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How a Commitment-Based HR System Influences the Relationship Between

Self-Monitoring and Knowledge Hiding Behavior: A Multilevel Study.

Master Thesis Human Resource Studies

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Abstract

A recent study quantifies the average annual cost of damage in cybersecurity per organization at about US$13 million, exclusively due to the knowledge hiding behavior of security experts. However, knowledge hiding does not just cause extra resources in the form of money, time, and labor. It hampers the development and innovativeness of the organization and its employees. Although knowledge hiding was the focus of close attention in the last years, there are still gaps in our knowledge about the antecedents of and reasons for knowledge hiding, as well as circumstances that influence this behavior. To expand our understanding of knowledge hiding and which environment influences this behavior, this study investigates the direct relationship between self-monitoring and knowledge hiding and how a commitment-based HR system moderates this relationship.

This study uses a multilevel analysis of a sample consisting of 139 employees (within 36 teams from 31 organizations) from the Netherlands, Vietnam, Austria, Germany, and Indonesia.

The study complements the well-established list of antecedents of knowledge hiding, and the results demonstrate a significant positive direct relationship of self-monitoring on knowledge hiding and a non-significant negative moderating association of a commitment-based HR system on the relationship between self-monitoring and knowledge hiding. Furthermore, this study expanse our understanding of the antecedents of knowledge hiding, gives theoretical and practical implications, as well as suggestions for future research.

Keywords: self-monitoring, knowledge hiding, commitment-based HR system, multilevel analysis

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Introduction

"*The basic economic resource - the means of production - is no longer capital, nor natural resources, nor labor. It is and will be knowledge.*" ~ Peter Drucker (Holsapple, 2013, p. 21)

Especially in the era of the Internet, where information is accessible anytime and anywhere, it shows that this quote is more than relevant (Malik, 2010). At the same time, it not only indicates how valuable and essential knowledge is, but it also suggests why employees keep their knowledge to themselves. Some might even go one step further and protect it like a treasure and actively hide their knowledge from coworkers (Connelly, Černe, Dysvik, & Škerlavaj, 2019). Despite this, organizations expect that knowledge will be shared freely with coworkers to achieve organizational and team goals (Webster, Brown, Zweig, Connelly, Brodt & Sitkin, 2008), which is not always the case, and individuals, especially senior employees (Černe, Nerstad, & Škerlavaj, 2012), might withhold their knowledge. This behavior is defined by Connelly, Zweig, Webster, and Trougakos (2012) as "an intentional attempt by an individual to withhold or conceal knowledge that has been requested by another person" (p. 65). Hence, knowledge hiding is not just the lack of sharing information; it is a construct on its own based on its inherent motivations (Connelly et al., 2012).

A study by Bissell, LaSalle, and Dal Chin (2019), in cooperation with Symantec Corporation, a global software company that provides security products and solutions, revealed alarming numbers concerning knowledge hiding. 50% of cybersecurity experts report a significant shortage of information exchange about security risks and incidents, while 54% do not talk about incidents deliberately. In 2018, organizations spent, on average, US$13 million to deal exclusively with the costs and consequences of cyber-attacks. These total costs occurred

because 50% of the experts are concerned about their reputation, and 34% of the experts are concerned about the adverse repercussions on their careers if an incident has occurred during their shift (Bissell et al., 2019).

However, the reason for knowledge hiding, such as a security incident, can depend on the individual's personality traits as well (Issac & Baral, 2018), like the Big 5 Personality traits, agreeableness, conscientiousness, extraversion, neuroticism, and openness to experience (Jain & Anand, 2014). Those traits have been found to have a positive (conscientiousness, openness to experience) or a negative (extraversion, agreeableness, and neuroticism) impact on the willingness to hide knowledge (Jha & Varkkey, 2018), which suggests that there is much more that we do not know since the Big 5 Personality traits cover just most aspects of a personality (Jain & Anand, 2014). Furthermore, it raises the question, what kind of consequences, positive or negative, other personality traits might have. An unexplored personality trait, which may influence knowledge hiding behavior, is self-monitoring (Connelly et al., 2012), since employees with a high level of self-monitoring (later referred to as high self-monitors) camouflage and change their attitudes and behavior chameleon-like to meet others' expectations (Snyder, 1974; Snyder & Monson, 1975; Cremer, Snyder, & Dewitte, 2001; Day & Schleicher, 2006), strategically cultivate their public appearances (Gangestad & Snyder, 2000), have less stable social bonds, lower levels of commitment and retention (Greenhaus & Callanan, 2006), and a greater desire for social status (Flugestad & Synder, 2010). On the contrary, employees with a low level of self-monitoring (later referred to as low self-monitors) display their attitudes openly without personal censorship (Snyder, 1974; Snyder & Monson, 1975; Gangestad & Snyder, 2000; Cremer et al., 2001; Day & Schleicher, 2006), remain steady and committed, and use their values, attitudes, as well as principles to resolve ethical dilemmas (Leone, 2006). Snyder (1974)

defines self-monitoring as followed, "the self-monitoring individual is one who, out of a concern for social appropriateness, is particularly sensitive to the expression and self-presentation of others in social situations and uses these cues as guidelines for monitoring his own self-presentation" (p. 528). In other words, high self-monitors are more aware of their behavior and their social consequences or are more concerned about their appearance than low self-monitors (Snyder & Gangestad, 1986).

Furthermore, due to this personality trait, high self-monitors adjust their behavior and use socially accepted forms of knowledge hiding, such as rationalized hiding and playing dumb, to ensure that their actions (such as knowledge hiding) and behavior do not hamper their ability to achieve their personal career goals or their success within the organization and ensure social fit (Connelly et al., 2012). As outlined before, it seems that high self-monitors exhibit less organizational commitment and engagement in general (Greenhaus & Callanan, 2006). This behavior can be actively influenced by the implemented HR system, which affects the behavior and attitudes of individuals, via thoroughly designed policies and practices (Lepak & Snell, 2002). The commitment-based HR system focuses on greater investments in the motivation, empowerment, and development of employees who are vital for the organization and aim to motivate and retain those employees in the long term (Lepak & Snell, 1999). Furthermore, the HR practices of this HR system could counteract the knowledge hiding behavior, which occurs due to a higher level of self-monitoring (Jha & Varkkey, 2018).

Following this, the present study closes two gaps in the available literature. First, the study examines self-monitoring in more detail and examines whether it favors knowledge hiding behavior. Only the understanding of the antecedents of knowledge hiding can lead to efficient and effective HR practices to reduce knowledge hiding behavior within the organization

(Connelly et al., 2019). Second, this study investigates the commitment-based HR system as a contextual factor (Jain & Anand, 2014, p. 53). More precisely, whether HR practices, which aim to increase employee commitment, can buffer the personality trait self-monitoring or if the employees' personality has a more substantial influence on the employees' behavior than expected. This study examines if this difference will affect the knowledge hiding behavior of employees.

By establishing an understanding of the relationship between self-monitoring and knowledge hiding, this study sought to answer the following research question: *Does self-monitoring relate to knowledge hiding behavior, and to what extent is this relationship influenced by a commitment-based HR system?*

Theoretical Framework

The link between self-monitoring and knowledge hiding

"The act of transferring knowledge to another person is a "dyadic exchange of organizational knowledge between a source and a recipient unit in which the identity of the recipient matters" (Webster et al., 2008, p. 3). This rationale implies, due to the underlying motivation, that knowledge hiding can be enacted differently toward coworkers (Connelly et al., 2012; Gagné et al., 2019) to, e.g., secure their own position in a competitive work environment (Jha & Varkkey, 2018). This intentional attempt to withhold or conceal knowledge from another person is considered knowledge hiding. The reasons to hide knowledge are numerous and include territoriality, psychological ownership (Peng, 2013), distrust, social rivalry (Connelly et al., 2012; Černe, Nerstad, Dysvik, & Škerlavaj, 2014), as well as characteristics of the knowledge itself (Connelly et al., 2012). Although knowledge hiding usually has a negative connotation, there are sometimes justifiable reasons to keep knowledge to oneself; such as protecting the other party's feelings or interests or preserving confidentiality (Connelly et al., 2012; Webster et al., 2008).

Apart from these diverse reasons, personality traits influence knowledge hiding behavior as well. For example, it has been found that extraversion, agreeableness, and neuroticism shows a negative impact on knowledge hiding behavior, and conscientiousness, together with openness to experience (the Big 5 Personality traits), shows a positive impact on knowledge hiding behavior (Jain & Anand, 2012;). One unexplored personality trait is self-monitoring (Connelly et al., 2012).

Self-monitoring refers to individuals who monitor (observe and control) their own expression (such as verbal, facial, emotional) and affective experience, and change this due to

their acute sensitivity to situational cues that indicate what expression or self-presentation is appropriate (Snyder, 1974). This adaptive behavior is stronger among high self-monitors (Snyder & Cantor, 1980) because they are more aware of the social consequences (Snyder, 1974). These consequences range from being passed over for a promotion, losing importance and status within the organization (Jha & Varkkey, 2018), hampering their ability to achieve their personal career goals, reducing their success', (Connelly et al., 2012), to not meeting the expectations of others (Day & Schleicher, 2006). These consequences are similar to the reasons for knowledge hiding. Employees share their knowledge only with their boss but not with their coworkers to secure the individual position in a competitive work environment and gain higher performance ratings (Jha & Varkkey, 2018).

Based on these findings and the current knowledge, the following hypothesis is stated:

H1: Self-monitoring is positively related to knowledge hiding behavior.

The moderating role of commitment-based HR system

Thompson and Walsham (2004) suggest taking organizational context into account when examining knowledge management. Context is defined as "situational opportunities and constraints that affect the occurrence and meaning of organizational behavior as well as functional relationships between variables" (Johns, 2006, p. 386). In other words, context is a broad concept with multiple facets, which provides opportunities and limitations that affect employee's behavior in an organization and their response to specific actions. Due to this, context alters the relationships between variables and influences events across different levels and through a bundle of stimuli (Johns, 2006; Wright & Nishii, 2007).

HR systems can be perceived as intentionally designed organizational context, since it affects the behavior of the individual (Batistič, Černe, Kaše, & Zupic, 2016; Lepak & Snell, 1999, 2002) via thoroughly designed HR policies and practices (Lepak & Snell, 1999, 2002). One of these HR systems is commitment-based. This system intends to develop a long-term, mutually beneficial, and trusting relationship between organization and employee (Lepak & Snell, 1999; Batistič et al., 2016). As a result of this psychological link, it provides extensive training initiatives, empowerment, mentoring programs to build idiosyncratic knowledge, career development, and a culture of information sharing (Lepak & Snell, 1999). Those and other practices indicate that the need for control is minimal, and employees are given considerable discretion (Batistič et al., 2016), because interdependence, trust, training, and development, as well as information sharing, are highly valued (Mossholder, Richardson, & Settoon, 2011).

Therefore, a commitment-based HR system is an intentionally designed organizational context that facilitates situations in which the positive relationship between self-monitoring and knowledge hiding might change (Johns, 2006; Batistič et al., 2016). This created organizational context emphasizes social support, trust, and cooperation, instead of performance (Černe et al., 2014), and employees may feel obligated to reciprocate the support in such an organizational context (Nishii et al., 2008). Moreover, it is expected that the organizational context established by a commitment-based HR system diminishes the positive relationship between self-monitoring and knowledge hiding because knowledge hiding will be regarded as a harmful act since knowledge is considered a collective asset of the organization (Moosholder et al., 2011).

Furthermore, Wright and Nishii (2007) suggest that employees form individual internal strategies for how to react due to the implemented HR practices and these reactions differ between individual employees because of different factors, such as personality (Turban & Keon,

1993), values, goals, experience, social roles, expectancies, competencies (Nishii et al., 2008).

Therefore, the HR system is not interpreted and experience in the same way by all employees

(Nishii et al., 2008). Hence, gathering and analyzing an individual's perception of a

commitment-based HR system is expected to be more valuable, opposed to asking HR experts or

line managers about the implemented HR system (Wright & Nishii, 2007; Nishii et al., 2008).

Following these arguments, independently of the level of self-monitoring, it is expected

that employees engage less often in knowledge hiding behavior when they operate in

commitment-based HR systems. The second hypothesis is as followed:

H_2: Commitment-based HR system moderates the relationship between self-monitoring

and knowledge hiding in such a way that this relationship is less positive when the commitment-

based HR system is high.

Both established hypotheses are illustrated in the conceptual model, Figure 1.

Conceptual model
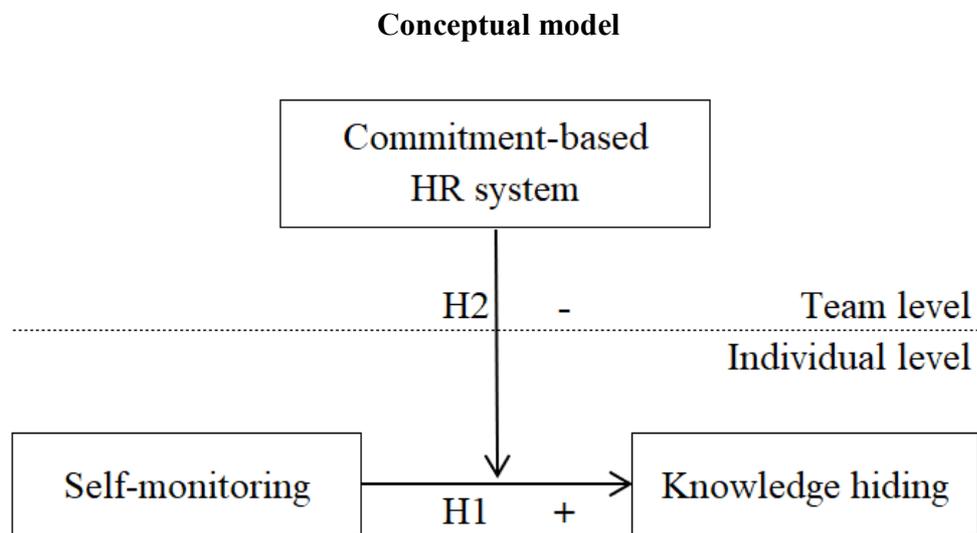
Figure 1. Graphical representation of Hypothesis 1 and Hypothesis 2.

Method

Research design and sample

Theory and recent research on knowledge hiding emphasize the importance of creating favorable work environments in decreasing knowledge hiding and describing knowledge hiding as a multilevel concept (Connelly et al., 2012). Therefore, it was decided to use a multilevel design for this study. The conceptual model is tested by applying a quantitative cross-sectional research design with an online self-reported questionnaire. The students used the web-based survey tool Qualtrics to distribute the cover letter and the questionnaire to the participants. The collection of data was done by four master students, whose theses share the common main topic of knowledge hiding, by approaching organizations in their network, which is considered a convenience sampling method (Ritchie, Lewis, McNaughton Nicholls, & Ormston, 2014). Due to the international network of the students, the questionnaire was available in Dutch and English.

An informational email, as well as phone and video calls, were used to explain the study's topic, purpose, and to answer further questions. Provided with the email addresses of the participating employees, the URLs to the questionnaires were distributed directly to the employees. In the beginning, the questionnaire provided the participants with information about the design, the background, and the goals of this study (Appendix A). Likewise, the confidentiality was stated and extensively emphasized to reduce bias (such as confirmation, social desirability, and self-serving bias) and enhance the reliability of the questionnaire.

This study aimed to have a sample size of 40 teams with each team consisting of five team members to have a sufficiently large sample size for a multilevel analysis (Maas & Hox, 2005). According to Hox (2010), the statistical power of the test depends on the number of teams

involved and not on the number of respondents at the lower level of analysis. To meet the sample size, each student approached at least ten organizations in a diverse range of industries, such as finance, consulting, transport, retail, and manufacturing. After collecting the data, the data set was cleaned (described in Appendix C) and checked for outliers as well as for missing data. The number of missing values was less than 5%. Following Schafer (1999), this percentage was considered inconsequential.

Before cleaning the data, the sample consisted of 171 respondents. Out of the approached organizations, 156 employees responded in 36 teams from 31 organizations from the Netherlands, Vietnam, Austria, Germany, and Indonesia, which results in a response rate of 91.22%. After cleaning the data for missing data, outliers, and participants without a team, 139 respondents could be used for the analysis. Of this dataset, 59.7% ($n = 83$) were female and 40.3% ($n = 56$) were male, with an average age of 30.4 years ($SD = 10.15$).

As outlined before, the statistical power depends on the number of teams involved and not on the number of participants (Hox, 2010). The maximum likelihood (ML) estimates seemed to be the most accurate compared to other estimates, as there are 36 teams involved, which is just too little for full maximum likelihood (FML; < 48; Hox, 2010). Otherwise, according to Maas and Hox (2005), the number of teams involved in the multilevel analysis should be at least 30, and therefore this sample is sufficient for the present study.

Measurement Instruments

In this study, the data were collected at the individual level. The data for the team level (i.e., commitment-based HR system) are aggregated because a commitment-based HR system is not interpreted and experience in the same way by all employees (Wright & Nishii, 2007; Nishii et al., 2008). Therefore, gathering and analyzing an individual's perception of the implemented commitment-based HR system is expected to be more valuable, opposed to asking HR experts or line managers about the implemented HR system (Nishii et al., 2008).

Self-monitoring. The self-monitoring construct is measured with an 18-item scale developed by Snyder and Gangestad (1986). The items include "I find it hard to imitate the behavior of other people" (reverse coded), "I would not change my opinions (or the way I do things) in order to please someone or win their favor" (reverse coded), "I have considered being an entertainer," as well as "I guess I put on a show to impress or entertain others." Each item was assessed with a five-point Likert scale (1 = Strongly disagree, 3 = Undecided, and 5 = Strongly agree). The Cronbach Alpha level for this scale is .55, which indicates poor reliability.

Knowledge hiding. Connelly et al. (2012) developed a 12-item scale to measure the knowledge hiding construct. The scale is introduced with the following phrase: "Please think of a recent episode in which a specific coworker requested knowledge from you and you declined to share your knowledge or expertise with him/her or did not give all of the information needed. In this instance, I …" Sample items include "…agreed to help him/her but never really intended to," "…pretended that I did not know the information," and "…said that I was not knowledgeable about the topic." Each of the 12 items is assessed with a seven-point Likert scale (1 = not at all, 4 = to a moderate extent, and 7 = to a very great extent). The Cronbach's Alpha level for this scale is .93 and indicates excellent reliability.

Commitment-based HR systems. Commitment-based HR systems are measured at the individual level with the Quality and Employee Enhancement HR Attribution scale of Nishii, Leak, and Schneider (2008). The scale, which measures only the commitment HR attributions, has twenty items, with a Cronbach's Alpha value of .88, which indicates excellent reliability (Nishii et al., 2008). The scale is introduced with the following remark: "In this section, we would like to know your opinion about why your company has the personnel policies and practices it has. Please tell us the extent to which you agree with each of the statements below." Afterward were five statements, e.g., "My organization provides employees the training that it does," about the organization provided and the participant had to rate each statement with four items, e.g., "In order to help employees deliver quality service to customers" or "In order to get the most work out of employees," on a seven-point Likert scale (1 = Strongly disagree to 7 = Strongly agree) (Nishii et al., 2008).

As mentioned before, this variable is established by aggregating the data of the individual employees. This aggregation was justified by testing the variable under the condition of a high level of systematic between-group variations (ICC(1) and ICC(2)) in level 2 variables (Bliese, 2000). The ICC1 has a value of 0.7355, that means, 72.62% of the variability in knowledge hiding can be explained by a high similarity between individuals from the same team. The ICC2 assesses the reliability of group-level means and has a value of .9901 (99.01%) (Appendix E). Based on the 95% confidence interval of the ICC estimate, values between .75 and .90 indicate a good and greater than .90 indicate excellent reliability (Koo & Li, 2016). Based on the results, all criteria for justification are met.

Control variables. In this study, gender (male = 1, female = 2) is added as a control variable because of the stereotyped perception and the different behavioral expectations women

are facing each day. Women monitor their behavior much closer and in different ways than men do (Flynn & Ames, 2006). This different level of self-monitoring is imperative for a woman since it is still a severe violation of the feminine gender role to be assertive and controlling. As a result, women are more aware of social cues and the situation they face and adapt their behavior accordingly (Flynn & Ames, 2006). Also, age is used as a second control variable, since age has a positive relationship with knowledge hiding (Černe et al., 2012).

Analyses

Due to the pre-existing scales from the literature to test the construct of the conceptual model, the confirmatory factor analysis (CFA) was used (Mueller & Hancock, 2001). The CFA test the fit between the latent factors and the data, and with the ML estimation, it should confirm the factors used (Hox, 2010). The SPSS AMOS26 software was used to measure the CFA for the variables self-monitoring and knowledge hiding (Field, 2017) since the software cannot deal with multiple levels. The cut-off criteria of Hu and Bentler (1999) will be used to evaluate the model fit and interpret the results of CFA. To achieve a good model fit *Comparative Fit Index* (CFI) should be above .95, *Adjusted Goodness-of-Fit Index* (AGFI) should be above .80, *standardized root mean square residual* (SRMR) should be below .08, *root mean squared error of approximation* (RMSEA) should be below .06, and *PCLOSE* should be above .05 (Hu & Bentler, 1999).

After applying modification indices (MI) (Appendix D), the best model fit (combined model) showed a chi-square analysis of χ^2 (387) = 761.541, *CMIN/DF* = 1.968, p < .000. Furthermore, *Comparative Fit Index (CFI) = .81 (> .95), Tucker-Lewis Index (TLI) = .79 (< .95), Adjusted Goodness-of-Fit Index (AGFI) = .70 (> .80), standardized root mean square residual*

(SRMR) = .17 (< .08), *root mean squared error of approximation (RMSEA)* = .08 (< .06),

PCLOSE = .00 (> .05). These fit indices indicated a poor model fit according to the cut of criteria

of Hu and Bentler (1999).

Although items of self-monitoring and knowledge hiding were forced to covariate to

increase the model fit (Table D.1 self-monitoring, Table D.2 knowledge hiding), some factor

loadings caused problems for the model fit. Therefore, both variables, self-monitoring and

knowledge hiding, were analyzed separately (see Appendix D). The separate analysis shows that

the variable self-monitoring caused most of the problems. The *standardized factor loadings* are

considered as poor (<.32) and as excellent (>.71) (Hu & Bentler, 1999) and ranged for the

combined model fit from 1.00 to 1.98 for knowledge hiding and from .22 to 2.59 for self-

monitoring. The low (<.30) factor loadings might indicate that these items are not measuring the

factor self-monitoring. Nevertheless, as these items showed high loadings in the research by

Snyder and Gangestad (1986), which state that these items belong to the validated scale of self-

monitoring, it was decided to keep these items in the analysis. Furthermore, Kline (2005) states

that the meaning of the construct might change when these items were deleted. Hence, it was

decided to accept the poor model fit of the combined model.

In order to confirm or reject the established hypotheses, HLM software version 6.08

student version for multilevel modeling (MLM) was used to analyze the dataset and to test the

established hypotheses statistically. The first hierarchical level consisted of 139 employees in 36

teams (i.e., second hierarchical level). A bottom-up strategy (Hox, 2010) was used to test the

established hypotheses, where the first model only consists of the intercept with the variable

knowledge hiding (null model; step 1). This model provides preliminary information and assures

that there is an appropriate variance to investigate the hypotheses. Step 2 includes the variables

of the individual level (i.e., self-monitoring and knowledge hiding) as well as the control

variables (i.e., gender and age) in order to test the significance of Hypothesis 1. In step 3, the

cross-level variable (i.e., commitment-based HR system) was added to test a significant direct

relationship on knowledge hiding. Finally, in step 4, the interaction model will be tested, which

includes the moderation association of a commitment-based HR system on the relationship

between self-monitoring and knowledge hiding (Hypothesis 2). It was tested if there are

differences in the slopes, which indicate a cross-level interaction relationship.

Results

Descriptive statistics

The descriptive statistics and the correlations of the data were conducted using a bivariate correlation in SPSS. The mean scores of self-monitoring, knowledge hiding, and commitment-based HR system were $M = 2.84$ ($SD = .334$), $M = 2.19$ ($SD = 1.182$), and $M = 4.69$ ($SD = .640$), respectively (Table 1). Self-monitoring, as well as the commitment-based HR system, were normally distributed (Appendix E). Knowledge hiding had a *skewness* of .810 ($SE = .206$) and *kurtosis* of .151 ($SE = .408$), which shows a positive direction of the distribution, which was expected since knowledge hiding is considered a socially undesirable behavior and is, therefore, underreported (Webster et al., 2008; Connelly et al., 2012). Moreover, previous research regarding knowledge hiding shows a similar distribution (Černe et al., 2014).

The results (Table 1) of the correlation shows a significant correlation between self-monitoring and knowledge hiding ($r = .371$, $p < .01$). Besides, they were a negative non-significant correlation between self-monitoring and commitment-based HR system ($r = -.093$, $p = .276$) and a positive non-significant correlation between knowledge hiding and commitment-based HR system ($r = .061$, $p = .474$). Furthermore, age shows a significant negative correlation with knowledge hiding ($r = -.230$, $p < .01$) along with a commitment-based HR system ($r = -.238$, $p < .01$). Additionally, age shows a positive non-significant correlation with self-monitoring ($r = .073$, n.s.) and a negative non-significant correlation with gender ($r = -.025$, n.s.). Gender shows a positive non-significant correlation with self-monitoring ($r = .074$, $p = .384$) and commitment-based HR system ($r = .074$, $p = .385$), and a negative non-significant correlation with knowledge hiding ($r = -.079$, $p = .353$).

Table 1. *Descriptive statistics and correlations*

Variable	M	SD	1.	2.	3.	4.
Level 1 (individual level)						
1. Self-monitoring	2.84	.028	(.557[b])			
2. Knowledge hiding	2.19	1.182	.371**	(.939[b])		
3. Commitment-based HR system	4.69	.054	-.093	.061	(.881[b])	
4. Gender [a]			.074	-.079	.074	-
5. Age	30.47	10.48	.073	-.228**	-.238**	-.025

Notes: N = 139 (Self-monitoring, Knowledge hiding, Commitment-based HR system)
[a] For gender: 1 = male, 2 = female
[b] Coefficient alpha are on the diagonal in the parentheses.
* $p < .05$ level (two-tailed), ** $p < 0.01$ level (two-tailed).

Hypothesis testing

The multilevel modeling (MLM) was used to examine whether self-monitoring has a negative relationship with knowledge hiding and if this relationship is negatively moderated by a commitment-based HR system using HLM software. The results for the model are presented in Table 2, including Pseudo R^2, calculated with the formula of Snijders and Bosker (2012) and the deviance.

To perform and evaluate the null model (model 1; intercept-only), knowledge hiding needed to be assigned as the outcome variable. This model tests if there are any differences at the group level to confirm the necessity of multilevel modeling. The chi-square test was statistically significant with a $\chi^2 (35) = 86.258$ and $p < .001$ and confirmed that the multilevel analysis was needed to analyze the data. Furthermore, was the intraclass correlation (ICC) tested, as outlined earlier.

In the second model (Model 2), self-monitoring (group mean centered) was included as level 1 predictor variable to knowledge hiding (grand mean centered) along with age and gender

(uncentered) as control variables. Self-monitoring was group mean centered because it isolates the within-group effect of the predictor variable measure at level 1. Knowledge hiding was grand mean centered to improve the interpretability and computation of the relationship (Hox, 2010). Hypothesis 1 proposes that a higher value in self-monitoring had a positive relation with knowledge hiding behavior. The results confirm that this relationship was positive and statistically significant ($\beta = 1.267$, $SE = .345$, $p < .01$), and show that high self-monitors are more likely to hide knowledge, compared to low self-monitors. Hence, Hypothesis 1 was confirmed.

The commitment-based HR system (grand mean centered) was included in the third model, to test the cross-level direct association of a commitment-based HR system towards knowledge hiding (i.e., outcome variable) (Model 3). As reported (Table 2), the model showed a non-significant positive result ($\beta = .214$, $SE = .168$, $p = .214$). This result means that a commitment-based HR system does have a non-significant positive direct relationship with knowledge hiding.

The last model (Model 4) includes all variables (i.e., knowledge hiding (outcome variable), self-monitoring, commitment-based HR system, and the control variables age and gender) and the cross-level interaction relationship of commitment-based HR system. Hence, this model evaluates Hypothesis 2, which suggests a negative moderating relation of the commitment-based HR system on the positive relationship between self-monitoring and knowledge hiding. The results show (Table 2) that the interaction term of commitment-based HR system was found to have a negative non-significant relationship on the relationship between self-monitoring and knowledge hiding ($\beta = -.157$, $SE = .516$, $p = .761$). Therefore, Hypothesis 2 was rejected.

As displayed in Table 2, age have a marginally significant negative association across all models (Model 2: β = -.025, SE = .009, $p < .01$; Model 3: β = -.024, SE = .009, $p < .05$; Model 4: β = -.025, SE = .009, $p < .05$), just as gender have a significant negative association with the relationships in model 2 (β = -.316, SE = .186, $p < .10$) and in model 3 (β = -.330, SE = .186, $p < 10$). These results imply that gender, as well as age, reduce knowledge hiding behavior. By comparing the importance of both age and gender, gender demonstrates to be the more important indicator of knowledge hiding behavior.

Table 2. *Results of the hypothesis testing*

Variable	Model 1 β (SE)	Model 2 β (SE)	Model 3 β (SE)	Model 4 β (SE)
Level 1 (individual level)				
Intercept (Knowledge hiding)	2.193** (.133)	3.459** (.434)	3.471** (.432)	3.487** (.435)
Self-monitoring		1.267** (.345)	1.267** (.345)	1.258** (.346)
Gender		-.316† (.186)	-.330† (.186)	-.335 (.187)
Age		-.025** (.009)	-.024* (.009)	-.025* (.009)
Level 2 (team level)				
Commitment-based HR System			.214 (.168)	.214 (.168)
Level 2 interaction effects				
Self-monitoring x Commitment-based HR System				-.157 (.516)
Pseudo R^2		.464	.549	.551
Deviance	425.347	406.228	404.650	404.557
χ^2	86.258	90.331	86.488	86.523

Notes: Level 1 N = 139, Level2 N = 36.
Coefficients are estimations of fixed effects with robust standard errors.
Standard errors of the coefficients are between parentheses.
† $p < 0.10$ level (two-tailed). * $p < 0.05$ level (two-tailed). ** $p < 0.01$ level (two-tailed).

Discussion

This study aimed to investigate the direct association of self-monitoring and knowledge hiding. Furthermore, to investigate the moderating relationship of a commitment-based HR system on the same relationship. Additionally, these hypotheses were controlled for gender and age. Drawn on previous studies on self-monitoring (e.g., Snyder & Gangestad, 1986; Snyder, 1974; Cremer et al., 2001; Day & Schleicher, 2006; Flynn & Ames, 2006; Gangestad & Snyder, 2000), knowledge hiding (e.g., Connelly et al., 2012; Peng, 2013; Connelly et al., 2019; Gagné et al., 2019;) and commitment-based HR system (e.g., Lepak & Snell, 1999; Lepak & Snell, 2002; Batistič et al., 2016; Černe et al., 2014), it was expected that self-monitoring would increase knowledge hiding behavior and that a commitment-based HR system would influence this relationship between self-monitoring and knowledge hiding negatively. The results confirm Hypothesis 1 but do not confirm the moderating relationship of Hypothesis 2.

The analysis shows that there is a significant direct positive relationship between self-monitoring and knowledge hiding, which was suggested by previous studies. Jha and Varkkey (2018) show that employees share their knowledge with their boss but not with their coworkers to secure their own position in a competitive work environment, to gain higher performance ratings, and impede goal-directed tasks of coworkers (Zhu, Chen, Wang, Jin, & Wang, 2019). These reasons are similar to the reasons why high self-monitors adapt their behavior. They want to make sure not to be passed over for a promotion, losing importance and status within the organization (Jha & Varkkey, 2018), as well as losing the informational advantage (Rhee & Choi, 2017), or behave in a way that would hamper their ability to achieve their personal career goals (Connelly et al., 2012).

Furthermore, the multilevel analysis indicates a negative non-significant moderating association of the commitment-based HR system on the relationship between self-monitoring and knowledge hiding. It can be argued that a commitment-based HR system has not enough impact to influence this personality trait (i.e., self-monitoring) and, as a result, provides high self-monitors with opportunities to hide their knowledge. The commitment-based HR system focusses on participation in decision making, building idiosyncratic knowledge by the development and acquiring of unique skills and knowledge, sponsor career development, and pay systems to focus on employee learning (e.g., skill-based pay) (Lepak & Snell, 1999), as well as social support, cooperation (Černe et al., 2014), interdependence, and trust (Mossholder et al., 2011). This trusting environment might be used by high self-monitors to foster their career aspirations, their desire to achieve higher social status, and to occupy central positions in the workplace network (Fuglestad & Snyder, 2010). This behavior might be possible because the necessary control and compliance mechanisms are missing, and employees are offered considerable discretion (Lepak & Snell, 1999). For example, high self-monitors might exploit a skill-based pay system since it promotes learning and acquiring knowledge instead of knowledge sharing.

Theoretical contribution

This study has two main contributions. First, previous studies show that personality traits, such as conscientiousness and openness to experience, have been found to influence knowledge hiding behavior (Webster et al., 2008). The present study shows that another personality trait, i.e., self-monitoring, has a significant positive influence on knowledge hiding behavior and that self-monitoring can be considered as another antecedent of knowledge hiding.

At least one of the antecedents of knowledge hiding, i.e., fear of losing importance, is part of the typical behavior of high self-monitors (Jha & Varkkey, 2018). Flugestad and Snyder (2010) state that high self-monitors have a greater desire for higher social status and occupy central positions in workplace networks. This higher status can be achieved by having knowledge that is needed by others, and sharing their knowledge would decrease their social status. This reason is further supported by the fact that high self-monitors do not seek help from other employees (Fuglestad & Snyder, 2010). Furthermore, high self-monitors perform better when they have the opportunity in self-presentation tasks than low self-monitors (Snyder & Cantor, 1980) because this is another opportunity to achieve a higher status (Snyder & Gangestad, 1986) and cultivate their public appearances (Gangestad & Snyder, 2000). Moreover, the ability of high self-monitors to camouflage and change their attitudes and behavior chameleon-like to meet others' expectations (Snyder, 1974; Snyder & Monson, 1975; Cremer et al., 2001; Day & Schleicher, 2006) is particularly useful regarding knowledge hiding because high self-monitors are aware that knowledge hiding is considered as a socially undesirable behavior (Connelly et al., 2012) in an organization that emphasis social support, trust, cooperation, and learning (Černe et al., 2014) and are able to adapt their behavior to maintain their public appearances (Gangestad & Snyder, 2000).

Second, this study suggests that the personality trait (i.e., self-monitoring) has a more substantial (significant) influence than the organizational context (i.e., commitment-based HR system; non-significant) on knowledge hiding behavior, albeit both direct relationships are positive. On the one hand, the commitment-based HR system (organizational context) seeks to influence employees behavior (Batistič et al., 2016; Lepak & Snell, 1999, 2002) via thoroughly designed HR policies and practices (Lepak & Snell, 1999, 2002) to increase engagement and

commitment in the long-term (Lepak & Snell, 2002). On the other hand, the trait activation theory suggests that personality traits are expressed and amplified when "presented with trait-relevant situational cues" (Tett & Burnett, 2003, p. 502), such as an HR system. In the case of high self-monitors, the trait relevant cue is the low level of commitment (Greenhaus & Callanan, 2006). Hence, when high self-monitors experience a commitment-based HR system, their low level of commitment is amplified, and high self-monitors exhibit even lower levels of commitment (Greenhaus & Callanan, 2006). This reasoning also explains the non-significant negative moderation of a commitment-based HR system on the relationship between self-monitoring and knowledge hiding. The influence of the personality trait (i.e., self-monitoring) is too strong to be significantly reduced by a commitment-based HR system which activates the trait relevant cue of high self-monitors (Tett & Burnett, 2003).

Limitations and suggestions for future research

This study must acknowledge several limitations that should be considered when interpreting the results. First, knowledge hiding is not normally distributed because it is considered as a socially undesirable behavior and is, for this reason, underreported in questionnaires, which may cause bias (Webster et al., 2008; Connelly et al., 2012). It might be of interest for future research to investigate the different types (evasive, rationalized, playing dumb) of knowledge hiding behaviors (Connelly et al., 2012) within this setting since each type was found to be predicted by a different set of antecedents (Webster et al., 2008). Furthermore, in this thesis, only a commitment-based HR system could be tested. However, every other configuration (compliance, market-based, collaborative) might influence the knowledge hiding behavior of

high and low self-monitors differently. Especially interesting would be the compliance-based HR system since this system is the opposite of the commitment-based HR system.

Second, self-monitoring is "one of the fundamental dichotomies of psychological theory and research — whether behavior is a product of forces that operate from without (as exemplified by the situational orientation of the high self-monitor) or influences that guide from within (as typified by the dispositional orientation of the low self-monitor)" (Gangestad & Snyder, 2000, p. 532). This still unclear origin of self-monitoring behavior needs to be considered by the design of HR policies and practices. On the one hand, if the behavior is exclusively a product of outside influences, the behavior of coworkers and the work context would be essential to shaping the behavior of employees. On the other hand, if the behavior is exclusively a product of personal disposition, the displayed behavior cannot be adjusted by external influences like work context. Those two perspectives contain just the extremes, high or low self-monitors. However, employees who are neither high nor low self-monitors need to be considered as well by the design of HR policies and practices, since those employees are a product of the personal disposition and are influenced by the behavior of coworkers and the work context.

Third, the Cronbach's alpha level ($\alpha = .557$) of self-monitoring shows a poor internal consistency, which might be due to the previously mentioned different perceptions as well as the high number of items (i.e., 18 items) and lead to bias in the results. In future research, the level of self-monitoring should be established with a more reliable scale, which has a clear concept of what influence the level of self-monitoring, inside, outside, or both to equal shares. This change of scale would improve the poor model fit of the CFA as well. Furthermore, more research needs to be done to gain insights into the differences between the genders concerning self-monitoring.

As before, it needs to be established if influences from the inside, the outside, or both to equal shares affect the level of self-monitoring of men and women.

Fourth, the sample size with 36 teams and 139 individuals is considered small, according to Hox (2010), which can increase the likelihood of a Type II error (not rejecting a false null hypothesis). Furthermore, the limited sample size might lead to unreliable scales (e.g., self-monitoring), which in turn leads to bias in the study findings (Maas & Hox, 2005). Besides, the sample was obtained using a convenience sampling method, which may cause selection bias due to a lack of variance within the sample (Ritchie et al., 2014). In future research, larger samples need to be used, and a more suitable sampling method (e.g., random sampling method) is needed to get informative results.

Another finding that needs further examination is the influence of personality traits on perceived context. It needs to be studied if the different HR systems (compliance, market-based, collaborative) have the intended impact based on the employees' personality trait and how the intended impact of the different HR systems is changed due to the different personality traits, and which HR systems show the most and which the least changes as a result of the underlying personality trait.

Practical Implications

Knowledge is a fundamental and crucial economic resource (Webster et al., 2008). Even as information is accessible anytime and anywhere; employees hide their knowledge from their coworkers (Connelly et al., 2019), which causes high expenses each year (Bissell et al., 2019) and hamper the development and innovativeness of any organization (Webster et al., 2008).

The results of this study suggest that high self-monitors tend to hide their knowledge. Therefore, employees who demonstrate behaviors which are ascribed to high self-monitors, such as behavioral inconsistency across situations (Gangestad & Snyder, 2000), higher willingness to form stereotypes, lower levels of commitment (Greenhaus & Callanan, 2006), a greater desire for social status (Flugestad & Synder, 2010), to name a few, need to be more encouraged to share their knowledge with their coworkers than low self-monitors, e.g., by rewarding knowledge sharing and sanctioning knowledge hiding. Low self-monitors demonstrate greater consistency in their behavioral expressions of feelings and thoughts (Gangestad & Snyder, 2000), remain steady and committed, and use their values, attitudes, and principles to resolve ethical dilemmas (Leone, 2006).

Irrespective of the above, gender differences and stereotyped perception needs to be considered as well. Women must monitor their behavior more closely and are more aware of social cues to adapt their behavior accordingly because they face different behavioral expectations each day. This behavior is especially true in male-dominated fields, in which women have to behave contrary to their stereotypical behavior (Flynn & Ames, 2006).

An assessment of the self-monitoring level might be of interest when specific characteristics and attributes of high or low self-monitors are essential for the job or when a particular behavior, such as knowledge hiding, is detrimental. Practitioners can do this assessment during the selection process by using targeted questions and might be useful as another selection criterion and critical factor to decide if someone is suitable for a job or the organization or not.

Practitioners need to consider the weak influence of the commitment-based HR system on high self-monitors when designing HR policies and practices. Therefore, the implementation

of a well-balanced combination of HR practices and control mechanisms of a compliance-based and a commitment-based HR system are recommended (Lepak & Snell, 2002). In general, compliance-based HR practices have a short-term orientation, strive to ensure compliance with established rules and regulations by limiting the considerable discretion, and the economic exchange of employment and the limited training of employees are emphasized (Lepak & Snell, 1999, 2002). The combination of a compliance-based and a commitment-based HR practices is essential not only to reduce the considerable freedom of action employees experience as a result of the commitment-based HR system but also to reduce the adverse side effects, such as increased stress, of a compliance-based HR system. It is therefore recommended (1) to include the compliance evaluation of the employee's with the existing standards and policies into the performance appraisals, (2) to endorse monitoring and control of employees by their line managers, (3) to develop job designs as concrete as possible so that employees can be held accountable for tasks they are responsible for, and (4) to develop a concrete code of conduct and phrase this code as specific as possible (Lepak & Snell, 2002), to make it clear which behavior is expected, such as knowledge sharing, and which is undesired, such as knowledge hiding.

By balancing these two HR systems, employees are encouraged not to hide their knowledge from their coworkers while conformity is ensured. Based on the same principles, employees should be rewarded when they share their knowledge about negative occurrences or problematic situations or held accountable if they do not share their knowledge about such occurrences because the solution-finding process of problematic situations demonstrates in-depth knowledge about a topic and contribute to the development of all employees as well as the organization.

Conclusion

Even though knowledge hiding is an undesired social behavior and hiding information might have negative consequences, employees decide to withhold or conceal knowledge that has been requested by another person (Connelly et al., 2012). The present study focused on the association of self-monitoring on knowledge hiding and whether a commitment-based HR system influences this relationship. It has been found that self-monitoring increases knowledge hiding behavior. The higher somebody's level of self-monitoring is, the likelier it is that this person hides knowledge from their coworkers. Moreover, gender was found to influences the tendency of knowledge hiding behavior as well. Based on this study, men tend to hide more knowledge than women. Furthermore, in contrast to the expectations and previous studies, a commitment-based HR system did not decrease the level of knowledge hiding significantly, regardless of the individual level of self-monitoring.

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Appendices

Appendix A: Cover Letter Individual Questionnaire in Dutch and English

Dutch

Geachte heer / mevrouw,

Wij zijn studenten van de Universiteit van Tilburg en voeren een onderzoek uit naar kennisdeling en HR effectiviteit binnen organisaties.

U wordt benaderd om deel te nemen aan dit onderzoek, samen met uw collega's. Voor ons is dit het afstudeerproject (scriptie) voor de master Human Resource Studies.

Volstrekte anonimiteit van uw antwoorden is gegarandeerd. **Alle data worden vervangen door codes, niemand anders dan het onderzoeksteam van de Universiteit van Tilburg heeft toegang tot uw antwoorden.** De data wordt alleen gebruikt voor onderwijs en onderzoeksdoeleinden.

In de vragenlijst vindt u stellingen met betrekking tot uw werk en algemene vragen. Kies alstublieft het antwoord dat het best bij u past en lees zorgvuldig de instructies behorende bij iedere set van stellingen voordat u de antwoorden invult. Het invullen van de vragenlijst zal **ongeveer 15 minuten van uw tijd vragen.**

Hartelijk bedankt voor uw deelname!

Namens het onderzoeksteam,

Met vriendelijke groet

Englisch

Dear Sir/Madam,

We are students from Tilburg University who are conducting research about knowledge sharing and HR effectiveness in organizations.

You are being approached to participate in this research together with other colleagues from your organization. For us as students, this is our graduation project (master thesis) for our master Human Resource studies.

Strict anonymity of your answer is guaranteed. All data will be replaced by code, nobody other than the research team of Tilburg University will have access to you answer. The data will be used for education and research purposes only.

In the questionnaire you will find statements about your work and some general questions. Please choose the answer which best represents your opinion and carefully read the instruction with each set of questions before filling out your answers. It will take you **approximately 15 minutes to complete the questionnaire.**

Thank you very much for your participation!

On behalf of the research team,

Kind regards

Appendix B: Individual Questionnaire in Dutch and English

Dutch

Q1 Geef ons alstublieft de eerste twee initialen van de voor- en achternaam van uw leidinggevende (bijvoorbeeld: Voor Karin de Vries, geef KAVR). We hebben deze informatie nodig om antwoorden te kunnen vergelijken en koppelen. Niemand, inclusief uw leidinggevende, krijgt uw antwoorden te zien (behalve het onderzoeksteam van de Universiteit van Tilburg).

_____

Q2 Geef aan in hoeverre u het eens bent met de volgende stellingen, variërend van 'volledig mee oneens' tot 'volledig mee eens'.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. Ik vind het moeilijk om het gedrag van andere mensen na te doen.   1 2 3 4 5
2. Op feestjes en in gezelschap probeer ik niet te doen of te zeggen wat anderen leuk vinden.   1 2 3 4 5
3. Ik kan alleen pleiten voor ideeën waar ik zelf reeds in geloof.   1 2 3 4 5
4. Ik kan onvoorbereid een toespraak houden over een onderwerp waar ik bijna geen informatie over heb.   1 2 3 4 5
5. Ik geloof dat ik een show opvoer om mensen te imponeren en vermaken.   1 2 3 4 5
6. Ik zou waarschijnlijk een goede acteur zijn.   1 2 3 4 5
7. In een groep mensen sta ik zelden in het middelpunt van de belangstelling.   1 2 3 4 5
8. In verschillende situaties en met verschillende mensen gedraag ik me vaak als verschillende personen.   1 2 3 4 5
9. Ik ben er niet zo goed in er voor te zorgen dat anderen me graag mogen.   1 2 3 4 5
10. Ik ben niet altijd de persoon die ik lijk te zijn.   1 2 3 4 5
11. Ik verander mijn opvattingen en mijn manier van doen niet om de gunst van een ander te winnen.   1 2 3 4 5
12. Ik heb overwogen entertainer of artiest te worden.   1 2 3 4 5
13. Ik ben nooit goed geweest in spellen als improviserend acteren.   1 2 3 4 5
14. Ik heb er moeite mee mijn gedrag aan te passen aan verschillende mensen en verschillende situaties.   1 2 3 4 5
15. Op een feest laat ik het grappen maken en verhalen vertellen aan anderen over.   1 2 3 4 5
16. Ik voel me een beetje opgelaten in het openbaar en presenteer mezelf niet zo goed als eigenlijk zou moeten.   1 2 3 4 5
17. Ik kan niemand recht in de ogen kijken, en met een uitgestreken gezicht een leugen (om bestwil) vertellen.   1 2 3 4 5
18. Ik ben in staat mensen te misleiden door vriendelijk te doen terwijl ik ze helemaal niet mag.   1 2 3 4 5

Q3 In deze sectie zouden wij uw mening willen weten over de reden waarom uw afdeling het huidige personeelsbeleid en de huidige personeelspraktijken hanteert. Kunt u aangeven in welke mate u het eens bent met de volgende stellingen:

1 Volledig mee oneens	2 Mee oneens	3 Deels mee oneens	4 Neutraal	5 Deels mee eens	6 Mee eens	7 Volledig mee eens

De organisatie voorziet het personeel van training:

1. Om werknemers te helpen kwalitatief werk aan klanten te leveren.   1 2 3 4 5 6 7
2. Opdat werknemers zich gewaardeerd en gerespecteerd voelen; om het welzijn van werknemers te bevorderen.   1 2 3 4 5 6 7
3. Om de kosten zo laag mogelijk te houden.   1 2 3 4 5 6 7
4. Om de werknemers zo hard mogelijk te laten werken.   1 2 3 4 5 6 7

De organisatie voorziet het personeel van arbeidsvoorwaarden (bijvoorbeeld op het gebied van gezondheidszorg en/of pensioenvoorzieningen:

1. Om werknemers te helpen kwalitatief werk aan klanten te leveren.   1 2 3 4 5 6 7
2. Opdat werknemers zich gewaardeerd en gerespecteerd voelen; om het welzijn van werknemers te bevorderen.   1 2 3 4 5 6 7
3. Om de kosten zo laag mogelijk te houden.   1 2 3 4 5 6 7
4. Om de werknemers zo hard mogelijk te laten werken.   1 2 3 4 5 6 7

De organisatie selecteert en werft haar personeel:

1. Om werknemers te helpen kwalitatief werk aan klanten te leveren.   1 2 3 4 5 6 7
2. Opdat werknemers zich gewaardeerd en gerespecteerd voelen; om het welzijn van werknemers te bevorderen.   1 2 3 4 5 6 7
3. Om de kosten zo laag mogelijk te houden.   1 2 3 4 5 6 7
4. Om de werknemers zo hard mogelijk te laten werken.   1 2 3 4 5 6 7

De salariëring van de organisatie is dusdanig:

1. Om werknemers te helpen kwalitatief werk aan klanten te leveren.   1 2 3 4 5 6 7
2. Opdat werknemers zich gewaardeerd en gerespecteerd voelen; om het welzijn van werknemers te bevorderen.   1 2 3 4 5 6 7
3. Om de kosten zo laag mogelijk te houden.   1 2 3 4 5 6 7
4. Om de werknemers zo hard mogelijk te laten werken.   1 2 3 4 5 6 7

De organisatie roostert haar personeel in op een manier (arbeidsuren, flexibiliteit, verlof):

1. Om werknemers te helpen kwalitatief werk aan klanten te leveren.   1 2 3 4 5 6 7
2. Opdat werknemers zich gewaardeerd en gerespecteerd voelen; om het welzijn van werknemers te bevorderen.   1 2 3 4 5 6 7
3. Om de kosten zo laag mogelijk te houden.   1 2 3 4 5 6 7
4. Om de werknemers zo hard mogelijk te laten werken.   1 2 3 4 5 6 7

Q4 Denkt u alstublieft aan een recente situatie waarin een collega u om kennis verzocht en u weigerde uw kennis/expertise met hem/haar te delen, of u niet al de informatie gaf die u heeft. In deze situatie...

1	2	3	4	5	6	7
Helemaal niet			Enigzins			In zeer grote mate

1. Beloofde u hem/haar te helpen zonder dat u dit daadwerkelijk meende.   1 2 3 4 5 6 7
2. Beloofd u hem/haar te helpen, maar deelde u in plaats daarvan andere informatie dan hij/zij nodig had.   1 2 3 4 5 6 7
3. Vertelde u hem/haar dat u hem/haar later zou helpen, maar bleef u dit zo lang mogelijk uitstellen.   1 2 3 4 5 6 7
4. Gaf u andere informatie dan hij/zij nodig had.   1 2 3 4 5 6 7
5. Deed u alsof u de kennis niet had.   1 2 3 4 5 6 7
6. Zei u dat u het niet wist, hoewel u het wel wist.   1 2 3 4 5 6 7
7. Deed u alsof u niet wist waarover hij/zij het had.   1 2 3 4 5 6 7
8. Zei u dat u niet van het onderwerp af wist.   1 2 3 4 5 6 7
9. Legde u uit dat u het hem/haar wel zou willen vertellen, maar dat dit niet de bedoeling was.   1 2 3 4 5 6 7
10. Legde u uit dat de informatie vertrouwelijk is en alleen beschikbaar voor mensen uit een bepaald project.   1 2 3 4 5 6 7
11. Vertelde u hem/haar dat uw baas die kennis met niemand wilde laten delen.   1 2 3 4 5 6 7
12. Zei u dat u zijn/haar vragen niet zou beantwoorden.   1 2 3 4 5 6 7

Q11 Wat is uw gender?
- Man (0)
- Vrouw (1)
- Anders (2)

Q12 In welk jaar bent u geboren?

_____

Q13 Hoe lang (in maanden) bent u al werkzaam binnen deze organisatie?

_____

Bedankt voor uw tijd en deelname!
Uw antwoorden helpen ons beter te begrijpen hoe teams samenwerken en op elkaar reageren.
Fijne dag en blijf veilig!

English

Q1 Please provide us with the first two initials of your supervisors' name and surname (e.g., for John Doe, put JODO). We need this information to be able to compare and link answers. No one, including your supervisor, will get to see your answers (except the Tilburg University research team).

_____

Q2 Please indicate to what extent you agree with the following statements ranging from strongly disagree to strongly agree.

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree

1.	I find it hard to imitate the behavior of other people.	1	2	3	4	5
2.	At parties and social gatherings, I do not attempt to do or say things that others will like.	1	2	3	4	5
3.	I can only argue for ideas which I already believe..	1	2	3	4	5
4.	I can make impromptu speeches even on topics about which I have almost no information.	1	2	3	4	5
5.	I guess I put on a show to impress or entertain others.	1	2	3	4	5
6.	I would probably make a good actor.	1	2	3	4	5
7.	In a group of people I am rarely the center of attention.	1	2	3	4	5
8.	In different situations and with different people, I often act like very different persons.	1	2	3	4	5
9.	I am not particularly good at making other people like me.	1	2	3	4	5
10.	I'm not always the person I appear to be.	1	2	3	4	5
11.	I would not change my opinions (or the way I do things) in order to please someone or win their favor.	1	2	3	4	5
12.	I have considered being an entertainer.	1	2	3	4	5
13.	I have never been good at games like charades or improvisational acting.	1	2	3	4	5
14.	I have trouble changing my behavior to suit different people and different situations.	1	2	3	4	5
15.	At a party I let others keep the jokes and stories going.	1	2	3	4	5
16.	I feel a bit awkward in public and do not show up quite as well as I should.	1	2	3	4	5
17.	l can look anyone in the eye and tell a lie with a straight face (if for a right end).	1	2	3	4	5
18.	I may deceive people by being friendly when I really dislike them.	1	2	3	4	5

Q3 In this section, we would like to know your opinion about why your company has the personnel policies and practices it has. Please tell us the extent to which you agree with each of the statements below.

1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Agree nor Disagree	5 Somewhat Agree	6 Fairly Agree	7 Strongly Agree

My organization provides employees the training that it does:
1. In order to help employees deliver quality service to customers; 1 2 3 4 5 6 7
2. So that employees will feel valued and respected—to promote employee well-being; 1 2 3 4 5 6 7
3. To try to keep costs down; 1 2 3 4 5 6 7
4. In order to get the most work out of employees. 1 2 3 4 5 6 7

My organization provides employees the benefits that it does (e.g., health care, retirement plans):
1. In order to help employees deliver quality service to customers; 1 2 3 4 5 6 7
2. So that employees will feel valued and respected—to promote employee well-being; 1 2 3 4 5 6 7
3. To try to keep costs down; 1 2 3 4 5 6 7
4. In order to get the most work out of employees. 1 2 3 4 5 6 7

My organization makes the hiring choices that it does (i.e., the number and quality of people hired):
1. In order to help employees deliver quality service to customers; 1 2 3 4 5 6 7
2. So that employees will feel valued and respected—to promote employee well-being; 1 2 3 4 5 6 7
3. To try to keep costs down; 1 2 3 4 5 6 7
4. In order to get the most work out of employees. 1 2 3 4 5 6 7

My organization pays its employees what it does:
1. In order to help employees deliver quality service to customers; 1 2 3 4 5 6 7
2. So that employees will feel valued and respected—to promote employee well-being; 1 2 3 4 5 6 7
3. To try to keep costs down; 1 2 3 4 5 6 7
4. In order to get the most work out of employees. 1 2 3 4 5 6 7

My organization schedules employees the way it does (hours, flexibility, leave policies):

1. In order to help employees deliver quality service to customers;   1 2 3 4 5 6 7
2. So that employees will feel valued and respected—to promote employee well-being;   1 2 3 4 5 6 7
3. To try to keep costs down;   1 2 3 4 5 6 7
4. In order to get the most work out of employees.   1 2 3 4 5 6 7

Q4 Please think of a recent episode in which a specific coworker requested knowledge from you and you declined to share your knowledge or expertise with him/her or did not give all of the information needed. For example, you might now have shown this coworker how to do something, only gave a part of the information needed, declined to tell something s/he needed to know or did not help him/her learn something important. In this situation I...

1	2	3	4	5	6	7
Not at all			Somewhat			To a great extent

1. Agreed to help him/her but never really intended to.   1 2 3 4 5 6 7
2. Agreed to help him/her but instead gave him/her information different from what she/he wanted.   1 2 3 4 5 6 7
3. Told him/her that I would help him/her out later but stalled as much as possible.   1 2 3 4 5 6 7
4. Offered him/her some other information instead of what he/she really wanted.   1 2 3 4 5 6 7
5. Pretended that I did not know the information.   1 2 3 4 5 6 7
6. Said that I did not know, even though I did.   1 2 3 4 5 6 7
7. Pretended I did not know what she/he was talking about.   1 2 3 4 5 6 7
8. Said that I was not knowledgeable about the topic.   1 2 3 4 5 6 7
9. Explained that I would like to tell him/her, but was not supposed to.   1 2 3 4 5 6 7
10. Explained that the information is confidential and only available to people on a particular project.   1 2 3 4 5 6 7
11. Told him/her that my boss would not let anyone share this knowledge.   1 2 3 4 5 6 7
12. Said that I would not answer his/her questions.   1 2 3 4 5 6 7

Q11 What is your gender?
- Male (0)
- Female (1)
- Other (2)

Q12 In what year were you born?

_____

Q13 How long (in months) have you been working within this organization?

_____

Thank you for your time and participation!
Your answers help us to get a better understanding how teams are working together and interact.
Have a nice day.
Stay safe!

Appendix C: Preparation of data for analysis

Before cleaning the data, the sample consisted of 171 respondents out of 32

organizations. Out of the approached organizations, 156 employees responded, which results in a

response rate of 91.22%. After cleaning the data for outliers and missing values, 139 employees

could be used for the analysis. Of these datasets, 59.7% ($n = 83$) were female and 40.3% ($n = 56$)

were male with an average age of 30.4 years ($SD = 10.15$).

First, the items measuring self-monitoring were reversed (i.e., items 1, 2, 3, 7, 9, 11, 13,

14, 15, and 16) when needed and combined in order to represent the respondent's score on the

construct.

Second, the collected data were checked for outliers as well as for missing data. The

number of missing values were less than 5%. Following Schafer (1999), this rate is considered

inconsequential. Outliers, as well as one line which could not be assigned to a team, were

deleted. Consequently, all teams are consisting of at least two members.

Last, the assumption of the normality of distribution and homoscedasticity were tested.

Self-monitoring, as well as the commitment-based HR system, were normally distributed

(Appendix E). Unfortunately, there is a violation of normality for knowledge hiding

(*skewness* = .933, *kurtosis* = -.121). Furthermore, knowledge hiding may be considered as an

undesired behavior; therefore, often underreported (Connelly et al., 2012). It was decided not to

force the data into a normal distribution or to transform them. Besides, the Shapiro-Wilk test was

significant for knowledge hiding ($p < .001$), but non-significant for commitment-based HR

system ($p = .138$) and self-monitoring ($p = .320$). Additionally, the assumption of

homoscedasticity must be met and refers to low errors within the data for the investigated model

and needs to be met, which were tested with Levene's test (Field, 2017). When plotting the

standardized residuals against the standardized predicted dependent variable, the data shows no

specific pattern, which indicates homoscedasticity.

Appendix D: Best models fit

The model fit was constructed with the SPSS AMOS software in order to investigate the best model fit. The analysis of the model showed a chi-square analysis χ^2 (387) = 761.541, *CMIN/DF* = 1.968, p < .000. Furthermore, *Comparative Fit Index (CFI) = .81 (> .95), Tucker-Lewis Index (TLI) = .79 (< .95), Adjusted Goodness-of-Fit Index (AGFI) = .70 (> .80), standardized root mean square residual (SRMR) = .17 (< .08), root mean squared error of approximation (RMSEA) = .08 (< .06), PCLOSE = .00 (> .05).* These fit indices indicated a poor model fit according to the cut of criteria of Hu and Bentler (1999).

Although items of self-monitoring and knowledge hiding were forced to covariate to increase the model fit (Table D.1 self-monitoring, Table D.2 knowledge hiding), some factor loadings caused problems for the model fit. The *standardized factor loadings* are considered as poor (< .32) and as excellent (> .71) (Hu & Bentler, 1999) and ranged in this model from 1.00 to 1.98 for knowledge hiding and from .22 to 2.59 for self-monitoring. The low (< .30) factor loadings might indicate that these items are not measuring the factor self-monitoring. Nevertheless, as these items showed high loadings in the research by Snyder and Gangestad (1986), which state that these items belong to the validated scale of self-monitoring, it was decided to keep these items in the analysis. Furthermore, when these items were deleted, the meaning of the construct might change (Kline, 2005).

As outlined, the fit indices indicated a poor model fit of the model with both variables, knowledge hiding and self-monitoring; therefore, both variables were analyzed separately.

The analysis of self-monitoring showed a chi-square analysis of χ^2 (128) = 243.540, *CMIN/DF = 1.903, p < .000.* Furthermore, *Comparative Fit Index (CFI) = .69 (> .95), Tucker-Lewis Index (TLI) = .63 (< .95), Adjusted Goodness-of-Fit Index (AGFI) = .77 (> .80), standardized root mean square residual (SRMR) = .11 (< .08), root mean squared error of*

approximation (RMSEA) = .08 (< .06), *PCLOSE* = .000 (> .05). These fit indices indicated an acceptable model fit (Hu & Bentler, 1999). These fit indices indicated a poor model fit (Hu & Bentler, 1999).

The analysis of knowledge hiding showed a chi-square analysis of χ^2 (44) = 106.806, *CMIN/DF* = 2.427, *p* < .000. Furthermore, *Comparative Fit Index (CFI)* = .94 (> .95), *Tucker-Lewis Index (TLI)* = .91 (< .95), *Adjusted Goodness-of-Fit Index (AGFI)* = .81 (> .80), *standardized root mean square residual (SRMR)* = .12 (< .08), *root mean squared error of approximation (RMSEA)* = .10 (< .06), *PCLOSE* = .001 (> .05). These fit indices indicated an acceptable model fit (Hu & Bentler, 1999).

The separate analysis shows that the variable self-monitoring caused most of the problems, which cannot be resolved without deleting items, which might change the meaning of the construct (Kline, 2005). Therefore, it was decided not to change delete items and accept the poor model fit of the combined model.

Table D.1 *Item correlations of self-monitoring to find the best model fit*

Item	Correlates with
13. I have never been good at games like charades or improvisational acting.	1. I find it hard to imitate the behavior of other people. 14. I have trouble changing my behavior to suit different people and different situations.
15. At a party I let others keep the jokes and stories going	7. In a group of people I am rarely the center of attention.
16. I feel a bit awkward in public and do not show up quite as well as I should.	13. I have never been good at games like charades or improvisational acting. 14. I have trouble changing my behavior to suit different people and different situations. 15. At a party I let others keep the jokes and stories going.

Note. Item in the left column has been correlated with item(s) in the right column.

Table D.2 *Item correlations of knowledge hiding to find the best model fit*

Item	Correlates with
1. Agreed to help him/her but never really intended to.	2. Agreed to help him/her but instead gave him/her information different from what she/he wanted. 3. Told him/her that I would help him/her out later but stalled as much as possible.
2. Agreed to help him/her but instead gave him/her information different from what she/he wanted.	4. Offered him/her some other information instead of what he/she really wanted.
7. Pretended I did not know what she/he was talking about.	8. Said that I was not knowledgeable about the topic.
9. Explained that I would like to tell him/her but was not supposed to.	10. Explained that the information is confidential and only available to people on particular project. 11. Told him/her that my boss would not let anyone share this knowledge. 12. Said that I would not answer his/her questions.
10. Explained that the information is confidential and only available to people on particular project.	11. Told him/her that my boss would not let anyone share this knowledge. 12. Said that I would not answer his/her questions.
11. Told him/her that my boss would not let anyone share this knowledge.	12. Said that I would not answer his/her questions.

Note. Item in the left column has been correlated with item(s) in the right column.

Appendix E: SPSS Outputs and Intraclass Correlation (ICC(1) and ICC(2))

CALCULATION INTRACLASS CORRELATION

ICC(1) = $\frac{\sigma^2}{(\tau 00 + \sigma^2)}$ = 1.01432 / (0.36468 + 1.01432) = 0.7355 = 73.55%

ICC(2) = $\frac{k*ICC1}{1+(k-1)*ICC1}$ = 36 * 0.7355 / 1+ (36 - 1) * 0.7355 = 0.9901 = 99.01%

SPSS OUTPUTS
RELIABILITY
Self-monitoring

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.557	.563	18

Knowledge hiding

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.940	12

Commitment-based HR System

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.882	20

DESCRIPTIVES

Descriptive Statistics

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
SM_M	139	2,84	,028	,334	,072	,206	-,217	,408
KH_M	139	2,19	,100	1,182	,810	,206	-,504	,408
HRS_M	139	4,69	,054	,640	,151	,206	-,157	,408
Valid N (listwise)	139							

TEST OF NORMALITY

Tests of Normality

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
	Statistic	Df	Sig.	Statistic	df	Sig.
SM_M	,068	139	,200[*]	,989	139	,320
KH_M	,157	139	,000	,876	139	,000
HRS_M	,072	139	,072	,985	139	,138

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

CORRELATIONS

Descriptive Statistics

	Mean	Std. Deviation	N
SM_M	2,84	,334	139
KH_M	2,19	1,182	139
HRS_M	4,69	,640	139
Gender	1,61	,504	139
Age	30,02	10,078	139

Correlations

		SM_M	KH_M	HRS_M	Gender	Age
SM_M	Pearson Correlation	1	,371[**]	-,093	,077	,073
	Sig. (2-tailed)		,000	,276	,368	,391
	N	139	139	139	139	139
KH_M	Pearson Correlation	,371[**]	1	,061	-,074	-,228[**]
	Sig. (2-tailed)	,000		,474	,390	,007
	N	139	139	139	139	139
HRS_M	Pearson Correlation	-,093	,061	1	,078	-,238[**]
	Sig. (2-tailed)	,276	,474		,361	,005
	N	139	139	139	139	139
Gender	Pearson Correlation	,077	-,074	,078	1	-,031
	Sig. (2-tailed)	,368	,390	,361		,716
	N	139	139	139	139	139
Age	Pearson Correlation	,073	-,228[**]	-,238[**]	-,031	1
	Sig. (2-tailed)	,391	,007	,005	,716	
	N	139	139	139	139	139

**. Correlation is significant at the 0.01 level (2-tailed).

FREQUENCIES
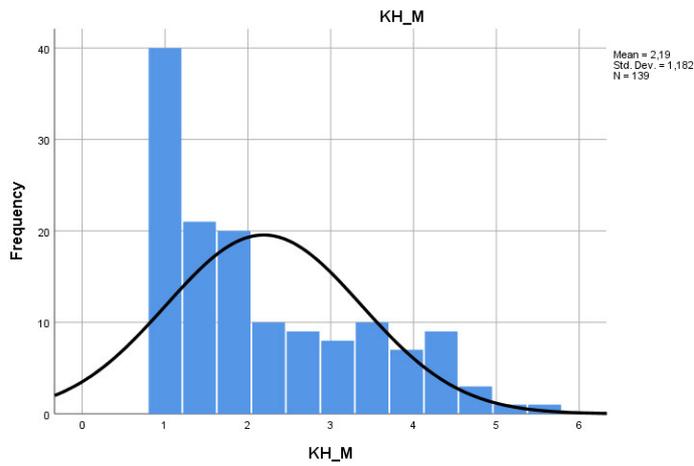
Statistics

		SM_M	KH_M	HRS_M
N	Valid	139	139	139
	Missing	0	0	0
Mean		2,84	2,19	4,69
Std. Error of Mean		,028	,100	,054
Median		2,82	1,75	4,67
Mode		3	1	4
Std. Deviation		,334	1,182	,640
Skewness		,072	,810	,151
Std. Error of Skewness		,206	,206	,206
Kurtosis		-,217	-,504	-,157
Std. Error of Kurtosis		,408	,408	,408