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Findings

Overall our mediated model included 14 hypotheses (Table B7) of which eight were supported and six were not. The mediated model (Figure B2) had a moderate explanatory power ($R^2 = .26$).¹ Dialogue ($R^2 = .40$) provided a strong explanatory power in its mediation effects primarily from the positive impact that perspective taking has on learning. Filtering ($R^2 = .15$) had a suppressor effect in that its presence was needed in order for some direct effects to be detected; similarly the case for Networking ($R^2 = .09$) and Dialogue.

¹ In the unmediated model the overload had a negative effect ($\beta = -0.156^{**}$, $p=0.005$), ***H1a Supported***; equivocality did not have any significant effect ($\beta = 0.021$, $p=0.709$), ***H1b not supported***. Feedback was non-significant ($\beta = -0.011$, $p=0.857$), ***H1c not supported***. Perspective-taking had a positive effect ($\beta = 0.356^{***}$, $p=0.000$), ***H1d supported***. The direct model had only a weak explanatory power ($R^2 = .15$). The results from the mediated model discussed in the Findings section were quite different emphasizing the significance of analyst's mitigating behaviors in influencing their learning.

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TABLE B1

Results of Hypotheses Testing (standardized values) (*) $p \leq .001$; ** $p \leq .01$; * $p \leq .05$)**

	Hypothesis	Path	Std. Est.	p value	Supported?/Type Effect
1a	Overload reduces Learning	Direct w/o Mediator	-0.156	0.005	Yes/Direct
1b	Equivocality reduces Learning	Direct w/o Mediator	0.021	0.709	No/None
1c	Feedback increases Learning	Direct w/o Mediator	-0.011	0.857	No/None
1d	Perspective Taking increases Learning	Direct w/o Mediator	0.356	0.000	Yes/Direct
2a	Filtering partially and inversely mediates the negative relationship between Overload and Learning	Direct w/o Mediator	-0.156	0.005	Yes/Direct
		Direct w/ Mediator	-0.114	0.056	
		Indirect	-0.002	0.340	
2b	Filtering partially mediates the positive relationship between Feedback and Learning	Direct w/o Mediator	-0.011	0.857	No/None
		Direct w/ Mediator	-0.099	0.102	
		Indirect	-0.008	0.417	
2c	Filtering partially mediates the positive relationship between Perspective Taking and Learning	Direct w/o Mediator	0.356	0.000	Yes/Direct
		Direct w/ Mediator	0.152	0.036	
		Indirect	-0.009	0.417	
3a	Dialogue partially and inversely mediates the negative relationship between Equivocality and Learning	Direct w/o Mediator	0.021	0.709	No/Indirect
		Direct w/ Mediator	0.043	0.459	
		Indirect	-0.036	0.045	
3b	Dialogue partially mediates the positive relationship between Feedback and Learning	Direct w/o Mediator	-0.011	0.857	Yes/Indirect
		Direct w/ Mediator	-0.099	0.103	
		Indirect	0.071	0.000	
3c	Dialogue partially mediates the positive relationship between Perspective Taking and Learning	Direct w/o Mediator	0.356	0.000	Yes/Partial Mediation
		Direct w/ Mediator	0.150	0.036	
		Indirect	0.189	0.000	
4a	Networking partially mediates the negative relationship between Overload and Learning	Direct w/o Mediator	-0.156	0.005	Yes/Direct
		Direct w/ Mediator	-0.114	0.056	
		Indirect	0.005	0.254	
4b	Networking partially mediates the negative relationship between Equivocality and Learning	Direct w/o Mediator	0.021	0.709	No/None
		Direct w/ Mediator	0.043	0.459	
		Indirect	0.001	0.658	
4c	Networking partially mediates the positive relationship between Feedback and Learning	Direct w/o Mediator	-0.011	0.857	No/Direct
		Direct w/ Mediator	-0.099	0.102	
		Indirect	0.006	0.263	
4d	Networking partially mediates the positive relationship between Perspective Taking and Learning	Direct w/o Mediator	0.356	0.000	Yes/Direct
		Direct w/ Mediator	0.152	0.036	
		Indirect	-0.001	0.665	

In the mediated model, overload's direct effect on learning was approaching significance ($\beta = -0.114, p=0.056$). The indirect effect through filtering was insignificant ($\beta = -0.002, p=0.340$). Thus filtering indeed was observed to have a suppressive effect on the negative effect of overload on learning since the initial beta value ($\beta = -0.156^{**}, p=0.005$) changed to close to a zero effect, which was insignificant. Thus we found evidence that *H2a was supported given the direct suppressive effect*. In the absence of intervening variables, feedback did not have a significant direct effect on learning ($\beta = -0.011, p=0.857$). When filtering is added as a mediator, feedback has a negative small direct effect on learning approaching significance ($\beta = -0.099, p=0.102$). The effect on

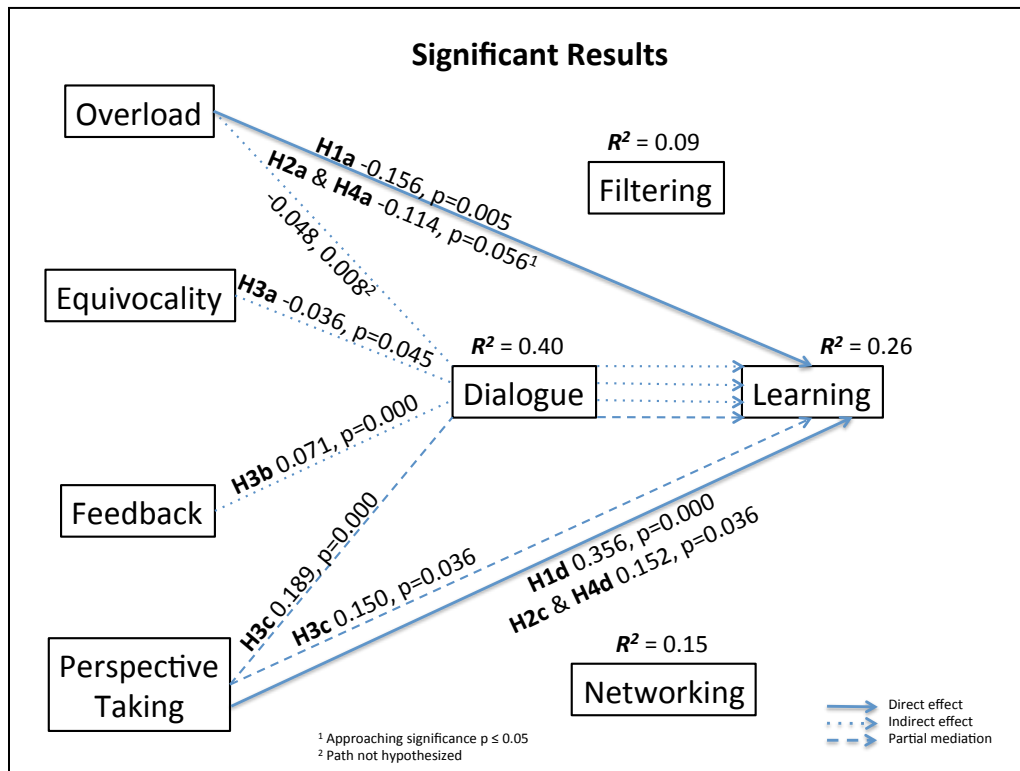
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learning through filtering is also negative and non-significant ($\beta = -0.008, p=0.417$).

(H2b not supported). In the absence of mediating variables perspective-taking had a significant positive direct effect on learning ($\beta = 0.356^{***}, p=0.000$). When filtering was added perspective taking still had a significant, though smaller direct positive effect ($\beta = 0.152^*, p=0.036$). There was no significant indirect effect via filtering ($\beta = -0.009, p=0.417$). Thus, **H2c was supported with a direct effect**.

**FIGURE B1
Significant Results**



(*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$)

In the absence of intervening variables equivocality did not have a significant direct effect on learning ($\beta = 0.021, p=0.709$). When dialogue was added, the direct effect of equivocality on learning remained insignificant ($\beta = 0.043, p=0.459$). However, when

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dialogue was added equivocality did have a *significant indirect negative* effect ($\beta = -0.036^*$, $p=0.045$). Hence, ***H3a was not supported*** - to our surprise dialogue *increased* (though to small amount) the negative effects of equivocality. When intervening variables were absent feedback did not have a significant effect on learning ($\beta = -0.011$, $p=0.857$). When dialogue was added feedback approached a significant negative direct effect ($\beta = -0.099$, $p=0.102$), but had a significant positive mediated effect through dialogue ($\beta = 0.071^{***}$, $p=0.000$) ***H3b supported, positive indirect suppressive effect***. When mediated variables were absent, perspective taking had a significant direct effect on learning ($\beta = 0.356^{***}$, $p=0.000$). When dialogue was added perspective taking still had a smaller direct positive effect on learning ($\beta = 0.150^*$, $p=0.036$) while some of this positive effect was significantly mediated through dialogue ($\beta = 0.189^{***}$, $p=0.000$). ***H3c supported, partial mediation***.

Without the presence of intervening variables overload had a direct negative effect on learning ($\beta = -0.156^{**}$, $p=0.005$). When networking was introduced the negative direct effect was reduced ($\beta = -0.114^*$, $p=0.056$) while the indirect effect through networking was insignificant, though positive ($\beta = 0.005$, $p=0.254$). Hence, networking appears to have a suppressive effect on the effect of overload on learning: a significant negative effect of overload was changed to close to a zero effect when networking was introduced. Thus ***H4a was supported, a direct suppressive effect***. When the intervening variables were absent equivocality did not have a significant effect on learning ($\beta = 0.021$, $p=0.709$). When networking was added the direct effect remained insignificant ($\beta = 0.043$, $p=0.459$) as did the mediated indirect effect ($\beta = 0.001$, $p=0.690$) ***H4b was not supported***. When the intervening variables were absent feedback did not

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have a significant direct effect on learning ($\beta = -0.011, p=0.857$) When networking was added feedback did have a small negative direct effect on learning approaching significance ($\beta = -0.099, p=0.102$) while a non-significant positive, indirect effect through networking ($\beta = 0.006, p=0.263$) **H4c** was *not supported*. When mediated variables were absent perspective-taking had a significant direct on learning ($\beta = 0.356^{***}, p=0.000$). When networking was added perspective taking continued to have a (smaller) direct positive effect on learning ($\beta = 0.152^*, p=0.036$) while its indirect mediated effect to learning was negative and insignificant ($\beta = -0.001, p=0.665$). **H4d supported, direct effect.**