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경영학석사학위논문

Learning oriented team management
and creative performance
: Multi level investigation

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Learning oriented team management and
creative performance
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이 논문을 경영학 석사학위논문으로 제출함
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ABSTRACTS

Learning oriented team management and creative performance. : Multi level investigation

Creativity is an essential element in organizations. The modern society, characterized by rapid changes, intensified the importance of creativity, which is defined as generation of new and useful ideas. Therefore, many researchers have focused on determinants of creativity, especially on the individual level and the organizational level. However, despite the fact that the basic unit of organization is 'team', there has been little attention to the team-level variables such as precedents of creativity.

The main purpose of this paper is to study the effect of learning oriented team management on individual creativity and team creativity. Especially, I defined learning oriented team management as a system of practices that purpose to develop a learning organization and developed the components based on the AMO (ability-motivation-opportunity) model. Also, drawing on insights from the information processing

theory and the self-determination theory, I theorized and examined team climate (team learning goal orientation) and individual mindset (intrinsic motivation) as intervening mechanisms between learning oriented team management and creative performance.

This study surveyed 257 team members in 48 teams in Korean organizations across various industries and used hierarchical linear modeling and regression analysis. The results showed that the learning oriented team management was positively related to individual creativity via team learning goal orientation and individual intrinsic motivation and was positively related to team creativity via team learning goal orientation. Additional analysis also revealed that the motivation enhancing learning oriented team management has the most significant effect on creativity among AMO components.

Keyword: Learning oriented team management, creativity, team learning goal orientation, intrinsic motivation, information processing theory

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I . INTRODUCTION

Creativity is a vital element in management (Amabile, 1988; Shalley, 1995). The rapid changes in modern societies heightened the demand for creativity in organizations. Therefore, organizations are becoming more interested in finding ways to encourage people to bring in creativity, defined as generation of novel and useful ideas (Amabile, 1988), in workplace. To date, research on creativity primarily has focused on individual characteristics, leader behavior, and organizational level contextual factors as antecedents of creativity (Choi, 2004; Shin & Zhou, 2003; Zhang & Bartol, 2010). However, considering that the standard unit of work is ‘team’ in most organizations today, far too little attention has been paid to team management as a leading variable of creativity. With this deficiency in the literature in mind, the present study attempts to examine the type of team management practices that may enhance creativity and the underlying mechanism of such management practices.

Although general team management practices could affect employee’s behavior and performance (Huselid, 1995; Sun, Ayree, & Law, 2007), as components in management make internal fit according

to a certain direction the effect would be amplified (Baird & Meshoulam, 1988). Team management can be directed toward certain orientation, just as an organization's HR practices focus on certain direction (e.g. flexibility-oriented HRM system (Chang, Gong, Way, & Jia, 2012); HR system for service quality (Liao, Toya, Lepak, & Hong, 2009). In particular, direction toward learning becomes important in team management, as learning is regarded as a key factor in building and sustaining competitive advantage (Adler & Cole, 1995; Hirst, Van Knippenberg, & Zhou, 2009; Kontoghiorghes, Awbre, & Feurig, 2005; Tsang, 1997). Despite the fact that there has been an arduous effort to identify components of management that enhance learning in organizations (Armstrong & Foley, 2003; Garvin, 1985; Kontoghiorghes et al., 2005; Marsick & Watkins, 2003; Tsang, 1997), those studies have provided little consensus on the subject. Therefore, I will reconfigure learning oriented team management by adopting the AMO framework (Locke & Latham, 1990).

According to the componential model of organizational innovation, the characteristics of work environment in organization have crucial impact upon creativity (Amabile, 1988, 1997). If team management practices focus on learning –“creating and acquiring new

ideas and applying them to work (Garvin, 1985)”—, informational and psychological resource for creativity would be enhanced. Since creativity is often demonstrated as proactive and risk taking behavior (George & Zhou, 2007), increased opportunity and motivation for knowledge would be an important supporting factor at workplace. Therefore, this study proposes a positive relationship between learning oriented team management and individual creative performance.

Learning oriented team management is a team level feature, which leads to the question of how it connects with creativity on an individual level. I propose that learning oriented team management may affect creativity in two aspects—by forming the team climate and individual motivation. Firstly, as the team is managed according to learning referent, the goal of the team would be focused on learning. According to social information process approach, members in an organization adapt to their perception, attitudes and behavior to their situation, such as human resource management practices (Salancik & Pfeffer, 1978). As work environment consistently cues to learn in various aspects, team members would share similar perspectives about their goal. As well as formatting team learning goal orientation, learning oriented team management also may increase individual

intrinsic motivation. Learning oriented team management enhances the competency of an employee through providing extensive training, autonomy through information sharing and risk-taking in work, and relatedness by assessing the employees based on their learning behavior. According to self-determination theory (Ryan & Deci, 2000), the fore-mentioned competencies, autonomy and relatedness are essential for promoting intrinsic motivation. Taken together, the present study posits that employees could be encouraged to express their creativity through team practices, acting on team goal orientation and individual intrinsic motivation simultaneously.

I also considered team creativity as the outcome of learning oriented team management. The present study posits that shared goal perception which results from learning focused team management would improve team creativity. Especially, when shared value stresses winning knowledge and opening to something new, it would be easier for the team members to elaborate on the ideas as a team (Chang et al., 2012) and feel less hesitant to voice their opinions. As more team members share similar values, it becomes easier to work together and develop the idea constructively.

In summary, the major research question of this study is how

team practices influence team member's creativity as a team. There are three main research purposes in this study. First, I examine the team-level management effectiveness on creative performance. Second, in order to elaborate the mechanism in detail, I investigate the multi-level mediation effect (i.e., team learning goal orientation, individual intrinsic motivation) between learning oriented team management and individual creativity. Lastly, I seek the effect of learning oriented team management on team creativity via team learning goal orientation.

II. THEORIES AND BACKGROUNDS

1. Human resource management System

Much research has been done on the effect of individual HR practices; effects of compensation on motivation and job satisfaction (Igalens & Rousse, 1999), performance pay on productivity (Lazear, 2000), and job rotation practices on productivity (Ortega, 2001). However, in recent decades, more attention has been paid to the view that treats HR practices as system rather than as separate activities. Huselid (1995), MacDuffie (1995) and Ichniowski, Shaw, and Prennushi (1997) suggested that HR system affect firm performance, not on an individual as interrelated elements in an HR system.

In this context, SHRM (Strategic Human Resource Management) scholars focus on the 'pattern' of human resource activities to enhance the firm to grow (Wright & McMahan, 1992). Then, in 1990s, the HPWS has appeared as a system of HR practices designed to help firm to perform better in various aspects. Huselid (1995) selected few practices (e.g. extensive recruitment, selection and training procedures, incentive compensation system) and labeled the bundle as High Performance Work Practices (HPWS). Then he

demonstrated that HPWS has significant economic and statistical impact on both employee outcomes and financial performance. Various studies (Huselid, 1995; Ichniowski et al., 1997) have stated that the bundle of HR practices such as HPWS are not only efficient but also necessary for firms.

However, study on HPWS are subject to criticism because there is no robust theoretical foundation (Wright & McMahan, 1992). There has been no consensus on the components of an HR system yet. The one reason of this weakness is the omission of specified direction. According to the research on 'fit in HRM', fit among HR practices produce synergy (Baird & Meshoulam, 1988; Delery, 1998). Thus, HR system that includes practices directing to similar goals would promote effectiveness. However, the concerns of HPWS have been on increase of general individual performance or organizational performance, rather than on a specific direction. This is where HPWS becomes ambiguous. Addressing this limitation, several HRM researchers have suggested more targeted approach, in which organization want to direct the whole HR system to a particular behavioral way (flexibility-oriented HRM system (Chang et al., 2012); HR system for service quality (Liao et al., 2009)). By fixing the direction of HR system on a specific referent, the

system is considered to offer a consistent message that motivates employees to maintain a certain attitude and behavior directed to the object.

2. Team Level Approach

2.1. Importance of Team

One of the noticeable characteristics in modern work environment is the emerge of ‘team’ as the basic organization unit (DeShon, Kozlowski, Schmidt, Milner, & Wiechmann, 2004). Therefore, team management is a critical issue in organizations, especially in real business situation. In the academic realm, there have been efforts to understand team as the basic organization unit. Researchers have paid attention to the decision making process for resource allocation toward individual goal and team goals in training (DeShon et al., 2004) and the effectiveness of team incentives (Aime, Meyer, & Humphrey, 2010; Condly, Clark, & Stolovitch, 2003; Hoffman & Rogelberg, 1998).

2.2. Team level HR practices

The examining of team is also important in HRM study. Usually, HR practice is proposed by the corporate. Top management

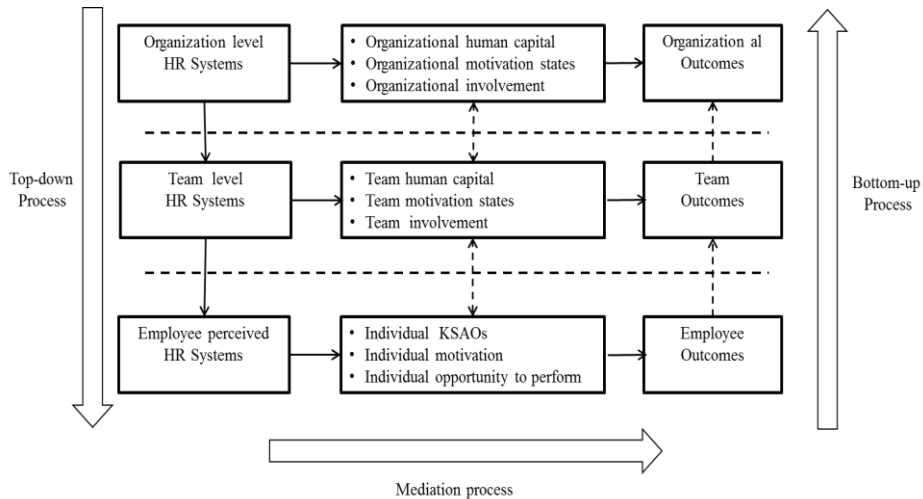
and HR specialists in organizations set the framework of practices. However, it was highly problematic whether the implemented practices were the same as the intended practices (Liao et al., 2009; Mumford, 2000).

Since managers' attitude and behaviors are particularly the most significant factors that influence the degree of implementation (Mumford, 2000), the degree of implemented HR system is different depending on the team put on to the task. As Nonaka (1994) asserted, the middle level managers are the center of knowledge management and practice implementation. For example, even if the organization provided generous welfare practice to their employees, such as flexible work time, it is meaningless without the manager's permission.

Jiang, Takeuchi, and Lepak (2013) pointed out the scarcity of team-level HR practices that suggest multi-level strategic HRM research model. Team is the crucial work unit for individuals (Kozlowski & Bell, 2003) because organizations influence their employees through team contexts. Therefore, in this paper, I posit the team level HR practice as an important theory for examining work environment that affect employees. Also, I suggest that different teams have different degrees of support in learning. I refer to this type of

system as the ‘learning-oriented team management’.

Figure 1. Multilevel model of strategic HRM



3. Learning in organization

Organizational managers and researchers have no doubt that learning is a key factor in building and sustaining competitive advantage (Adler & Cole, 1995; Hirst et al., 2009; Kontoghiorghes et al., 2005; Tsang, 1997). In fact, although learning had been studied for a long time, the interest in learning has been shed light on only in recent years, owing to the increasing complexity and diversity, global competition, and technological importance (Argote & Ingram, 2000). This view, then, expanded the discussion to organizations that facilitate learning (Marsick & Watkins, 2003; Tsang, 1997).

3.1. Definition of Learning Organization

‘Learning organization’ is seen as a form of organization that facilitates learning, and also as a form of organization that is need of development (Kontoghiorghes et al., 2005). Although the definition is unclear, the common theme of learning organization is the emphasis on implementing visions into action (Kontoghiorghes et al., 2005). According to Garvin (1985) learning organization is “skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights”. In this context, ‘learning oriented management’ can be defined as ‘a system of practices that purpose to develop a learning organization.’

3.2. Learning oriented team management characteristics

There has been much endeavor to determine the specific characteristics of a learning organization (Armstrong & Foley, 2003; Bar-Tal & Guinote, 2002; Jaw & Liu, 2003; Kontoghiorghes et al., 2005). However, there is ambiguity among researches. The name of the system was slightly different (e.g. learning organization (Kontoghiorghes et al., 2005); learning-oriented HRM (Jaw & Liu, 2003) and learning climate (Cunningham & Iles, 2002)) as well as the

components of the system were mixed up with each other. Therefore, I attempted to make a theory-based construct of learning-oriented management practices by using the AMO frame (Locke & Latham, 1990). According to the AMO framework, desired behaviors can be promoted by oriented ability, motivation, and opportunity through HR practices (Jiang, Lepak, Hu, & Baer, 2012). Learning organization is advanced organization in creating, acquiring and transferring knowledge, and in reflecting new insight into behavior (Garvin, 1985). Through HR practices, learning organization can be promoted and this can be conceptualized according to the AMO frame-work.

First of all, because learning is associated with the individual's ability, organization can facilitate learning by providing knowledge to the employees, directly enhance the ability of each individual. Ability can be developed both off the job and on the job. Teams which need learning capability may offer *extensive training* (Jaw & Liu, 2003; Kontoghiorghes et al., 2005) to help employees obtain knowledge from outside of their area of work.

Table 1 Previous study on learning organization

Name of Construct		Components of construct
Kontoghiorghes et al. (2005)	Learning organization	<ul style="list-style-type: none"> • open communication and information sharing • risk taking and new idea promotion • support and recognition for learning development • resource availability to perform job • High-performance team environment. • Rewards for learning, performance, and new idea. • Training and learning environ. • Knowledge management
Jaw and Liu (2003)	Learning-oriented HRM	<ul style="list-style-type: none"> • Empowerment • performance emphasis • supporting benefits program • comprehensive training • encouraging commitment
Marsick and Watkins (2003)	Learning organization	<ul style="list-style-type: none"> • Create continuous learning opportunities • Promote inquiry and dialogue • Encourage collaboration and team learning • Establish system to capture and share learning • Empower people toward a collective vision • Connect the organization to this environment • Provide strategic leadership for learning

On the other hand, employees would gain knowledge while they are on task at workplace more naturally (*team source individual learning* (Williams, Scandura, & Gavin, 2009)) through their team members. Plus, *broad job design* would help employees to develop abilities with diverse tasks.

Secondly, organizations can motivate employees to come up with new ideas and apply them. In order to do so, organizations should *appraise* members not solely on the shortsighted performances and minor mistake but also on activities related to creating innovative ideas and challenging existing work methodologies. In this case, learning behavior encompasses the possibility of failure and criticism from others, which makes the atmosphere that promotes *risk taking and new idea suggestion* an essential element in order to inspire employees to take risks without hesitation (Kontoghiorghe et al., 2005; Marsick & Watkins, 2003).

Thirdly, organizations can promote employees to develop a learning community by providing opportunities to learn. Without an opportunity, motivation and ability to learn cannot be exerted. In order to develop new knowledge, basic and vital information is needed. If employees know more about their firm and the circumstance of

business world, they will be able to discover valuable knowledge that is relevant to them. Thus, *open communication and information sharing* in work environment serve as the fundamental source of constructing new knowledge (Kontoghiorghes et al., 2005). Furthermore, in modern society most knowledge is social knowledge, producing more ideas and new insights that are applicable in team environment rather than individual work setting. Consequently, *team environment* serves as a favorable setting for learning (Marsick & Watkins, 2003).

Table 2 Construction of learning oriented team management

Components	
Ability-enhancing Practice	<ul style="list-style-type: none"> • extensive training (Goh,1998; Ribinson,Clemson,&Keating,1997) • broad job design • team based learning (Williams et al., 2009)
Motivation-enhancing practice	<ul style="list-style-type: none"> • appraisal for learning (Griego et al., 2000; Bennett&O'Brien, 1994) • risk taking & New idea promotion (Appelbaum&Reichart,1998; Goh, 1998; Rowden,2001)
Opportunity-enhancing practice	<ul style="list-style-type: none"> • open communication & Information sharing (Appelbaum&Reichart,1998; Phillips,2003) • team environment (Appelbaum&Goransson, 1997; Salner,1999)

4. Goal orientation

4.1. Construct of Goal orientation

Goal orientation means goal preference in achievement circumstance (Dweck, 1986; Dweck & Leggett, 1988). This concept was first discussed in the educational field for child development, and most research was progressed in a laboratory setting. Then, goal orientation got spot light in 1990s as an important factor that affect individual behavior in industrial organization (Farr, Hofmann, & Ringenbach, 1993).

The basic categorization in goal orientation is the learning orientation and performance orientations (Dweck, 1986). *Learning orientation* focuses on the development of skills, knowledge, and competency. Individuals in high learning orientation consider ability as an incremental entity that can be developed by oriented competences and obtaining knowledge (Payne, Youngcourt, & Beaubien, 2007) and try to develop himself/herself through mastering demanding tasks (Dweck & Leggett, 1988). So, they prefer challenging task to easy task because it gives opportunity to improve one's competences. On the other hand, performance goal orientation focuses on the verifying competence. Individuals in high performance orientation are eager to

demonstrate their competence, choose works that contain low risk of errors at the expense of learning something new (Yi & Hwang, 2003). On the other hand, *performance goal orientation* focuses on the verifying competence. Individuals in high performance orientation are eager to demonstrate their competency, and choose to work on a low-risk project at the expense of learning something new (Yi & Hwang, 2003). So high performance goal orientation people treats ability as a thing that is hard to be improved and effort as not a way to enhance work result (VandeWalle, Cron, & Slocum Jr, 2001). Because this entity view, they consider need to effort as signal of low ability, not as a signal of growth (VandeWalle et al., 2001).

Performance goal include both the desire to be praised by others and the desire to escape from the critiques (VandeWalle, 1997). More detail, performance orientation is divided into two part; *performance approach orientation* emphasizes showing competence by outperforming others and *performance avoidance orientation* emphasizes avoiding of lower evaluation than others (Payne et al., 2007; VandeWalle, 1997). This distinction is related with self-regulation (Elliot & Harackiewicz, 1996). People who have performance approach goal orientation use self-regulation based on the positive assessment.

On the other hand, people who have performance avoidance goal orientation use self-regulation based on the avoiding negative assessment (Elliot & Harackiewicz, 1996). Then, this distinction provides explanation power in various fields. Approach goal orientation and avoidance goal orientation have different relationship and different prediction power with other variables (e.g. Elliot & McGregor, 1999; VandeWalle et al., 2001).

There have been lots of studies for revealing the effect of individual goal orientation. Much study has been done on the effect of individual goal orientation and learning goal orientation has been considered as a constructive factor. According to literature, people with high learning goal orientation show high self-regulation (Bouffard, Boisvert, Vezeau, & Larouche, 1995), high quality leader-member exchange relationship (Janssen & Van Yperen, 2004), innovative performance (Lu, Lin, & Leung, 2012). Plus, people who has high learning avoiding goal orientation react negative performance feedback with positive emotion (Cron, Slocum, VandeWalle, & Fu, 2005), show low sales performance (Silver, Dwyer, & Alford, 2006), and are more helpful when training situation that need learning (Brett & VandeWalle, 1999).

On the other hand, performance orientation has been usually treated as a counter-proactive factor. Students who have performance approach goal orientation posit procrastination leading to low self-regulation (Howell & Watson, 2007). After getting negative feedback, both performance approach and performance avoidance orientation shows worse performance than before (VandeWalle et al., 2001). Also, performance goal orientation lead to self-limitation of effort (Stevens & Gist, 1997). In addition, there is an assert that the kind of effort from learning goal orientation and from performance approach orientation is different; effort associated with learning goal orientation is more authentic while effort associated with performance approach goal orientation is superficial (Elliot & McGregor, 1999). So, even the performance orientation trigger efforts, the effectiveness of effort is not as same and exertion for revealing oneself is not enough to achieve actual excellent performance (VandeWalle et al., 2001).

4.2 Team goal orientation

So far, the most analysis of goal orientation has been conducted in the individual level. It has been revealed that Individual goal orientation have impacts on employee's attitude and behavior. However,

in the stream that much of work is done in team environment, researchers started to pay attention to team level characteristics and considered goal orientation as team characteristic.

The climate which means shared conception makes up the fundamental of team goal orientation (Mehta, Feild, Armenakis, & Mehta, 2009). DeShon et al. (2004) derived the team orientation from the climate as well as Bunderson and Sutcliffe (2003) did. So, the team learning orientation refers a shared perception of team goals (Mehta et al., 2009) that control behavior in a team. So, team members who possess high *team learning goal orientation* will perceive their teams as having willingness to develop ability and take challenging task. On the other hand, team members in high *team performance-prove orientation* focus on evaluation of result and competition and team members who have high *team performance-avoid orientation* focus on eschewing the negative performance rather than concerning the task improvement (Mehta et al., 2009; Payne et al., 2007).

Originally, there are two views regarding goal orientation; one is disposition (or trait) approach and another is state approach (Payne et al., 2007). Goal orientation is a stable individual difference according to dispositional approach (VandeWalle, 1997) while is influenced by

contextual factors according to state approach (Ames, 1992). Although most goal orientation is treated as trait across organizational studies, state facets of goal orientation can't be ignored. Previous studies demonstrated that time pressure (Beck & Schmidt, 2013), task characteristics and leader's evaluation or supporting (Ames, 1992), parent and teacher practices (Ryan & Stiller, 1991), and change-oriented team leader's behavior (김태홍 & 한태영, 2009) can be a factor that influence the goal orientation. In addition, situational goal orientation was found to be helpful for the job search process, search behavior and higher reemployment probabilities otherwise dispositional goal was not (van Hooft & Noordzij, 2009).

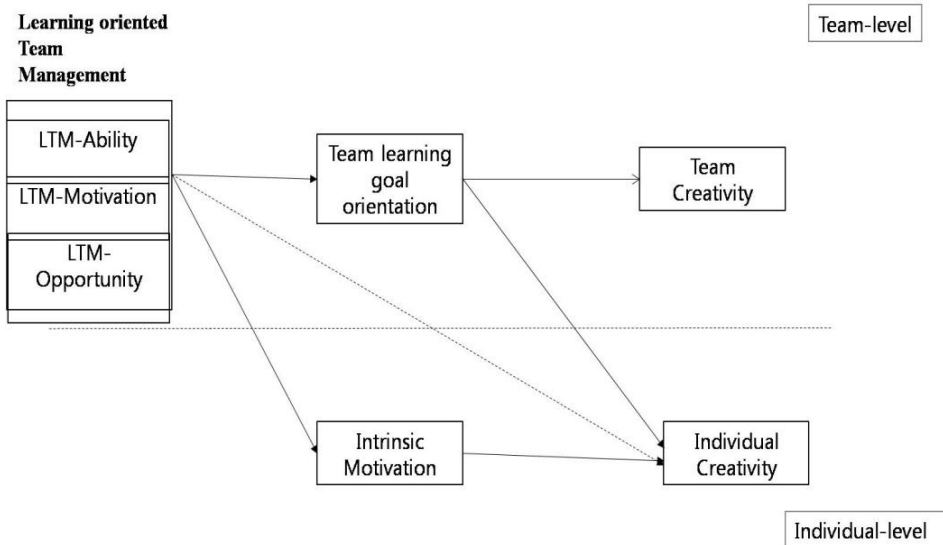
Especially, team goal orientation (unit goal orientation) is usually regarded as a state. In the way that team goal orientation is perception of their 'team', it would be dependent of team's feature like leadership style, task characteristics, and management model. When individuals get together and build a group, situational cues impact on group member's perception of their group (Ames & Archer, 1988). This collective climate perception of their unit can be formed independent of their individual characteristics (Turner et al., 2002).

Because team member facet the same situation in work setting, their interpretation of group climate is merged into one construct in a same group.

Research has asserted that each group in organization has different degree of encouraging learning (Bunderson & Sutcliffe, 2002) and demonstrated the efficiency of team goal orientations. Especially, team learning goal orientation was related with positive result. High composition of learning goal orientation in team enhance backing up behavior, task performance, efficacy and commitment (Porter, 2005), promote structure adaptation in specific condition (LePine, 2005), and act as a moderator between cultural diversity and team performance (Nederveen Pieterse, Van Knippenberg, & Van Dierendonck, 2013).

III. HYPOTHESES DEVELOPMENT

FIGURE 2 Hypothesis model of this study



1. Learning oriented team management and team learning goal orientation

According to social information process approach, members in an organization adapt to their perception, attitudes, and behaviors according to their situation such as human resource management practices (Salancik & Pfeffer, 1978). Bowen and Ostroff (2004) insisted that human resource management practices work as the deliverer of a message, forming a stable climate among employees.

The development of team goal orientation has emerged from climate approach (Mehta et al., 2009). DeShon et al. (2004) derived the

team orientation from climate approach, as well as Bunderson and Sutcliffe (2003) did. Team learning orientation refers to a shared perception of team goals (Mehta et al., 2009) that control behaviors in the team. Therefore, team members with high team learning goal orientation perceive their team members to have the willingness to develop their ability and take charge of challenging tasks. Advanced researchers treat-team learning goal orientation as state because this is a perception of team which is dependent on the team's features such as leadership style, nature of the task, management model and independent individual characteristics (Ames & Archer, 1988; Turner et al., 2002).

Learning directed team operation constantly reminds the team to form new ideas and share their knowledge in order to recognize and improve employees' conduct and performances. Therefore, when the degree of learning oriented management is high, team members feel that 'learning' is supported in workplace and, since the members in the same team in the same work environment, their perception of the group merge into a single construct.

Extensive training and team based learning build up the amount of knowledge employees have, which, in return, serve as a necessary

source for learning. Practices such as encouraging risk-taking and appraisal based on acquiring and applying new knowledge, not merely on short-term purposes convey the organization's philosophy which values learning. In addition, communications among members which learning oriented team management highlights bring out mutual understanding regarding the organizational environment (Schneider & Reichers, 1983). Consequently, team members will consider that their team has the willingness to develop their ability and take on challenging tasks.

Hypothesis1: *The level of learning oriented team management will be positively related to the degree of team learning goal orientation.*

2. Team Learning goal orientation and team creativity

The level of team creativity does not equal to the accumulation of individual creative performances. Although there is a relationship between each team member's creativity and team creativity (Gong, Kim, Zhu, & Lee, 2012), it does not mean that they are of the same entity. Team creativity is somewhat enhanced when team members

work together in unison. Especially, when all the team members set their goals on developing their capacity and completing a challenging task, the level of individual bringing new ideas and taking try increases.

In learning goal oriented team, most team members attempt to complete difficult assignment and learn something new, rather than simply producing an outcome according to the object of the team. Thus, it is easier to voice one's own opinion and feel supported by other team members as they try something new. Learning-oriented climate enhances team information elaboration (Gong et al., 2012) and psychological security between members which is crucial in group innovation (West, 1990). Bringing something new is fundamental to creativity and such supportive environment is crucial in developing the new idea. Therefore, the more learning goal orientation is practiced, the better it is in terms of team's performance.

Hypothesis 2: *The level of team learning goal orientation will be positively related to the degree of team creativity.*

Hypothesis 3: *Team learning goal orientation will partially mediate the relationship between the level of learning oriented team management and team creativity.*

3. Learning oriented team management and individual creativity.

Creativity refers to developing new and valuable ideas (Amabile, 1996; Zhou & Shalley, 2003). Creativity is not only developed depending on individual characteristics but it is also enhanced depending on circumstances (Choi, 2004; Mumford, 2000). Since creativity is a risk-taking behavior (George & Zhou, 2007), one's surrounding becomes a crucial element. If there is shared environment that facilitates learning, individuals would be less resistant to putting their time and effort in discovering new and valuable ideas.

According to componential model of organizational innovation, there are certain characteristics of a work environment that impact upon individual creativity: organizational (a)motivation to innovate, (b)resources and (c)management practices (Amabile, 1988, 1997). Learning focusing team management functions as a team practice and, at the same time, triggers motivation and provides a resource for innovation.

Learning-oriented team management provides diverse knowledge by offering extensively training program and broad job design. This knowledge may be a resource for brand new ideas. Also, evaluation based on learning activities, instead of solely on

performance, gives motivation to rethink the existing assumption at work. Promoting to propose new ideas makes employees feel relatively safe in suggesting new opinions and, naturally, new ideas can easily be transmitted among employees.

Hypothesis 4: *The level of learning oriented team management will be positively related to the degree of employee's creativity.*

4. Team learning goal orientation and individual creativity

Being creative is the most obvious risk taking action for an organization. On the prospect theory (Kahneman & Tversky, 1979), employees consider the uncertainties of taking risks when they make decisions. Risk-aversion employees choose alternatives that ensure gains and low possibility of damage, and risk-seeking employees choose alternatives with great potential despite the possibility of loss. Most employees tend to avert from risks in nature (Cadsby, Song, & Tapon, 2007).

Team learning goal orientation is team members' state to voluntarily take the challenge and complete the given task for capacity building purposes. High composition of learning goal orientation in

team enhances backing up behavior, task performance, efficacy and commitment (Porter, 2005), structure adaptation in specific condition (LePine, 2005), and acts as a moderator between cultural diversity and team performance (Nederveen Pieterse et al., 2013). When team learning goal orientation is high, team members recognize that they can challenge the status quo and emphasize work procedure rather than outcomes. Therefore, with such psychological safety among team members, individuals would be willing to take risk more and this would generate plenty of new ideas (Bunderson & Sutcliffe, 2003). Also, according to social learning theory (Bandura, 1997), when individuals aware that other team members are passionate about learning, such passion and motivation would be develop into using more resources to discover new information and apply them to work.

Hypothesis 5: *The level of team learning goal orientation will be positively related to the degree of employee's creativity.*

Hypothesis 6: *Team learning goal orientation will partially mediate the relationship between the level of learning oriented team management and employee's creativity.*

5. Learning oriented team management and individual intrinsic motivation

Intrinsic motivation is influenced by external circumstances (Goudas & Biddle, 1994; Ryan & Deci, 2000). According to self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000), intrinsic motivation is increased when psychological need for (a) competence, (b) autonomy, and (c) relatedness is fulfilled (Deci & Ryan, 1985). The main focus of intrinsic motivation is the need for autonomy and competency, and these two drives are enhanced as intrinsic motivation is related to the result of external circumstance (Ryan & Deci, 2000).

Learning-oriented management practices provide ability, motivation and opportunity for learning. By providing training both on and off the job, employees gain confidence about their work competence. When individual witness improvement in their own competency, he or she is likely to reinforce energetic, inquisitive, and playful inclination toward exploration (Ryan & Deci, 2000). Through motivation related policy such as learning based appraisal and risk-taking, employees would perceive that their specific behaviors are noticed and rewarded and this leads to the view of internal locus of control. Additionally, information sharing and promotion of new ideas

administer individual discretion and empowerment. In sum, learning oriented team management satisfies competence, autonomy and relatedness which are essential to intrinsic motivation.

***Hypothesis 7:** The level of learning oriented team management will be positively related to the degree of employee's intrinsic motivation.*

6. Intrinsic motivation and creative performance

Intrinsic motivation is the degree to which an individual enjoys work and participate on one's own initiative (Utman, 1997). This intrinsic motivation is a necessary preceding component of creativity. In accordance to the componential model of Amabile (1983) intrinsic task motivation is the most important factor for creativity. Intrinsic motivation leads to creative performance both indirectly via creative performance engagement and directly (Zhang & Bartol, 2010). Also, there have been many studies acknowledging this connection.

Particularly, According to Shalley, Zhou, and Oldham (2004) intrinsic motivation is a mediator between contextual factor and creativity. Shin and Zhou (2003) revealed that relation between transformational leader's behavior and creative performance is partially

mediated by intrinsic motivation. When team members are motivated intrinsically, they show more flexible cognition, curiosity, more confidence about their jobs (Shalley et al., 2004) and these relate to creativity (Amabile, 1996).

Hypothesis 8: *The degree of employee's intrinsic motivation will be positively related to the degree of employee's creativity.*

Hypothesis 9: *The employee's intrinsic motivation will partially mediate the relationship between the level of learning oriented team management and employee's creativity.*

IV. METHODS

1. Sample and Procedure

I collected data from 52 teams in 36 different organizations in Korea, including manufacturing, financial, technology, insurance and educational service organizations. I set the contact person in each organization and asked to hand-deliver survey envelope to each team. Then I explained every detail of way of progressing survey in person and included a clear manual for survey in team leader's survey envelope.

The process of survey was like this. Team leader got survey packet including a leader's survey and several member's survey. Then, leaders randomly set the number of each team member and filled out the number on the member's survey envelope. The survey envelope should be distributed to team members according to leader's setting of number. The survey envelope was set to be sealed after answering the survey for confidentiality. Then, leaders responded the survey about their team members. So the leader's survey about the team member and member's survey were matched one by one.

The team member's survey contained instructions and measure of team goal orientation, team management, intrinsic motivation and demographic questions. Each member's survey sheet was 4 pages long and it takes 5 minutes to finish. The team leader's survey contained instructions and measure of the team goal orientation, team management and each member's creativity, and demographic questions. Team leader's survey length was variable according to the size of the team. Every respondent were compensated by 1000-2000 won worth products.

Response rate is 89%. Of the team members, 68% is male, average of team tenure is 5.64 years (S.D: 5.7), average age is 36.33 years old and 68.1% is over the university graduated. Of team leaders, 82% is male, average of team tenure is 8.36 years, 70% is university graduated and average age is 47.2 years old.

2. Measures

The questionnaires were in Korean but were originally constructed in English. First, I translated the original English version into Korean. Then, another coworker who spent schooldays in English-speaking country checked the detail. Finally, HR professional professor

examined the questionnaires again. All multi-item scales attained an alpha reliability of at least .70 (Hair Jr, Anderson, & Tatham, 1986). All of the items except demographic variables were measured on a seven-point likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Learning-oriented team management (Team level) I developed a 28 item learning oriented team management scale based on existing literature (e.g.Appelbaum & Reichart, 1997, 1998; Jaw & Liu, 2003; Kontoghiorghes et al., 2005; Williams et al., 2009). The reliability of extensive training is .81, broad job design is .75, team based learning is .92, learning based appraisal is .86, information sharing is .83, risk taking and idea promotion is .72, team environment is .91. So, all reliability of each factor was over the 0.7.

Team learning goal orientation (Team level) I used 5-item scale reported in Bunderson and Sutcliffe (2003). ($\alpha = .86$)The survey was gained from employees and then aggregated.

Intrinsic motivation (individual level) I adapted 3-item from Amabile (1985) and Tierney, Farmer, and Graen (1999). (e.g. I enjoy finding solutions to complex problems.) ($\alpha = .83$)

Employee Creativity (Individual level) I used 13-item scale

reported in Zhou and George (2003). The evaluation was done by supervisor. (e.g. Suggest new ways to achieve goals or objectives) ($\alpha = .96$)

Team creativity (Team level) I used 4 item scale reported in Shin and Zhou (2007). The evaluation was done by supervisor. ($\alpha = .84$)

Control variables. At the team level, the effect of industry would be controlled by. I used the Standard Industrial Classification (SIC) structure for segregating the organizations into each industry types. At the individual team tenure, age, education and sex were controlled.

3. Analytic Strategies

Since this model is multilevel nature, I used hierarchical linear modeling (HLM) using HLM 6.08 to verify my hypotheses (Raudenbush, 2002). Level 1 is individual level and level 2 is team level.

V. RESULTS

1. Data Aggregation

Because data on the learning oriented team management and team goal orientation is team level variables, an aggregation process is necessary. So, I tested with-in team agreement for team variables. I calculated within-group agreement statistics R_{wg} (James, Demaree, & Wolf, 1984), ICC (1), and ICC (2) for team level variables. ICC (1) means the proportion of variance emerged by higher level characteristics. ICC (2) indicates reliability of team level mean differences. Specially, because learning oriented team management was structured into 7 construct, I calculated each value separately.

R_{wg} value for team learning goal orientation is .90 and for learning oriented team management is .85 (for training is .74, for broad job design is .74, for team source learning is .95, for appraisal for learning is .88, for risk taking and idea promotion is .77, for information sharing is .85, for team environment is .80). Although 1 team has R_{wg} value in team learning goal orientation lower than .70, I remained that team according to Chen, Mathieu, and Bliese (2003).

ICC (1) value for teal learning goal orientation is .23 and for

learning oriented team management is .22 (for training is .29, for broad job design is .20, for team based learning is .20, for appraisal for learning is .27, for risk taking and idea promotion is .14, for information sharing is .20, for team environment is .21). ICC (2) value for teal learning goal orientation is .65 and for learning oriented team management is .65 (for training is .72, for broad job design is .62, for team based learning is .62, for appraisal for learning is .70, for risk taking and idea promotion is .52, for information sharing is .61, for team environment is .63). Even though some ICC (2) values are lower than threshold, because the values are not too far from .70 and all ICC (1) values was over the .12, I judged that the aggregation is possible (Gong, Kim, Zhu, & Lee, 2013; Kirkman, Chen, Farh, Chen, & Lowe, 2009).

Table 3 Mean, Standard Deviations, and Correlations

Variables	Mean	s.d.	1	2	3	4	5	6
Individual-level variables								
1.Gender	1.32	.47						
2.Age	3.73	1.65	-.22**					
3.Team tenure	5.64	5.77	-.13*	.50**				
4.Task	2.54	1.34	-.16**	.15*	.07			
5.Education	2.64	.86	-.07	-.16**	-.14*	.04		
6.Intrinsic motivation	4.67	1.15	-.04	.07	-.07	.04	.10	
7. Individual creativity	4.57	1.00	-.01	.01	-.11	-.10	.08	.32**
Team-level variables								
1.Industry	6.36	3.52						
2.Team size	5.32	3.71	-.13					
3.LTM	34.53	3.46	.06	-.12				
4.TLGO	4.51	.56	.22	-.06	.72**			
5.Team creativity	5.11	.78	.14	-.12	.54**	.36*		

Note. Level 1 N=257, Level 2 N=48.

LTM= learning oriented team management, TLGO=team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed tests.

2. Factor Analysis of Learning Oriented Team Management

Since the conceptualization of learning oriented team management is invented by researchers selves, reliability and validity of construction are something that need careful analysis in this research. I did factor analysis using principal axis factoring. The rotation method was varimax and rotation converged in seven iterations. The threshold point is .30 (Sun et al., 2007).

Although I structured the learning oriented team management into 7 factors, the result of factor analysis suggests 6 factors (Table 4). Information sharing and team environment are tied up into one factor. Given that these two factors are supposed to be included in one sub-dimension –opportunity enhancing learning oriented team management –, result doesn't signify serious problem.

Next, I combined items according to factor and examined factor analysis again. The outcome of exploratory factor analysis suggested 1 factor model (Table 5). This implicated that 7 factors measure one concept.

**Table 4 Results of Factor Analysis of
Learning Oriented Team Management (1)**

Items	1	2	3	4	5	6
1. Training						
Train1	.824					
Train2	.787					
Train3	.774					
2. broad job design		.656				
Jobbro1		.747				
Jobbro2						
3.team based learning						
Tlearn1			.640			
Tlearn2			.679			
Tlearn3			.747			
Tlearn4			.706			
Tlearn5			.731			
Tlearn6			.736			
Tlearn7			.747			
Tlearn8			.649			
4. appraisal based on learning				.750		
App1				.555		
App2				.635		
App3				.628		
App4						
5. risk taking						
Rt1					.515	
Rt2					.783	
Rt3					.622	
6.information sharing						
Info1						.678
Info2						.708
Info3						.383
Info4						.511
7. team environment						
Team1						.745
Team2						.747

**Table 5 Results of Factor Analysis of
Learning Oriented Team Management (2)**

Items	1	α
Extensive training	0.69	
broad job design	0.70	
team based learning	0.90	
learning based appraisal	0.91	.91
risk taking	0.78	
information sharing	0.85	
team environment	0.84	

Also, for examining reliability of AMO framework, I did model comparison by structural modeling. This result asserted that the AMO frame work fit the data properly ($\chi^2[11]=18.119$, CFI=.968, NFI=.926, RMR=.026, RMSEA=.117 [.000-.211]). Although one factor model fit the data well ($\chi^2[11]=30.165$, CFI=.927, NFI=.876, RMR=.020, RMSEA=.157 [.078-.234]), the three factor model, AMO model, fits the data better. The difference between values of Chi-Square was statistically significant ($\Delta\chi^2=12.046$, $\Delta df=3$, $p=.007$).

Table 6 Model comparison

Model test	χ^2	df	CFI	NFI	RMR	RMSEA
I factor model	30.165	14	.927	.876	.026	.157 (.078-.234)
3 factor model (AMO model)	18.119	11	.968	.926	.020	.117 (.000-.211)

3. Hypotheses testing

3-1. Indirect effect between Learning oriented team management and team creativity through team learning goal orientation

Hypothesis 1 predicted that the learning oriented team management would have a direct impact on team learning goal orientation. The result of model2 in Table 6 reveals that the learning oriented team was significantly related to the team learning goal orientation ($b = .12, p < .001$). Also, hypothesis 2 predicted that the team learning goal orientation would have a direct impact on team creativity. Model5 in table 6 reveals that hypothesis 2 is supported ($b = .73, p < .01$). Then, I tested the indirect effect by using Baron and Kenny (1986). Model 6 reveals that team learning goal orientation plays a mediating role between learning oriented team management and team creativity. Result of sobel test ($Z = 2.81, p < .01$) also support hypothesis 3.

Table 7 Result for Team learning goal orientation & Team creativity

	TLGO						Team creativity					
Variables	Model1		Model2		Model3		Model4		Model5		Model6	
Industry	.01	[.02]	-.02	[.02]	.03	[.03]	.01	[.03]	.21	[.03]	.03	[.03]
Team size	-.02	[.02]	-.02	[.02]	-.02	[.03]	-.02	[.03]	-.01	[.03]	-.01	[.03]
LTM			.12***	[.02]			.07**	[.03]			-.03	[.05]
TLGO									.73**	[.19]	.86**	[.27]
R²	.02		.54		.03		.14		.30		.31	
Overall F	.36		16.77***		.63		2.11		5.78**		4.38**	
ΔR^2			.52*				.11		.27		.17	
F²			48.83***				4.95*		15.63***		9.78**	

N=44

LTM= Learning oriented team management, TLGO=Team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed test.

3-2. A multi level analysis between LTM and individual creativity through TLGO and individual intrinsic motivation

Table 8 Hierarchial Linear Modeling Results for individual creativity

Individual creativity								
Variables	Model1		Model2		Model3		Model4	
Intercept	3.97***	[.44]	2.10*	[.92]	1.98	[.77]	1.94*	[.90]
<i>Level 1 control variables</i>								
Gender	.02	[.14]	.02	[.14]	.06	[.13]	.62	[.13]
Age	.04	[.05]	.04	[.05]	.01	[.05]	.01	[.05]
Team tenure	.01	[.01]	.01	[.01]	.02	[.01]	.02	[.01]
Task	.05	[.05]	.03	[.05]	.07	[.05]	.06	[.05]
Education	.07	[.07]	.06	[.07]	.05	[.07]	.05	[.07]
Intrinsic motivation					.23***	[.06]	.23***	[.06]
<i>Level 2 control variables</i>								
Industry	.05*	[.02]	.04	[.02]	.04*	[.02]	.04†	[.02]
Team size	-.01	[.02]	-.01	[.02]	-.01	[.02]	-.01	[.02]
LTM			.06*	[.02]			.00	[.03]
TLGO					.44**	[.14]	.43*	[.21]
Deviance	694.00		692.74		673.87		676.92	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered. LTM= Learning oriented team management, TLGO= Team learning goal orientation.

Individual creativity is dependent variable.

First of all, I checked the intra class coefficient (ICC) of dependent variable to confirm a possibility of a multi level analysis (Raudenbush, 2002). The value of dependent variable's intra class coefficient (ICC) is .19 and statistically significant. It means that 19% of overall individual creativity variance is explained by between-group factors.

Hypothesis 4 predicted that the learning oriented team management would have direct effect on individual creativity. HLM result revealed that team operation directly impact on individual creativity ($\gamma = .06, p < .05$)(Model2 in Table6). Also, Hypothesis 7 predicted that the learning oriented team management would have direct effect on employee's intrinsic motivation. The result in model2 in Table 7 shows that hypothesis 7 is supported ($\gamma = .11, p < .001$). Team goal orientation ($\gamma = .44, p < .01$) and intrinsic motivation ($\gamma = .23, p < .001$) are positively related to individual creativity (Model3 in Table6). So, these results support hypothesis 5 and hypothesis 8. And by Baron and Kenny (1986), Model 4 in Table 6 reveals team learning goal orientation (sobel test: $Z = 1.69, p < .05$) and intrinsic motivation (sobel test: $Z = 3.14, p < .01$) has mediating

effect between learning oriented team management and individual creativity. So, hypothesis 6 and hypothesis 9 were also supported.

Table 9 Hierarchial linear modeling results for intrinsic motivation

Intrinsic motivation				
Variables	Model1		Model2	
Intercept	4.30***	[.51]	.66	[.87]
<i>Level 1 control variables</i>				
Gender	-.08	[.17]	-.10	[.15]
Age	.09	[.06]	.07	[.05]
Team tenure	-.02	[.02]	-.01	[.02]
Task	.07	[.06]	-.10	[.05]
Education	.06	[.09]	.03	[.08]
<i>Level 2 control variables</i>				
Industry	.05†	[.03]	.02	[.02]
Team size	.01	[.02]	.01	[.02]
LTM			.11***	[.02]
Deviance	785.43		768.19	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered.

LTM=Learning oriented team management

Table 10 Summary of result

Tested Hypotheses		Result
Hypothesis1	The level of learning oriented team management will be positively related to the degree of team learning goal orientation.	Supported
Hypothesis2	The level of team learning goal orientation will be positively related to the degree of team creativity.	Supported
Hypothesis3	Team member learning organization will partially mediate the relationship between the level of learning oriented team management and team creativity.	Supported
Hypothesis4	The level of learning oriented team management will be positively related to the degree of employee's creativity.	Supported
Hypothesis5	The level of team learning goal orientation will be positively related to the degree of employee's creativity.	Supported
Hypothesis6	Team learning goal orientation will partially mediate the relationship between the level of learning oriented team management and employee's creativity.	Supported
Hypothesis7	The level of learning oriented team management will be positively related to the degree of employee's intrinsic motivation.	Supported
Hypothesis8	The degree of employee's intrinsic motivation will be positively related to the degree of employee's creativity.	Supported
Hypothesis9	The employee's intrinsic motivation will partially mediate the relationship between the level of oriented enhancing team management and employee's creativity.	Supported

3-3. Additional analysis

Learning oriented team management –AMO

I tested the suggested hypotheses again with the AMO framework. I segregated learning oriented team management into AMO sub-dimension and tested again. The result was quite interesting. Among the 3 factors, only motivation related team management was statistically related with team learning goal orientation ($b = 0.55, p < 0.05$) and with individual creativity ($\gamma = 0.57, p < 0.05$) as shown in Table 11. When 3 factors included simultaneously, nothing show statistical meaningful effect with intrinsic motivation.

Table 11 Learning oriented team management and TLGO and Team creativity (AMO framework)

	TLGO						Team creativity					
Variable	Model1		Model2		Model3		Model4		Model5		Model6	
Industry	.01	[.02]	-.01	[.02]	.03	[.03]	.21	[.03]	.20	[.03]	.03	[.03]
Team size	-.02	[.02]	-.01	[.02]	-.02	[.03]	-.01	[.03]	-.01	[.03]	-.00	[.03]
LTM-A			.18	[.16]					-.22	[.31]	-.35	[.29]
LTM-M			.55*	[.20]					.63	[.40]	.14	[.41]
LTM-O			.13	[.17]					.15	[.33]	.07	[.31]
TLGO							.73**	[.19]			.80	[.29]
R²	0.02		.57		.03		.30		.19		.33	
Overall F	.36		10.69***		.63		5.78**		1.77		3.03*	
ΔR^2			.55				.27		.16		.14	
ΔF^2			17.31***				15.63***		2.49†		7.74**	

N=44

LTM= Learning oriented team management, TLGO=Team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed test.

Table 12 Hierarchical Linear Modeling Results for individual creativity and intrinsic motivation (AMO framework)

Variable	Individual creativity					Intrinsic motivation				
	Model 1		Model 2		Model 3		Model 4		Model 5	
Intercept	3.97***	[.44]	1.91*	[.90]	1.80*	[.88]	4.30***	[.51]	.55	[.90]
<i>Level 1 control variables</i>										
Gender	.02	[.14]	.08	[.14]	.10	[.13]	-.08	[.17]	-.05	[.16]
Age	.04	[.05]	.05	[.05]	.02	[.05]	.09	[.06]	.08	[.05]
Team tenure	.01	[.01]	.01	[.01]	.01	[.01]	-.02	[.02]	-.01	[.02]
Task	.05	[.05]	.05	[.05]	.06	[.05]	.07	[.06]	-.10†	[.06]
Education	.07	[.07]	.07	[.07]	.05	[.07]	.06	[.09]	.02	[.08]
Intrinsic motivation					.23***	[.06]				
<i>Level 2 control variables</i>										
Industry	.05*	[.02]	.05*	[.02]	.05*	[.02]	.05†	[.03]	.03	[.02]
Team size	-.01	[.02]	.01	[.02]	.01	[.02]	.01	[.02]	.02	[.02]
LTM-A			-.36	[.24]	-.42	[.24]			.13	[.24]
LTM-M			.57*	[.28]	.39	[.30]			.36	[.28]
LTM-O			.18	[.24]	.12	[.23]			.30	[.23]
TLGO					.40†	[.20]				
Deviance	694.00		685.90		671.31		785.43		765.84	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered.

LTM=Learning oriented team management

Learning oriented team management- Ability

I tested each factor of team management separately. Ability enhancing learning oriented team management was positively related with team learning goal orientation ($b = 0.65, p < 0.00$), intrinsic motivation ($\gamma = 0.64, p < 0.00$). but not with team creativity and individual creativity ($p > 0.05$). Although ability enhancing learning team management was not directly correlated with team creativity, sobel test revealed that team learning goal orientation mediated the relation with team creativity ($Z=2.67, p < 0.01$). Once again, though ability enhancing learning oriented team management was not directly correlated with individual creativity, mediation effect of team learning goal orientation (sobel test: $Z=2.62, p < 0.01$) and intrinsic motivation (sobel test: $Z=2.85, p < 0.01$) was statistically significant.

Table 13 Ability enhancing Learning oriented team management and TLGO and Team creativity

Team learning goal orientation						Team creativity						
Variable	Model1		Model2		Model3		Model4		Model5		Model6	
Industry	.01	[.02]	-.02	[.02]	.03	[.03]	.21	[.03]	.01	[.03]	.03	[.03]
Team size	-.02	[.02]	-.03	[.02]	-.02	[.03]	-.01	[.03]	-.03	[.03]	-.01	[.03]
LTM-A			.65***	[.12]					.31	[.22]	-.26	[.24]
TLGO							.73**	[.19]			.89**	[.24]
R ²	.02		.40		.03		.30		.08		.324	
Overall F	.36		9.64***		.63		5.78**		1.10		4.66**	
ΔR ²			.39				.27		.05		.25	
ΔF ²			27.76***				15.63***		2.03		14.24**	

N=44

LTM= Learning oriented team management, TLGO=Team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed test.

Table 14 Hierarchical Linear Modeling Results for individual creativity and intrinsic motivation (Ability enhancing LTM)

Variable	Individual creativity						Intrinsic motivation			
	Model1		Model2		Model3		Model4		Model5	
Intercept	3.97***	[.44]	3.06**	[.86]	2.92**	[.85]	4.30***	[.51]	1.56†	.82
<i>Level 1 control variables</i>										
Gender	.02	[.14]	.01	[.14]	.08	[.13]	-.08	[.17]	-.16	[.16]
Age	.04	[.05]	.04	[.05]	.01	[.05]	.09	[.06]	.06	[.05]
Team tenure	.01	[.01]	.01	[.01]	.02	[.01]	-.02	[.02]	-.01	[.02]
Task	.05	[.05]	.04	[.05]	.07	[.05]	.07	[.06]	-.09	[.06]
Education	.07	[.07]	.06	[.07]	.05	[.07]	.06	[.09]	.04	[.08]
Intrinsic motivation					.23***	[.06]				
<i>Level 2 control variables</i>										
Industry	.05*	[.02]	.04†	[.02]	.05*	[.02]	.05†	[.03]	.02	[.02]
Team size	-.01	[.02]	-.02	[.02]	-.01	[.02]	.01	[.02]	-.00	[.02]
LTM-A			.20	[.17]	-.17	[.20]			.64***	[.15]
TLGO					.54**	[.18]				
Deviance	694.00		692.42		672.67		785.43		771.00	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered.

LTM=Learning oriented team management

Learning oriented team management- Motivation

Motivation enhancing learning oriented team management was positively related with team learning goal orientation ($b = 0.80$, $p < 0.00$), team creativity ($b = 0.58$, $p < 0.05$), individual creativity ($\gamma = 0.45$, $p < 0.01$), intrinsic motivation ($\gamma = 0.70$, $p < 0.00$). The mediation effect of team learning goal orientation between motivation enhancing learning oriented team management and team creativity was statistically significant (sobel test: $Z=3.39$, $p<0.01$), but between motivation enhancing learning oriented team management and individual creativity was statistically insignificant (sobel test: $Z=1.34$, $p>0.1$). The mediation effect of intrinsic motivation in the relationship between motivation enhancing learning oriented team management and individual creativity was statistically significant (sobel test: $Z=3.04$, $p<0.01$).

Table 15 Motivation enhancing Learning oriented team management and TLGO and Team creativity

Team learning goal orientation						Team creativity						
Variable	Model1		Model2		Model3		Model4		Model5		Model6	
Industry	.01	[.02]	-.01	[.02]	.03	[.03]	.21	[.03]	.01	[.03]	.02	[.03]
Team size	-.02	[.02]	-.01	[.02]	-.02	[.03]	-.01	[.03]	-.01	[.03]	-.01	[.03]
LTM-M			.80***	[.11]					.58*	[.22]	-.03	[.31]
TLGO							.73**	[.19]			.75**	.28
R ²	.02		.51		.03		.30		.18		.30	
Overall F	.36		16.97***		.63		5.78**		2.86*		4.23**	
ΔR ²			.53				.27		.15		13	
ΔF ²			49.38***				15.63***		7.12*		7.05*	

N=44

LTM= Learning oriented team management, TLGO=Team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed test.

Table 16 Hierarchical Linear Modeling Results for individual creativity and intrinsic motivation (Motivation enhancing LTM)

	Individual creativity						Intrinsic motivation			
Variable	Model1		Model2		Model3		Model4		Model5	
Intercept	3.97***	[.44]	1.80*	[.86]	1.62†	[.87]	4.30***	[.51]	1.00	[.84]
<i>Level 1 control variables</i>										
Gender	.02	[.14]	.04	[.14]	.06	[.13]	-.08	[.17]	-.07	[.16]
Age	.04	[.05]	.04	[.05]	.01	[.05]	.09	[.06]	.07	[.05]
Team tenure	.01	[.01]	.01	[.01]	.03	[.01]	-.02	[.02]	-.01	[.02]
Task	.05	[.05]	.03	[.05]	.06	[.05]	.07	[.06]	.09	[.06]
Education	.07	[.07]	.05	[.07]	.05	[.07]	.06	[.09]	.03	[.08]
Intrinsic motivation					.23***	[.06]				
<i>Level 2 control variables</i>										
Industry	.05*	[.02]	.04†	[.02]	.04†	[.02]	.05†	[.03]	.03	[.02]
Team size	-.01	[.02]	-.00	[.02]	-.01	[.02]	.01	[.02]	.02	[.02]
LTM-M			.45**	.15	.21	[.22]			.70***	[.14]
TLGO					.30	[.20]				
Deviance	694.00		686.18		672.34		785.43		766.10	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered.

LTM=Learning oriented team management

Learning oriented team management- Opportunity

Opportunity enhancing learning oriented team management was positively related with team learning goal orientation ($b = 0.64$, $p < 0.00$), team creativity ($b = 0.46$, $p < 0.05$), individual creativity ($\gamma = 0.37$, $p < 0.05$), intrinsic motivation ($\gamma = 0.67$, $p < 0.00$). The mediation effect of team learning goal orientation between opportunity enhancing learning oriented team management and team creativity was partially significant (sobel test: $Z=2.64$, $p<0.01$), but between opportunity enhancing learning oriented team management and individual creativity was statistically insignificant (sobel test: $Z=1.87$, $p>0.05$). Also, the mediation effect of intrinsic motivation in the relationship between opportunity enhancing learning oriented team management and individual creativity was statistically significant (sobel test: $Z=2.91$, $p<0.01$).

Table 17 Opportunity enhancing Learning oriented team management and TLGO and Team creativity

Variable	Team learning goal orientation						Team creativity					
	Model1		Model2		Model3		Model4		Model5		Model6	
Industry	.01	[.02]	-.01	[.02]	.03	[.03]	.21	[.03]	.02	[.03]	.02	[.03]
Team size	-.02	[.02]	-.02	[.02]	-.02	[.03]	-.01	[.03]	-.01	[.03]	-.01	[.03]
LTM-O			.64***	[.12]					.46*	[.20]	-.01	[.24]
TLGO							.73**	[.19]			.73**	[.24]
R²	.02		.42		.03		.30		.14		.30	
Overall F	.36		10.26***		.63		5.78**		2.13		4.23**	
ΔR^2			.401				.27		.11		.17	
ΔF^2			29.69***				15.63***		4.99*		9.22**	

N=44

LTM= Learning oriented team management, TLGO=Team learning goal orientation.

†p < 0.1, *p < 0.05, ** p < 0.01, *** p < 0.001, Two tailed test.

Table 18 Hierarchical Linear Modeling Results for individual creativity and intrinsic motivation (Opportunity enhancing LTM)

	Individual creativity						Intrinsic motivation			
Variable	Model1		Model2		Model3		Model4		Model5	
Intercept	3.97	[.44]	2.09*	[.86]	1.70†	.87	4.30	[.51]	1.03	[.87]
	***						***			
Level 1 control variables										
Gender	.02	[.14]	.05	[.14]	.07	[.13]	-.08	[.17]	-.02	[.16]
Age	.04	[.05]	.05	[.05]	.01	[.05]	.09	[.06]	.09†	[.05]
Team tenure	.01	[.01]	.01	[.01]	.02	[.01]	-.02	[.02]	-.01	[.02]
Task	.05	[.05]	.03	[.05]	.06	[.05]	.07	[.06]	-.10†	[.06]
Education	.07	[.07]	.05	[.07]	.05	[.07]	.06	[.09]	.03	[.08]
Intrinsic motivation					.23***	[.06]				
Level 2 control variables										
Industry	.05*	[.02]	.04†	[.02]	.04†	[.02]	.05†	[.03]	.03	[.02]
Team size	-.01	[.02]	-.00	[.02]	-.01	[.30]	.01	[.02]	.02	[.02]
LTM-O			.37*	[.15]	.13	[.19]			.67***	[.15]
TLGO					.36†	[.18]				
Deviance	694.00		688.18		673.08		785.43		767.35	

† $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, Two tailed tests.

Level 1 N=248. Level 2 N=47

Level 1 variable (intrinsic motivation) is group-mean centered.

LTM=Learning oriented team management

VI. CONCLUSION AND DISCUSSION

1. Overall findings

In this study, I revealed that learning oriented team management is positively related to team learning goal orientation and individual intrinsic motivation, which are positively related to individual creativity. I also revealed that learning goal orientation of a team positively affects team creativity. In addition, I found that motivation enhancing learning oriented team management has the most significant impact on team learning goal orientation and individual creativity among AMO components.

2. Theoretical Implications

First of all, my model began to fill a hole in HR literatures, which have ignored the team level management. So far, researchers were mainly focused on organizational level and individual level. This study helps to understand how team-level management—bundle of HR practices that are purposed to promote team to achieve its effectiveness (Jiang et al., 2013) – affects employee’s extra role behavior. Although many researchers have acknowledged that team level management is more proximal to employees rather than the organization itself, this

study is virtually the first attempt to disclose the effectiveness of team level management. Also, the components of learning organization are still to be determined according to studies. Adopting the AMO framework for constructing the team-management was critical for this research since it was necessary to have a basic framework for sub-dimension in order to develop the learning-oriented management.

Secondly, this study examined the multi-level relationship between learning oriented team management and individual creativity by investigating the mediating role of team climate and individual motivation simultaneously. I disclosed the intervening process elaborately. Until now, most studies conducted only single level variables as the interfering mechanism (Jung, Chow, & Wu, 2003; Zhang & Bartol, 2010). Considering the fact that people are influenced by both contextual factor and individual psychological factor (Choi, 2004), this research on multi-level inferring process was a meaningful development.

Finally, although importance of team goal orientation has been emphasized and the result were examined (Gong et al., 2013; Hirst et al., 2009; Mehta et al., 2009) in previous studies, the preceding variable

has not been studied yet. Since team goal orientation is treated as state, how to promote team goal orientation is important as well as the result of it. As team learning goal is considered to be a positive factor, my efforts to reveal the factor which enhances team learning goal was a good attempt.

3. Managerial Implications

Managers should note that team level management is crucial to stimulating individual and team creativity. Although team learning goal orientation and intrinsic motivation are treated as critical facilitator of creativity (Gong et al., 2013), no one has revealed which team practice promote them. If leaders want their team and the members to be more creative, adopting learning referent management is one way. In addition, among AMO factors, motivation related operation was revealed as the most important component of creativity. Therefore, managers should pay more attention to motivating practices.

Also, creativity was approached from a multilevel. Both individual motivation and team climate impact individual creativity, which is why it is important to form a learning climate in the team. When managers make team climate as learning orientation through

management, it would enhance team members' creative performances. Managers should note that 'how the team is managed' is as important as 'what the organization produces'.

4. Limitations and Future Research Directions

The results of this study should be comprehended carefully, just like any other studies. To begin with, this study was conducted with cross-sectional data. Therefore, I cannot assure conviction that the causality is accurate. Considering that a team's management is set by organizations and leaders, inverse causality between learning oriented team management and two mediating variables is hard to be suggested. Moreover, it is difficult for an individual to choose a favorable type before entering an organization. If longitudinal data is collected in the future, a more precise causality could be formed.

Sampling procedure of this study can also be a point of limitation. I collected the data using my personal networks. This was due to the convenience of accessibility, and attempt to include various industries and functional unit at the same time. This non-probability sampling procedure can lead to lower external reliability. However, this cross-industry and cross-task data can be an evidence for generalization.

Thirdly, I only treated team learning goal orientation as team climate intervening variable. If I considered team performance goal orientation simultaneously, the study may have been more exhaustive. It is possible that team learning goal orientation and team performance goal orientation are both high in a team. Team performance orientation may be another factor that affects team creativity and individual creativity. Furthermore, future studies can explicate the effect of other climates (e.g. empowerment climate, supportive climate) as intervening mechanisms and uncover their relationships to each other.

Furthermore, if researchers considered other contextual factors (ex. empowering leadership, culture of corporate, kind of knowledge) in the future, it would be helpful to understand the relationship between team management and the behaviors of team members. Management does not always result in specific climate. Leader's behavior, industrial circumstances, team locus in organizations, diversity in a team, and other variables may influence the process of formulating shared perception among team members. Also, in terms of creativity, team climate and intrinsic motivation effect can be signified or lessened by other conditions. For example, trust relationship with the team leader magnifies the relationship between

team goal orientation and team creativity (Gong et al., 2013). Future studies can explicate the details and reveal detail mechanisms by accounting such conditions.

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APPENDIX

설문지 팀원용 설문지 팀원번호 번

본 조사의 내용은 통계법 제33조(비밀의 보호)에 의거하여
비밀이 보장되며, 통계목적 외에는 사용되지 않습니다.

안녕하십니까?

먼저 바쁘신 와중에도 귀한 시간을 내어 설문에 응해주셔서 감사합니다.
저는 서울대학교 경영대학석사과정 학생입니다.

본 설문지는 팀의 학습지향 운영방식이 종업원의 창의적 성과에 미치는
영향에 대한 연구를 위해 귀하의 귀중한 의견을 연구자료로 사용하
고자 작성한 것입니다.

귀하의 응답 내용은 오직 본인의 연구목적으로만 사용되며, 익명으로
처리되므로 특정 개인이나 기업(조직)의 특징은 절대로 노출되지 않습
니다. 따라서 귀하나 소속 기업(조직)에 대해서 어떠한 불이익도 없을
것임을 약속 드립니다. 위에 적힌 팀원의 번호는 신원을 파악하기 위한
것이 아니라, 학술적 목적으로 붙인 임시번호 입니다. 다시 한번, 귀하
의 응답내용은 절대 비밀이 보장됨을 말씀드립니다.

귀하의 응답은 본 연구를 위해 매우 소중한 자료로서, 좋은 연구결과를
얻기 위한 기초가 될 것입니다. 유사하거나 반복적인 내용의 문항이 있
을 수 있으나, 그에 관계없이 모든 문항에 대하여 빠짐없이 응답해주시
면 감사하겠습니다.

각 문항에는 정답이 있는 것이 아닙니다. 귀하의 성의 있고 솔직한 응
답을 부탁 드립니다. 감사합니다.

2013년 10월

서울대학교 대학원 경영학과
이 지 인 드림

지도교수: 김성수 교수
서울대학교 경영대학
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1. 다음에 제시된 문항을 읽으신 후, 답해주세요.

	항목	전혀 그렇지 않다			보통 이다			매우 그렇다
1	나는 복잡한 문제들의 해결방안을 찾는 것을 즐 거워한다	1	2	3	4	5	6	7
2	나는 나의 업무를 위해 새로운 절차를 만드는 것을 즐긴다	1	2	3	4	5	6	7
3	나는 현존하는 작업방식이나 제품을 개선 시키 는 것을 즐긴다	1	2	3	4	5	6	7
4	나는 많은 것을 배울 수 있는 도전적인 일을 기 꺼이 선택할 것이다	1	2	3	4	5	6	7
5	나는 종종 새로운 기술과 지식을 개발할 수 있 는 기회를 찾는다	1	2	3	4	5	6	7
6	나는 새로운 것을 배울 수 있는 어렵고 도전적 인 일을 즐긴다	1	2	3	4	5	6	7
7	업무능력을 개발하는 것이 중요하기 때문에 나 는 기꺼이 위험을 감수한다	1	2	3	4	5	6	7
8	나는 높은 수준의 능력과 재능을 요구하는 일을 선호한다	1	2	3	4	5	6	7
9	나는 다른 사람에게 무능력하다고 비취질 가능 성이 있는 업무는 피할 것이다	1	2	3	4	5	6	7
10	나는 새로운 기술을 배우는 것 보다는 내 능력 이 부족하다는 것을 보이지 않는 것이 더 중요 하다	1	2	3	4	5	6	7
11	나는 내 능력이 부족하다는 사실이 드러날 수 있는 업무를 수행하는 것을 두려워한다	1	2	3	4	5	6	7
12	나는 내가 낮은 성과를 낼 수 있는 상황을 피하 려고 한다	1	2	3	4	5	6	7
13	나는 다른 동료보다 내가 일을 더 잘한다는 것 을 보여주고 싶다	1	2	3	4	5	6	7
14	나는 회사에서 다른 사람에게 내 능력을 증명할 방법을 찾으려고 노력한다	1	2	3	4	5	6	7
15	나는 회사에서 다른 사람들이 내가 얼마나 잘하 는지를 알아주는 것을 좋아한다	1	2	3	4	5	6	7
16	나는 다른 사람에게 능력을 입증할 수 있는 프 로젝트를 선호한다	1	2	3	4	5	6	7
17	나는 나의 약점이나 실수가 다른 사람들에게 밝 혀졌을 때,	1	2	3	4	5	6	7

	창피하다							
18	나는 다른 사람이 나에 대한 나쁜 것을 이야기 할 때, 창피함을 느낀다	1	2	3	4	5	6	7
19	내가 주로 하는 업무는 개인적인 과제라기 보다는 팀 과제이다	1	2	3	4	5	6	7

2. 다음은 귀하의 **팀에 대한** 질문입니다. 다음에 제시된 문항을 읽으신 후, 답해주세요.

	항목	전혀 그렇지 않다			보통이다			매우 그렇다
1	우리 팀은 새로운 기술과 지식을 발전시킬 기회를 찾는다	1	2	3	4	5	6	7
2	우리 팀은 새로운 것들 배울 수 있는 도전적이고 어려운 과제를 즐긴다	1	2	3	4	5	6	7
3	우리 팀은 업무능력을 개발하는 것이 중요하기 때문에, 나는 기꺼이 위험성을 감수한다	1	2	3	4	5	6	7
4	우리 팀은 높은 수준의 재능과 능력이 필요한 일을 선호한다	1	2	3	4	5	6	7
5	우리 팀은 학습하고 기량을 발전시키는 것을 중요하게 생각한다	1	2	3	4	5	6	7
6	우리 팀은 다른 사람에게 무능력하다고 비취질 가능성이 있는 업무는 피할 것이다	1	2	3	4	5	6	7
7	우리 팀은 새로운 기술을 배우는 것 보다는 우리가 부족하다는 것을 보이지 않는 것이 더 중요하다	1	2	3	4	5	6	7
8	우리 팀은 능력이 부족하다는 사실이 드러날 수 있는 업무를 수행하는 것을 두려워한다	1	2	3	4	5	6	7
9	우리 팀은 낮은 성과를 낼 수 있는 상황을 피하려고 한다	1	2	3	4	5	6	7
10	우리 팀은 다른 팀보다 우리 팀이 더 잘한다는 것을 보여주고 싶어한다	1	2	3	4	5	6	7
11	우리 팀은 회사에서 다른 사람들에게 우리 팀의 능력을 증명할 방법을 찾으려고 노력한다	1	2	3	4	5	6	7
12	우리 팀은 회사에서 다른 사람들이 우리가 얼마나 잘하는지를 알아주는 것을 좋아한다	1	2	3	4	5	6	7
13	우리 팀은 다른 사람들에게 우리의 능력을 입증할 수 있는 프로젝트를 선호한다	1	2	3	4	5	6	7

14	우리 팀원들은 종종 목표의 타당성을 재고한다	1	2	3	4	5	6	7
15	우리 팀은 종종 업무를 수행하기 위한 방법에 대해 논의한다	1	2	3	4	5	6	7
16	우리 팀은 정기적으로 효율적으로 일하고 있는지 함께 논의한다	1	2	3	4	5	6	7
17	우리 팀은 변화하는 상황을 고려하여 목표를 수정한다	1	2	3	4	5	6	7
18	우리 팀은 종종 업무를 수행하는 접근법에 대해 재고한다	1	2	3	4	5	6	7

3. 다음은 귀하의 팀의 운영방식에 대한 질문입니다. 다음에 제시된 문항을 읽으신 후, 답해주세요.

	항목	전혀 그렇지 않다			보통이다			매우 그렇다
1	교육이 지속적으로 이루어 진다	1	2	3	4	5	6	7
2	교육 프로그램은 우리의 역량과 지식을 높여준다	1	2	3	4	5	6	7
3	사내에서 지원하는 교육프로그램에 쉽게 참여할 수 있다	1	2	3	4	5	6	7
4	우리 직무는 다양한 업무를 수행하는 것을 필요로 한다	1	2	3	4	5	6	7
5	우리는 많은 다른 일을 수행한다	1	2	3	4	5	6	7
6	팀원들과의 상호작용을 통해나는 어떻게 나의 자원을 사용하고 확장시키는지 배운다	1	2	3	4	5	6	7
7	팀원들과의 상호작용을 통해나는 내 분야에 대한 다른 사람들의 관점을 배운다	1	2	3	4	5	6	7
8	팀원들과의 상호작용을 통해 나는 다른 관리자들이나 전문가들과 함께 일하는 방법을 배운다	1	2	3	4	5	6	7
9	팀원들과의 상호작용을 통해 나는 의사소통 기술을 향상시킨다	1	2	3	4	5	6	7
10	팀원들과의 상호작용을 통해 나는 문제점에 대한 다른 관점들을 배운다	1	2	3	4	5	6	7
11	팀원들과의 상호작용을 통해 나는 역량이나 기술을 배운다	1	2	3	4	5	6	7

12	팀원들과의 상호작용을 통하여 나는 나의 말과 행동이 어떻게 다른 사람들에게 영향을 끼치는지 배운다	1	2	3	4	5	6	7
13	팀원들과의 상호작용을 통하여 나는 회사에 대한 더 많은 정보를 얻는다	1	2	3	4	5	6	7
14	우리는 새로운 배운 것을 업무에 적용할 때 상사에게 칭찬받고 인정받는다	1	2	3	4	5	6	7
15	우리 팀은 팀원들의 개인적인 발전을 응원해준다	1	2	3	4	5	6	7
16	상사는 새로운 배움을 적용하는 것을 기대한다	1	2	3	4	5	6	7
17	우리는 서로 새로운 배움을 적용하는 것을 칭찬하고 인정해준다	1	2	3	4	5	6	7
18	우리 팀은 중요한 결정을 위하여 사용된 정보가 팀원들 사이에 자유롭게 공유된다	1	2	3	4	5	6	7
19	우리 팀원들은 서로 활동에 대한 최근 정보를 제공한다	1	2	3	4	5	6	7
20	우리 팀원들은 회사성과에 영향을 미치는 '핵심 멤버'이다	1	2	3	4	5	6	7
21	우리 팀의 상사는 중요한 정보를 공개적으로 공유한다	1	2	3	4	5	6	7
22	우리 팀에서 위험을 감수하고 실패한 사람은 처벌받지 않는다	1	2	3	4	5	6	7
23	혁신자(Innovator)들이 팀 내에서 앞서나간다	1	2	3	4	5	6	7
24	우리 팀은 계속적으로 새로운 아이디어를 찾고 시도한다	1	2	3	4	5	6	7
25	우리는 지시 받지 않아도 서로를 돕는다	1	2	3	4	5	6	7
26	우리는 서로의 성공을 돕고 헌신한다	1	2	3	4	5	6	7
27	우리는 자기주도적인 팀이다	1	2	3	4	5	6	7

다음은 응답자를 분석목적에 따라 분류하기 위한 항목들입니다. 여기서 얻어진 자료들은 통계적 목적 이외에는 절대 사용되지 않음을 다시 한번 약속 드립니다.

귀하가 해당하는 곳에 체크(V)하여 주십시오.

1	성별	①남 () ②여 ()
2	연령	① 21세-25세 () ② 26세-30세 () ③ 31세-35세 () ④ 36세-40세 () ⑤ 41세-45세 () ⑥ 46세-50세 () ⑦ 51세-55세 () ⑧ 56세-60세 () ⑨ 60세 이상 ()
3	현재 팀에서 근속연수	약 () 년
4	업무분야	①사무관리분야 () ②생산/기술분야 () ③영업분야 () ④연구/개발분야 () ⑤기타 ()
5	학력	①고졸 () ②전문대졸 () ③대학교졸 () ④대학원졸 () ⑤기타 ()

수고하셨습니다. 귀한 시간을 내어 응답해주셔서 대단히 감사드립니다.

팀원 평가용 설문지 (팀장용)

이 설문지는 귀하의 팀원 중 몇 번 팀원에 대한 것입니까? _____ 번 팀원

1. 다음에 제시된 문항을 읽으신 후, 답해주세요.

	항목	전혀 그렇지 않다			보통 이다			매우 그렇다
1	이 직원은 목표를 달성하기 위해 새로운 방법을 제시한다	1	2	3	4	5	6	7
2	이 직원은 성과를 개선시키기 위한 새롭고 실용적인 의견을 내놓는다	1	2	3	4	5	6	7
3	이 직원은 새로운 기술, 공정, 제품 등을 찾는다	1	2	3	4	5	6	7
4	이 직원은 업무의 질을 개선시키기 위한 새로운 방법을 제시한다	1	2	3	4	5	6	7
5	이 직원은 창의적 아이디어의 훌륭한 원천이다	1	2	3	4	5	6	7
6	이 직원은 위험을 감수하는 것을 두려워하지 않는다	1	2	3	4	5	6	7
7	이 직원은 다른 사람에게 자신의 의견을 홍보하거나 옹호한다	1	2	3	4	5	6	7
8	이 직원은 기회가 주어졌을 때, 업무에 대한 창의성을 드러낸다	1	2	3	4	5	6	7
9	이 직원은 새로운 의견을 실행하기에 알맞은 계획과 일정을 개발한다	1	2	3	4	5	6	7
10	이 직원은 종종 새롭고 혁신적인 아이디어를 가지고 있다	1	2	3	4	5	6	7
11	이 직원은 문제에 창의적인 해결방안을 내놓는다	1	2	3	4	5	6	7
12	이 직원은 종종 문제점에 새로운 방법으로 접근한다	1	2	3	4	5	6	7
13	이 직원은 업무를 수행할 새로운 방법을 제시한다	1	2	3	4	5	6	7

요약 (국문초록)

학습지향 팀 운영방식과 창의성 : 다수준 분석

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창의성은 조직의 필수적인 요소로 자리잡고 있다. 창의성은 새롭고 유용한 아이디어를 생산하는 것으로 정의 되는데, 현대사회가 빠르게 변화하면서 이에 대한 중요성은 더욱 강조되고 있다. 그래서 많은 학자들이 창의성의 선행요인을 밝히는데 주력하고 있으며, 개인 수준의 특성과 조직수준의 특성에 초점을 맞추고 있다. 하지만 현대 조직에서 ‘팀’이 기본 단위이며 조직원들에게 직접적인 영향을 주는 중요한 요소이지만, ‘팀’의 운영방식과 창의성의 관계에 대한 연구는 미비한 실정이다.

본 논문은 팀의 운영방식이 개인의 창의성, 그리고 팀의 창의성에 어떤 영향을 끼치는지 설명하고자 하였다. 특히, 조직의 인사제도가 내적 적합성을 이룰 때 그 효과가 크다는 연구를 확장하여, ‘학습’이라는 한가지 방향을 갖는 팀의 운영방식을 정의하였다. AMO

(ability-motivation-opportunity)모델을 도입하여 ‘학습지향 운영방식’의 세부요인의 기틀을 세웠으며 그 효과를 분석하고자 했다. 그리고 그 과정을 자세히 살펴보기 위해, 팀의 학습지향목표 성향과 개인의 내재적 동기부여의 효과 또한 살펴 보았다.

국내의 다양한 산업을 기반으로 하는 기업의 48개의 팀, 257명에 대한 설문을 실시하였고, HLM을 이용한 다수준 분석과 회귀분석을 사용하여 가설의 효과를 검증했다. 그 결과, 학습지향 팀 운영방식은 팀의 창의성에 긍정적인 영향을 미쳤고, 이는 팀의 학습지향목표 성향에 의해 매개되었다. 또한, 학습지향 팀 운영방식은 개인의 창의성에도 긍정적인 영향을 미쳤으며, 이는 팀의 학습지향 목표성향과 개인의 내재적 동기부여에 의해 매개되었다. 추가적으로 분석한 결과, 학습지향 팀 운영방식의 AMO 요소 중, 동기부여를 촉진하는 요소가 창의성에 가장 크게 영향을 미치는 것으로 나타났다.

본 연구는 기존의 연구에서 다루어지지 않던 학습지향 팀의 운영방식과 창의성 간 관계를 실증 연구를 통하여 밝힌 것에 의의가 있다. 특히 중간과정으로 한 수준의 변수만 봤던 기존 연구에서 벗어나, 팀 수준의 분위기와 개인수준의 동기부여를 동시에 고려하여 좀 더 정확한 메커니즘을 밝혔다. 차후 한 회사나 R&D부서만을 대상으로 하여 조직수준의 효과를 통제하고, 팀의 학습목표성향뿐만 아니라 다른 팀 분위기 또한 고려한다면 더 흥미로운 연구가 될 것이다.

주요어: 학습지향 팀 운영방식, 창의성, 팀 학습지향목표성향, 내재적 동기

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