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THE RELATIONS OF PERSONALITY, CONFLICT, AND FUTURE INTERDEPENDENCE WITH KNOWLEDGE HIDING INTENTIONS

MASTER THESIS

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Foreword

Before you lies the dissertation entitled, 'The relations of personality, conflict, and future interdependence with knowledge hiding intentions'. It has been written to fulfil the graduation requirements of the Educational Science and Technology program at the University of Twente (UT).

My graduation supervisor supported me during this journey and was always willing to answer my queries. First, I would like to thank Prof. Reinout de Vries for his guidance and support during this process. Second, I want to thank Dr Maaïke Endendijk for the useful feedback on my questionnaire and thesis. Last but not least, I want to thank my girlfriend and family for the support they have given me.

I hope you enjoy reading it.

Tobi Bosman

Abstract

Knowledge hiding research has been underrepresented, although identified as an area requiring research attention. This research investigates if situational perceptions of conflict and future interdependence, as well as personality – with a focus on Honesty-Humility – relate to and moderate knowledge hiding intentions. Based on the research question “what is the relation between personality, conflict and future interdependence with knowledge hiding intention?” a 2x2 between subject designs was applied to gather quantitative data. An online questionnaire was used ($N = 199$). The expected significant negative relation between Honesty-Humility and knowledge hiding intentions (for both general knowledge hiding and situational knowledge hiding) was found. Besides, a significant relation was found between conflict and knowledge hiding (situational) intentions. Future interdependence correlated with situational knowledge hiding, but showed no significant effect with situational knowledge hiding in the hierarchical regression analysis. Conflict and future interdependence did not moderate the relation between Honesty-Humility and knowledge hiding. A weakness to consider was that knowledge hiding is a relatively underreported low-base-rate event. Future studies should continue examining the moderating role of conflict and future interdependence in greater detail, to investigate if other descriptions of the manipulations of conflict and future interdependence have an effect on knowledge hiding intentions, and the relation of knowledge hiding intentions with different moderating variables from the SIS, such as power or information certainty.

Keywords: knowledge hiding, personality, conflict, future interdependence, Honesty - Humility

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Chapter 1: Introduction

1.1 Problem statement

Knowledge sharing and knowledge transfer are one of the most widely researched subjects of professional and academic exchange in various disciplines such as management, sociology, information sciences, educational science and economics (Voelpel, Dous, & Davenport, 2005). Knowledge hiding is an aspect of educational science, because knowledge hiding is not a factor that enhance organizational learning. In other words, organizational learning get not the desirable managerial outcome when employees hide knowledge. Several researchers have investigated knowledge sharing in organisations (e.g. Voelpel et al., 2005; Kelloway & Barling, 2003; Huang, Gattiker, & Schwarz, 2008), although only a few studies have attempted to investigate knowledge hiding of employees (e.g. Connelly, Zweig, Webster, & Trougakos, 2012; Peng, 2013). Knowledge hiding can be characterised as a deliberate endeavour to retain or disguise knowledge from others (Connelly et al., 2012). It is hard to stimulate knowledge sharing in organisations (Kelloway and Barling, 2003; Huang et al., 2008), because employees are not keen to share their knowledge, even when the organisational design has simplified the knowledge transferring process. This unwillingness occurs even when employees are encouraged and rewarded to share their knowledge (Swap, Leonard, Shields, & Abrams 2001). Knowledge hiding has received some attention from practitioners and has been identified as an area requiring research attention (Connelly et al., 2012). This study therefore investigated if knowledge hiding relates to personality and situational factors.

Knowledge hiding is difficult to study due to the natural complexity of investigating behaviours that are intentionally concealed (Demirkasimoğlu, 2015). Robinson, Keltner, Ward, and Ross (1995) argue that employees' interpretations of behaviour play an essential role in determining their responses to various situations (e.g., knowledge hiding). The consequences of knowledge hiding include hindering employees' creativity and counteracting competitiveness and growth by blocking the process of innovation in an organisation (Yuan & Woodman, 2010). Two important influencing factors why employees hide knowledge from co-workers are situational factors and personality.

The literature does not reveal much about situational perceptions and the role of personality in knowledge hiding behaviour (Connelly et al., 2012). Individual personality has been examined in a few studies (Voelpel et al., 2005; Matzler, Renzl, Müller, Herting, & Mooradian, 2008) and since personality traits have recently been found to be related to knowledge sharing (Demirkasimoğlu, 2015), the focus of this study will be on the relations between knowledge hiding and personality. The study is two-fold, investigating how situational perceptions of conflict and future interdependence on one hand, and personality with a focus on Honesty-Humility on the other hand, relate to and moderate knowledge hiding intentions. The research question is: *"what are the*

relations between personality, future interdependence, and conflict with knowledge hiding intentions?" Data collected from surveys completed by employees will provide insights into possible predictors of knowledge hiding.

Chapter 2: Conceptual Framework

This chapter will describe the main dimensions of knowledge hiding, the difference between knowledge hiding and other terms of potential behaviours, and the main antecedents and consequences of knowledge hiding. Following this, personality with a focus on Honesty-Humility, conflict, and future interdependence will be described, based on the scientific literature.

2.1 Knowledge hiding

Knowledge is different from information. Matzler et al. (2008) define information as being a flow of messages, whereas knowledge creates a flow for information. Knowledge is also defined as “a justified belief that increases an individual's capacity to take effective action” (Alavi & Leidner, 2001). Additionally, Althof and Weber (2006) propose that knowledge is considered as key to competitiveness and used to cover all that an organisation needs to know in order to perform its functions.

Focus on knowledge sharing research has been continuously growing, with research limited in the area of knowledge hiding behaviour, defined “as an intentional attempt by an individual to withhold or conceal knowledge that has been requested by another person” (Connelly et al., 2012). Connelly et al. (2012) studied both the negative and positive motives of knowledge hiding, and divulged knowledge hiding may sometimes be intended to protect another party's feelings, preserve confidentiality, or protect the interests of a third party. Knowledge hiding behaviours include intentional and active attempts, but does not include behaviours such as failing to share by mistake, accident, or ignorance (Connelly & Kelloway, 2003). Moreover, knowledge hiding may have a positive intent or outcome from an individual's perspective, commonly referred to as a ‘white lie’ (Greenberg et al., 2007). Employees hiding knowledge can be beneficial in that they decrease managerial information overload, reduce conflicts between employees, and increase informational privacy of co-workers (Van Dyne, Ang, & Botero, 2003). In general, however, according to the scientific literature knowledge hiding negatively impacts the performance of employees.

This research concerns employees who request knowledge outside the supervisor-subordinate relationship, which may include fellow co-workers, colleagues and members of an informal network (Martiny, 1998). Knowledge hiding happens when required knowledge is clearly requested by someone, but the knowledge holder make an intentional attempt not to share it (Connelly et al., 2012; Cerne, Nerstad, Dysvik, & Škerlava, 2014; Connelly & Zweig, 2015). As such, the focus is on situations in which a specific request for knowledge has been made by one employee to another, meaning the requested knowledge comes from individuals and not from groups or organisations. For example, an employee asks a co-worker for information about a project; the co-worker gives some, but not all the requested information. In this case, deception may be involved. When an employee

asks for information and a co-worker informs the information is classified, then no deception is involved. Although both examples are knowledge hiding situations, it can clearly be seen that it is not always deceptive and not always negative behaviour (Connelly & Zweig, 2015). Knowledge hiding behaviours can therefore include intentional and active attempts, but does not include behaviours such as failing to share by mistake, accident, or ignorance (Connelly & Kelloway, 2003).

Connelly et al. (2012) propose three knowledge hiding dimensions, namely: evasive hiding, playing dumb, and rationalised hiding. According to Connelly and Zweig (2015), evasive hiding is described as an employee transferring incorrect information or a misleading promise of a complete answer in the future to a co-worker. Evasive hiding is an example of deception. Another example of deception is playing dumb, but in this case hides an employee knowledge by pretending that s/he does not understand what the co-worker is talking about (Connelly & Zweig, 2015). Rationalised hiding does not involve deception and is described as an employee being unable to provide the requested knowledge to the co-worker (Connelly & Zweig, 2015).

Knowledge hiding may possibly be related to other behaviours, such as knowledge hoarding, knowledge sharing, counterproductive workplace behaviours (CWB), workplace aggression, social undermining in the workplace, workplace incivility, and deception. There is some overlap, but according to Connelly et al. (2012), knowledge hiding is a unique construct as a component of the knowledge transfer phenomenon.

It is important to distinguish between knowledge hiding and knowledge sharing. Knowledge hiding is not just the absence of sharing, but an attempt to withhold knowledge requested by another co-worker (Connelly et al., 2012). Moreover, Connelly et al. (2012) stated that knowledge hiding and sharing are strongly negatively related, but still two somewhat conceptually distinct constructs. Moreover, Webster et al. (2008) revealed both knowledge hiding and lack of knowledge sharing are negatively yet highly correlated, but should be considered separately to be understood more fully. The difference between knowledge hiding and a lack of knowledge sharing is that knowledge hiding occurs for a number of different reasons (e.g., prosocial, instrumental, situational factors or personality), whereas, according to Connelly et al. (2012) a lack of knowledge sharing likely only driven by an absence of the knowledge itself. That means the motivations behind knowledge hiding and a lack of knowledge sharing are considerably different (Webster et al., 2008). With lack of knowledge sharing are the employees not intentionally attempting to hide knowledge; rather, the employee is simply unable to engage in the sharing behaviour (Connelly et al., 2012).

Knowledge hiding is also distinct from knowledge hoarding. Hislop (2003) describes knowledge hoarding as a collection of knowledge that may or may not be shared at a later time. Knowledge hiding may also appear similar to counterproductive workplace behaviour (CWB) and undermining in the workplace. CWB is defined as “a set of volitional acts undertaken by workers that harm or intend

to harm organizations and stakeholders” (Marcus, Taylor, Hastings, Strum, & Weigelt, 2016), with undermining in the workplace including behaviours such as giving someone the silent treatment (e.g., letting you know that they did not like something about you) (Duffy, Ganster, & Pagon, 2002). Whereas knowledge hiding is not necessarily intended to harm others, both CWB and undermining in the workplace do. Knowledge hiding might also be used to help and support colleagues and an organisation (Connelly et al., 2012).

When employees hide knowledge for example out of personal motives or situational factors (conflict and future interdependence), it can cause a threat to the organisation. The hiding of employees causes problems such as conflicts with co-workers, disagreements with organisational decisions, personal knowledge of potential weaknesses in work processes and concerns about illegal behaviours (Morrison & Milliken, 2000). Konstantinou and Fincham (2011) showed that knowledge hiding causes inefficiency and fragmentation of services. Moreover, Demirkasimoğlu (2015) suggest knowledge hiding in an organisation may harm organisational performance by damaging the development of new ideas, collaborations, or the implementations of policies. Similarly, Peng (2013) propose knowledge hiding can create bottlenecks within a company for collaborations, new ideas, or the implementation of policies or procedures.

Since knowledge hiding occurs among colleagues, Colquitt, Scott, and LePine (2007) argue that unfair individual behaviours of an employee increase the level of knowledge hiding, with the reasons why employees hide knowledge attributed to situational factors (Connelly & Zweig, 2015). Additionally, employees differ with regards to the extent they attribute causes of knowledge hiding behaviour internally (e.g., assigning the cause of knowledge hiding to an individual personality trait) or externally (e.g., assigning the cause of knowledge hiding to the situation an individual is in) (Burmeister, Gerpott, & Fasbender, 2018).

2.2 Personality with a focus on Honesty-Humility

Mitsopoulou and Giovazolias (2016) define personality as “a dynamic organisation, inside the person, of psychophysical systems that create the person’s characteristic patterns of behaviour, thoughts, and feelings”. The research of De Vries, Tybur, Pollet, and Van Vugt (2016) argues that individual differences in personality can influence the situations people encounter and select, their reactions, and outcomes. Individual personality and attitudes are a factor in any knowledge sharing activity, because research shows evidence that personality trait dimensions may impact knowledge sharing intentions (Hsu, Ju, Yen, & Zhang, 2007; Matzler et al., 2008; Gupta, 2008).

The HEXACO model was developed in lexical studies of personality structure in which factor analyses were conducted on self-ratings or peer ratings of the familiar personality-descriptive

adjectives of a language (De Vries et al., 2016). Early lexical investigations proposed the well-known Big Five structure (Goldberg, 1993). However, more recent research described a set of six dimensions that Ashton and Lee (2008) called the HEXACO personality factors. When compared to the Big Five model, the HEXACO describes factors refined from the lexical research, with the HEXACO model better able to predict various criteria (e.g. prosocial behaviours) (De Vries et al., 2016) and will be used in this study (De Vries, Wawoe, & Holtrop, 2016). The HEXACO model distinguishes six virtually independent trait domains: Honesty-Humility, Emotionality, eXtraversion, Agreeableness, Conscientiousness, and Openness to experience (Ashton, Lee, & De Vries, 2014).

According to Ashton et al. (2004) the Honesty-Humility domain is currently thought to be the best available identifier of trait differences in integrity, capturing a broad range of facets related to integrity such as sincerity, fairness, greed-avoidance, and modesty. The research hypothesis that Honesty-Humility as conceptualised in the HEXACO personality model, is linked to knowledge hiding follows an orientation towards fairness and sincerity in social relations on the one hand, and the tendency to manipulate and use people for whatever one can get from them on the other hand (Becker, 1999). Gerpott, Balliet, Columbus, Molho, and De Vries (2017) found individuals with very high scores on the Honesty-Humility scale avoided manipulating others for personal gain, felt little attractiveness to break rules, were uninterested in luxuries and lavish wealth, and felt no special entitlement to exalted social status. Conversely, persons with very low scores on the Honesty-Humility scale charm others to get what they want, are willing to break rules for personal profit, are motivated by material gain, and feel a strong sense of self-importance (Gerpott et al., 2017). Another study revealed low Honesty-Humility individuals have a tendency to cheat, manipulate, and break rules, and as employees are likely to be very sensitive to their physical environments in order to seek cues for the opportunity to engage in self-interested behaviours (Wiltshire, Bourdage, & Lee, 2014). Employees scoring low in Honesty-Humility seem more likely to intentionally manipulate an organisation for personal (e.g. material and social) gains in an additional study (Van Gelder & De Vries, 2012).

Labafi (2017) mention, that knowledge hiding is related to personality characteristics. The study by Lin, Hsu, Cheng, Chen, and Wang (2012) did not provide empirical validation about the effect of personality traits on knowledge hiding intention, but argued previous studies suggest personality traits such as agreeableness, conscientiousness and openness affect knowledge contribution behaviours (Matzler et al., 2008). Moreover, Pan, Zhang, Teo, and Lim's (2018) study suggests that employees who hide knowledge from co-workers are extrinsically motivated rather than intrinsically motivated, and these employees strive for economic status and material gains (low Honesty-Humility) and also propose that employees who hide knowledge are personalised as emotionally cold, distrusting of others, and do not believe in the norm of reciprocity. Another study discusses

knowledge also being hidden for personal motives (Webster et al., 2008), such as when experts hide knowledge in order to reinforce their status within an organisation, or employees have a strong sense of personal ownership of collected knowledge, with these employees scoring low in Honesty-Humility. In addition, employees with individualistic values (low Honesty-Humility) were less likely to share knowledge and information. Similarly, employees with high self-interest and personal gain are likely to hide knowledge if it serves their interests, similar to low Honesty-Humility (O'Neill and Adya, 2007). Which leads to the hypothesis that *Honesty-Humility is negatively related to knowledge hiding intentions (H1)*.

2.3 Situational characteristics

Employees are interdependent in all social situations, which means according to Gerpott et al. (2017) that each employee's actions can affect their own and other's outcomes. The situational interdependence scale (SIS) model offers a framework for understanding how people think about social situations, which can reliably be differentiated into five situations: mutual dependence, power, conflict, future interdependence, and information certainty (Gerpott et al., 2017). The following paragraph covers why conflict is hypothesised to be related to knowledge hiding based on reasoning and available evidence.

2.3.1 Conflict

Conflict is one dimension of the situational interdependence scale and is defined as "an expressed struggle between at least two interdependent employees who perceive disagreement in goals or rewards and interference from the other employee in achieving their goals (Pantelli & Sockalingam, 2005)". Moreover, according to Gerpott et al. (2017) a conflict is "the degree to which the behaviour that results in the best outcome for one individual results in the worst outcome for the other and vice versa".

According to the literature, conflict is differentiated into three forms of conflict, namely: relationship, task and process conflict. Relationship conflict applies to emotional feelings and pays attention to interpersonal incompatibilities and typically raises hostility, distrust, cynicism and other negative emotions (Panteli & Sockalingam, 2005). Examples of relationship conflict are conflicts about personal taste, political preferences, values, and interpersonal style (De Dreu & Weigart, 2003). Task conflicts are task-oriented and focus on judgmental differences for achieving organisational targets. In such situations, individual employees disagree about task issues, such as goals, key decision areas, and the choice of action (De Dreu & Weigart, 2003). Process conflicts occur in differences of opinion regarding roles, responsibilities, time schedules, and resource requirements (Panteli & Sockalingam, 2005). This study focusses on task conflicts and/or process conflicts, such as

disagreements about the content of tasks being performed and disagreements about processes (De Wit, Jehn, & Scheepers, 2013). Relationship conflicts relating to interpersonal incompatibilities among employees will not be measured in this study.

Conflict, as conceptualised in the SIS, may be related to knowledge hiding because conflicting situations affect the actions of employees (Johnson & Johnson, 2008). People who perceive a negotiation as containing more conflicting than corresponding outcomes tend to make fewer concessions, and experience less mutually rewarding negotiation outcomes (De Dreu, Koole, & Steinel, 2001). Similarly, employees who believe that they have been treated rudely or disrespectfully by a co-worker will be more likely to hide their knowledge from co-workers (Webster et al., 2008). Chen, Zhang, and Vogel (2011) revealed employees in conflict are more likely to invoke interpersonal attacks with the outcome that employees do not exchange useful ideas with their opponents. It might be expected that in conflict situations employees will hide more knowledge from co-workers than vice versa, leading to the hypothesis that *conflict is positively related to knowledge hiding intentions (H2)*.

Several studies reveal a relation between specific personalities and conflict behaviours (Van de Vliert & Euwema, 1994; Antonioni, 1998). These studies on personality and conflict behaviour demonstrate that individuals who face a conflict situation may behave differently and produce distinct outcomes. Tett and Burnett (2003) proposed a person–situation interactionist model (trait activation theory) that lays the groundwork for specifying the conditions under which certain personality traits will predict performance. Moreover, according to trait activation theory, personality traits require trait-relevant situations for their expression (Tett & Gutterman, 2000). People who score high on self-interest and personal gain (low Honesty-Humility), for example, do not always behave high on self-interest and personal gain. These employees do so only in certain situations (e.g. conflict situation). It might be expected that conflict, when present, stimulates the relation between personality and knowledge hiding intentions, leading conflict to strengthen the negative relation between personality and knowledge hiding intentions. This leads to the hypothesis that *a negative relation between personality (Honesty-Humility) and knowledge hiding intentions is stronger when conflict is high (H3)*.

2.3.2 Future interdependence

Another situation of the situational interdependence scale is future interdependence. Employees often enter certain situations with some initial estimates of their degree of interdependence with other co-workers within that situation. Such estimates may be based on features of a foreseen interaction partner, including the duration of future interactions (Baillet & Lange, 2013). According to Gerpott et al. (2017), future interdependence is defined as “the degree to which own and others’

behaviour in the present situation can affect own and others' behaviour and outcomes in future interactions".

Whenever future interdependence is foreseen, employees are more likely to engage in cooperative behaviour in the workplace, as an employee realises an extended future with a co-worker and organisation is possible (Joireman, Kamdar, Daniels, & Duell, 2006). When there is high future interdependence, the behaviour of an employee towards their colleague may be affected, because both have to work together for a longer period of time in the future (Gerpott et al., 2017). People cooperate even more with a stranger when they know they will interact with that stranger again (Van Lange, Klapwijk, & Van Munster, 2011). In addition, Groenenboom, Wilke, and Wit (2001) argue that future interdependence has been shown to evoke relational concerns, such as reciprocity. In contrast, employees without future interdependence do not establish and maintain long term relationships. These employees may evoke individualistic behaviour and focus on personal gain (Groenenboom et al., 2001). Axelrod and Hamilton (1984) discuss employees with a short-term co-worker that do not expect continued interdependence may stimulate individualistic behaviour and focus on maximising personal gain, suggesting future interdependence affects employee behaviour.

In a situation with a low extended future between employees more knowledge hiding occurs, than those with a long future relationship with a co-worker (Axelrod & Hamilton, 1984). In other words, when employees know that they have an extended future with a co-worker it will affect mutual understanding, and this constitutes the basis for improved communication and therefore less knowledge hiding (Rosen, Frust & Blackburn, 2007). Moreover, employees will hide less knowledge when there is repeated interaction with co-workers than when facing a single interaction (Van Lange et al., 2011).

Bakker, Leenders, Gabbay, and Van Engelen (2006) discuss individual characteristics and processes that influence knowledge sharing among individuals in a team. For example, the longer a team has been together and with an extended future, the higher the level of team cohesiveness and the more likely employees are to share knowledge. Additionally, Sias, Kramer, and Jenkins (1997) found that short-term co-workers are less likely to hide knowledge compared to newly-hired permanent employees. Zettler, Hilbig, and Heydasch (2013) showed individuals high in Honesty–Humility cooperate more in general and are also less likely to strategically seek out chances for exploiting others. According to Leenders, Van Engelen, and Kratzer (2006), employees who have worked together for a longer time tend to share more knowledge between one another than between new employees, meaning employees will share more knowledge with co-workers with a shared extended future together. This might be expected when there is a high future interdependence among employees resulting in hiding less knowledge, which leads to the hypothesis that *future interdependence is negatively related to knowledge hiding intentions (H4)*.

Kenrick and Funder (1988) emphasize that personality traits require trait-relevant situations for their expression. Previous research already investigated how personality traits (e.g. self-monitoring or extraversion) relate to situational factors (e.g. position in hierarchy or network centrality). However, the study did not explicitly address the mechanisms of the Big Five (or HEXACO) personality traits (Casciaro, 1998). According to trait activation theory (Tett & Gutterman, 2000), personality traits (e.g., Honesty-Humility) require trait-relevant situations (e.g., the amount of future interdependence) for hiding less—or more—knowledge. Cooperation is likely to be true for everybody, even people low on Honesty-Humility, whereas those low on Honesty-Humility may be less likely to cooperate when they are less likely to interact with that person in the future (Maslyn and Uhl-Bien, 2001). Thus, it might be expected that in low future interdependence situations the negative relation between Honesty-Humility and knowledge hiding intentions is stronger. This leads to the hypothesis that *a negative relation between personality (Honesty-Humility) and knowledge hiding intentions is weaker when future interdependence is high (H5)*.

2.4 Conceptual model

Based on the theoretical framework above, this study attempts to find an answer on how personality, conflict, and future interdependence influences knowledge hiding behaviour. The following graphical representation can be derived from the theoretical section, which forms the conceptual model and was tested in this research.

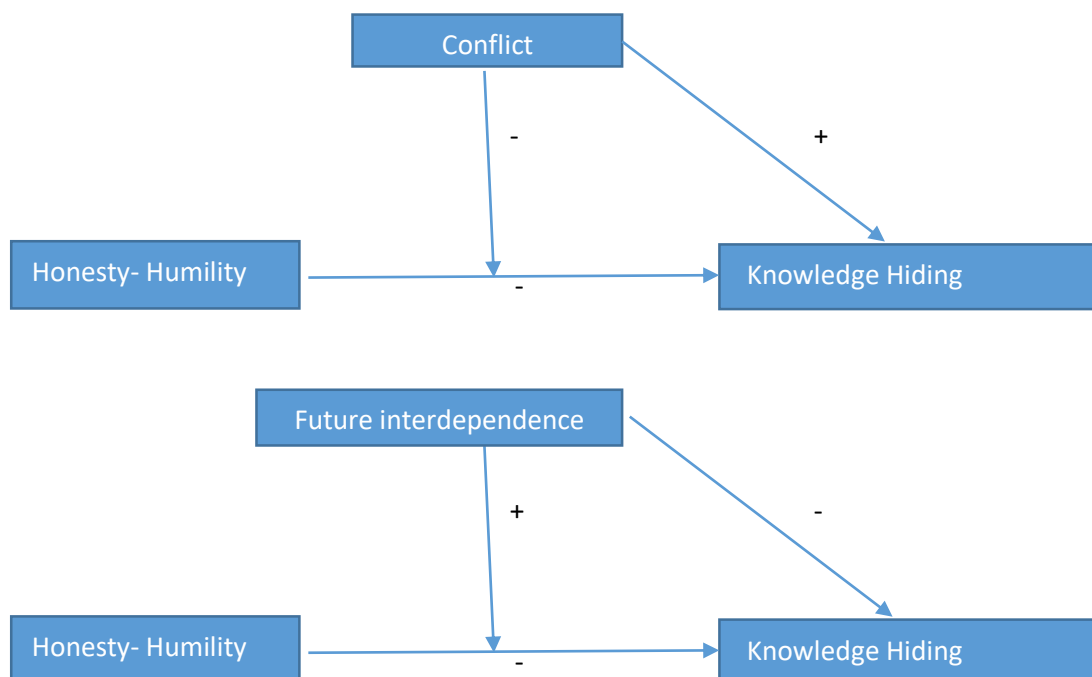


Figure 2. Graphical representations of the conceptual model

Chapter 3: Research design and methods

3.1 Research design

A quantitative study was conducted, with the dependent variable knowledge hiding intentions, and the independent variable Honesty-Humility, with additional moderating variables conflict and future interdependence. To obtain the quantitative data, we employed a 2x2 subject design.

3.2 Sample

The number of participants in this study whose data was used for analysis was sufficient. With a sample size of 199 in this study, the statistical power was .84, based on an effect size of .25.

Analyses showed that 357 participants opened the link or started the survey. Of those 208 participants finished the survey, yielding a response rate of 58.26%. 9 responses did not fulfill the conditions of older than 18 years and/or having worked for more than 20 hours/week. These participants were excluded from further analysis. Thus, 199 responses remained. From the remaining 199 employees, the majority of employees were female (59.1%). The average age of all participants was 37.36 years ($SD = 13.12$). None of the participants had a low level of education (lower than a high-school degree); 30 participants (15.2%) had a high school or equivalent degree, 57 participants (28.8%) had a vocational degree, 84 participants (42.4%) had an undergraduate degree (HBO), and 27 participants (13.6%) had a graduate degree (University). The average working hours of the participants were 34.23 hours per week ($SD = 8.94$). Table 1 provides a more detailed overview of the demographics of the study population.

Table 1:

Demographics sample (Age, Gender, Education, and Working Hours) (N=199)

Variable	Mean	SD	Categories	Percentages
Age	37.36	13.12		
Gender	-	-	Male	40.9%
			Female	59.1%
Highest level of education	-	-	Primary school	0%
			High school (VMBO,HAVO,VWO)	15.2%
			Vocational degree (MBO)	28.8%
			Undergraduate degree (HBO)	42.4%
			Graduate degree (University)	13.6%
Work Hours	34.23	8.94		

3.3 Procedure

After obtaining ethical approval by the University of Twente, a short pilot test was conducted to determine the approximate time of completion and to ensure content validity. The population for this study was generated by asking members of the researcher's personal network to participate in the study. The link of the study was either sent by mail to friends and colleagues or was shared on social media platforms, such as Facebook and LinkedIn. The survey was online for a period of 2.5 weeks (from 26-11-18 to 14-12-18). The whole questionnaire was completed online by the participant on their personal computer or mobile device.

After participants followed the link to the study and accepted informed consent, participants were asked to fill in the HEXACO-PI-R (104) personality questions. After finishing the personality questions situational reactions to conflict and future interdependence were measured. Four scenarios with manipulations in a 2x2 design were created, with conflict (high or low) and future interdependence (high or low). Each respondent got only one version of the manipulation in all four scenarios. After finishing the situational perception questions the participant had to fill in four manipulation check questions based on the SIS model (Gerpott et al., 2017), followed by general knowledge hiding questions. Finally, there were some demographic questions.

3.4 Instrumentation

Participants were directed to an online questionnaire with questions and situational scenarios. The advantage of an online questionnaire is that there are minimal costs involved and it will increase the generalizability of the results. However, the disadvantages of an online questionnaire are that people may easily ignore the email provided with the link (Ritter & Sue, 2007). The complete online questionnaire can be found in Appendix A. The questionnaire was made with the online survey tool 'Qualtrics' from the University of Twente. After 2.5 weeks the data was transferred to IBM SPSS version 25 and prepared for analyses.

HEXACO-PI-R

In the first section, the instrument HEXACO-PI-R (104) from De Vries, Ashton, and Lee (2009) regarding personality was used. 104 statements were employed to measure six personality domains and the alpha reliability of the scale was acceptable: Honesty-Humility ($\alpha = .79$), Emotionality ($\alpha = .82$), eXtraversion ($\alpha = .77$), Agreeableness ($\alpha = .78$), Conscientiousness ($\alpha = .77$), and Openness to Experience ($\alpha = .76$). The six personality domains were covered in this questionnaire with 16 questions each. Four items measured proactivity. All items were rated on a 5 point Likert scale (1 = strongly disagree, to 5 = strongly agree).

Situational knowledge hiding

After each scenario three different adapted questions related to the knowledge hiding questionnaire (evasive hiding, playing dumb, and rationalised hiding) from Connelly et al. (2012) were presented (total of 12 questions) and demonstrated good alpha reliability ($\alpha = .84$). Qualtrics randomly assigned respondents to one of the four possible manipulations. Each question was assessed with a five-point Likert scale (1 = strongly disagree, to 5 = strongly agree). The respondents had to indicate the extent to which they agreed on the statement about knowledge hiding.

General knowledge hiding questions

In the third section, twelve knowledge hiding questions were measured using a scale created and validated by Connelly et al. (2012). General questions were asked of the respondents. Every statement started with the following sentence: "If a colleague, in general, would ask information, then I would". Sample items read, "When a colleague recently asked for information, I agreed to help the colleague but provided different information than requested" and "I pretended that I did not know the information". Each question was assessed with a five-point Likert scale (1 = strongly disagree, to 5 = strongly agree) and demonstrated good alpha reliability ($\alpha = .87$).

Demographic questions

In the fourth and final section, four demographic questions about age, gender, highest level of education and hours of working were asked.

3.5 Data analysis

All to-be-reversed items from the HEXACO-PI-R and the manipulation questions were recoded, so each 1 (strongly disagree/helemaal mee oneens) was changed to a 5 (strongly agree/helemaal mee eens), each 2 (disagree/oneens) to a 4 (agree/ mee eens) and so forth.

Initially the analysis focused on general descriptive statistics (e.g. mean, standard deviation, and frequencies) between the variables Honesty-Humility, conflict, future interdependence, and knowledge hiding intentions. Manipulation questions were calculated by an ANOVA test to check if the questions were significant. When the manipulations questions are significant, then the participants understood the manipulations.

The Honesty-Humility variable was created by calculating the mean for each participant of the 16 (out of 104) questions of the HEXACO personality model which represented Honesty-Humility.

Two means were calculated each for the variables general knowledge hiding and the situational knowledge hiding questions. The general knowledge hiding is based on the 12 general statements (adaptive hiding, playing dumb and rationalized hiding) from Connelly et al. (2012). The situational knowledge hiding variable is based on 12 different adapted to the scenario questions.

The experimental variables conflict (0 = low and 1 = high) and future interdependence (0 = low and 1 = high) were created by checking in which scenario the participant was assigned by

Qualtrics. For example, when the participant had answered the questions in a low conflict and high future interdependence scenario, then conflict was coded as 0 and future interdependence 1 in SPSS.

The variables Honesty-Humility, conflict, and future interdependence were first centered to 0. The two moderator variables were created by multiplying the conflict and future interdependence variables with the Honesty- Humility variable. The interaction terms were conflict x Honesty-Humility and future interdependence x Honesty-Humility. Both conflict and future interdependence had a binary coding (0 or 1).

Distribution of the variables was analysed by conducting the Kolmogorov - Smirnov test of Normality and monitoring the assumptions for (multiple) regression analysis.

To answer *Hypothesis 1*, correlational and regression analyses were conducted. To answer *Hypotheses 2, 3, 4 and 5*, correlational and hierarchical linear regression was conducted.

Chapter 4: Results

The scenarios were manipulated with high or low conflict and high or low future interdependence based on the SIS model (Gerpott et al., 2017). Subsequently, four questions were added to measure if the respondent understood the manipulation. The manipulation questions were taken from the short version of the SIS (2 conflict (C) and 2 future interdependence (FI)). The participant had to answer the knowledge hiding question on a 5- point Likert scale.

The two reversed key items were recoded. In order to check if the respondents understood the manipulations an ANOVA test was used to check if there was a significance difference. There was a significant difference for both the manipulation questions about conflict ($F(1, 197) = 19.70, p = .000, SE = .59$). Moreover, there was also a significant difference for both manipulation questions about future interdependence ($F(1, 197) = 5.33, p = .022, SE = .48$). To conclude, the respondents understood both the conflict and future interdependence manipulation because both manipulations were significant.

Second, before the hypothesis was tested, the data were assessed for normal distribution of the variables to determine whether parametric or non-parametric tests were to be applied. To test normality a Kolmogorov – Smirnov test was used because the sample size was larger than > 50 (Razali & Wah, 2011). When the distribution of the variables was checked, the variable Honesty-Humility was parametrically distributed. Only the variables knowledge hiding general ($p = .001$) and knowledge hiding situational ($p = .033$) seemed to be non-parametrically distributed (see Table 2). However, according to the central limit theorem if the sample data are approximately normal, as in this case, the residuals follow normal distribution for a variable, then sample distribution will be normal. There was a large sample size ($n = 199$), that provided sufficient justification for the use of a parametric test (Kwak & Kim, 2017).

Table 2:

Normality Test

Variables	Kolmogorov- Smirnov (a)	
	Statistic	Sig.
Honesty-Humility (personality) (N=199)	.060	.075
Knowledge Hiding general (N=199)	.086	.001
Knowledge Hiding situational (N=199)	.066	.033

*This is a lower bound of the true significance
a Lilliefors Significance Correction

4.1 Mean scores and correlation matrix

Mean scores for scenarios, personality (Honesty-Humility) and knowledge hiding intentions on a scale of 1-5 showed that on average the score for Honesty-Humility ($M = 3.67, SD = 0.48$) was almost the same as the average score of the research from De Vries et al. (2009), which was ($M =$

3.69, $SD = 0.49$). Besides, the mean scores for knowledge hiding general ($M = 2.30$, $SD = 0.59$) and situational knowledge hiding ($M = 2.29$, $SD = 0.59$) indicated that the participants on average are not hiding too much knowledge. See also Table 4.

In Table 3, the mean of knowledge hiding in separated conditions indicated that participants hid more knowledge in a high conflict situation ($M = 2.35$, $SD = 0.50$) compared to a low conflict situation ($M = 2.23$, $SD = 0.57$). Besides, for the moderator variable future interdependence, participants hid more knowledge in a low future interdependence situation ($M = 2.34$, $SD = 0.55$) and hid less knowledge in a high future interdependence situation ($M = 2.24$, $SD = 0.53$). Both conflict and future interdependence are significantly different.

Table 3

Mean (M), Standard Deviation (SD), amount of participants (N), t-test and p-value

	Low			High				
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Conflict	98	2.23	0.57	101	2.35	0.50	2.166	.036
FI	97	2.34	0.55	102	2.24	0.53	-2.045	.042

*Dependent variable = situational knowledge hiding

Bivariate correlations were calculated using Pearson's correlation (Warner, 2013), and included independent variables, the two dependent variables and two moderating variables. The bivariate correlations are shown in Table 4. Honesty-Humility was found to have a significant relation with general knowledge hiding (GKH) ($r = -.284$, $p = .001$). Honesty-Humility was also found to have a significant relation with situational knowledge hiding (SKH) ($r = -.173$, $p = .014$), with both general knowledge hiding and situational knowledge hiding variables correlating significantly with eXtraversion (GKH $r = -.305$, $p = .001$) (SKH $r = -.248$, $p = .001$) and Openness to experience (GKH $r = -.220$, $p = .002$) (SKH $r = -.157$, $p = .027$). In addition, both general ($r = .234$, $p = .001$) and situational knowledge hiding ($r = .336$, $p = .001$) significantly correlated with University study, however only general knowledge hiding significantly correlated with age ($r = -.227$, $p = .001$). In line with expectations and the results reported in Table 3, conflict significantly correlated with situational knowledge hiding ($r = .149$, $p = .036$) and future interdependence with situational knowledge hiding ($r = -.144$, $p = .042$).

Table 4

Correlation matrix (N=199)

Variables	Alpha	Mean	SD	H	E	X	A	C	O	Age	Gender	Study	Hours	KHg	KHs	Future	Conflict
Independent																	
H	.79	3.67	0.48	-													
E	.82	3.07	0.53	.086	-												
X	.77	3.62	0.41	.103	-.202**	-											
A	.78	2.99	0.46	.195**	-.057	.010	-										
C	.77	3.57	0.45	.194**	.047	.019	.099	-									
O	.76	2.95	0.52	.014	.020	.117	.071	-.017	-								
Variables																	
Age	-	37.4	13.09	.296**	-.077	.022	.032	.094	.082	-							
Gender (a)	-	-	-	.313**	.460**	.003	.070	-.002	.110	.001	-						
Study (b)	-	-	-	-.055	-.025	.132	-.184**	.005	.156*	-.272**	.043	-					
Hours	-	34.16	8.98	-.049	-.344**	.013	-.170*	.086	-.021	.102	-.484**	.050	-				
Dependent																	
KH(general)	.87	2.30	0.59	-.284**	.100	-.305**	.006	-.056	-.220**	-.227**	-.116	-.234**	.018	-			
KH(situation)	.84	2.29	0.59	-.173*	.125	-.248*	-.029	-.101	-.157*	-.051	-.068	-.336**	-.009	.672**	-		
Moderating																	
Conflict (c)	-	-	-	.007	-.004	-.017	.062	-.063	-.013	-.083	-.018	.004	-.004	.046	.149*	-	
Future (d)	-	-	-	.089	-.047	.093	.005	-.056	-.085	.040	.092	.080	-.115	-.029	-.144*	.005	-

*correlation is significant at the 0.01 lever (2-tailed)

**correlation is significant at the 0.05 level (2-tailed)

All bold print are significantly correlated

a= 40,9% men, 59,1% women (1= men, 2= women)

b= 54.2% non- university, 55.8% university (0 = non- university, 1 = university)

c= 49,2% conflict low, 50,8% conflict high (0= low, 1= high)

d= 48,7% future interdependence low, 51,3% future interdependence high (0 = low, 1 = high)

Table 5

Regression analysis of predictor of general knowledge hiding (N=199)

Predictor	Regression 1		Regression 2	
	β	p	β	p
Age	-.315	.000**	-.216	.002*
Gender ^a	-.091	.236	-.040	.629
Education ^b	-.316	.000**	-.247	.000**
Hours	.019	.802	.061	.423
Honesty-Humility			-.209	.004*
Emotionally			.096	.193
eXtraversion			-.212	.001*
Agreeableness			.039	.560
Conscientiousness			-.006	.924
Openness to experience			-.135	.038*
R^2		.156		.277
R^2 change		.139		.238

*significant at the 0.01 level (2-tailed)

**significant at the 0.05 level (2-tailed)

All bold print are significant

a= 40,9% men, 59,1% women (1= men, 2= women)

b= 54.2% non- university, 55.8% university (0 = non- university, 1 = university)

Table 6

Regression analysis of predictors of situational knowledge hiding (N=199)

Predictor variables	Regression 1		Regression 2		Regression 3		Regression 4	
	β	p	β	p	β	p	β	p
Age	-.154	.03*	-.082	.258	-.062	.388	-.054	.464
Gender ^a	-.050	.524	-.043	.618	-.032	.707	-.031	.715
Education ^b	-.375	.00**	-.335	.00**	-.325	.00**	-.324	.000**
Hours	.000	.997	.030	.704	.017	.826	.031	.691
Honesty-Humility (HH)			-.126	.096	-.127	.091	-.129	.085
Emotionally			.123	.111	.113	.139	.117	.125
eXtraversion			-.154	.024*	-.145	.032*	-.153	.024*
Agreeableness			-.034	.623	-.044	.520	-.058	.405
Conscientiousness			-.071	.291	-.067	.317	-.078	.245
Openness to Experience			-.074	.273	-.085	.208	-.095	.158
Conflict (C) ^c					.141	.029*	-.141	.029*
Future interdependence (FI) ^d					-.092	.164	-.094	.156
C x HH							.113	.089
FI x HH							.029	.654
R^2		.137		.214		.242		.254
R^2 change		.119		.173		.193		.197

*significant at the 0.01 lever (2-tailed)

**significant at the 0.05 level (2-tailed)

All bold print are significant

a= 40,9% men, 59,1% women (1= men, 2= women)

b= 54.2% non- university, 55.8% university (0 = non- university, 1 = university)

c= 49,2% conflict low, 50,8% conflict high (0= low, 1= high)

d= 48,7% future interdependence low, 51,3% future interdependence high (0 = low, 1 = high)

4.2 Hierarchical regression analysis

After testing the data, the hypotheses were tested by executing hierarchical multiple regression, where all variables in Table 5 were added in two blocks (regressions). Demographic variables (age, gender, education and hours) were entered at step 1 (regression 1) and the HEXACO variables added in step 2 (regression 2). Table 5 shows an overview of two blocks with general knowledge hiding variable as dependent variable. The first model explained 15.6% of the variance and was significant ($p = .001$). The second model with the HEXACO variables explains 27.7% of the variance and was also significant ($p = .001$). The demographic and HEXACO variables in the model significantly contributed to explaining the variance in general knowledge hiding. In the second model, Honesty-Humility significantly explained variance in the general knowledge hiding variable ($\beta = -.209$, $p = .004$). The entire model was statistically significant ($p = .001$). When the demographic variables were included the model was significant ($F(4, 194) = 8.997$, $p = .001$). When the HEXACO variables were included the model still remained significant ($F(10, 188) = 7.187$, $p = .001$).

In Table 6, all variables were added in four blocks (regressions). Demographic variables (age, gender, education and hours) were entered at step 1 (regression 1), the HEXACO variables added in step 2 (regression 2), conflict and future interdependence added at step 3 (regression 3), and the interaction between conflict or future interdependence and Honesty-Humility were added at step 4 (regression 4). Table 6 shows an overview of the four different blocks with situational knowledge hiding variable as dependent variable. The first model explained 13.7% of the variance and was significant ($p = .001$). The second model with the HEXACO variables explained 21.4% and was also significant ($\Delta R = .214$, $p = .001$). The HEXACO variables in the model significantly contributed to explaining the variance in situational knowledge hiding. Model 3 with conflict and future interdependence added explained 24.2% of the variance and was significant ($p = .037$). The final model 4 with the interaction terms explained 25.4% of the variance, but did not significantly increment the total explained variance ($p = .221$), the addition of the moderator variables explained an additional 1% of the situational knowledge hiding variable. Most of the variance in the independent variable was therefore explained by the effects of the demographic variables and HEXACO variables.

In the second model Honesty-Humility did not significantly explained variance in the situational knowledge hiding variable ($\beta = -.126$, $p = .096$). The third model (with the conflict and future interdependence variable) revealed a slightly stronger effect of Honesty-Humility with an insignificant effect on the situational knowledge hiding variable ($\beta = -.127$, $p = .091$). The fourth model with the moderator variables, the effect got slightly stronger and did not significantly affected the situational knowledge hiding variable ($\beta = -.129$, $p = .085$). The third model showed conflict significantly explained the variance in the situational knowledge hiding variable ($\beta = .141$, $p = .029$),

and remain significant when the moderator variables were added in model 4 ($\beta = .141, p = .029$). Future interdependence did not significantly explain variance in model 3 ($\beta = -.092, p = .164$), and also did not significantly explain variance when the moderator variables were added in model 4 ($\beta = -.094, p = .156$). The interaction effect of conflict and Honesty-Humility did not significantly explain variance in the variable situational knowledge hiding ($\beta = .890, p = .089$). The interaction effect of future interdependence and Honesty-Humility also did not significantly explain variance in the situational knowledge hiding variable ($\beta = .234, p = .654$). Both interaction effects on situational knowledge hiding variable were positive. At last, there was also found a significant effect between eXtraversion and situational knowledge hiding ($\beta = -.153, p = .024$) and eXtraversion and general knowledge hiding ($\beta = -.212, p = .001$).

The entire model was statistically significant ($p = .001$). When the demographic variables were included the model was significant ($F(4,194) = 7.712, p = .001$). When the HEXACO variables were included the model still remained significant ($F(10,188) = 5.131, p = .001$). After adding the variables conflict and future interdependence the whole model continued to remain significant ($F(12,186) = 4.945, p = .001$). Finally, when the moderator variables were included the model was still significant ($F(14,184) = 4.480, p = .001$).

In summary, significant result was found for the negative effect between Honesty-Humility and general knowledge hiding ($\beta = -.209, p = .004$). However, there was not found a significant negative effect between Honesty-Humility and situational knowledge hiding ($\beta = -.129, p = .085$). These results mean hypothesis 1 is supported for general knowledge hiding, but not for situational knowledge hiding. Conflict had a positive effect to the situational knowledge hiding variable ($\beta = .141, p = .029$) and indicates hypothesis 2 is supported. However, conflict did not significantly moderate the relation between Honesty-Humility and knowledge hiding (situational) ($\beta = .113, p = .089$), meaning hypothesis 3 is rejected. Future interdependence had a negative effect to knowledge hiding intentions but was non-significant ($\beta = -.092, p = .164$) rejecting hypothesis 4. Future interdependence did not significantly moderate the relation between Honesty-Humility and knowledge hiding (situational) ($\beta = .029, p = .654$), thus indicating hypothesis 5 is not supported.

Chapter 5: Discussion & Conclusion

This study aims to investigate the relations of personality, conflict, and future interdependence with knowledge hiding intentions. In order to test this assumption, a 2x2 between subject design was applied, which measured knowledge hiding in different situational manipulations. Knowledge hiding has been identified as an area requiring research attention (Connelly et al., 2012). Thus, the results of this study may have theoretical implications and could make a contribution to existing research. The essential contribution of this research to the knowledge management literature and educational science is the examination of the variables Honesty-Humility, conflict and future interdependence in relation to knowledge hiding intention. According to Connelly et al. (2012) knowledge hiding is rather unexplored. The current study helps to enhance organizational learning, by researching why employees hiding knowledge and the current study generate new ideas about behaviours, such as Honesty-Humility. Besides, this study interestingly revealed not all the studied variables were significantly related to knowledge hiding behaviour, as mentioned in the theoretical framework.

The first hypothesis stated that Honesty-Humility is negatively related to knowledge hiding intentions. It was argued that employees' personality traits are factors influencing employees' knowledge hiding behaviour (Matzler et al., 2008). The negative relation between Honesty-Humility and both general and situational knowledge hiding intentions fits the ideas of Hsu et al., (2007); Matzler et al., (2008); Gupta (2008), who stated that an employee's personality trait is an essential factor that may influence employees' behaviour to share knowledge or not. However, Lin et al. (2012) mention that their study did not provide empirical validation about the effect of personality traits on knowledge hiding intentions, but argued that previous studies mentioned that personality traits, such as agreeableness, conscientiousness and openness affect knowledge contribution behaviours (Matzler et al., 2008). Pan et al. (2018) also provide empirical validation about the effect of personality traits and knowledge hiding intention. The theoretical reasoning is partly in line with the first hypothesis. Honesty-Humility had both a significant relation with general and situational knowledge hiding. Moreover, the effect of Honesty-Humility on general knowledge hiding was significant, meaning people who score low in Honesty-Humility may be more likely to hide knowledge from co-workers. However, there was not found a significant effect between Honesty-Humility and situational knowledge hiding.

A significant negative relation between Honesty-Humility and general knowledge hiding intentions can be explained by individual differences in personality, with these personality traits influencing situations people encounter and select, their reactions, and outcomes (De Vries et al., 2016). Employees who score low in Honesty-Humility have a tendency to cheat, manipulate, and break rules, are more likely to be very sensitive to their physical environments, and seek cues for the

opportunity to engage in self-interested behaviours (Wiltshire et al., 2014). In other words, employees who score low in Honesty-Humility are, according to the findings, more likely to hide knowledge. The not significant relation between Honesty-Humility and situational knowledge hiding can be explained by the description of the scenarios, because these descriptions may had an effect of how the participant responded on the situational knowledge hiding questions. Moreover, knowledge hiding is not a desirable behaviour and thus it was possible that participants responded in socially desirable ways.

EXtraversion, another factor of the HEXACO personality model, was found significant with both general and situational knowledge hiding. This significant effect can be explained by the description of eXtraversion. Individuals high in eXtraversion have a tendency to seek out the company and stimulation of other people (Gerpott et al., 2017). These people like to be the center of attention in groups. In other words, for individuals who score high on eXtraversion is it difficult to hide knowledge from co-workers.

Hypothesis 2 stated that conflict is positively related to knowledge hiding intentions. The results of conflict showed that conflict was related to situational knowledge hiding. It was stated that employees in conflict do not exchange useful ideas or information with their opponents (Chen et al. (2011). These findings are the same to the findings of this study. When conflict was added in the model in the third block, the effect was significant. Moreover, when the moderator variables were entered into the model, the effect of conflict on situational knowledge hiding remained significant. The significant result can be explained by employees perceiving a negotiation as containing more conflicting than corresponding outcomes and therefore tend to make fewer concessions and experiencing less mutually rewarding (De Dreu et al., 2001). Thus, employees in a conflict situations, according to the results of this study, are more likely to hide knowledge from co-workers.

The result for the moderating effects was non-significant. The third hypothesis stating a negative relation between personality and situational knowledge hiding was stronger when conflict is high, with support from different studies suggesting employees who face a conflict situation may behave in differently and produce distinct outcomes. The results were not in line with this theoretical reasoning. The moderator variable of conflict and Honesty-Humility was found to have an insignificant effect on the negative relation of Honesty-Humility and situational knowledge hiding. In other words, conflict does not strengthen the negative relation between Honesty-Humility and situational knowledge hiding intentions.

Hypothesis 4 stated that future interdependence negatively related to knowledge hiding intentions. The study of Joireman et al. (2006) stated that in situations with future interdependence employees are more likely to engage in cooperative behaviour at the workplace, when an employee perceives an extended future with a co-worker. Moreover, Axelrod and Hamilton (1984) found that

there is more knowledge hiding in a situation when there is no future relation with a co-worker. The results of both researchers do support the results of this study. Future interdependence correlated significantly with situational knowledge hiding. However, there was not a significant result for the effect of future interdependence with a situational knowledge hiding in the hierarchical regression model. The significant correlation can be explained by employees who have an extended future with a co-worker, this will affect mutual understanding, and this constitutes the basis for improved communication and therefore less knowledge hiding (Rosen et al., 2007).

The result for the moderating effects was non-significant. The fifth and final hypothesis stated the negative relation between Honesty-Humility and knowledge hiding intentions was weaker when future interdependence was high as explained theoretically by Casciaro (1998). Personality traits relate to situational factors. That particular study did not explicitly address the personality traits from the HEXACO model. In light of the conceptual model this reasoning implies that the higher the future interdependence, the weaker the relation between Honesty-Humility and knowledge hiding intentions. This hypothesised effect was found to be not significant in the data analysis.

Explaining theoretically how Honesty-Humility and situational perceptions relate to knowledge hiding intentions is difficult, due to the natural complexity of investigating viewpoints of behaviours that are intentionally concealed (Demirkasımoğlu, 2015). Elaborating on Honesty-Humility, finding literature related to situational perceptions and significant results for Honesty-Humility, conflict and future interdependence, this study contributes to the theoretical explanation of a part of the hypothesis. Furthermore, it contributes to the call of many authors to investigate the role of personality in knowledge hiding.

5.1 Limitations

A possible reason why the result of this study only found partial backup of the scientific literature is that several shortcomings limit the validity of the results. First, Connelly et al. (2012) state, knowledge hiding may be a relatively under-reported low-base-rate event. Knowledge hiding is not a desirable behaviour and thus it is possible that participants responded in socially desirable ways. I attempted to avoid this problem by ensuring the confidentiality of responses.

Second, Knowledge hiding is difficult to study because of the natural complexity of investigating viewpoints of a behaviour that has been intentionally concealed (Demirkasımoğlu, 2015).

Third, it was demanding for participants to complete the whole online questionnaire, due to the large number of questions and participants needing to read sections of text before they could answer questions. This might explain why almost 50% of the participants did not finish the questionnaire. Furthermore, this shortcoming was supported by feedback given by several

participants. They complained about the duration of the questionnaire and some had difficulties completing it.

Fourth, this limitation concerns the generalizability of my results. The generalizability of my results is perhaps insufficient because the data was collected only from Dutch participants. Moreover, all variables were measured at one point in time and results might therefore be influenced by temporary individual and organizational factors. Measuring multiple times across time would have added quality to this study.

Finally, the results showed that both conflict and future interdependence were not a significant moderator. The moderating effects of conflict and future interdependence may be stronger in other descriptions for conflict and future interdependence. For example, when the description in the scenarios emphasises more a competitive working environment, or the conflict description may have had higher consequences for the participant.

5.2 Practical implications

Employees' interpretations of behaviour play an essential role in determining the various situations where employees could hide knowledge (Robinson et al., 1995). This study indicates how personality (Honesty – Humility) negatively influences knowledge hiding intentions. The findings in this study support communication to reduce employees being more likely to respond in self-interested ways and hide more knowledge (Baillet et al., 2013). As shown in the results, Honesty-Humility had a negative correlation with knowledge hiding intentions. This showed that of personality traits, especially Honesty-Humility had an effect on knowledge hiding intention. This is the reason why it might be valuable information for organisations to monitor the personality traits of their employees to make sure that employees do not harm organizational performance by damaging the development of new ideas, collaborations, or the implementation of policies (Demirkasimoğlu, 2015). In addition, organisations who monitoring the personality traits of their employees may enhance organizational learning. Organizational learning may get the desirable outcome when organisations gain insight into the personality traits of their employees and which personality traits are more likely to hide knowledge.

Decision makers in an organisation should consider the effect of knowledge hiding intention. Organisations should gain insights into the behaviour of an employee by asking questions or using personality models. When organisations are able to understand which employees score low on Honesty-Humility, they might be able to stimulate and support these employees by increasing the frequency of social interaction and communication to help mitigate the negative consequences of knowledge hiding, resulting in a more efficient organisation without fragmentation of services and a better organizational learning environment.

5.3 Future research

The results of this master's thesis have shown the importance of the effect of personality on knowledge hiding intentions and may have effects on an individual and organizations as a whole. These results offer several directions for future research, which will be described in the following paragraph.

Future research could examine the moderating role of conflict and future interdependence in my research model in greater detail or use a different description of the scenarios where conflict and future interdependence is described in another setting and place.

Moreover, future research should explore other moderators of knowledge hiding based on the situational perceptions (SIS). In this study the variables conflict and future interdependence were used. Further research could also include mutual dependence, power, and coordination or information certainty. For example, power might influence the reactions of targets to knowledge hiding intentions, less powerful co-workers may be inclined to retaliate against a co-worker who hides knowledge from them.

The data for this research was collected in the Netherlands, a western culture. For further research would I emphasise that researchers should pay attention to intercultural differences in the field of knowledge hiding intentions.

Moreover, it could be interesting for further research to investigate if knowledge hiding intentions may occur more or less frequently in various communication channels, such as online, written, or face to face.

At last, in this research was found a significant effect for eXtraversion with knowledge hiding intentions. For further research would I emphasize that researchers put the focus on eXtraversion in the field of knowledge hiding intentions.

5.4 Conclusion

The main goal of this study was to contribute to the literature about knowledge hiding. In order to do so an empirical research was conducted were the following research question was attempted to be answered:

What is the relations of personality, conflict, and future interdependence with knowledge hiding intentions?

This research about knowledge hiding intentions found as predicted, that there was a negative correlation between Honesty-Humility and with both general knowledge hiding and situational knowledge hiding. In addition, there was found a significant effect for Honesty-Humility and general knowledge hiding. However, there was not found a significant effect between honesty-humility and situational knowledge hiding. For conflict there was found a significant effect with

situational knowledge hiding and future interdependence had a significant relation with situational knowledge hiding, but future interdependence showed no significant effect in the hierarchical regression model. The moderator variables showed both a non-significant effect with situational knowledge hiding, meaning that conflict and future interdependence do not influence the relation between Honesty-Humility and knowledge hiding intentions.

To conclude, my findings further extend the knowledge hiding literature by investigating an interpersonal antecedent of knowledge hiding, specifically Honesty-Humility. This study provides a signal for decision-makers in organisations that low Honesty-Humility may increase knowledge hiding intentions within an organisation. Moreover, this study theoretically contributed to the literature of knowledge hiding by researching the effect of personality traits and situational perceptions on knowledge hiding.

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Appendix A: Questionnaire

Toestemmingsformulier

Introductie

In dit onderzoek zijn we geïnteresseerd in hoe u zichzelf beschrijft en wat voor keuzes u maakt in bepaalde situaties. Daarvoor zullen we u, in deel 1, een aantal stellingen voorleggen die in meer of mindere mate betrekking op u kunnen hebben en zullen we u in deel 2 een aantal scenario's voorleggen waarover we u vragen zullen stellen. In deel 3 zullen we u een aantal algemene uitspraken voorleggen en we sluiten af met een aantal achtergrond vragen. De vragenlijst duurt ongeveer 25 minuten. Als u deelneemt aan dit onderzoek, willen we u vragen om de vragenlijst serieus in te vullen.

Voorwaarden

*Om deel te nemen aan dit onderzoek, moet u op zijn minst **18 jaar of ouder zijn** en op zijn minst **20 uur per week werken**. Mocht u niet aan deze voorwaarden voldoen, dan kunt u helaas **niet** meedoen aan het onderzoek.*

Vertrouwelijkheid

Er wordt strikt vertrouwelijk met alle data uit het onderzoek omgegaan. De resultaten worden alleen gerapporteerd op basis van gemiddelden; er vindt dus geen rapportage plaats van individuele resultaten. We vragen in dit onderzoek niet naar uw naam, geboortedatum, woonadres en postcode of andere informatie die aan u gelinkt kan worden. Daarnaast zullen uw antwoorden op de vragen vertrouwelijk behandeld worden.

Vragen over het onderzoek

Deelname aan deze studie is vrijwillig. Er zijn geen risico's verbonden aan het invullen van de vragenlijst. U kunt op elk moment stoppen als u zich niet comfortabel voelt met het onderzoek. Als u vragen heeft over dit onderzoek, kunt u de hoofdonderzoeker contacteren door een mail te sturen naar: t.m.bosman@student.utwente.nl

Als u vragen heeft over deze studie en wilt dat bespreken met iemand anders dan de onderzoeker. U kunt dan contact opnemen met het Secretariaat van de Ethisch Commissie van de Faculty of Behavioural, Management and Social Sciences van de Universiteit Twente door een mail te sturen naar: ethicscommittee-bms@utwente.nl

Door op de volgende knop te drukken gaat u akkoord met deze voorwaarden.

Deel 1

Op de volgende pagina's vindt u een aantal uitspraken over uzelf. U wordt verzocht de uitspraken te lezen en aan te geven in hoeverre u het met deze uitspraken eens dan wel oneens bent. Klik vervolgens op één van de volgende antwoordcategorieën:

1 = Helemaal mee oneens

2 = Mee oneens

3 = Neutraal (noch mee eens, noch mee oneens)

4 = Mee eens

5 = Helemaal mee eens

U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent.

Geef aan in hoeverre u het eens of oneens bent met de volgende uitspraken.

1	Ik zou me vervelen bij een bezoek aan een kunstgalerie.
2	Ik maak thuis of op mijn werk vaak schoon.
3	Ik houd zelden een wrok tegen iemand, zelfs niet als ik erg slecht behandeld ben.
4	Alles bij elkaar heb ik wel een tevreden gevoel over mijzelf.
5	Ik zou bang worden als ik in slecht weer zou moeten reizen.
6	Als ik iets wil van iemand die ik niet mag, dan zou ik me erg vriendelijk gedragen om het te krijgen.
7	Ik kom graag meer te weten over de geschiedenis en politiek van andere landen.
8	Als ik aan het werk ben, stel ik mijzelf vaak ambitieuze doelen.
9	Mensen vertellen me soms dat ik te kritisch op anderen ben.
10	Ik geef zelden mijn mening in groepsbijeenkomsten.
11	Ik maak me soms zorgen over onbenulligheden.
12	Als ik niet gepakt zou worden, dan zou ik er geen probleem mee hebben om een miljoen Euro te stelen.
13	Ik heb liever een baan waarbij je volgens een vaste routine werkt dan één waarbij je creatief moet zijn.
14	Ik controleer mijn werk vaak herhaaldelijk om fouten te vinden.
15	Mensen vertellen me soms dat ik te koppig ben.
16	Ik vermijd prietpraat.
17	Na een pijnlijke ervaring heb ik iemand nodig om me te troosten.
18	Veel geld bezitten vind ik onbelangrijk.
19	Ik vind het tijdverlies om aandacht te besteden aan radicale ideeën.
20	Ik neem beslissingen op basis van 'hier-en-nu' gevoelens in plaats van zorgvuldig beraad.
21	Mensen vinden me een heethoofd.
22	Ik heb vrijwel altijd veel energie.
23	Ik voel tranen opkomen als ik anderen zie huilen.
24	Ik ben een gewoon persoon, niet beter dan anderen.
25	Ik zou mijn tijd niet willen besteden aan gedichten lezen.
26	Ik maak vooraf plannen en regel alvast zaken om te vermijden dat ik op het laatste moment nog dingen moet doen.
27	Mijn houding ten aanzien van mensen die mij slecht behandeld hebben is "vergeven en vergeten".
28	Ik denk dat de meeste mensen sommige aspecten van mijn persoonlijkheid wel mogen.
29	Het kan mij niet schelen om gevaarlijke klussen uit te voeren.
30	Ik zou niet vleien om op het werk opslag of promotie te krijgen, zelfs al zou het succes hebben.
31	Ik vind het leuk om naar landkaarten en plattegronden te kijken.
32	Ik span me vaak tot het uiterste in als ik een doel tracht te bereiken.
33	Over het algemeen accepteer ik zonder klagen andermans gebreken.
34	Als ik anderen ontmoet, ben ik meestal diegene die het contact op gang brengt.
35	Ik maak me veel minder zorgen dan de meeste mensen.
36	Ik zou in de verleiding gebracht worden om gestolen waren te kopen als ik in financiële nood zou zitten.
37	Ik zou graag iets kunstzinnigs doen, zoals een boek schrijven, een lied componeren of een schilderij maken.
38	Als ik aan iets werk, besteed ik weinig aandacht aan kleine details.
39	Ik ben gewoonlijk vrij flexibel in mijn opvattingen als mensen het met mij oneens zijn.
40	Ik geniet er van om veel mensen om me heen te hebben met wie ik kan praten.
41	Moeilijke situaties kan ik aan zonder emotionele steun van anderen nodig te hebben.
42	Ik zou graag in een zeer rijke, sjieke buurt wonen.
43	Ik houd wel van mensen met onconventionele ideeën.
44	Ik maak veel fouten omdat ik niet nadenk voordat ik iets doe.
45	Ik ben zelden boos, zelfs als mensen me behoorlijk slecht behandelen.
46	De meeste dagen voel ik me blij en optimistisch.
47	Als iemand die ik ken ongelukkig is, voel ik zelf bijna diens pijn.
48	Ik zou niet graag willen dat mensen me behandelen alsof ik beter ben dan zij.
49	Als ik de gelegenheid had, zou ik graag een klassiek concert bijwonen.
50	Mensen maken vaak grappende opmerkingen over de puinhoop in mijn kamer of op mijn bureau.
51	Als iemand mij eens bedrogen heeft, zal ik altijd achterdochtig blijven.
52	Ik heb het gevoel dat ik een impopulair persoon ben.
53	Als het gaat om fysiek gevaar, ben ik een angstaas.

54	Als ik iets van iemand wil, lach ik om diens slechtste grappen.
55	Ik zou erg verveeld raken van een boek over de geschiedenis van wetenschap en technologie.
56	Als ik een doel stel, komt het vaak voor dat ik het opgeef voordat ik het bereikt heb.
57	Ik heb de neiging andere mensen mild te beoordelen.
58	Als ik met andere mensen samen ben, ben ik vaak de woordvoerder van de groep.
59	Ik heb zelden of nooit slaapproblemen door stress of angst.
60	Ik zou nooit ingaan op een poging tot omkoping, zelfs niet als het om een erg hoog bedrag ging.
61	Mensen vertellen me vaak dat ik een levendige verbeelding heb.
62	Ik probeer altijd zo nauwkeurig mogelijk te werken, zelfs al kost het me extra tijd.
63	Als mensen mij vertellen dat ik het mis heb, is mijn eerste reactie dit aan te vechten.
64	Ik heb liever een baan waarin men veel met andere mensen omgaat dan één waarin men alleen dient te werken.
65	Wanneer ik over iets inzigt, wil ik het liefst met iemand mijn zorgen delen.
66	Ik zou graag gezien worden terwijl ik rondrijd in een erg dure auto.
67	Ik vind mijzelf een enigszins excentriek persoon.
68	Ik laat me in mijn gedrag niet leiden door opwellingen.
69	De meeste mensen hebben de neiging sneller boos te worden dan ik.
70	Mensen vertellen me vaak dat ik wat vrolijker zou moeten zijn.
71	Ik raak erg geëmotioneerd als iemand die me na staat voor een lange tijd weg gaat.
72	Ik vind dat ik meer recht op respect heb dan de gemiddelde persoon.
73	Soms houd ik er van om gewoon naar de wind te kijken die door de bomen waait.
74	Ik haal me soms problemen op de hals omdat ik slordig ben.
75	Ik vind het moeilijk iemand volledig te vergeven die gemeen tegen mij is geweest.
76	Soms heb ik het gevoel dat ik een waardeloos persoon ben.
77	Zelfs in crisissituaties blijf ik rustig.
78	Ik zou niet net doen alsof ik iemand mag om te zorgen dat die persoon mij een dienst bewijst.
79	Ik heb nooit met veel plezier in een encyclopedie gekeken.
80	Ik verricht zo min mogelijk werk, maar net genoeg om rond te komen.
81	Zelfs als mensen veel fouten maken, zeg ik zelden iets negatiefs.
82	Ik voel mijzelf niet erg op mijn gemak als ik voor een groep mensen sta te praten.
83	Ik word erg gespannen als ik moet wachten op een belangrijke beslissing.
84	Ik zou in de verleiding komen om vals geld te gebruiken als ik er zeker van was dat ik er mee weg zou komen.
85	Ik beschouw mezelf niet als een artistiek of creatief type.
86	Mensen noemen me vaak een perfectionist.
87	Ik vind het moeilijk compromissen te sluiten als ik denk dat ik gelijk heb.
88	Het eerste dat ik altijd doe als ik ergens nieuw ben, is vrienden maken.
89	Ik bespreek zelden mijn problemen met anderen.
90	Ik zou veel plezier beleven aan het bezit van dure luxe goederen.
91	Ik vind het saai om over filosofie te discussiëren.
92	Ik doe liever dingen spontaan dan vast te houden aan een plan.
93	Ik vind het moeilijk niet boos te worden als mensen mij beledigen.
94	De meeste mensen zijn levenslustiger en dynamischer dan ik over het algemeen ben.
95	Ik raak niet snel geëmotioneerd, zelfs niet in situaties waarin anderen erg sentimenteel worden.
96	Ik wil dat mensen weten hoe belangrijk ik ben.
97	Ik leef mee met mensen die minder geluk hebben dan ik.
98	Ik heb uitgewerkte plannen om dingen te verbeteren.
99	Ik probeer gul te geven aan hulpbehoevenden.
100	Waar ik ook kom, ik zorg voor positieve veranderingen.
101	Het zou me niets kunnen schelen om iemand die ik niet mag kwaad te doen.
102	Als ik iets wil, dan komt het voor elkaar.
103	Mensen vinden mij hardvochtig.
104	Anderen nemen vaker dan ik de leiding bij nieuwe plannen.

Deel 2

In dit deel bieden wij u vier verschillende scenario's aan. Naar aanleiding van de scenario's zal u een aantal uitspraken worden voorgelegd. U wordt verzocht aan te geven in hoeverre u het met deze uitspraken eens dan wel oneens bent. U kunt antwoord geven met behulp van de volgende antwoordcategorieën:

1 = Helemaal mee oneens

2 = Mee oneens

3 = Neutraal (noch mee eens, noch mee oneens)

4 = Mee eens

5 = Helemaal mee eens

U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent.

Hier volgt het eerste scenario:

1. Stel dat u werkt op een marketingafdeling van een Europese horecagroothandel en u bent contactpersoon voor een aantal grote internationale klanten. Tijdens uw loopbaan heeft u veelvuldig contact gehad met deze bedrijven en heeft u een reputatie opgebouwd van een betrouwbare partner. Voor een nieuwe marketingcampagne wil één van uw collega's graag contact leggen met twee van de grootste klanten uit uw klantenbestand. *Alhoewel u beseft dat de marketingcampagne goed voor uw bedrijf en belangrijk voor uw collega is, kan het contact leggen door uw collega met deze twee grote partijen uit uw klantenbestand voor de campagne schadelijk voor uw reputatie bij uw klanten zijn./U beseft dat de marketingcampagne goed voor uw bedrijf, goed voor uw collega en ook goed voor uw klanten en uw eigen reputatie bij uw klanten kan zijn. Daarnaast weet u sinds kort dat u zeer binnenkort op een andere afdeling komt te werken, waarbij u ander werk gaat doen en niet meer met deze collega en uw oude klantenbestand te maken zal hebben./Uw leidinggevende heeft aangegeven dat u in een vervolgproject nauw met deze collega zal samenwerken. Wat zult u doen wanneer deze collega u vraagt om contact te mogen leggen met deze twee grootste klanten?*

In deze situatie, zou ik:

- er mee akkoord gaan om hem/haar te helpen door contact te mogen leggen met uw twee grootste klanten, maar uiteindelijk weinig hulp bieden.
- net doen alsof ik niet bij de contactgegevens van mijn twee grootste klanten kan.
- vertellen dat ik het antwoord op zijn/haar vraag naar het contact mogen leggen met de twee grootste klanten uit het klantenbestand helaas schuldig moet blijven.

2. Stel dat u al een aantal jaar werkt bij de gemeente Amsterdam en dat u de meeste collega's waar u mee moet samenwerken goed kent en precies weet welke collega u moet benaderen voor het doorvoeren van reglementen. Nu heeft de gemeente Amsterdam waar u werkt problemen met het doorvoeren van nieuwe reglementen van de nationale overheid. Een collega van de gemeente Haarlem is aangewezen om u te helpen met het doorvoeren van deze reglementen. Deze collega van de gemeente Haarlem heeft dezelfde achtergrond als u en wil graag van u een update over welke personen hij of zij in de gemeente Amsterdam moet benaderen voor het doorvoeren van de reglementen. *De collega uit Haarlem heeft veel—betaalde—tijd gekregen voor deze klus, maar als u dit gaat uitzoeken, dan kost het u veel tijd terwijl uw Haarlemse collega vrijwel niets meer hoeft te doen./Als u deze informatie verschaft, dan spaart het uw Haarlemse collega en u veel tijd bij het doorvoeren van deze reglementen. Van uw leidinggevende heeft u begrepen dat uw Haarlemse collega alleen maar voor de duur van het project in Amsterdam werkzaam is; het is erg onwaarschijnlijk dat u in de toekomst nogmaals zult samenwerken./Van uw leidinggevende heeft u begrepen dat uw Haarlemse collega waarschijnlijk nog vaker in Amsterdam werkzaam zal zijn. Wat zult u doen wanneer deze collega u vraagt wie hij of zij moet benaderen voor het doorvoeren van de reglementen?*

In deze situatie, zou ik:

- hem/haar incomplete informatie geven betreffende wie hij/zij moet benaderen, in plaats van de volledige informatie waar hij/zij om vroeg.
- vertellen dat ik niet weet wie hij/zij moet benaderen, terwijl ik het wel weet.
- vertellen dat mijn leidinggevende heeft gezegd dat ik de informatie over wie hij/zij moet contacteren helaas niet mocht delen.

3. Stel dat u werkt voor een IT-bedrijf en dat u veel expertise heeft met betrekking tot een programma dat het makkelijker maakt om beslissingen te nemen op het gebied van persoonlijke gezondheidszorg, zorgverzekering en zorgverzekeraar. Een softwareontwikkelaar met veel expertise op het gebied van softwarebeveiliging, is op uw afdeling aangewezen om de software te herprogrammeren om het programma bestand te maken tegen virussen en malware. *U heeft er geen belang bij dat er veel aan het programma verandert—het zorgt maar al te vaak voor allerlei nieuwe technische problemen—terwijl de softwareontwikkelaar juist meer verdient als er veel gewijzigd wordt. /U heeft er—net zoals de softwareontwikkelaar—baat bij dat het programma ook in de toekomst virus- en malwarevrij is. Uw manager heeft u laten weten dat deze softwareontwikkelaar eenmalig is aangewezen om de software te herprogrammeren; in de toekomst zult u dus niet meer samenwerken./Uw manager heeft u laten weten dat deze softwareontwikkelaar vaker aanwezig zal zijn op de afdeling om te helpen met verschillende projecten; in de toekomst zult u dus vaker samenwerken. Wat zou u doen als de softwareontwikkelaar u om informatie vraagt over gebruikerservaringen die te maken hebben met veiligheidsrisico's in het softwareprogramma, informatie waarover u alleen beschikking hebt?*

In deze situatie, zou ik:

- zeggen dat ik hem/haar graag wil helpen met het ontdekken van veiligheidsrisico's, maar zou ik dit zo lang mogelijk uitstellen.
- net doen alsof ik niet weet over welke gebruikerservaringen de softwareontwikkelaar het heeft.
- uitleggen dat ik informatie over gebruikerservaringen graag aan hem/haar zou willen geven, maar dat ik het niet van plan ben om te doen.

4. Stel dat u werkt voor een landelijk schoonmaakbedrijf en u bent verantwoordelijk voor de specialistische schoonmaak in de regio Zwolle. U heeft veel basisscholen in uw regio, die allemaal zeer tevreden zijn over de hoge kwaliteit van de vloerreiniging. Nu is het zomervakantie en moeten veel vloeren van basisscholen gereinigd worden. U gaat altijd naar hetzelfde uitzendbureau, omdat dit bureau goede werknemers levert die een hoge kwaliteit garanderen. Nu zit het hoofd van de specialistische schoonmaak in de regio Groningen met hetzelfde probleem en is daar de tevredenheid van de klanten veel lager. Nu wil deze collega graag weten wie de goede werknemers zijn van uw uitzendbureau, zodat hij/zij ook hetzelfde personeel in kan zetten. *Het gebruik van deze goede schoonmakers in Groningen kan ervoor zorgen dat de kwaliteit van de schoonmaak in uw regio afneemt./Niet alleen uw collega in Groningen, maar ook uw landelijke baas zal erg tevreden zijn als u er samen voor zorgt dat de kwaliteit van de schoonmaak in beide regio's zo optimaal mogelijk is. Daarnaast weet u dat het contract van uw collega uit Groningen ten einde loopt en dat hij binnenkort de branche gaat verlaten./Daarnaast weet u dat de regio's Zwolle en Groningen hechter zullen moeten gaan samenwerken, dus u zal binnenkort veel contact hebben met deze collega.* Wat doet u wanneer deze collega u vraagt om informatie betreffende de beste medewerkers van het uitzendbureau met hem te delen?

In deze situatie, zou ik:

- er mee akkoord gaan om hem/haar te helpen, maar zou ik hem/haar andere informatie geven dan waar hij/zij naar vraagt.
- net doen alsof ik niet weet wie de beste medewerkers van het uitzendbureau zijn.
- uitleggen dat de informatie over de beste medewerkers van het uitzendbureau vertrouwelijk is en alleen beschikbaar zijn voor de manager van regio Zwolle.

Manipulatie check:

Naar aanleiding van de scenario's zullen er vier uitspraken worden voorgelegd. Denk bij elk item aan de situaties die hiervoor beschreven zijn en geef dan aan of je het eens of oneens bent met de beschrijving van de situatie.

Korte samenvatting van de beschreven scenario's:

- Scenario 1: Uw collega vraagt om contact te mogen leggen met de twee grootste klanten van uw klantenbestand voor een marketingcampagne.
- Scenario 2: Uw collega van de gemeente Haarlem vraagt om een update over welke personen hij/zij in de gemeente Amsterdam moet benaderen voor het doorvoeren van de reglementen.
- Scenario 3: Een softwareontwikkelaar is op uw afdeling om software te herprogrammeren om het te beveiligen tegen virussen en malware.
- Scenario 4: Uw collega van de regio Groningen wil graag weten wat de goede werknemers zijn van het uitzendbureau dat jij altijd benaderd.

In de items verwijst 'wij & onze' naar de collega die in de beschreven situaties aanwezig is. U kunt antwoord geven met behulp van de volgende antwoordcategorieën:

- 1 = Helemaal mee oneens
- 2 = Mee oneens
- 3 = Neutraal (noch mee eens, noch mee oneens)
- 4 = Mee eens
- 5 = Helemaal mee eens

U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent.

In hoeverre bent u het ermee eens/oneens:

"In alle van de vier hiervoor beschreven scenario's:"

- Konden wij allebei onze voorkeursuitkomst verkrijgen.
- Had hoe wij ons nu gedroegen gevolgen voor toekomstige situaties.
- Waren onze meest gewenste uitkomsten tegenstrijdig in de scenario's.
- Werden onze toekomstige interacties niet beïnvloed door de uitkomsten van deze situaties.

Deel 3

Algemene knowledge hiding vragen

Op de volgende pagina's vindt u een aantal algemene uitspraken over het achterhouden van informatie. U wordt verzocht de uitspraken te lezen en aan te geven in hoeverre u het persoonlijk met deze uitspraken eens dan wel oneens bent. Klik vervolgens op één van de volgende antwoordcategorieën:

1 = Helemaal mee oneens

2 = Mee oneens

3 = Neutraal (noch mee eens, noch mee oneens)

4 = Mee eens

5 = Helemaal mee eens

U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent.

“Over het algemeen, als een college mij om informatie vraagt dan ...”

- ga ik er mee akkoord om hem/haar te helpen, terwijl ik het eigenlijk niet wil.
- doe ik net alsof ik niets weet.
- leg ik uit dat de informatie vertrouwelijk is en alleen beschikbaar is voor de medewerkers van het project.
- geef ik hem/haar andere informatie in plaats van de informatie waar hij/zij om vraagt
- vertel ik dat ik het niet weet, terwijl ik het wel weet.
- leg ik uit dat ik het graag aan hem/haar zou willen vertellen, maar dat ik het niet van plan ben om te doen.
- vertel ik hem/haar dat ik wil helpen, maar stel ik het zo lang mogelijk uit.
- leg ik uit dat ik niet veel kennis heb over het desbetreffende onderwerp.
- zeg ik dat mijn leidinggevende mij heeft verteld dat ik de informatie helaas niet mag delen.
- ga ik er mee akkoord om hem/haar te helpen, maar geef hem/haar andere informatie dan waar hij/zij naar vraagt.
- doe ik net of ik niet weet waar hij/zij het over heeft.
- vertel ik dat ik het antwoord op de vraag van hem/haar niet weet.

Deel 4

Hieronder vindt u een aantal achtergrond vragen. U kunt antwoord geven door uw antwoord in te vullen in de daarvoor bestemde ruimte of door het juiste antwoord aan te klikken. U wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als u niet helemaal zeker van uw antwoord bent.

1	Wat is uw leeftijd?
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2	Wat is uw geslacht?
	- Man
	- Vrouw
	- Anders, nl: (open antwoord)

3	Wat is u hoogst genoten opleiding (met diploma)?
	• Basisonderwijs
	• VMBO/MAVO
	• HAVO
	• VWO
	• MBO
	• HBO
	• Universitair

5	Hoeveel uur werkt u per week?
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Hartelijk dank voor uw deelname!

Nabespreking

Dit onderzoek onderzoekt hoe persoonlijkheid en situaties verband houden met het achterhouden van informatie.

Hoe wordt er getest:

We hebben vragen gesteld over uw persoonlijkheid en uw neiging om informatie achter te houden in situaties waarin conflict (conflict) en toekomst wederzijdse afhankelijkheid (future interdependence) aanwezig of afwezig is.

Hypothesen en hoofdvraag:

We testen of er een verband is tussen persoonlijkheid en situaties enerzijds en informatie achterhouden anderzijds. De verwachting is dat personen die lager scoren op integriteit en die meer conflict ervaren in een situatie waar ze niet afhankelijk zijn van iemand meer informatie zullen achterhouden.

Als u meer wil weten:

Wanneer u geïnteresseerd bent in dit onderzoek en u er meer over wil weten, kunt u contact opnemen met:

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