economic concerns?" In Armor and Taylor (2003), the authors manipulated mindsets by changing the description of the task, either to one where participants would be asked to decide which of two tasks they would prefer (deliberative mindset) or one where the task they were assigned was decided randomly (implemental mindset). Mindsets were assessed using a four-item measure adapted from Gollwitzer et al. (1990), with items like how determined they felt at the moment. In McDonald and colleagues (2014), mindsets were manipulated by changing the task between circling the items that the participant was willing to do (inclusion mindset) versus crossing out the items the participant would be unwilling to do (exclusion mindset). Despite manipulating mindsets, they did not measure mindsets directly. In each case, these manipulations are generally not dependent upon participants' past experiences (see Gollwitzer & Kinney, 1989 for an exception) and measures of manipulations focus on how participants performed the task.

In contrast, my research shows that identity activation may be dependent upon individuals' trait levels of the identity targeted by the activation manipulation. This is potentially due to the nature of the identity activation manipulations utilized in this dissertation, as participants were asked to either write about their own past experiences (Studies 1-3) or assess based on their own experiences their agreement or disagreement with a given approach to being a manager. Identity measures also ask people who they are, rather than what they did or how they approached a task. As these manipulations evoked past experiences rather than altering the expectations of the task (as was the case for mindsets), it is reasonable that identity activation would be more dependent upon who individuals are. If so, this would suggest that mindsets and identities are separate constructs because mindsets are easily activated by manipulations whereas identities may be triggered by the situation and thus, attempts to additionally activate them may not be successful. If this is the case, then researchers may not want to generalize past findings involving mindsets to identities, and further research contrasting mindsets and identity activation is called for.

While trait CMRI had a significant effect within these studies, trait EMRI did not. This is different from past research involving economic mindsets which found that economic mindset can have significant negative effects on creativity assessments in some conditions (e.g., Mueller et al., 2018). Research contrasting economic mindsets and EMRIs could help clarify the similarities and differences between these constructs. EMRIs may also be more important in other contexts which rely more heavily on economic rather than creative judgments. Additionally, researchers studying mindsets should investigate the extent to which trait CMRI moderates the effects of a mindset activation.

Fourth, future research could consider situations where economics are more prominent in the situation. It is possible that the lack of effect of trait EMRIs in this dissertation was due to the relative lack of emphasis on the economic aspects of the ideas. For example, Muller and colleagues (2018) found that an economic mindset affected how managers assessed the creativity of ideas that they were told received different levels of funding (e.g., in Muller et al's Study 1, one idea received 22% of the required Kickstarter funding versus 178% for the other idea, whereas in their Study 2, the ideas received 22% and 94% of the required funding). It may be that a scenario that highlights the funding needed (or funding received) for an idea may make an economic identity a more situationally relevant. Future research could therefore include such economic information, and thus determine if trait EMRIs could have an effect when there is economic information presented as part of the idea.

Fifth, defensive identity driven biases may be less likely to be observed in experimental settings, because social comparison is more likely with close others (Tesser et al., 1989), and a fictional character in an experiment is unlikely to be perceived as a "close other." A field study that examines managers' responses to actual ideas proposed by their subordinates in the normal course of their work could better determine if there is a negative effect of the activation of these identities when faced by a novel idea from a subordinate. For example, future research could survey manager-subordinate dyads in an organization where creative ideas are routinely proposed. Subordinates would be asked to reflect upon the novelty and usefulness of their suggestions, while managers would be asked to rate their subordinate's general creativity, how often they implement their subordinate's ideas, and their own level of trait CMRI, trait EMRI, and SCO. As such an approach utilizes real subordinates and managers, social comparisons could both be more plausible and impactful. Furthermore, willingness to implement could be more meaningful in a field setting, as there could be significant costs (and benefits) to the choices managers make.

**Implications for Practice**

This dissertation also has two implications for practice, both stemming from the apparent effect of trait CMRI on idea evaluation. First, this suggests that the higher a manager is in trait CMRI, the more creative they perceive ideas to be and the more willing they are to implement them. Thus, two managers viewing the same ideas could have very different assessments of the idea's creativity. Furthermore, these assessments will shape their subsequent willingness to implement the idea. This means that organizations should be aware of the systematic pattern of difference between managers who have different identities and consider ways to address these differences.

The second implication, however, is that this potential for a more positive evaluation of creative ideas may not be without risk. My data suggested that individuals who are high in trait CMRI evaluated even low novelty ideas as being more creative. Thus, there is the risk that they may not be cautious enough when asked to evaluate creative ideas, potentially greenlighting sub-optimal ideas. As a result, organizations should be aware of this possibility.

A third implication is prompted by the observation that creativity is frequently cited by organizations as something they wish to promote within their employees, having recognized the benefits creativity can provide (Amabile, 1996; George, 2007). If organizations are concerned that their managers undervalue new ideas, they may want select managers who possess a CMRI or encourage the development of CMRIs as part of their procedures for managers tasked with evaluating creative ideas. Although identities are generally slow to change (Burke, 2007), such efforts can be successful (Pratt, 2000).

**Conclusion**

The research was aimed at bringing identity theory (Stryker, 1968) into the creativity literature, while also contributing to the identity literature by examining the nuanced effects of these identities in a new context. In this dissertation, across four studies, the data did not support the hypotheses. However, levels of trait CMRI were positively and directly related to creativity assessments and, through creativity assessments, positively and indirectly related to willingness to implement. This stands in contrast to the hypothesized interaction effects. Identities can shape how people respond to the world around them, and it is something that we as scholars should continue to explore.

**Table 1.1**

*Means, Standard Deviations, and Bivariate Correlations among Study variables (Study 1)*

| | Mean | SD | 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|---|---|---|---|---|---|---|
| 1. Age | 37.46 | 10.88 | | | | | | |
| 2. Gender [a] | 0.36 | 0.48 | 0.05 | | | | | |
| 3. Prior Management Experience | 3.02 | 1.25 | 0.30** | -0.06 | | | | |
| 4. Social Comparison Orientation | 4.76 | 0.81 | -0.35** | -0.05 | -0.12* | (0.82) | | |
| 5. Creativity Assessment [b] | 23.97 | 10.02 | 0.01 | -0.09 | -0.02 | 0.19** | [c] | |
| 6. Willingness to Implement [b] | 4.77 | 1.48 | -0.01 | 0.04 | -0.05 | 0.15** | 0.74** | (0.94) |

*Note*: $N = 188$; * $p < .05$, ** $p < .01$; [a] 1 = male, 0 = female; [b] $N = 376$ for Creativity Assessments and Willingness to Implement as in Study 1 participants assessed two creative ideas; [c] Creativity Assessment scores were calculated using the product of participants novelty and usefulness assessments. The Cronbach's Alpha of these measures were 0.94 and 0.87 respectively

**Table 1.2**

*Study 1 Distribution by Condition*

| Condition | Idea Novelty | | Trait CMRI | Trait EMRI | CMRI Activation | EMRI Activation | SCO | Creativity Assessment | Willingness to Implement |
|---|---|---|---|---|---|---|---|---|---|
| Control | Low Novelty | Mean | 5.02 | 5.52 | 5.16 | 5.28 | 4.68 | 21.08 | 4.77 |
| | | N | 73 | 73 | 73 | 73 | 73 | 73 | 73 |
| | | SD | 1.33 | .94 | 1.22 | 1.09 | .82 | 9.31 | 1.34 |
| | High Novelty | Mean | 5.02 | 5.52 | 5.16 | 5.28 | 4.68 | 25.52 | 4.78 |
| | | N | 73 | 73 | 73 | 73 | 73 | 73 | 73 |
| | | SD | 1.33 | .94 | 1.22 | 1.09 | .82 | 9.44 | 1.54 |
| CMRI Manipulation | Low Novelty | Mean | 5.13 | 5.53 | 5.52 | 5.24 | 4.84 | 24.46 | 5.15 |
| | | N | 61 | 61 | 61 | 61 | 61 | 61 | 61 |
| | | SD | 1.23 | 1.17 | 1.09 | 1.28 | .78 | 11.95 | 1.39 |
| | High Novelty | Mean | 5.13 | 5.53 | 5.52 | 5.24 | 4.84 | 25.72 | 4.50 |
| | | N | 61 | 61 | 61 | 61 | 61 | 61 | 61 |
| | | SD | 1.23 | 1.17 | 1.09 | 1.28 | .78 | 9.63 | 1.52 |
| EMRI Manipulation | Low Novelty | Mean | 5.08 | 5.66 | 5.46 | 5.64 | 4.77 | 21.49 | 4.78 |
| | | N | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| | | SD | 1.31 | .92 | 1.16 | 1.04 | .84 | 9.19 | 1.47 |
| | High Novelty | Mean | 5.08 | 5.66 | 5.46 | 5.64 | 4.77 | 25.73 | 4.62 |
| | | N | 54 | 54 | 54 | 54 | 54 | 54 | 54 |
| | | SD | 1.31 | .92 | 1.16 | 1.04 | .84 | 9.62 | 1.58 |
| Total | Total | Mean | 5.07 | 5.56 | 5.36 | 5.37 | 4.76 | 23.97 | 4.77 |
| | | N | 376 | 376 | 376 | 376 | 376 | 376 | 376 |
| | | SD | 1.29 | 1.01 | 1.17 | 1.15 | .81 | 10.02 | 1.48 |

**Table 1.3**

*Regression Results: Main and Interactive Effects of Idea Novelty, Identity Activation, and Social Comparison Orientation*

| | Creativity Assessment | | | | | | Willingness to Implement | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Predictors | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 | Model 6 | Model 7 | Model 8 | Model 9 | Model 10 |
| Intercept | 23.97** | 22.30** | 21.63** | 21.01** | 21.25** | 21.21** | 4.77** | 2.16** | 2.22** | 2.13** |
| | (0.59) | (0.72) | (1.03) | (1.35) | (1.35) | (1.14) | (0.08) | (0.14) | (0.15) | (0.22) |
| *Independent variables* | | | | | | | | | | |
| Idea novelty | | 3.35** | 3.35** | 4.44** | 4.44** | 4.55** | | | | |
| | | (0.84) | (0.84) | (1.35) | (1.35) | (1.33) | | | | |
| CMRI Manipulation | | | 1.89 | 3.38* | 3.03 | 2.90 | | | | |
| | | | (1.39) | (1.72) | (1.69) | (1.69) | | | | |
| EMRI Manipulation | | | 0.31 | 0.41 | 0.21 | 0.27 | | | | |
| | | | (1.44) | (1.78) | (1.75) | (1.74) | | | | |
| Idea Novelty x CMRI Manipulation | | | | -3.18 | -3.18 | -2.91 | | | | |
| | | | | (2.00) | (1.63) | (1.98) | | | | |
| Idea Novelty x EMRI Manipulation | | | | -0.21 | -0.21 | -0.33 | | | | |
| | | | | (2.07) | (2.07) | (2.04) | | | | |
| Social Comparison Orientation (SCO) | | | | | 2.23** | 1.64 | | | | |
| | | | | | (0.71) | (1.05) | | | | |
| SCO x Idea Novelty | | | | | | 1.44 | | | | |

| | | | | |
|---|---|---|---|---|
| | (1.23) | | | |
| SCO x CMRI Manipulation | 2.67 | | | |
| | (1.92) | | | |
| SCO x Idea Novelty x CMRI Manipulation | -6.18** | | | |
| | (2.25) | | | |
| *Second Stage variables* | | | | |
| Creativity Assessment | | 0.11** | 0.11** | 0.11** |
| | | (0.01) | (0.01) | (0.01) |
| CMRI Manipulation | | | -0.14 | 0.20 |
| | | | (0.13) | (0.32) |
| EMRI Manipulation | | | -0.11 | -0.20 |
| | | | (0.14) | (0.34) |
| Creativity Assessment x CMRI Manipulation | | | | -0.01 |
| | | | | (0.01) |
| Creativity Assessment x EMRI Manipulation | | | | 0.00 |
| | | | | (0.01) |

*Note.* Standard errors are in parentheses. *$p$ < .05 (two-tailed); **$p$ < .01 (two-tailed).

**Table 1.4**

*Study 1: Test of H4a-b, Estimates of Fixed Effects*[a]

| | | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| Parameter | Estimate | Std. Error | df | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 21.241 | 1.142 | 332.960 | 18.594 | <.001 | 18.99 | 23.49 |
| Idea Novelty | 4.383 | 1.356 | 181.000 | 3.232 | .001 | 1.71 | 7.06 |
| CMRI Manipulation | 3.282 | 1.693 | 332.960 | 1.939 | .053 | -.05 | 6.61 |
| EMRI Manipulation | .135 | 1.757 | 332.960 | .077 | .939 | -3.32 | 3.59 |
| Trait CMRI | 1.379 | .664 | 332.960 | 2.076 | .039 | .07 | 2.69 |
| Trait EMRI | 1.956 | .821 | 332.960 | 2.384 | .018 | .34 | 3.57 |
| Idea Novelty * CMRI Manipulation | -3.226 | 2.010 | 181.000 | -1.605 | .110 | -7.19 | .74 |
| Idea Novelty * EMRI Manipulation | -.021 | 2.086 | 181.000 | -.010 | .992 | -4.14 | 4.09 |
| Idea Novelty * Trait CMRI | -.363 | .789 | 181.000 | -.461 | .646 | -1.92 | 1.19 |
| Idea Novelty * Trait EMRI | -.821 | .974 | 181.000 | -.843 | .400 | -2.74 | 1.10 |
| Trait CMRI * CMRI Manipulation | -1.314 | 1.228 | 332.960 | -1.070 | .285 | -3.73 | 1.10 |
| Trait EMRI * EMRI Manipulation | -.926 | 1.678 | 332.960 | -.552 | .581 | -4.23 | 2.37 |
| Idea Novelty * Trait CMRI * CMRI Manipulation | 1.640 | 1.458 | 181.000 | 1.125 | .262 | -1.24 | 4.52 |
| Idea Novelty * Trait EMRI * EMRI Manipulation | -.434 | 1.992 | 181.000 | -.218 | .828 | -4.36 | 3.50 |

a. Dependent Variable: Creativity Assessment

**Table 1.5**
*Study 1: Test of H5, Estimates of Fixed Effects[a]*

| | | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| Parameter | Estimate | Std. Error | df | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 21.349 | 1.126 | 327.734 | 18.963 | <.001 | 19.134 | 23.563 |
| Idea Novelty | 4.491 | 1.348 | 177.000 | 3.332 | .001 | 1.831 | 7.152 |
| CMRI Manipulation | 2.877 | 1.742 | 327.734 | 1.651 | .100 | -.551 | 6.305 |
| EMRI Manipulation | -.023 | 1.730 | 327.734 | -.014 | .989 | -3.426 | 3.380 |
| Trait CMRI | 1.353 | .654 | 327.734 | 2.070 | .039 | .067 | 2.639 |
| Trait EMRI | 1.905 | .807 | 327.734 | 2.359 | .019 | .317 | 3.494 |
| Idea Novelty * CMRI Manipulation | -3.396 | 2.086 | 177.000 | -1.628 | .105 | -7.513 | .721 |
| Idea Novelty * EMRI Manipulation | -.167 | 2.071 | 177.000 | -.081 | .936 | -4.255 | 3.921 |
| Idea Novelty * Trait CMRI | -.401 | .783 | 177.000 | -.513 | .609 | -1.946 | 1.143 |
| Idea Novelty * Trait EMRI | -.745 | .967 | 177.000 | -.770 | .442 | -2.653 | 1.163 |
| Trait CMRI * CMRI Manipulation | -.552 | 1.294 | 327.734 | -.426 | .670 | -3.097 | 1.994 |
| Trait EMRI * EMRI Manipulation | -.594 | 1.658 | 327.734 | -.359 | .720 | -3.855 | 2.666 |
| Idea Novelty * Trait CMRI * CMRI Manipulation | 1.237 | 1.550 | 177.000 | .798 | .426 | -1.821 | 4.295 |
| Idea Novelty * Trait EMRI * EMRI Manipulation | -.291 | 1.985 | 177.000 | -.147 | .884 | -4.208 | 3.626 |
| SCO | 1.760 | 1.054 | 327.734 | 1.670 | .096 | -.313 | 3.833 |
| Idea Novelty * SCO | 1.368 | 1.262 | 177.000 | 1.084 | .280 | -1.122 | 3.858 |
| CMRI Manipulation * SCO | 2.942 | 2.005 | 327.734 | 1.467 | .143 | -1.003 | 6.886 |
| Trait CMRI * SCO | .483 | .853 | 327.734 | .567 | .571 | -1.194 | 2.160 |
| Idea Novelty * Trait CMRI * SCO | -.037 | 1.021 | 177.000 | -.037 | .971 | -2.052 | 1.977 |
| Trait CMRI * CMRI Manipulation * SCO | .017 | 1.916 | 327.734 | .009 | .993 | -3.753 | 3.787 |
| Idea Novelty * CMRI Manipulation * SCO | -5.533 | 2.401 | 177.000 | -2.304 | .022 | -10.271 | -.794 |
| Idea Novelty * Trait CMRI * CMRI Manipulation * SCO | -1.655 | 2.295 | 177.000 | -.721 | .472 | -6.183 | 2.874 |

a. Dependent Variable: Creativity Assessment

**Table 1.6**

*Study 1: Test of H6a-b, Estimates of Fixed Effects[a]*

| | | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| Parameter | Estimate | Std. Error | df | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 2.096 | .226 | 316.773 | 9.273 | <.001 | 1.651 | 2.540 |
| Creativity Assessment | .114 | .009 | 339.626 | 12.811 | <.001 | .097 | .132 |
| CMRI Manipulation | .226 | .336 | 332.489 | .672 | .502 | -.435 | .887 |
| EMRI Manipulation | -.243 | .345 | 349.813 | -.705 | .482 | -.921 | .435 |
| Trait CMRI | -.173 | .126 | 334.640 | -1.373 | .171 | -.421 | .075 |
| Trait EMRI | .054 | .137 | 303.539 | .391 | .696 | -.216 | .323 |
| Trait CMRI * Creative | .005 | .005 | 353.697 | 1.027 | .305 | -.005 | .015 |
| Trait EMRI * Creative | -.004 | .006 | 333.894 | -.669 | .504 | -.015 | .007 |
| Trait CMRI * CMRI Manipulation | .038 | .249 | 352.772 | .154 | .878 | -.451 | .528 |
| Trait EMRI * EMRI Manipulation | .253 | .357 | 352.541 | .707 | .480 | -.450 | .955 |
| CMRI Manipulation * Creative | -.014 | .013 | 350.599 | -1.086 | .278 | -.039 | .011 |
| EMRI Manipulation * Creative | .006 | .014 | 361.595 | .449 | .654 | -.021 | .033 |
| Trait CMRI * CMRI Manipulation * Creative | -.002 | .009 | 361.676 | -.206 | .837 | -.020 | .016 |
| Trait EMRI * EMRI Manipulation * Creative | -.008 | .014 | 328.376 | -.615 | .539 | -.035 | .018 |

a. Dependent Variable: Willingness to Implement

**Table 2.1**

*Means, Standard Deviations, and Bivariate Correlations among Study variables (Study 2)*

| | Mean | SD | 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|---|---|---|---|---|---|---|
| 1. Age | 42.49 | 14.66 | | | | | | |
| 2. Gender [a] | 0.41 | 0.49 | 0.12** | | | | | |
| 3. Prior Management Experience | 4.13 | 1.45 | 0.32** | 0.12** | | | | |
| 4. Social Comparison Orientation | 4.46 | 1.08 | -0.33** | -0.04 | -0.11** | (0.89) | | |
| 5. Creativity Assessment [b] | 24.25 | 10.99 | 0.00 | 0.00 | 0.13 | 0.04 | | |
| 6. Willingness to Implement | 4.71 | 1.52 | -0.04 | -0.07 | 0.02 | 0.01 | 0.79** | (0.97) |

*Note*: $N = 546$; * $p < .05$, ** $p < .01$; [a] 1 = male, 0 = female; [b] Creativity Assessment scores were calculated using the product of participants novelty and usefulness assessments.

**Table 2.2**

*Distributions by Condition*

| Condition | Idea Novelty | | Trait CMRI | Trait EMRI | CMRI Activation | EMRI Activation | SCO | Creativity Assessment | Willingness to Implement |
|---|---|---|---|---|---|---|---|---|---|
| Control | Low Novelty | Mean | 5.22 | 5.64 | 5.38 | 5.12 | 4.45 | 20.32 | 4.31 |
| | | N | 112 | 112 | 112 | 112 | 112 | 112 | 112 |
| | | SD | 1.23 | .99 | 1.03 | 1.25 | 1.03 | 10.28 | 1.59 |
| | High Novelty | Mean | 5.31 | 5.90 | 5.65 | 5.18 | 4.42 | 27.07 | 4.85 |
| | | N | 86 | 86 | 86 | 86 | 86 | 86 | 86 |
| | | SD | 1.28 | .92 | 1.08 | 1.48 | 1.14 | 9.38 | 1.37 |
| CMRI Manipulation | Low Novelty | Mean | 5.33 | 5.76 | 5.40 | 5.22 | 4.54 | 20.73 | 4.52 |
| | | N | 70 | 70 | 70 | 70 | 70 | 70 | 70 |
| | | SD | 1.32 | 1.07 | 1.13 | 1.14 | 1.11 | 11.08 | 1.60 |
| | High Novelty | Mean | 5.23 | 5.83 | 5.54 | 4.97 | 4.53 | 27.79 | 4.95 |
| | | N | 102 | 102 | 102 | 102 | 102 | 102 | 102 |
| | | SD | 1.26 | .90 | 1.04 | 1.39 | 1.05 | 10.56 | 1.44 |
| EMRI Manipulation | Low Novelty | Mean | 5.23 | 5.88 | 5.45 | 5.33 | 4.39 | 22.49 | 4.77 |
| | | N | 89 | 89 | 89 | 89 | 89 | 89 | 89 |
| | | SD | 1.25 | .83 | 1.17 | 1.27 | 1.02 | 11.35 | 1.46 |
| | High Novelty | Mean | 5.36 | 5.88 | 5.44 | 5.36 | 4.47 | 27.00 | 4.89 |
| | | N | 87 | 87 | 87 | 87 | 87 | 87 | 87 |
| | | SD | 1.20 | 1.04 | 1.09 | 1.34 | 1.18 | 10.79 | 1.61 |
| Total | Total | Mean | 5.27 | 5.81 | 5.47 | 5.19 | 4.47 | 24.25 | 4.71 |
| | | N | 546 | 546 | 546 | 546 | 546 | 546 | 546 |
| | | SD | 1.25 | .96 | 1.09 | 1.32 | 1.08 | 10.99 | 1.52 |

**Table 2.3**

*Regression Results: Main and Interactive Effects of Idea Novelty, Identity Activation, and Social Comparison Orientation*

| | Creativity Assessment | | | | | Willingness to Implement | | | |
|---|---|---|---|---|---|---|---|---|---|
| Predictors | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 | Model 6 | Model 7 | Model 8 | Model 9 |
| Intercept | 24.25** | 21.14** | 20.60** | 20.32** | 20.32** | 4.71** | 2.07** | 2.01** | 1.89** |
| | (0.47) | (0.64) | (0.85) | (1.00) | (1.00) | (0.07) | (0.10) | (0.11) | (0.16) |
| *Independent variables* | | | | | | | | | |
| Idea novelty | | 6.18** | 6.11** | 6.75** | 6.76** | | | | |
| | | (0.90) | (0.91) | (1.52) | (1.52) | | | | |
| CMRI Manipulation | | | 0.70 | 0.41 | 0.25 | | | | |
| | | | (1.11) | (1.61) | (1.52) | | | | |
| EMRI Manipulation | | | 1.10 | 2.17 | 2.16 | | | | |
| | | | (1.10) | (1.50) | (1.50) | | | | |
| Idea Novelty x CMRI Manipulation | | | | 0.31 | 0.39 | | | | |
| | | | | (2.23) | (2.24) | | | | |
| Idea Novelty x EMRI Manipulation | | | | -2.24 | -2.23 | | | | |
| | | | | (2.20) | (2.20) | | | | |
| Social Comparison Orientation (SCO) | | | | | -0.13 | | | | |
| | | | | | (0.73) | | | | |
| SCO x Idea Novelty | | | | | -0.01 | | | | |
| | | | | | (1.01) | | | | |
| SCO x CMRI Manipulation | | | | | 1.97 | | | | |
| | | | | | (1.36) | | | | |
| SCO x Idea Novelty x CMRI Manipulation | | | | | -0.68 | | | | |
| | | | | | (1.83) | | | | |

| | | | |
|---|---|---|---|
| *Second Stage variables* | | | |
| Creativity Assessment | 0.11** | 0.11** | 0.11** |
| | (0.00) | (0.00) | (0.01) |
| CMRI Manipulation | | 0.05 | 0.26 |
| | | (0.10) | (0.24) |
| EMRI Manipulation | | 0.12 | 0.30 |
| | | (0.10) | (0.24) |
| Creativity Assessment x CMRI Manipulation | | | -0.01 |
| | | | (0.01) |
| Creativity Assessment x EMRI Manipulation | | | -0.01 |
| | | | (0.01) |

*Note.* Standard errors are in parentheses. *$p$ < .05 (two-tailed); **$p$ < .01 (two-tailed)

**Table 2.4**

*Study 2: Test of H4a-b*

Dependent Variable: Creativity Assessment

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 20.405 | .995 | 20.506 | <.001 | 18.450 | 22.360 |
| Idea Novelty | 6.459 | 1.505 | 4.293 | <.001 | 3.504 | 9.415 |
| CMRI Manipulation | .262 | 1.594 | .165 | .869 | -2.868 | 3.393 |
| EMRI Manipulation | 2.155 | 1.492 | 1.444 | .149 | -.776 | 5.086 |
| Trait CMRI | 1.304 | .627 | 2.080 | .038 | .072 | 2.536 |
| Trait EMRI | .086 | .807 | .107 | .915 | -1.499 | 1.671 |
| Idea Novelty * CMRI Manipulation | .664 | 2.209 | .300 | .764 | -3.676 | 5.004 |
| Idea Novelty * EMRI Manipulation | -2.225 | 2.182 | -1.020 | .308 | -6.510 | 2.061 |
| Idea Novelty * Trait CMRI | -.554 | .953 | -.582 | .561 | -2.426 | 1.318 |
| Idea Novelty * Trait EMRI | 1.892 | 1.208 | 1.567 | .118 | -.480 | 4.264 |
| CMRI Manipulation * Trait CMRI | -.015 | 1.126 | -.013 | .990 | -2.227 | 2.198 |
| EMRI Manipulation * Trait EMRI | -.310 | 1.556 | -.199 | .842 | -3.366 | 2.747 |
| Idea Novelty * CMRI Manipulation * Trait CMRI | -.038 | 1.564 | -.024 | .981 | -3.109 | 3.034 |
| Idea Novelty * EMRI Manipulation * Trait EMRI | .297 | 2.104 | .141 | .888 | -3.836 | 4.429 |

**Table 2.5**

*Study 2: Test of H5*

Dependent Variable: Creativity Assessment

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 20.406 | .997 | 20.470 | <.001 | 18.448 | 22.364 |
| Idea Novelty | 6.458 | 1.507 | 4.284 | <.001 | 3.497 | 9.420 |
| CMRI Manipulation | -.190 | 1.607 | -.118 | .906 | -3.347 | 2.967 |
| EMRI Manipulation | 2.163 | 1.500 | 1.442 | .150 | -.783 | 5.109 |
| Trait CMRI | 1.320 | .630 | 2.095 | .037 | .082 | 2.558 |
| Trait EMRI | .054 | .839 | .064 | .949 | -1.594 | 1.702 |
| Idea Novelty * CMRI Manipulation | 1.006 | 2.223 | .453 | .651 | -3.360 | 5.373 |
| Idea Novelty * EMRI Manipulation | -2.242 | 2.188 | -1.025 | .306 | -6.541 | 2.057 |
| Idea Novelty * Trait CMRI | -.569 | .957 | -.594 | .553 | -2.449 | 1.312 |
| Idea Novelty * Trait EMRI | 1.905 | 1.234 | 1.544 | .123 | -.519 | 4.330 |
| CMRI Manipulation * Trait CMRI | -.224 | 1.138 | -.197 | .844 | -2.460 | 2.012 |
| EMRI Manipulation * Trait EMRI | -.244 | 1.573 | -.155 | .877 | -3.335 | 2.847 |
| Idea Novelty * CMRI Manipulation * Trait CMRI | .219 | 1.591 | .137 | .891 | -2.906 | 3.344 |
| Idea Novelty * EMRI Manipulation * Trait EMRI | .270 | 2.124 | .127 | .899 | -3.902 | 4.443 |
| SCO | -.243 | .728 | -.334 | .738 | -1.674 | 1.187 |
| Idea Novelty * SCO | .364 | 1.032 | .353 | .724 | -1.663 | 2.392 |
| CMRI Manipulation * SCO | 2.107 | 1.385 | 1.522 | .129 | -.613 | 4.827 |
| Trait CMRI * SCO | -.111 | .612 | -.181 | .857 | -1.314 | 1.092 |
| Idea Novelty * Trait CMRI * SCO | .070 | .847 | .082 | .934 | -1.595 | 1.734 |
| CMRI Manipulation * Trait CMRI * SCO | 1.326 | .920 | 1.442 | .150 | -.480 | 3.133 |
| Idea Novelty * CMRI Manipulation * SCO | -1.046 | 1.855 | -.564 | .573 | -4.689 | 2.598 |
| Idea Novelty * CMRI Manipulation * Trait CMRI * SCO | -1.276 | 1.346 | -.948 | .344 | -3.920 | 1.368 |

**Table 2.6**
*Study 2: Test of H6a-b*
Dependent Variable: Willingness to Implement

| | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| Parameter | B | Std. Error | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 1.813 | .166 | 10.922 | <.001 | 1.487 | 2.139 |
| Creativity Assessment | .117 | .007 | 17.867 | <.001 | .105 | .130 |
| CMRI Manipulation | .270 | .241 | 1.119 | .264 | -.204 | .745 |
| EMRI Manipulation | .365 | .240 | 1.521 | .129 | -.106 | .836 |
| Trait CMRI | .121 | .096 | 1.265 | .206 | -.067 | .309 |
| Trait EMRI | -.205 | .130 | -1.579 | .115 | -.461 | .050 |
| CMRI Manipulation * Creativity Assessment | -.009 | .009 | -.965 | .335 | -.027 | .009 |
| EMRI Manipulation * Creativity Assessment | -.009 | .009 | -1.020 | .308 | -.027 | .009 |
| Trait CMRI * Creativity Assessment | -.005 | .004 | -1.237 | .217 | -.012 | .003 |
| Trait EMRI * Creativity Assessment | .002 | .005 | .472 | .637 | -.008 | .013 |
| CMRI Manipulation * Trait CMRI | .066 | .166 | .397 | .691 | -.261 | .393 |
| EMRI Manipulation * Trait EMRI | .288 | .210 | 1.371 | .171 | -.125 | .701 |
| CMRI Manipulation * Trait CMRI * Creativity Assessment | -.003 | .006 | -.439 | .661 | -.015 | .009 |
| EMRI Manipulation * Trait EMRI * Creativity Assessment | -.007 | .008 | -.910 | .363 | -.023 | .008 |

**Table 3.1**

*Means, Standard Deviations, and Bivariate Correlations among Study variables (Study 3)*

| | **Mean** | **SD** | **1.** | **2.** | **3.** | **4.** | **5.** | **6.** |
|---|---|---|---|---|---|---|---|---|
| 1. Age | 41.63 | 12.51 | | | | | | |
| 2. Gender [a] | 0.51 | 0.50 | -0.08* | | | | | |
| 3. Prior Management Experience | 4.48 | 1.33 | 0.28** | 0.06 | | | | |
| 4. Social Comparison Orientation | 4.43 | 1.10 | -0.19** | -0.03 | -0.06 | (0.89) | | |
| 5. Creativity Assessment [b] | 25.48 | 10.81 | -0.02 | -0.07* | 0.06 | 0.10** | | |
| 6. Willingness to Implement | 4.78 | 1.53 | -0.01 | -0.09** | 0.02 | 0.08* | 0.80** | (0.97) |

*Note*: $N = 1024$; * $p < .05$, ** $p < .01$; [a] 1 = male, 0 = female; [b] Creativity Assessment scores were calculated using the product of participants novelty and usefulness assessments.

**Table 3.2**

*Distributions by Condition*

| Condition | Idea Novelty | | Trait CMRI | Trait EMRI | CMRI Activation | EMRI Activation | SCO | Creativity Assessment | Willingness to Implement |
|---|---|---|---|---|---|---|---|---|---|
| Control | Low Novelty | Mean | 5.18 | 5.96 | 5.63 | 5.50 | 4.35 | 22.79 | 4.66 |
| | | N | 183 | 183 | 183 | 183 | 183 | 183 | 183 |
| | | SD | 1.39 | 1.03 | 1.12 | 1.21 | 1.11 | 11.01 | 1.58 |
| | High Novelty | Mean | 5.20 | 5.93 | 5.79 | 5.49 | 4.51 | 26.88 | 4.78 |
| | | N | 180 | 180 | 180 | 180 | 180 | 180 | 180 |
| | | SD | 1.26 | .92 | 1.10 | 1.21 | 1.06 | 10.12 | 1.44 |
| CMRI Manipulation | Low Novelty | Mean | 5.29 | 6.03 | 5.73 | 5.42 | 4.50 | 23.56 | 4.71 |
| | | N | 154 | 154 | 154 | 154 | 154 | 154 | 154 |
| | | SD | 1.28 | .80 | .94 | 1.38 | 1.08 | 11.50 | 1.63 |
| | High Novelty | Mean | 5.28 | 6.01 | 5.80 | 5.47 | 4.38 | 28.66 | 4.98 |
| | | N | 178 | 178 | 178 | 178 | 178 | 178 | 178 |
| | | SD | 1.35 | .83 | 1.04 | 1.29 | 1.20 | 9.70 | 1.42 |
| EMRI Manipulation | Low Novelty | Mean | 5.36 | 6.01 | 5.49 | 6.02 | 4.43 | 23.41 | 4.70 |
| | | N | 165 | 165 | 165 | 165 | 165 | 165 | 165 |
| | | SD | 1.26 | .87 | 1.25 | .98 | 1.12 | 11.27 | 1.70 |
| | High Novelty | Mean | 5.34 | 6.00 | 5.58 | 5.78 | 4.45 | 27.37 | 4.85 |
| | | N | 164 | 164 | 164 | 164 | 164 | 164 | 164 |
| | | SD | 1.18 | .93 | 1.05 | 1.05 | 1.05 | 9.95 | 1.43 |
| Total | Total | Mean | 5.27 | 5.99 | 5.67 | 5.61 | 4.44 | 25.48 | 4.78 |
| | | N | 1024 | 1024 | 1024 | 1024 | 1024 | 1024 | 1024 |
| | | SD | 1.29 | .90 | 1.09 | 1.21 | 1.10 | 10.81 | 1.53 |

**Table 3.3**
*Study 3: Test of H1a-b*
Dependent Variable: Creativity Assessments

| | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| Parameter | B | Std. Error | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 22.791 | .783 | 29.104 | <.001 | 21.254 | 24.328 |
| Idea Novelty | 4.091 | 1.114 | 3.674 | <.001 | 1.906 | 6.276 |
| CMRI Manipulation | .773 | 1.158 | .667 | .505 | -1.500 | 3.046 |
| EMRI Manipulation | .620 | 1.137 | .546 | .586 | -1.611 | 2.852 |
| Idea Novelty * CMRI Manipulation | 1.000 | 1.612 | .621 | .535 | -2.163 | 4.164 |
| Idea Novelty * EMRI Manipulation | -.137 | 1.614 | -.085 | .932 | -3.304 | 3.030 |

**Table 3.4**

*Study 3: Test of H2*

Dependent Variable: Creativity Assessments

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 22.843 | .782 | 29.217 | <.001 | 21.309 | 24.377 |
| Idea Novelty | 4.013 | 1.110 | 3.616 | <.001 | 1.835 | 6.191 |
| CMRI Manipulation | .711 | 1.154 | .616 | .538 | -1.554 | 2.976 |
| EMRI Manipulation | .591 | 1.132 | .522 | .602 | -1.630 | 2.812 |
| Idea Novelty * CMRI Manipulation | 1.318 | 1.607 | .820 | .412 | -1.835 | 4.470 |
| Idea Novelty * EMRI Manipulation | -.056 | 1.606 | -.035 | .972 | -3.208 | 3.095 |
| SCO | .392 | .509 | .769 | .442 | -.608 | 1.391 |
| Idea Novelty * SCO | .441 | .743 | .593 | .553 | -1.018 | 1.900 |
| CMRI Manipulation * SCO | .134 | .940 | .143 | .886 | -1.711 | 1.980 |
| Idea Novelty * CMRI Manipulation * SCO | 1.280 | 1.270 | 1.007 | .314 | -1.213 | 3.772 |

**Table 3.5**

*Study 3: Test of H3a-b*

Dependent Variable: Willingness to Implement

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Intercept | 1.922 | .122 | 15.702 | <.001 | 1.682 | 2.163 |
| Creative | .113 | .005 | 24.891 | <.001 | .104 | .122 |
| CMRI Manipulation | .005 | .181 | .029 | .977 | -.350 | .361 |
| EMRI Manipulation | -.100 | .179 | -.561 | .575 | -.452 | .251 |
| Creative * CMRI Manipulation | -.001 | .007 | -.203 | .839 | -.014 | .011 |
| Creative * EMRI Manipulation | .004 | .007 | .551 | .582 | -.009 | .016 |

**Table 3.6**

*Study 3: Test of H4a-b*

Dependent Variable: Creativity Assessments

| | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| Parameter | B | Std. Error | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 22.886 | .765 | 29.914 | <.001 | 21.385 | 24.387 |
| Idea Novelty | 4.175 | 1.088 | 3.836 | <.001 | 2.039 | 6.310 |
| CMRI Manipulation | .626 | 1.131 | .553 | .580 | -1.594 | 2.846 |
| EMRI Manipulation | .420 | 1.112 | .377 | .706 | -1.763 | 2.602 |
| Trait CMRI | .940 | .437 | 2.149 | .032 | .082 | 1.798 |
| Trait EMRI | .161 | .631 | .255 | .799 | -1.078 | 1.400 |
| CMRI Manipulation * Trait CMRI | 1.136 | .779 | 1.459 | .145 | -.392 | 2.665 |
| EMRI Manipulation * Trait EMRI | .992 | 1.113 | .891 | .373 | -1.192 | 3.175 |
| Idea Novelty * CMRI Manipulation | .945 | 1.575 | .600 | .548 | -2.145 | 4.036 |
| Idea Novelty * EMRI Manipulation | -.263 | 1.578 | -.167 | .868 | -3.359 | 2.833 |
| Idea Novelty * Trait CMRI | 1.060 | .643 | 1.649 | .100 | -.202 | 2.322 |
| Idea Novelty * Trait EMRI | .504 | .904 | .558 | .577 | -1.269 | 2.278 |
| Idea Novelty * CMRI Manipulation * Trait CMRI | -.878 | 1.076 | -.816 | .415 | -2.989 | 1.233 |
| Idea Novelty * EMRI Manipulation * Trait EMRI | -.682 | 1.553 | -.439 | .660 | -3.729 | 2.365 |

**Table 3.7**

*Study 3: Test of H5*

Dependent Variable: Creativity Assessment

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 22.948 | .765 | 30.011 | <.001 | 21.447 | 24.448 |
| Idea Novelty | 4.062 | 1.085 | 3.743 | <.001 | 1.932 | 6.192 |
| CMRI Manipulation | .812 | 1.138 | .713 | .476 | -1.422 | 3.045 |
| EMRI Manipulation | .399 | 1.107 | .360 | .719 | -1.773 | 2.570 |
| Trait CMRI | .910 | .437 | 2.082 | .038 | .052 | 1.767 |
| Trait EMRI | .130 | .628 | .206 | .837 | -1.103 | 1.363 |
| CMRI Manipulation * Trait CMRI | 1.035 | .800 | 1.294 | .196 | -.534 | 2.604 |
| EMRI Manipulation * Trait EMRI | 1.051 | 1.113 | .944 | .345 | -1.134 | 3.235 |
| Idea Novelty * CMRI Manipulation | 1.020 | 1.578 | .646 | .518 | -2.077 | 4.116 |
| Idea Novelty * EMRI Manipulation | -.182 | 1.570 | -.116 | .907 | -3.264 | 2.899 |
| Idea Novelty * Trait CMRI | 1.060 | .641 | 1.652 | .099 | -.199 | 2.319 |
| Idea Novelty * Trait EMRI | .402 | .901 | .446 | .656 | -1.366 | 2.169 |
| Idea Novelty * CMRI Manipulation * Trait CMRI | -.753 | 1.097 | -.687 | .493 | -2.905 | 1.399 |
| Idea Novelty * EMRI Manipulation * Trait EMRI | -.552 | 1.551 | -.356 | .722 | -3.595 | 2.491 |
| SCO | .244 | .501 | .488 | .626 | -.738 | 1.227 |
| Idea Novelty * SCO | .489 | .729 | .671 | .502 | -.941 | 1.919 |
| CMRI Manipulation * SCO | .356 | .953 | .374 | .709 | -1.514 | 2.226 |
| Trait CMRI * SCO | -.243 | .304 | -.801 | .423 | -.839 | .353 |
| Idea Novelty * CMRI Manipulation * SCO | 1.003 | 1.270 | .790 | .430 | -1.489 | 3.495 |
| Idea Novelty * Trait CMRI * SCO | .531 | .504 | 1.055 | .292 | -.457 | 1.519 |
| CMRI Manipulation * Trait CMRI * SCO | 1.340 | .690 | 1.942 | .052 | -.014 | 2.694 |
| Idea Novelty * CMRI Manipulation * Trait CMRI * SCO | -1.505 | .900 | -1.673 | .095 | -3.271 | .260 |

**Table 3.8**
*Study 3: Test of H6a-b*
Dependent Variable: Willingness to Implement

| | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| Parameter | B | Std. Error | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 1.925 | .123 | 15.637 | <.001 | 1.684 | 2.167 |
| Creativity Assessment | .113 | .005 | 24.853 | <.001 | .104 | .122 |
| CMRI Manipulation | .044 | .185 | .237 | .813 | -.319 | .407 |
| EMRI Manipulation | -.122 | .180 | -.677 | .498 | -.474 | .231 |
| Trait CMRI | .171 | .067 | 2.559 | .011 | .040 | .302 |
| Trait EMRI | -.218 | .100 | -2.189 | .029 | -.414 | -.023 |
| CMRI Manipulation * Creativity Assessment | -.002 | .007 | -.330 | .741 | -.015 | .011 |
| EMRI Manipulation * Creativity Assessment | .004 | .007 | .659 | .510 | -.009 | .017 |
| Trait CMRI * Creativity Assessment | -.007 | .003 | -2.583 | .010 | -.012 | -.002 |
| Trait EMRI * Creativity Assessment | .006 | .003 | 1.804 | .072 | -.001 | .013 |
| CMRI Manipulation * Trait CMRI | .092 | .108 | .849 | .396 | -.121 | .305 |
| EMRI Manipulation * Trait EMRI | -.018 | .168 | -.108 | .914 | -.348 | .311 |
| CMRI Manipulation * Trait CMRI * Creativity Assessment | -.003 | .004 | -.642 | .521 | -.010 | .005 |
| EMRI Manipulation * Trait EMRI * Creativity Assessment | .002 | .006 | .257 | .797 | -.011 | .014 |

**Table 4.1**

*Standard Deviations, and Bivariate Correlations among Study variables (Study 4.*

| | Mean | SD | 1. | 2. | 3. | 4. | 5. | 6. |
|---|---|---|---|---|---|---|---|---|
| 1. Age | 41.67 | 13.37 | | | | | | |
| 2. Gender [a] | 0.51 | 0.50 | -0.02 | | | | | |
| 3. Prior Management Experience | 4.08 | 1.40 | 0.32** | 0.14** | | | | |
| 4. Social Comparison Orientation | 4.46 | 1.07 | -0.23** | -0.03 | -0.07 | (0.89) | | |
| 5. Creativity Assessment [b] | 23.62 | 10.21 | -0.07 | -0.01 | 0.03 | 0.09* | | |
| 6. Willingness to Implement | 4.55 | 1.58 | -0.11** | -0.02 | -0.02 | 0.05 | 0.73** | (0.97) |

*Note*: $N = 554$; * $p < .05$, ** $p < .01$; [a] 1 = male, 0 = female; [b] Creativity Assessment scores were calculated using the product of participants novelty and usefulness assessments.

**Table 4.2**

*Distributions by Condition*

| Condition | Idea Novelty | | Trait CMRI | Trait EMRI | CMRI Activation | EMRI Activation | SCO | Creativity Assessment | Willingness to Implement |
|---|---|---|---|---|---|---|---|---|---|
| EMRI Manipulation | Low Novelty | Mean | 4.84 | 5.74 | 5.00 | 5.15 | 4.32 | 19.55 | 4.42 |
| | | N | 94 | 94 | 94 | 94 | 94 | 94 | 94 |
| | | SD | 1.39 | 1.13 | 1.40 | 1.28 | 1.14 | 9.33 | 1.59 |
| | Moderate Novelty | Mean | 5.24 | 5.87 | 5.59 | 5.24 | 4.69 | 26.00 | 4.79 |
| | | N | 83 | 83 | 83 | 83 | 83 | 83 | 83 |
| | | SD | 1.26 | .99 | 1.26 | 1.29 | 1.00 | 10.04 | 1.42 |
| | Very High Novelty | Mean | 5.14 | 5.87 | 5.28 | 5.28 | 4.40 | 24.00 | 4.32 |
| | | N | 102 | 102 | 102 | 102 | 102 | 102 | 102 |
| | | SD | 1.38 | .96 | 1.45 | 1.48 | 1.14 | 9.02 | 1.63 |
| CMRI Manipulation | Low Novelty | Mean | 5.24 | 5.78 | 5.37 | 5.33 | 4.62 | 22.87 | 4.77 |
| | | N | 93 | 93 | 93 | 93 | 93 | 93 | 93 |
| | | SD | 1.25 | 1.00 | 1.35 | 1.15 | 1.00 | 9.81 | 1.46 |
| | Moderate Novelty | Mean | 4.99 | 5.75 | 5.31 | 4.86 | 4.32 | 24.72 | 4.69 |
| | | N | 98 | 98 | 98 | 98 | 98 | 98 | 98 |
| | | SD | 1.45 | 1.05 | 1.34 | 1.50 | .99 | 10.89 | 1.55 |
| | Very High Novelty | Mean | 4.79 | 5.79 | 5.40 | 5.42 | 4.43 | 24.92 | 4.33 |
| | | N | 84 | 84 | 84 | 84 | 84 | 84 | 84 |
| | | SD | 1.64 | 1.04 | 1.27 | 1.09 | 1.11 | 11.15 | 1.78 |
| Total | Total | Mean | 5.04 | 5.80 | 5.32 | 5.21 | 4.46 | 23.62 | 4.55 |
| | | N | 554 | 554 | 554 | 554 | 554 | 554 | 554 |
| | | SD | 1.41 | 1.03 | 1.36 | 1.32 | 1.07 | 10.21 | 1.58 |

**Table 4.3**

*Study 4: Test of H1a*

Dependent Variable: Creativity Assessments

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Intercept | 19.546 | 1.036 | 18.871 | <.001 | 17.511 | 21.580 |
| Very High Novelty Idea | 4.449 | 1.436 | 3.099 | .002 | 1.629 | 7.270 |
| Moderate Novelty Idea | 6.453 | 1.513 | 4.266 | <.001 | 3.482 | 9.424 |
| CMRI Manipulation | 3.326 | 1.469 | 2.264 | .024 | .441 | 6.211 |
| Very High Novelty Idea * CMRI Manipulation | -2.397 | 2.085 | -1.150 | .251 | -6.493 | 1.698 |
| Moderate Novelty Idea * CMRI Manipulation | -4.600 | 2.098 | -2.193 | .029 | -8.721 | -.479 |

**Table 4.4**

*Study 4: Test of H2*

Dependent Variable: Creativity Assessments

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 19.795 | 1.046 | 18.925 | <.001 | 17.741 | 21.850 |
| Very High Novelty Idea | 4.267 | 1.445 | 2.953 | .003 | 1.429 | 7.105 |
| Moderate Novelty Idea | 5.978 | 1.539 | 3.885 | <.001 | 2.956 | 9.001 |
| CMRI Manipulation | 2.985 | 1.484 | 2.011 | .045 | .070 | 5.900 |
| Very High Novelty Idea * CMRI Manipulation | -2.101 | 2.098 | -1.001 | .317 | -6.221 | 2.020 |
| Moderate Novelty Idea * CMRI Manipulation | -4.053 | 2.129 | -1.904 | .057 | -8.234 | .128 |
| SCO | 1.592 | .914 | 1.741 | .082 | -.204 | 3.388 |
| Very High Novelty Idea * SCO | -.680 | 1.267 | -.537 | .592 | -3.170 | 1.809 |
| Moderate Novelty Idea * SCO | -.546 | 1.442 | -.379 | .705 | -3.378 | 2.285 |
| CMRI Manipulation * SCO | -.967 | 1.389 | -.696 | .487 | -3.696 | 1.762 |
| Very High Novelty Idea * CMRI Manipulation * SCO | .531 | 1.920 | .276 | .782 | -3.242 | 4.303 |
| Moderate Novelty Idea * CMRI Manipulation * SCO | -.201 | 2.058 | -.097 | .922 | -4.244 | 3.843 |

**Table 4.5**

*Study 4: Test of H3a*

Dependent Variable: Willingness to Implement

| | | | | | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| Parameter | B | Std. Error | t | Sig. | Lower Bound | Upper Bound |
| Intercept | 1.880 | .167 | 11.264 | <.001 | 1.552 | 2.208 |
| Creativity Assessment | .113 | .007 | 16.995 | <.001 | .100 | .126 |
| CMRI Manipulation | .008 | .233 | .035 | .972 | -.450 | .466 |
| Creativity Assessment * CMRI Manipulation | -.001 | .009 | -.066 | .947 | -.018 | .017 |

**Table 4.6**

*Study 4: Test of H4a*

*Parameter Estimates*

Dependent Variable: Creativity Assessment

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 19.912 | 1.025 | 19.428 | <.001 | 17.899 | 21.925 |
| Very High Novelty Idea | 3.948 | 1.416 | 2.788 | .005 | 1.167 | 6.730 |
| Moderate Novelty Idea | 6.060 | 1.498 | 4.045 | <.001 | 3.117 | 9.003 |
| CMRI Manipulation | 2.766 | 1.459 | 1.896 | .058 | -.099 | 5.631 |
| Trait CMRI | 1.733 | .752 | 2.304 | .022 | .255 | 3.211 |
| Trait EMRI | .217 | .923 | .235 | .815 | -1.597 | 2.030 |
| CMRI Manipulation * Trait CMRI | -.653 | 1.196 | -.546 | .585 | -3.002 | 1.697 |
| CMRI Manipulation * Trait EMRI | 1.115 | 1.485 | .751 | .453 | -1.803 | 4.032 |
| CMRI Manipulation * Very High Novelty Idea | -1.472 | 2.064 | -.713 | .476 | -5.527 | 2.583 |
| Very High Novelty Idea * Trait CMRI | .196 | 1.067 | .184 | .854 | -1.899 | 2.292 |
| Very High Novelty Idea * Trait EMRI | -.932 | 1.430 | -.652 | .515 | -3.741 | 1.876 |
| CMRI Manipulation * Very High Novelty Idea * Trait CMRI | -.456 | 1.579 | -.289 | .773 | -3.557 | 2.645 |
| CMRI Manipulation * Very High Novelty Idea * Trait EMRI | 2.256 | 2.148 | 1.050 | .294 | -1.964 | 6.477 |
| CMRI Manipulation * Moderate Novelty Idea | -3.877 | 2.076 | -1.868 | .062 | -7.955 | .201 |
| Trait CMRI * Moderate Novelty Idea | -1.518 | 1.169 | -1.298 | .195 | -3.815 | .780 |
| Trait EMRI * Moderate Novelty Idea | -.477 | 1.466 | -.326 | .745 | -3.358 | 2.403 |
| CMRI Manipulation * Trait EMRI * Moderate Novelty Idea | .383 | 2.125 | .180 | .857 | -3.793 | 4.558 |
| CMRI Manipulation * Trait CMRI * Moderate Novelty Idea | 1.898 | 1.662 | 1.142 | .254 | -1.366 | 5.163 |

**Table 4.7**
*Study 4: Test of H5; Dependent Variable: Creativity assessment*

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 20.116 | 1.034 | 19.462 | <.001 | 18.085 | 22.146 |
| Moderate Novelty Idea | 5.586 | 1.522 | 3.669 | <.001 | 2.595 | 8.576 |
| Very High Novelty Idea | 3.738 | 1.426 | 2.622 | .009 | .937 | 6.538 |
| CMRI Manipulation | 2.520 | 1.481 | 1.702 | .089 | -.389 | 5.429 |
| Trait CMRI | 1.855 | .782 | 2.372 | .018 | .318 | 3.391 |
| Trait EMRI | .033 | .966 | .034 | .973 | -1.864 | 1.930 |
| Moderate Novelty Idea * CMRI Manipulation | -3.545 | 2.117 | -1.675 | .095 | -7.704 | .614 |
| Very High Novelty Idea * CMRI Manipulation | -1.217 | 2.084 | -.584 | .559 | -5.310 | 2.877 |
| Moderate Novelty Idea * Trait CMRI | -2.040 | 1.245 | -1.638 | .102 | -4.486 | .406 |
| Moderate Novelty Idea * Trait EMRI | -.066 | 1.513 | -.043 | .965 | -3.038 | 2.906 |
| Very High Novelty Idea * Trait CMRI | .219 | 1.092 | .200 | .841 | -1.926 | 2.363 |
| Very High Novelty Idea * Trait EMRI | -.944 | 1.463 | -.645 | .519 | -3.817 | 1.929 |
| CMRI Manipulation * Trait CMRI | -.825 | 1.276 | -.646 | .518 | -3.332 | 1.683 |
| CMRI Manipulation * Trait EMRI | 1.251 | 1.513 | .827 | .408 | -1.720 | 4.223 |
| Moderate Novelty Idea * CMRI Manipulation * Trait CMRI | 2.783 | 1.791 | 1.554 | .121 | -.736 | 6.302 |
| Moderate Novelty Idea * CMRI Manipulation * Trait EMRI | -.214 | 2.178 | -.098 | .922 | -4.493 | 4.065 |
| Very High Novelty Idea * CMRI Manipulation * Trait CMRI | -.416 | 1.644 | -.253 | .801 | -3.644 | 2.813 |
| Very High Novelty Idea * CMRI Manipulation * Trait EMRI | 2.199 | 2.187 | 1.005 | .315 | -2.098 | 6.495 |
| SCO | 1.540 | .927 | 1.662 | .097 | -.280 | 3.361 |
| Moderate Novelty Idea * SCO | -.423 | 1.437 | -.294 | .769 | -3.247 | 2.400 |
| Very High Novelty Idea * SCO | -.110 | 1.283 | -.086 | .932 | -2.631 | 2.411 |
| CMRI Manipulation * SCO | -.953 | 1.413 | -.674 | .500 | -3.730 | 1.824 |
| Trait CMRI * SCO | .339 | .468 | .725 | .469 | -.580 | 1.258 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Moderate Novelty Idea * CMRI Manipulation * SCO | -.402 | 2.074 | -.194 | .846 | -4.477 | 3.672 |
| Very High Novelty Idea * CMRI Manipulation * SCO | -.257 | 1.940 | -.133 | .894 | -4.068 | 3.553 |
| Moderate Novelty Idea * Trait CMRI * SCO | .333 | .865 | .385 | .700 | -1.366 | 2.032 |
| Very High Novelty Idea * Trait CMRI * SCO | -1.244 | .774 | -1.607 | .109 | -2.765 | .276 |
| Moderate Novelty Idea * CMRI Manipulation * Trait CMRI * SCO | .000 | 1.026 | .000 | 1.000 | -2.015 | 2.016 |
| Very High Novelty Idea * CMRI Manipulation * Trait CMRI * SCO | .690 | .862 | .800 | .424 | -1.004 | 2.383 |

**Table 4.8**

*Study 4: Test of H6a*

Dependent Variable: Willingness to Implement

| Parameter | B | Std. Error | t | Sig. | 95% Confidence Interval Lower Bound | 95% Confidence Interval Upper Bound |
|---|---|---|---|---|---|---|
| Intercept | 1.884 | .168 | 11.191 | <.001 | 1.553 | 2.215 |
| Creativity Assessment | .113 | .007 | 16.666 | <.001 | .100 | .126 |
| CMRI Manipulation | -.101 | .237 | -.425 | .671 | -.567 | .365 |
| Trait CMRI | .003 | .116 | .023 | .982 | -.225 | .230 |
| Trait EMRI | -.266 | .142 | -1.879 | .061 | -.544 | .012 |
| CMRI Manipulation * Creativity Assessment | .003 | .009 | .313 | .754 | -.015 | .021 |
| Trait CMRI * Creativity Assessment | .001 | .004 | .139 | .889 | -.008 | .009 |
| Trait EMRI * Creativity Assessment | .007 | .006 | 1.321 | .187 | -.004 | .018 |
| CMRI Manipulation * Trait CMRI | .070 | .164 | .429 | .668 | -.251 | .392 |
| CMRI Manipulation * Trait EMRI | -.225 | .214 | -1.051 | .294 | -.644 | .195 |
| CMRI Manipulation * Trait CMRI * Creativity Assessment | -.002 | .006 | -.373 | .709 | -.014 | .010 |
| CMRI Manipulation * Trait EMRI * Creativity Assessment | .004 | .008 | .510 | .610 | -.012 | .021 |

## Figures

**Figure 1.1**

*Proposed Model*

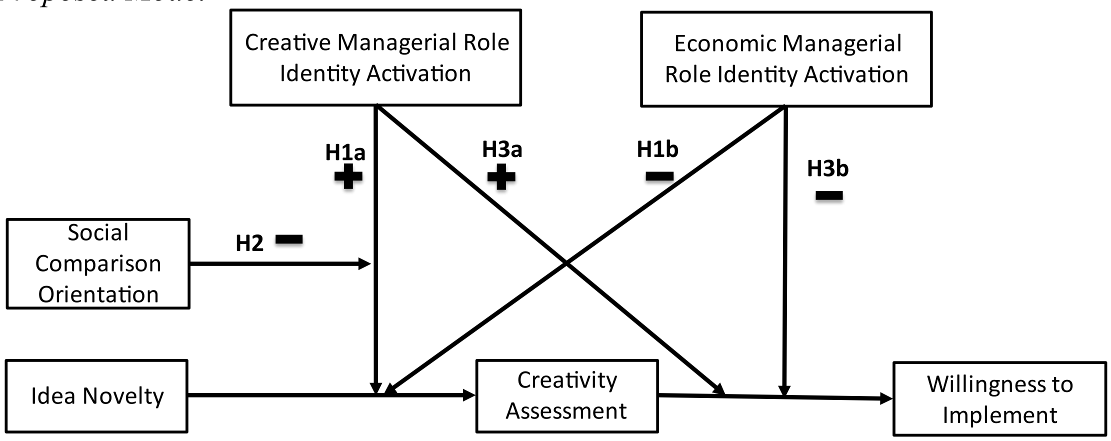


**Figure 2.1**

*Study 1: Creativity Assessment by Idea Novelty, Treatment condition, and SCO*

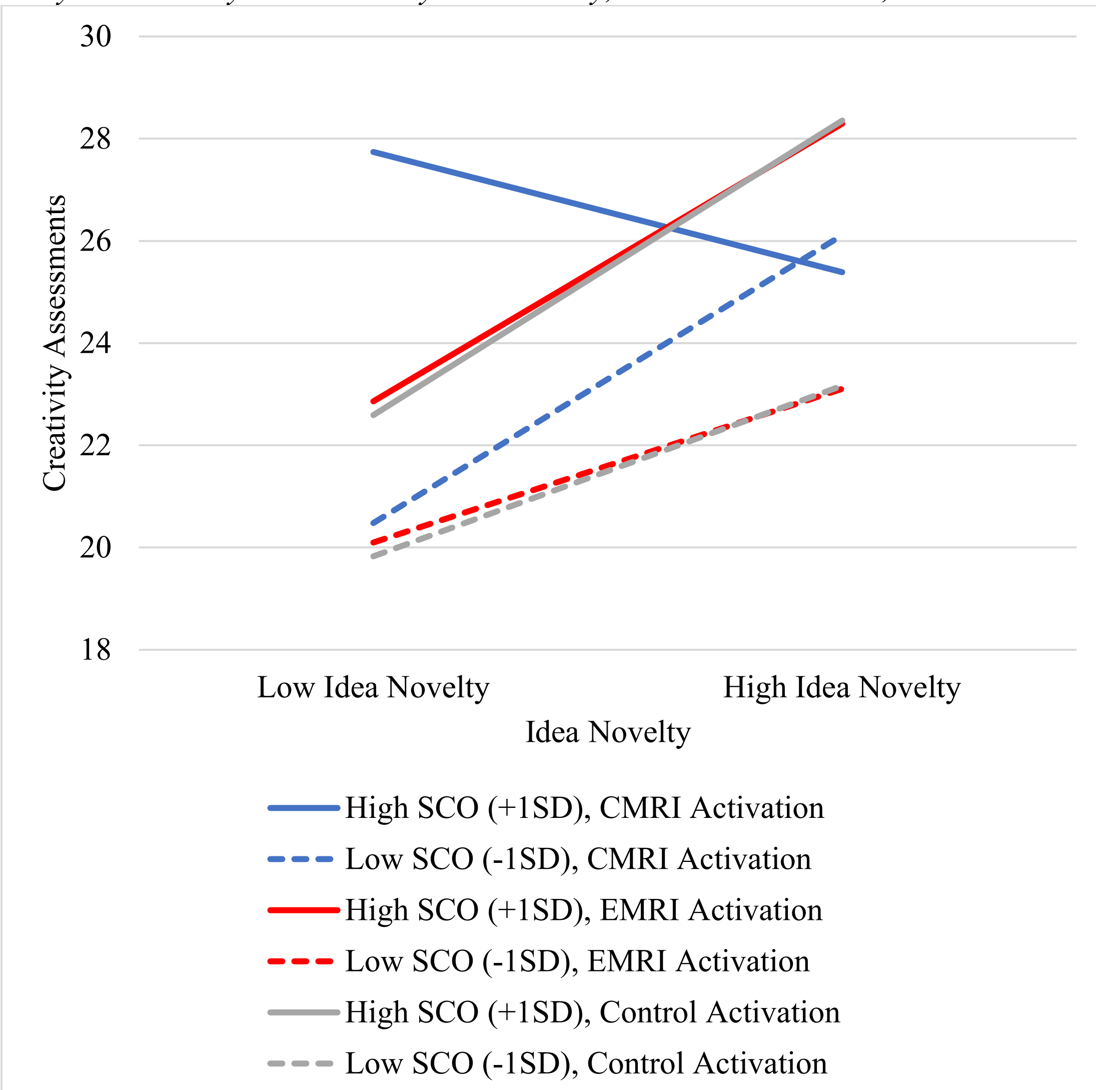
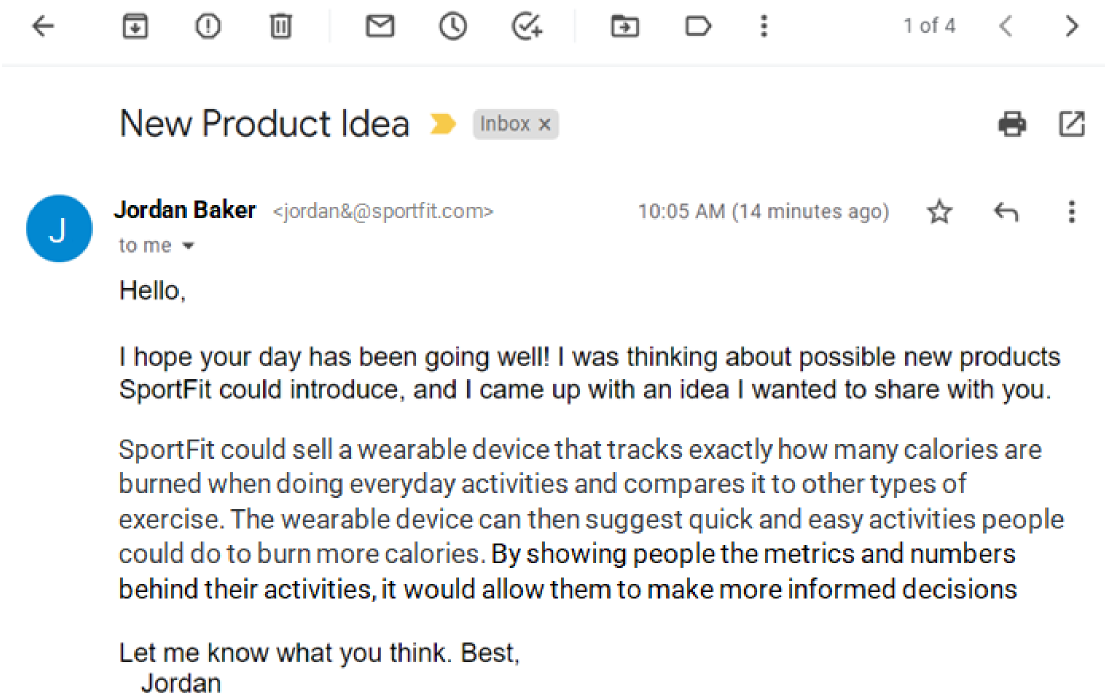


**Figure 3.1**
*Study 2-3: Low Novelty Idea*


1 of 4

New Product Idea Inbox ×

**Jordan Baker** <jordan&@sportfit.com> 10:05 AM (14 minutes ago)
to me

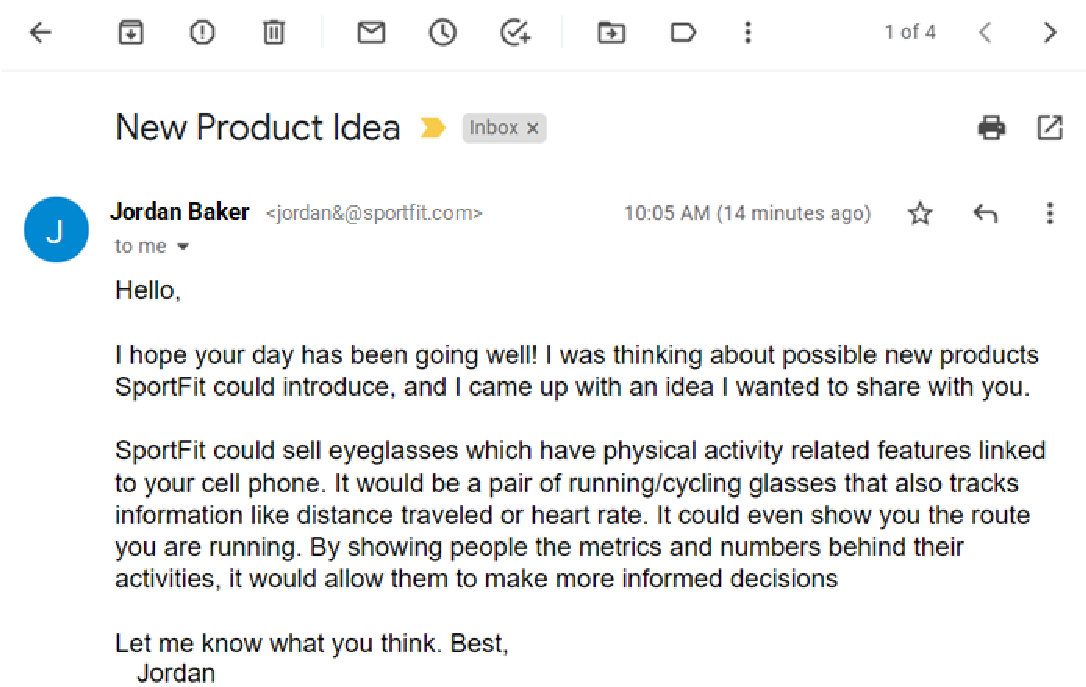
Hello,

I hope your day has been going well! I was thinking about possible new products SportFit could introduce, and I came up with an idea I wanted to share with you.

SportFit could sell a wearable device that tracks exactly how many calories are burned when doing everyday activities and compares it to other types of exercise. The wearable device can then suggest quick and easy activities people could do to burn more calories. By showing people the metrics and numbers behind their activities, it would allow them to make more informed decisions

Let me know what you think. Best,
Jordan

**Figure 3.2**
*Study 2-3: High Novelty Idea*


1 of 4

New Product Idea Inbox ×

**Jordan Baker** <jordan&@sportfit.com> 10:05 AM (14 minutes ago)
to me

Hello,

I hope your day has been going well! I was thinking about possible new products SportFit could introduce, and I came up with an idea I wanted to share with you.

SportFit could sell eyeglasses which have physical activity related features linked to your cell phone. It would be a pair of running/cycling glasses that also tracks information like distance traveled or heart rate. It could even show you the route you are running. By showing people the metrics and numbers behind their activities, it would allow them to make more informed decisions

Let me know what you think. Best,
Jordan

**Figure 4.1**
*Study 4: CMRI Activation Manipulation*

(**Interviewer**): "From your perspective, what does it mean to be a manager?"

(**Anderson**): "Being a good manager comes down to creativity. As a manager, every day on the job will have its own set of challenges and how you face them defines who you are as a manager. Personally, I am a creative manager, the type of person who devises new and original solutions to problems. This means thinking about problems in new ways, and not being content with an approach just because it is what has been done before. That's the kind of person I am at my core, and it's why I am a successful manager."

(**Interview**): "What does this look like on the job?"

(**Anderson**): "It means that creativity infuses every part of who I am and what I do on the job. I am always on the lookout for new ways to do business, ways to shake up what we've done in the past. I start each project by asking everyone to think about what we can do differently and encourage them to come up with outside-the-box solutions to any obstacles that get in our way. Had I approached my job differently, I doubt my team and I would have accomplished nearly as much."

**Figure 4.2**
*Study 4: EMRI Activation Manipulation*

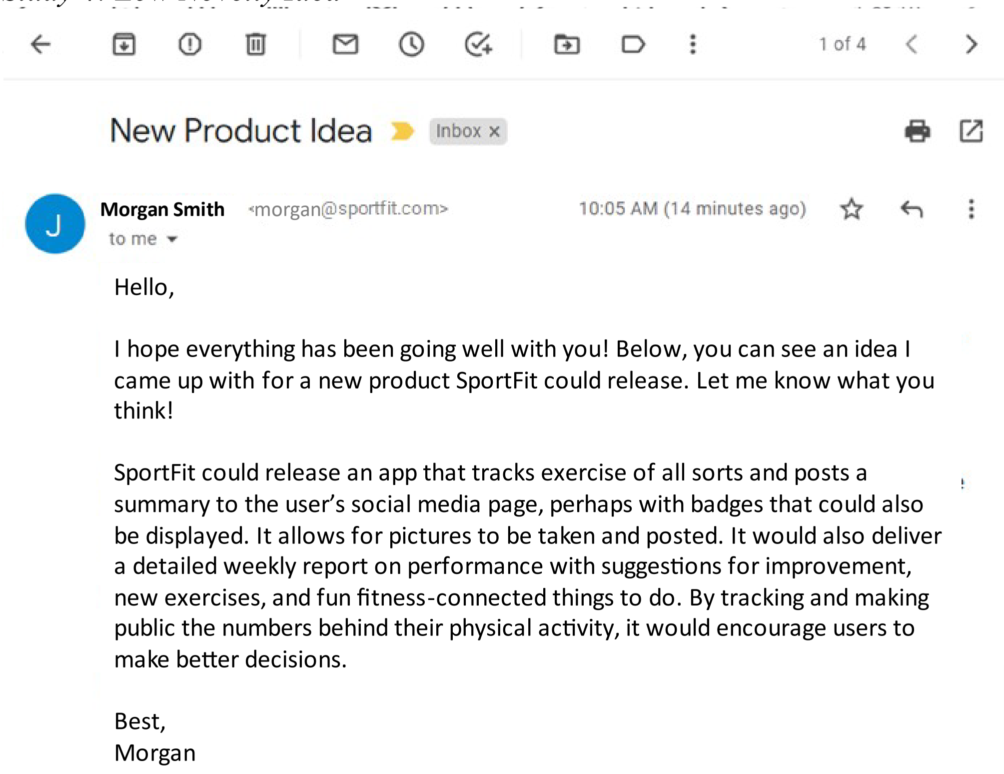
(**Interviewer**): "From your perspective, what does it mean to be a manager?"

(**Anderson**): "Being a good manager comes down to economics. As a manager, every day on the job will have its own set of challenges and how you face them defines who you are as a manager. Personally, I am an economic manager, the type of person who is financially responsible regardless of problems. This means thinking carefully about things like costs and benefits, and not choosing a solution just because it sounds interesting. That's the kind of person I am at my core, and it's why I am a successful manager."

(**Interview**): "What does this look like on the job?"

(**Anderson**): "It means that economics infuses every part of who I am and what I do on the job. I am always on the lookout for ways to financially improve our business, ways to be more profit focused. I start each project by asking everyone to think about what we can do to minimize risks and maximize rewards and encourage them to come up with cost-effective solutions to any obstacles that get in our way. Had I approached my job differently, I doubt my team and I would have accomplished nearly as much."

**Figure 5.1**
*Study 4: Low Novelty Idea*


1 of 4

New Product Idea Inbox ×

Morgan Smith <morgan@sportfit.com> 10:05 AM (14 minutes ago)
to me

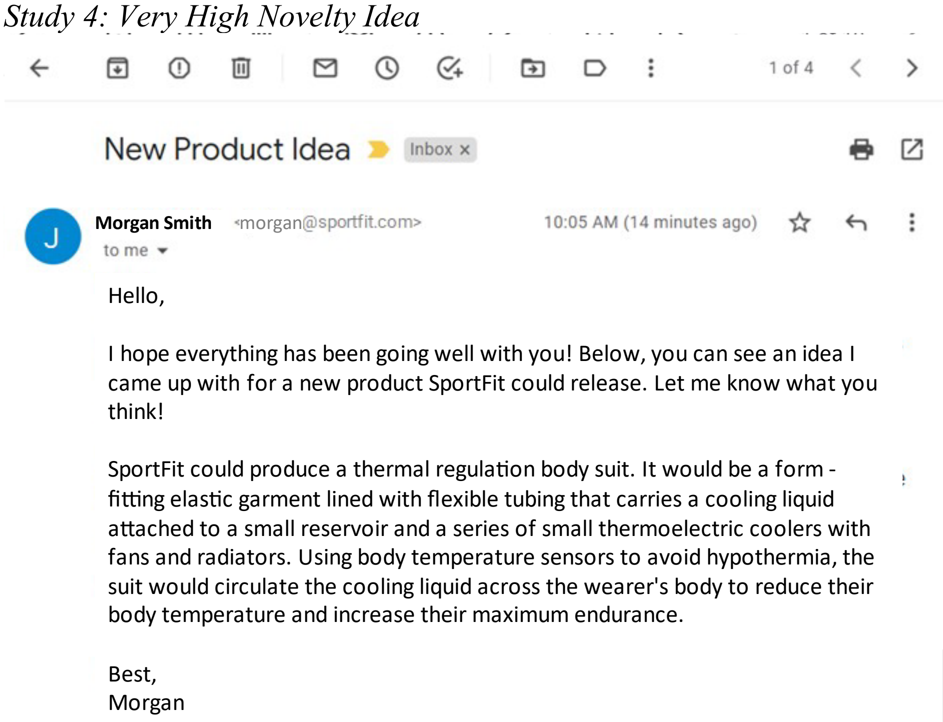
Hello,

I hope everything has been going well with you! Below, you can see an idea I came up with for a new product SportFit could release. Let me know what you think!

SportFit could release an app that tracks exercise of all sorts and posts a summary to the user's social media page, perhaps with badges that could also be displayed. It allows for pictures to be taken and posted. It would also deliver a detailed weekly report on performance with suggestions for improvement, new exercises, and fun fitness-connected things to do. By tracking and making public the numbers behind their physical activity, it would encourage users to make better decisions.

Best,
Morgan

**Figure 5.2**
*Study 4: Very High Novelty Idea*


1 of 4

New Product Idea Inbox ×

Morgan Smith <morgan@sportfit.com> 10:05 AM (14 minutes ago)
to me

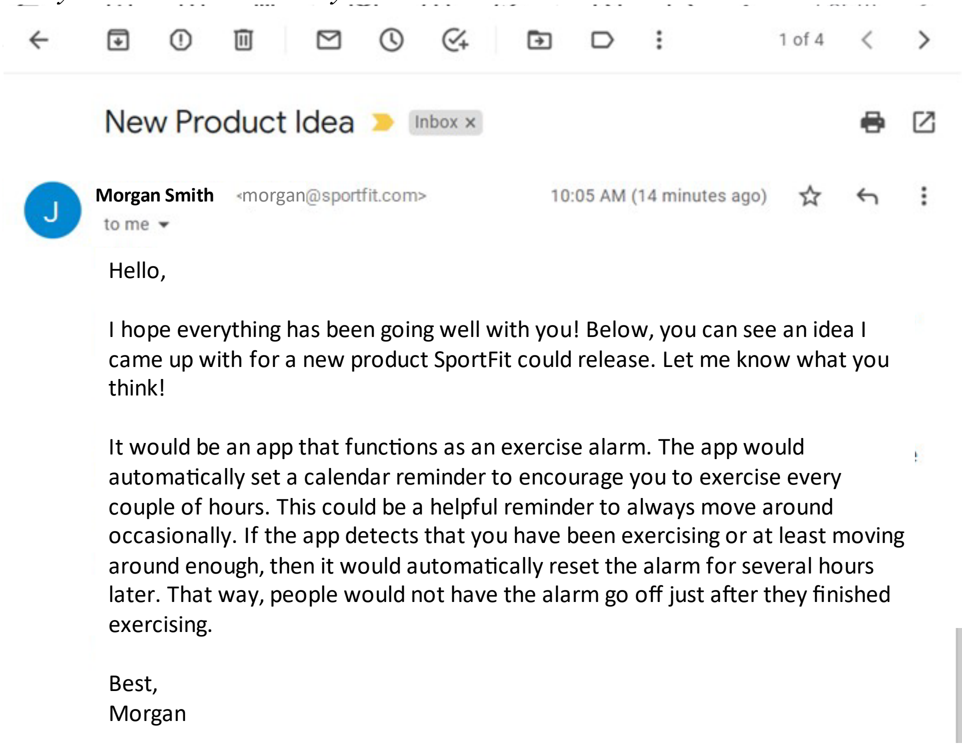
Hello,

I hope everything has been going well with you! Below, you can see an idea I came up with for a new product SportFit could release. Let me know what you think!

SportFit could produce a thermal regulation body suit. It would be a form - fitting elastic garment lined with flexible tubing that carries a cooling liquid attached to a small reservoir and a series of small thermoelectric coolers with fans and radiators. Using body temperature sensors to avoid hypothermia, the suit would circulate the cooling liquid across the wearer's body to reduce their body temperature and increase their maximum endurance.

Best,
Morgan

**Figure 5.3**
*Study 4: Moderate Novelty Idea*



1 of 4

New Product Idea Inbox ×

Morgan Smith <morgan@sportfit.com> 10:05 AM (14 minutes ago)
to me

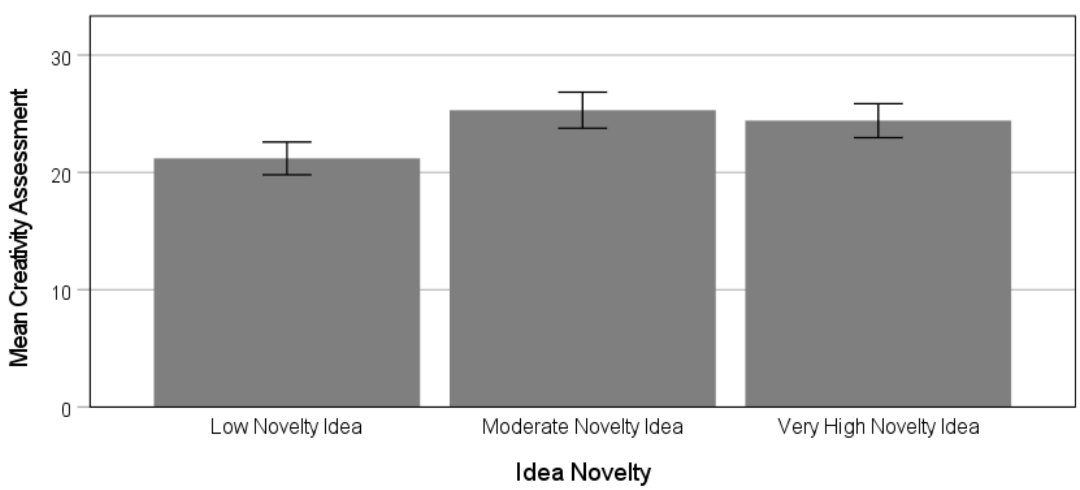
Hello,

I hope everything has been going well with you! Below, you can see an idea I came up with for a new product SportFit could release. Let me know what you think!

It would be an app that functions as an exercise alarm. The app would automatically set a calendar reminder to encourage you to exercise every couple of hours. This could be a helpful reminder to always move around occasionally. If the app detects that you have been exercising or at least moving around enough, then it would automatically reset the alarm for several hours later. That way, people would not have the alarm go off just after they finished exercising.

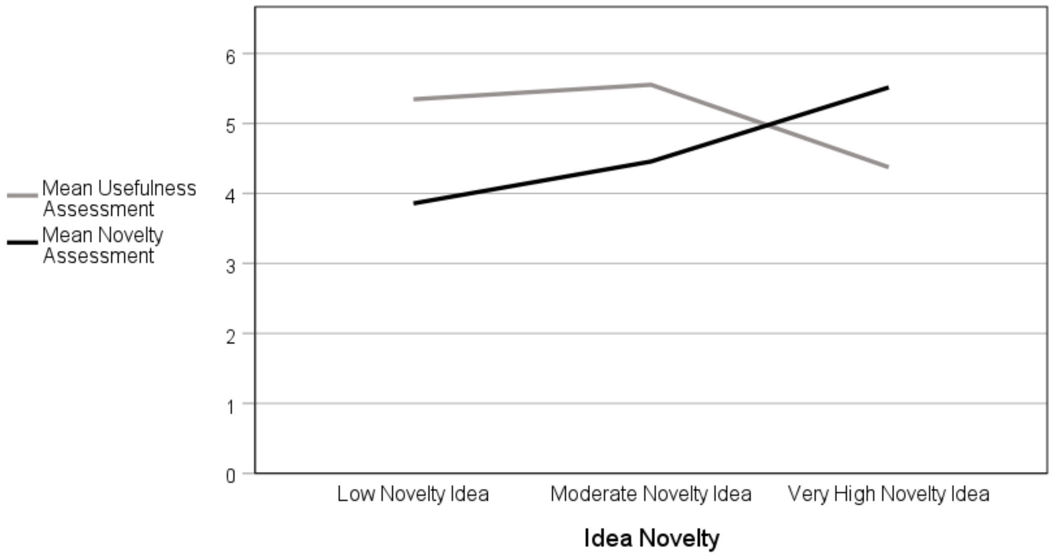
Best,
Morgan

**Figure 6.1**
*Study 4: Creativity Assessment means by Idea Novelty*




*Error Bars: 95% CI*

**Figure 6.2**
*Study 4: Novelty and Usefulness Assessment means by Idea Novelty*



# APPENDIX

## Appendix A: Pilot Study

The Pilot study represents an initial test of my proposed experimental design, verifying the effect of my proposed identity activation manipulations, as well as my proposed measure of Idea Potential. In order to test this, I utilize a design that is substantively similar to that I propose using in Study 1, the principal difference being participants in the pilot study were undergraduate business students, rather than paid participants with managerial experience. This difference in population also resulted in a different context being provided to subjects (evaluating products that could combat falling sales at a university bookstore, as opposed to evaluating new fitness or exercise products), necessitating a different idea generation and selection process.

**Sample.** The Pilot study involved a lab experiment conducted at a mid-Atlantic university in the United States. I used a 2 (economic versus managerial role identity activation) x 2 (high versus low idea novelty) within- and between-subjects study design, with subjects being randomly assigned to conditions. Identity activation was manipulated between subjects, with subjects being randomly assigned to either a creative managerial role identity activation condition or an economic managerial role identity activation condition. The effect of idea novelty, my independent variable, was assessed using a within-subject design, with subjects evaluating both a highly novel and a marginally novel idea with similar levels of usefulness. This combined design allows me to control for person-to-person differences in rating approaches (e.g., if a subject is uniformly more generous in their evaluations).

**Procedures.** Subjects were first introduced to the study context, declining revenues at their University's Bookstore, before being told that they were a marketing manager tasked with evaluating proposed ideas for new products. Consistent with prior manipulations of identity activation (e.g., Vincent & Kouchaki, 2016), subjects were then given one of the two identity activation manipulations. These consisted of a short recall task where they were asked to recall and write about three times where they solved a problem in a manner consistent with the identity condition they were assigned to. Following this, subjects were shown the first of two ideas and asked to evaluate the novelty, usefulness, and potential of the idea, before then being asked to provide their willingness to implement that idea. Subjects were then shown the second idea, followed by the same set of questions. The order in which the two ideas were presented was counterbalanced between subjects. Finally, subjects completed the manipulation check and control questions

**Measures.** Unless otherwise specified, participants used a scale ranging from 1 (*Strongly disagree*) to 7 (*Strongly agree*) to answer all scale items. The measures utilized in this study can be found in Appendix A2.

**Idea Novelty.** Idea novelty was manipulated, using creative ideas developed via the following process. As individuals are better judges of creativity when dealing with a context where they have at least some contextual knowledge (Amabile, 1996; Hennessey & Amabile, 2010), I focused on a creative context that would be understandable by Undergraduate students: devising new products that could increase sales at the University Bookstore. An initial list of 55 ideas was solicited from undergraduate students drawn from a separate population from the sample utilized in this pilot. This initial list was narrowed to thirteen ideas after the removal of duplicate or incomplete ideas. These ideas were then edited to remove spelling and grammar mistakes and to ensure comparable lengths, with the final ideas being between 104 and 106 words in length. (See Appendix A3 for the descriptions of the thirteen ideas). The novelty and usefulness of these ideas were then evaluated by four independent coders knowledgeable on the topic of creativity. Within each rater, the Cronbach's $\alpha$ for both novelty and usefulness was >.90.

Between raters, the agreement was .72 for novelty and .67 for usefulness (ICC 2,4; Koo & Li, 2016). This represents moderate to strong agreement (LeBreton & Senter, 2008). I then averaged the four rater scores to create the "true" value for each of the ideas. This true value guided the selection process of two ideas for the lab study, one higher novelty idea with average usefulness and one lower novelty idea with average usefulness. Of the thirteen ideas, the mean novelty score was 3.74 and the standard deviation was 1.32. The mean usefulness score was 4.54 and the standard deviation was 1.01.

Two of the thirteen ideas were then selected to be utilized in the pilot study. The first idea selected represented a high novelty idea, with a novelty score of 5.69 and a usefulness score of 4.13. The second idea selected represented a low novelty idea, with a novelty score of 2.44 and a usefulness score of 4.63. This difference in means was not statistically significant ($p$=.53). Following established procedures (Berg, 2016) all subjects were shown both ideas, with the order of the ideas randomized. This represented the within-subjects component of the pilot study.

**Controls.** I collected subjects' gender, age, and prior management experience for use as potential control variables. Prior management experience was assessed using a yes/no question ("Do you currently hold, or have you previously held a management position in any organization or company?"), with subjects who answer yes then being asked "If so, how extensive was your management experience"? (1 – minimal management experience - 7 – extensive management experience; Nikiforou et al., 2019). The usefulness rating of the ideas presented (4.13 for the high novelty idea, 4.63 for the low novelty idea) will also be included as a control variable in the analyses, specifically as a predictor of novelty and usefulness assessments.

**Appendix A2: Pilot Study Procedures**

All text shown to subjects is italicized. As noted earlier, the order in which subjects were shown the high and low novelty ideas were randomized.

[Study introduction]
*Thank you for agreeing to participate in our study! As part of this, please imagine the following scenario:*

*Since the beginning of the pandemic, revenue has been down significantly at the UMD Bookstore, as the loss of both foot traffic and impulse purchases have resulted in a substantial drop in business. Faced with this problem, the UMD Bookstore has sought out ideas for products that could help boost sales.* [Page Break]

[Creative identity condition]
*You are a marketing manager at the Bookstore, and have been given the responsibility of evaluating the proposed ideas and making recommendations on whether or not they should be implemented.*

*It is important for marketing managers to* ***<u>take a creative approach to problems</u>****. In order to help you think like a marketing manager, we would like you to complete a short writing exercise. For the next five minutes, we would like you to think about and describe three problems that you have solved in your life using a* ***<u>creative approach</u>*** *(i.e., by being original and thinking about the problem in a new way).* [Text box, followed by page break]

[Economic Managerial identity condition]
*You are a marketing manager at the Bookstore, and have been given the responsibility of evaluating the proposed ideas and making recommendations on whether or not they should be implemented.*

*It is important for marketing managers to* ***<u>take an economic approach to problems</u>****. In order to help you think like a marketing manager, we would like you to complete a short writing exercise. For the next five minutes, we would like you to think about and describe three problems that you solved in your life using an* ***<u>economic approach</u>*** *(i.e., by being rational and thinking about the problem analytically).* [Text box, followed by page break]

[Introduction to ideas]
*In the coming pages, you will see* ***two*** *of the suggested ideas, one at a time. Please read each of them carefully, as you will be responsible for answering a series of questions on your thoughts regarding each idea. Please consider each idea separately - depending upon your recommendation, the UMD Bookstore could use neither, one, or both ideas.* [Page break]

[High Novelty Idea]

*A product that the Bookstore could start selling is a customizable mask. During the pandemic masks have become an essential item, but there has been limited creativity when it comes to their design. This mask would come with a pen with washable ink. That way, students could draw a design, write a message, or personalize their mask in some way, then wash it off when they want to change it. This would be a good item to sell because people like owning multiple masks and they are something people often forget or misplace, so people will constantly need new ones, leading to repeat customers.*

*First, we would like to ask you a series of questions to gauge your opinion of this idea. Please rate your level of agreement with each of the following statements:* [Unless otherwise specified, participants used a scale ranging from 1 (Strongly disagree) to 7 (Strongly agree) to answer all scale items]

- *This idea is original*
- *This idea is novel*
- *This idea is unique*
- *This idea is imaginative*

*Please rate your level of agreement with each of the following statements:*

- *This idea is useful*
- *This idea is practical*
- *This idea is feasible*
- *This idea can be useful in solving problems*

[Page Break]

*Please rate your level of agreement with each of the following statements. The idea is listed again below for your reference* [Idea included again]

- *This idea looks promising*
- *This is an important idea*
- *This idea is valuable*
- *This idea has good potential*
- *This idea could have a large impact*
- *Our customers would be likely to purchase this product/service*
- *I would be likely to purchase this product or service*

[Page break]

*Now we would like to ask you about your willingness to implement this idea. We have included the idea again for your reference below. Please rate your level of agreement with each of the following statements.* [Idea included again].

- *I would approve this idea for further development*
- *I would help transform the idea into usable products, processes, or procedures*
- *I would have this idea implemented at UMD*

[Page Break]

[Low Novelty Idea]

*A new line of products that would have the potential of increasing sales at the UMD bookstore would be new and exclusive merchandise/apparel. More specifically, if the Bookstore started to sell UMD apparel that collaborated with other well-known brands, and stated that these items are limited, many students would want to purchase them quickly and would visit the store much more frequently with each new series of products. By stating that these items are only available for a certain time period (such as "for a single month only"), students would realize that they will no longer have the chance to purchase those items at another time.*

*First, we would like to ask you a series of questions to gauge your opinion of this idea. Please rate your level of agreement with each of the following statements:*

- *This idea is original*
- *This idea is novel*
- *This idea is unique*
- *This idea is imaginative*

*Please rate your level of agreement with each of the following statements:*

- *This idea is useful*
- *This idea is practical*
- *This idea is feasible*
- *This idea can be useful in solving problems*

[Page Break]

*Please rate your level of agreement with each of the following statements. The idea is listed again below for your reference* [Idea included again]

- *This idea looks promising*
- *This is an important idea*
- *This idea is valuable*
- *This idea has good potential*
- *This idea could have a large impact*
- *Our customers would be likely to purchase this product/service*
- *I would be likely to purchase this product or service*

[Page break]

*Now we would like to ask you about your willingness to implement this idea. We have included the idea again for your reference below. Please rate your level of agreement with each of the following statements.* [Idea included again].

- *I would approve this idea for further development*
- *I would help transform the idea into usable products, processes, or procedures*
- *I would have this idea implemented at UMD*

[Page Break]

[Control Variables & Manipulation checks]

*Next, we will ask you a series of questions that explore how you were thinking during this study. Please rate your level of agreement with each of the following statements*

- *During this study, I often thought about being creative*
- *During this study, I did not have any clear concept of myself as a creative person*
- *To be a creative person was an important part of my identity during this study.*

*Please rate your level of agreement with each of the following statements*

- *During this study, I often thought about the fiscal implications of my decisions*
- *During this study, I did not have any clear concept of myself as a rational and analytical person*
- *To be rational and analytical was an important part of my identity during this study.*

[Page break]

*Finally, we would like you to answer several questions about you and your past experiences. Please rate your level of agreement with each of the following statements*

- *I have confidence in my ability to solve problems creatively*
- *I feel that I am good at generating novel ideas*
- *I believe in my ability to elaborate or improve upon others' ideas*

*Do you currently hold, or have you previously held a management position in any organization or company?*

- *Yes*
- *No*

[Page break]

*How extensive was your management experience?* [Only shown to subjects who selected "Yes" to the previous question. Ranged from "1- minimal management experience" to "7-Extensive management experience"]

*What is your gender?*

*What is your age in years?*

**Appendix A3: Evaluated Ideas for Pilot Study**

- A product that the Bookstore could start selling is a customizable mask. During the pandemic masks have become an essential item, but there has been limited creativity when it comes to their design. This mask would come with a pen with washable ink. That way, students could draw a design, write a message, or personalize their mask in some way, then wash it off when they want to change it. This would be a good item to sell because people like owning multiple masks and they are something people often forget or misplace, so people will constantly need new ones, leading to repeat customers.
- A product that could be sold at the bookstore is a mask kit. The mask kit will be more than just a mask. It will have mask cleaners; it will include a brush and crystals that clean the mask surface when soaked in water. The mask will be very durable and have a UMD design. This product will eliminate the waste created by so many excess masks and it will provide the customer with a durable UMD mask that can be reused. This could also help

make students safer, as selling a kit with cleaner would encourage students to actually clean their masks.

- A face mask with a zipper could be a helpful product which could bring in new customers. The stores could have the UMD logo with a Terrapin on it and there would be room for people to come up with creative designs for them. Plus, the addition of the zipper would allow for more accessible eating and specifically drinking, so students don't have to go through the hassle of taking off one's mask. It'll also give the consumers peace of mind, since many are wary to take off their mask at any point and still want to feel protected from the COVID pandemic.
- One possible new product would be an iPad/NOOK tablet that has all of the student's textbooks easily downloadable. This would allow for students to have all of their textbooks in one place and for them to annotate freely as well as remove annotations. Having one item with all of their textbooks on it would also make it easier for students to bring their books to class since they will be much lighter than typical textbooks. This item would be convenient for students because of how small a tablet would be and how they would be able to remove and re-download new textbooks each semester.
- Many people getting into fitness as a result of the pandemic, however, there are few places to find the necessary equipment without having to sign up for a gym. If the Bookstore were to have this workout equipment like dumbbells, pullup bars, resistance bands, or free weights, students would be interested in either buying or renting the gear. This is because workout equipment has been in high demand, especially around college campuses where gyms are closed due to rising COVID cases. Making them UMD-themed will put a personal touch and encourage those who go to UMD to be encouraged to buy the products.
- One way to possibly boost sales are to sell items that bring joy in quarantine life. Since many places are closed and people are more hesitant to come out and interact with other people are finding things to do in their homes. One example of this would be selling a DIY "Grow your own plant" project. Students get a UMD designed pot, plant seeds of their choice, soil, maybe some plant food and instructions to successfully grow their plant. This is a project that's doable for college students and might give them something to look forward to when they wake up in the morning.
- Parents are usually in the bookstore purchasing clothing for their student at UMD and have more money than most students. This often results in higher impulse buys since the parents are in good moods and want to show their son or daughter that they love them. With the pandemic, parents are not visiting UMD and the bookstore, but they still want to show their children that they love them even if they can't visit. This provides an opportunity for the bookstore to sell care packages containing many impulse items like key chains, snacks, and other UMD gear that parents could buy for their students.
- A new line of products that would have the potential of increasing sales at the UMD bookstore would be new and exclusive merchandise/apparel. More specifically, if the Bookstore started to sell UMD apparel that collaborated with other well-known brands, and stated that these items are limited, many students would want to purchase them quickly and would visit the store much more frequently with each new series of products.

By stating that these items are only available for a certain time period (such as "for a single month only"), students would realize that they will no longer have the chance to purchase those items at another time.

- One product that students would be interested in is a set of foldable and really lightweight chairs that are UMD-inspired could be really useful, especially trying to focus a lot of things on outdoor events. Because we are still in the thick of a pandemic, a lot of events will be taking place outside. To avoid sitting on wet grass of uncomfortable places, students can have a small foldable and easily transferable foam chair that is also designed to support their back. The branding would also work as an advertisement to other students, continually encouraging other students to buy the chairs as well.
- A new product that could be sold in the UMD bookstore is a keychain that is similar to the blue light on campus. It can be scary walking home alone at night off or on campus especially if students are alone. These keychains could be connected to the blue light emergency system in case students are in trouble and are not close to one of the blue lights. Students can put their keys on the chain and as well as else that will be important to them. This is extremely helpful if students work late nights and have to walk or bike ride home.
- One product that the bookstore can sell is a three-dimensional model of the entire campus. It should be small enough that it's mobile, but not so small that too many details are removed. The model could have the option to be pre-built or not pre-built, so customers can choose to assemble it themselves if they're looking for a challenge. This idea would go over very well with alumni who would like to reminisce about their time in college and see how much the campus has changed since they went there. Now, in their own homes, they can be at UMD in a way.
- One idea that for a product that the Bookstore could sell would be a board game — a UMD board game to be exact. A bookstore is not simply to sell books exclusively. Having a range and variety of products for impulse purchases are great tools to boost sales and increase the average customer spend. Having a board game for UMD would be a unique item and can encourage students to visit the bookstore simply for that product. By only selling it in the bookstore, anyone who is interested in buying the game would have to come in, and while there are at the store
- The Bookstore could host author events geared toward student interests. By having authors who gain the attention of college students and those intellectually curious about certain topics, the UMD Bookstore will be able to get people in the door. These events can even charge a discounted fee of $5 for students and $15 for the general public. There will be raffle of student curated gift sets/experiences that can be won by buying the book of the day. We would hold a week where each day is dedicated to a different author/genre. Students who come for the talks could buy other things while at the bookstore.

**Appendix B: Idea Selection Process for Study 1-3.**

The ideas I utilized in Studies 1-3 were generated by paid subjects who participated in a broader study of the impact of COVID-19 on employees. 486 MTurk subjects participated in that survey. 64 subjects had incomplete surveys and were therefore excluded from further consideration, and a further 87 subjects were excluded due to failure to correctly answer more than one basic attention check question. This resulted in a final sample of 335 individuals, each of whom provided one creative idea. Of this group, 45% were female and 78.9% were White. The average age was 40.3 years (SD =10.9).

Near the conclusion of the study, participants were given a creativity task, patterned on ones used by other scholars (e.g., Baer et al., 2010; Girotra et al., 2010; Pearsall et al., 2008). Specifically, they were told:

> *And now, we request your help with a small task.*
>
> *We have partnered with SportFit, a recently launched manufacturer of sports and fitness products based in the UK and now expanding also in the US, to crowdsource new ideas for their future products. We think that customers such as yourselves can provide really helpful and unique ideas.*
>
> *The specific market that we are interested in are teenagers and 18-25 year old. We would like to identify new product concepts that might be sold to this group of individuals in a sporting goods retailer outlet (e.g., City Sports, Bike Line, EMS, Sports Direct, JD Sports).*

*So, today, we would like to ask you to think broadly and come up with novel and useful/practical ideas for new fitness related products that can be sold to students.*

Subjects were then given several minutes to think about their ideas and type them in the text box provided. The creativity of these ideas was assessed by two independent coders. These coders were trained to evaluate each subject's idea on its novelty and usefulness using a scale ranging from 1 (Strongly disagree) to 7 (Strongly agree). Novelty was assessed using three items from Lu and colleagues (2019). The items were "This idea is original," "This idea is novel," and "This idea is unique" (Cronbach's α = .98). Usefulness was assessed using four items drawn from Lu et al., (2019). The items were "This idea is useful," "This idea is practical," "This idea is feasible," and "This idea can be useful in solving customer problems" (Cronbach's α =.87). Before completing the overall coding, both coders were trained in proper coding procedures, then independently coded 15 responses. When modeling for absolute agreement, the resulting inter-rater agreement score (ICC 2,2) was .98 for novelty and .97 for usefulness, demonstrating a very strong agreement between raters (LeBreton & Senter, 2008). Out of the initial list of 335 ideas, I selected two ideas to utilize as part of this study. One idea selected had a high novelty score (4.67, roughly 1 SD above mean novelty), while the other had a low novelty score (1.33, roughly 1 SD below mean novelty). Both ideas have equivalent usefulness ratings of 5.50, which is within 0.5 SD of the mean. These ideas were then edited to remove spelling and grammar mistakes, as well as to ensure their lengths were equivalent.

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