**Feeling Possessive, Performing Well? Effects of Job-Based Psychological Ownership on Territoriality, Information Exchange, and Job Performance**

Supplemental Material

**Supplemental Material A. Open-ended Online Survey**

**(Item Generation of Territorial Expanding Scale)**

A job territory is about the boundary of one’s job and contents within this boundary that one sees as having control, entitlement, expertise, and jurisdiction. Job territory includes tangible contents like job tasks and activities, intangible contents like resources one has control of, entitlement to performing and reward, expertise in and recognized authority for. People have two main approaches to managing their job territory. On the one hand, employees **protect their existing job territory from infringement**. On the other hand, employees **enlarge and acquire new territory, which we capture as territorial expanding**.

**Territorial expanding** means that people extend their job boundaries, enlarge their scope of the job, and acquire new territories (e.g., job-related resources). An example: As a salesman, I launch promotion activities, occupy more market share, and approach more new clients.

In this study, we would like to focus on a key and specific job territory—job-related resources.

Job-related resources refer to those physical, psychological, social, or organizational aspects of the job that (a) are functional in achieving work goals, (b) reduce job demands and the associated physiological and psychological costs, or (c) stimulate personal growth and development. Examples of job-related resources include tangible things such as workspace, work tools and possessions, and intangible things such as ideas, information, roles and responsibilities, and social entities (e.g., people and group).

We would like to talk about what you see as the job-related resource territory at work, and discuss your experience with expanding the territory.

**Sample and Data Collection**

Our sampling design specified that the interviewees must have a full-time job.

**The open-ended questions:**

1. Describe the job, job type, do you have to depend on others to get the work done?
2. Describe the details of what you do to gain more job-related resources.
3. Describe the details from your observation of coworkers in gaining more job-related resources.
4. Why would you think that you or your coworker try to get more job resources?
5. What were the reasons or causes of expanding one’s territory?
6. Can you perform your job without these extra resources? Why?
7. Demographic information:
8. What is your age? \_\_\_\_\_\_\_\_\_
9. How long have you been working in your current organization? \_\_\_\_\_\_\_\_\_\_
10. Please indicate the country where you are a citizen now? \_\_\_\_\_\_\_\_\_\_
11. Please indicate the country where you currently work? \_\_\_\_\_\_\_\_\_\_
12. What is your gender? (Female/Male)
13. Are you a leader or an employee? (Leader/Employee)
14. What is the highest level of school you have completed or the highest degree you have received? (No degree or high school diploma/ Associate degree/ Bachelor degree/ Master degree/ Doctoral degree)
15. Please indicate your occupation. (Management, professional, and related/ Service/ Sales and marketing/ Farming, fishing, and forestry/ Construction, extraction, and maintenance/ Production, transportation, and material moving/ Government/ Others)

**Supplemental Material B. Content Validation**

Please read carefully the following definitions reflecting distinct types of behaviors or tendencies employees may engage in at work.

1. **Territorial Expanding**—behaviors that increase and enhance an existing territory (e.g., tangible or intangible job-related resources).

2. **Territorial Marking**—behaviors that mark or label a territory (e.g., tangible or intangible job-related resources) to communicate the boundary of the territory and clarify ownership over it.

3. **Territorial Defending**—behaviors that prevent others from using or accessing a territory (e.g., tangible or intangible job-related resources).

4. **Proactive Behavior**—behaviors that take initiative to change themselves or their work environments.

5. **Promotion Focus**—a tendency to strive to achieve an ideal self and pursue positive outcomes (e.g., achieving gains or success).

6. **Learning Goal Orientation**—a desire to develop the self by acquiring new skills, mastering new situations, and improving one’s competence.

7. **Performance-Prove (Approach) Goal Orientation**—a desire to prove one’s competence and to gain favorable judgments about it.

8. **Achievement Striving**—a tendency to take the work seriously, be active, and work hard to complete work tasks.

9. **Proactive Personality**—a relatively stable tendency to effect environmental change.

Now, on a scale of 1=not at all, 2=slightly, 3=somewhat, 4=moderately, 5=completely, please indicate the degree to which each statement (specified in rows below) fits each definition (specified at the top of each column). In those cases, in which a statement may fit more than one definition, please give a higher score to that definition most appropriate, and a lower score to that definition deemed less appropriate. Please fill in all the boxes.

**Supplemental Material C. Measures and A Likert-style Rating Results from**

**Subject Matter Experts**

|  |  |
| --- | --- |
| **Items** | **Statistics** |
| ***htc*** | ***htd*** |
| ***Proactive Behavior (Belschak & Den Hartog, 2010)*** From “Pro-Self, Prosocial, and Proorganizational Foci of Proactive Behaviour: Differential Antecedents and Consequences,” by F. D. Belschak and D. N. Den Hartog, 2010, *Journal of Occupational and Organizational Psychology, 83*(2). Copyright 2010 by Wiley. Reprinted with permission. |  |  |
| I take the initiative to find new approaches to execute my tasks so that I can be most successful. | .96 | .83 |
| I take the initiative to acquire new knowledge that will help my career. | .95 | .81 |
| I take the initiative to realize my personal goals at work. | .92 | .79 |
| I take the initiative to take on tasks that will further my career. | .92 | .79 |
| I take the initiative to suggest ideas for solutions for company problems. | .96 | .87 |
| I take the initiative to acquire new knowledge that will help the company. | .95 | .84 |
| I take the initiative to optimize the organization of work to further organizational goals.  | .95 | .85 |
| I take the initiative to share knowledge with colleagues.  | .94 | .85 |
| I take the initiative to take over colleagues’ tasks when needed even though I am not obligated to.  | .93 | .83 |
| I take the initiative to help orient new colleagues. | .95 | .86 |
| I take the initiative to help colleagues with developing or implementing new ideas. | .94 | .86 |
| ***Proactive Personality (Parker & Sprigg, 1999; Shortened Bateman and Grant, 1993)*** |  |  |
| No matter what the odds, if I believe in something I will make it happen. | .91 | .83 |
| I love being a champion for my ideas, even against others’ opposition. | .87 | .78 |
| I excel at identifying opportunities. | .89 | .80 |
| If I believe in an idea, no obstacle will prevent me from making it happen. | .90 | .82 |
| ***Promotion Focus (Lockwood et al., 2002)*** |  |  |
| I frequently imagine how I will achieve my hopes and aspirations. | .90 | .79 |
| I often think about the person I would ideally like to be in the future. | .90 | .81 |
| I typically focus on the success I hope to achieve in the future. | .93 | .83 |
| I often think about how I will achieve success. | .92 | .82 |
| My major goal is to achieve my ambitions. | .89 | .78 |
| I see myself as someone who is primarily striving to reach my “ideal self”—to fulfill my hopes, wishes, and aspirations. | .91 | .81 |
| In general, I am focused on achieving positive outcomes in my life. | .92 | .83 |
| I often imagine myself experiencing good things that I hope will happen to me. | .91 | .84 |
| Overall, I am more oriented toward achieving success than preventing failure. | .93 | .86 |
| ***Performance-Approach Goal Orientation (VandeWalle, 1997)***From *“*Development and Validation of a Work Domain Goal Orientation Instrument” by D. VandeWalle, 1997, Educational and Psychological Measurement, 57(6), p. 1004. Copyright by SAGE. Reprinted with permission.   |  |  |
| I am concerned with showing that I can perform better than my coworkers. | .95 | .89 |
| I try to figure out what it takes to prove my ability to others at work. | .96 | .90 |
| I enjoy it when others at work are aware of how well I am doing. | .97 | .91 |
| I prefer to work on projects where I can prove my ability to others. | .84 | .72 |

*Continue*

|  |  |
| --- | --- |
| **Items** | **Statistics** |
|  | ***htc*** | ***htd*** |
| ***Learning Goal Orientation (VandeWalle, 1997)*** |  |  |
| From *“*Development and Validation of a Work Domain Goal Orientation Instrument” by D. VandeWalle, 1997, Educational and Psychological Measurement, 57(6), p. 1004. Copyright by SAGE. Reprinted with permission.  I am willing to select a challenging work assignment that I can learn a lot from. | .94 | .85 |
| I often look for opportunities to develop new skills and knowledge. | .97 | .88 |
| I enjoy challenging and difficult tasks at work where I’ll learn new skills. | .91 | .81 |
| For me, development of my work ability is important enough to take risks. | .95 | .87 |
| I prefer to work in situations that require a high level of ability and talent. | .92 | .82 |
| ***Achievement Striving (Spence et al., 1997)*** |  |  |
| My job stirs me into action much more than others. | .92 | .86 |
| I consider myself very hard-driving. | .92 | .85 |
| My best friend or others who know me well rate my general level of activity as very active. | .85 | .75 |
| I take my work much more seriously than most. | .93 | .87 |
| I very often set deadlines or quotas for myself in work-related activities. | .89 | .80. |
| Compared with others, the amount of effort I put forth is much more. | .87 | .77 |
| Compared with others, I approach my life in general much more seriously. | .86 | .78 |
| ***Territorial Marking (Brown et al., 2014)***  |  |  |
| From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.I let others know the territory that I feel is mine has been claimed. | .97 | .90 |
| I tell/show others that the territory that I feel is mine belongs to me. | .99 | .93 |
| I clarify the boundaries around the territory that I feel is mine to establish what is and is not mine. | .98 | .94 |
| ***Territorial Defending******(Brown et al., 2014)***  |  |  |
| From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permissionI make the territory that I feel is mine hard to use/access. | .87 | .78 |
| I hide the territory that I feel is mine, so others don’t know about it until I want. | .92 | .85 |
| I make the territory that I feel is mine unattractive, so others do not want to claim it.  | .94 | .88 |
| ***Territorial Expanding (newly developed)*** |  |  |
| I explore new areas of my job to expand my existing territory. | .97 | .87 |
| I take on new tasks to expand my existing territory. | .99 | .89 |
| I put a great deal of energy into work to expand my existing territory. | .99 | .90 |
| I involve myself in a wide range of work issues to expand my existing territory. | .99 | .89 |
| I increase contacts with professional peers to expand my existing territory. | .98 | .88 |
| I enhance relationships with work fellows to expand my existing territory. | .98 | .91 |
| I participate in various social activities to expand my existing territory. | .99 | .91 |
| I build a broad working network to expand my existing territory. | .99 | .90 |

**Supplemental Material D. Mediation of the Effect of Job-Based Psychological ownership on Job Performance Through Territorial Marking, Defending, and Expanding**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | PointEstimate |  | Product of Coefficient |  | 95% Confidence Interval |  | % Mediated# |
|  | *SE* | *Z* |  | Lower | Upper |  |
| Indirect Effects |  |  |
| Territorial marking | .000 |  | .002 | .081 |  | -.0022 | .0056 |  | 1.20% |
| Territorial defending | -.004\* |  | .003 | -1.392 |  | -.0109 | -.0003 |  | 30.30% |
| Territorial expanding | .008\* |  | .002 | 3.562 |  | .0027 | .0117 |  | 68.50% |
| Contrasts |  |  |
| Territorial defending vs. Territorial marking | .003\* |  | .001 | 2.505 |  | .0011 | .0071 |  | -- |
| Territorial expanding vs. Territorial marking | .008\* |  | .003 | 2.779 |  | .0003 | .0122 |  | -- |
| Territorial expanding vs. Territorial defending | .004 |  | .004 | 1.174 |  | -.0058 | .0099 |  | -- |

*Notes.* We use Preacher and Hayes’s (2008) method with 20,000 Monte Carlo replications to calculate the multiple mediations in a single model.

# Percentage of total indirect effects attributed to specific mediators, which add to 100%.

\*Estimate is significant if the confidence interval does not span 0.

**Supplemental Material E: The Scales Used in Study 1**

**Proactive Behavior (Belschak & Den Hartog, 2010)**

From “Pro-Self, Prosocial, and Proorganizational Foci of Proactive Behaviour: Differential Antecedents and Consequences,” by F. D. Belschak and D. N. Den Hartog, 2010, *Journal of Occupational and Organizational Psychology, 83*(2). Copyright 2010 by Wiley. Reprinted with permission.

1. I take the initiative to find new approaches to execute my tasks so that I can be most successful.
2. I take the initiative to acquire new knowledge that will help my career.
3. I take the initiative to realize my personal goals at work.
4. I take the initiative to take on tasks that will further my career.
5. I take the initiative to suggest ideas for solutions for company problems.
6. I take the initiative to acquire new knowledge that will help the company.
7. I take the initiative to optimize the organization of work to further organizational goals.
8. I take the initiative to share knowledge with colleagues.
9. I take the initiative to take over colleagues’ tasks when needed even though I am not obligated to.
10. I take the initiative to help orient new colleagues.
11. I take the initiative to help colleagues with developing or implementing new ideas.

**Proactive Personality (Parker & Sprigg, 1999; Shortened Bateman and Grant, 1993)**

1. No matter what the odds, if I believe in something I will make it happen.
2. I love being a champion for my ideas, even against others’ opposition.
3. I excel at identifying opportunities.
4. If I believe in an idea, no obstacle will prevent me from making it happen.

**Promotion Focus (Lockwood et al., 2002)**

1. I frequently imagine how I will achieve my hopes and aspirations.
2. I often think about the person I would ideally like to be in the future.
3. I typically focus on the success I hope to achieve in the future.
4. I often think about how I will achieve success.
5. My major goal is to achieve my ambitions.
6. I see myself as someone who is primarily striving to reach my “ideal self”—to fulfill my hopes, wishes, and aspirations.
7. In general, I am focused on achieving positive outcomes in my life.
8. I often imagine myself experiencing good things that I hope will happen to me.
9. Overall, I am more oriented toward achieving success than preventing failure.

**Learning Goal Orientation (VandeWalle, 1997)**

From *“*Development and Validation of a Work Domain Goal Orientation Instrument” by D. VandeWalle, 1997, Educational and Psychological Measurement, 57(6), p. 1004. Copyright by SAGE. Reprinted with permission.

1. I am willing to select a challenging work assignment that I can learn a lot from.
2. I often look for opportunities to develop new skills and knowledge.
3. I enjoy challenging and difficult tasks at work where I’ll learn new skills.
4. For me, development of my work ability is important enough to take risks.
5. I prefer to work in situations that require a high level of ability and talent.

**Performance-Approach Goal Orientation (VandeWalle, 1997)**

From *“*Development and Validation of a Work Domain Goal Orientation Instrument” by D. VandeWalle, 1997, Educational and Psychological Measurement, 57(6), p. 1004. Copyright by SAGE. Reprinted with permission.

1. I am concerned with showing that I can perform better than my coworkers.
2. I try to figure out what it takes to prove my ability to others at work.
3. I enjoy it when others at work are aware of how well I am doing.
4. I prefer to work on projects where I can prove my ability to others.

**Achievement Striving (Spence et al., 1997)**

1. My job stirs me into action much more than others.
2. I consider myself very hard-driving.
3. My best friend or others who know me well rate my general level of activity as very active.
4. I take my work much more seriously than most.
5. I very often set deadlines or quotas for myself in work-related activities.
6. Compared with others, the amount of effort I put forth is much more.
7. Compared with others, I approach my life in general much more seriously.

**Territorial Marking (Brown et al., 2014)**

From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.

1. I let others know the territory (e.g., tangible or intangible job-related resources) that I feel is mine has been claimed.
2. I tell/show others that the territory (e.g., tangible or intangible job-related resources) that I feel is mine belongs to me.
3. I clarify the boundaries around the territory (e.g., tangible or intangible job-related resources) that I feel is mine to establish what is and is not mine.

**Territorial Defending (Brown et al., 2014)**

From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.

1. I make the territory (e.g., tangible or intangible job-related resources) that I feel is mine hard to use/access.
2. I hide the territory (e.g., tangible or intangible job-related resources) that I feel is mine, so others don’t know about it until I want.
3. I make the territory (e.g., tangible or intangible job-related resources) that I feel is mine unattractive, so others do not want to claim it.

**Territorial Expanding (newly developed)**

1. I explore new areas of my job to expand my existing territory (e.g., tangible or intangible job-related resources).
2. I take on new tasks to expand my existing territory (e.g., tangible or intangible job-related resources).
3. I put a great deal of energy into work to expand my existing territory (e.g., tangible or intangible job-related resources).
4. I involve myself in a wide range of work issues to expand my existing territory (e.g., tangible or intangible job-related resources).
5. I increase contacts with professional peers to expand my existing territory (e.g., tangible or intangible job-related resources).
6. I enhance relationships with work fellows to expand my existing territory (e.g., tangible or intangible job-related resources).
7. I participate in various social activities to expand my existing territory (e.g., tangible or intangible job-related resources).
8. I build a broad working network to expand my existing territory (e.g., tangible or intangible job-related resources).

**Supplemental Material F: The Scales Used in Study 2**

**Job-based psychological ownership (Brown et al., 2014)**

From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.

1. I sense that this job is mine.
2. I feel a very high degree of personal ownership for this job.
3. I sense that this is my job.
4. I sense that the work I do as part of my job is mine.
5. I feel a very high degree of personal ownership for the work I do.
6. The work I do at this organization is mine.

**Prevention focus (Lockwood et al., 2002)**

1. In general, I am focused on preventing negative events in my life.
2. I am anxious that I will fall short of my responsibilities and obligations.
3. I often think about the person I am afraid I might become in the future.
4. I often worry that I will fail to accomplish my goals.
5. I often imagine myself experiencing bad things that I fear might happen to me.
6. I frequently think about how I can prevent failures in my life.
7. I am more oriented toward preventing losses than I am toward achieving gains.
8. My major goal is to avoid becoming a failure.
9. I see myself as someone who is primarily striving to become self I “ought” to be—to fulfill my duties, responsibilities, and obligations.

**Promotion focus (Lockwood et al., 2002)**

1. I frequently imagine how I will achieve my hopes and aspirations.
2. I often think about the person I would ideally like to be in the future.
3. I typically focus on the success I hope to achieve in the future.
4. I often think about how I will achieve success.
5. My major goal is to achieve my ambitions.
6. I see myself as someone who is primarily striving to reach my “ideal self”—to fulfill my hopes, wishes, and aspirations.
7. In general, I am focused on achieving positive outcomes in my life.
8. I often imagine myself experiencing good things that I hope will happen to me.
9. Overall, I am more oriented toward achieving success than preventing failure.

**Territorial marking (Brown et al., 2014)**

From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.

1. I let others know tangible or intangible job-related resources that I feel are mine have been claimed.
2. I let/show others that tangible or intangible job-related resources that I feel are mine belong to me.
3. I clarify the boundaries around tangible or intangible job-related resources that I feel are mine to establish what are and are not yours.

**Territorial defending (Brown et al., 2014)**

From “Toward an Understanding of the Development of Ownership Feelings,” by G. Brown, J. L. Pierce, and C. Crossley, 2014, *Journal of Organizational Behavior, 35*(3), Copyright 2014 by Wiley. Reprinted with permission.

1. I make tangible or intangible job-related resources that I feel are mine hard to use/access.
2. I hide tangible or intangible job-related resources I feel are mine so others don’t know about it until I want.
3. I make tangible or intangible job-related resources that I feel are mine unattractive, so others do not want to claim it.

**Territorial expanding (The newly developed scale)**

1. I put a great deal of energy into work to expand my existing tangible or intangible job-related resources.
2. I involve myself in a wide range of work issues to expand my existing tangible or intangible job-related resources.
3. I increase contacts with professional peers to expand my existing tangible or intangible job-related resources.
4. I enhance relationships with work fellows to expand my existing tangible or intangible job-related resources.
5. I build a broad working network to expand my existing tangible or intangible job-related resources.

**Information exchange (Gong et al., 2012)**

1. I exchange information with and learn from colleagues in my unit.
2. I interact and exchange ideas with people from different units of the company.
3. I exchange information and knowledge with colleagues to analyze and solve problems.
4. I apply knowledge and experience from other units of the company to problems and opportunities in my unit.

**Job performance (Eisenberger et al., 2001)**

1. This employee meets formal performance requirements of the job.
2. This employee fulfills responsibilities specified in job description.
3. This employee performs tasks that are expected of him or her.
4. This employee adequately completes assigned duties.

**Proactive behavior (Belschak & Den Hartog, 2010)**

From “Pro-Self, Prosocial, and Proorganizational Foci of Proactive Behaviour: Differential Antecedents and Consequences,” by F. D. Belschak and D. N. Den Hartog, 2010, *Journal of Occupational and Organizational Psychology, 83*(2). Copyright 2010 by Wiley. Reprinted with permission.

1. I take the initiative to find new approaches to execute my tasks so that I can be most successful.
2. I take the initiative to acquire new knowledge that will help my career.
3. I take the initiative to realize my personal goals at work.
4. I take the initiative to take on tasks that will further my career.
5. I take initiative to suggest ideas for solutions for company problems.
6. I take initiative to acquire new knowledge that will help the company.
7. I take initiative to optimize the organization of work to further organizational goals.
8. I take initiative to share knowledge with colleagues.
9. I take initiative to take over colleagues’ tasks when needed even though I am not obligated to.
10. I take initiative to help orient new colleagues.
11. I take initiative to help colleagues with developing or implementing new ideas.

**Learning goal orientation (VandeWalle, 1997)**

From *“*Development and Validation of a Work Domain Goal Orientation Instrument” by D. VandeWalle, 1997, Educational and Psychological Measurement, 57(6), p. 1004. Copyright by SAGE. Reprinted with permission.

1. I am willing to select a challenging work assignment that I can learn a lot from.
2. I often look for opportunities to develop new skills and knowledge.
3. I enjoy challenging and difficult tasks at work where I’ll learn new skills.
4. For me, development of my work ability is important enough to take risks.
5. I prefer to work in situations that require a high level of ability and talent.

**Achievement striving (Spence et al., 1987)**

1. My job stirs me into action much more than others.
2. I consider myself very hard-driving.
3. My best friend or others who know me well rate my general level of activity very active.
4. I take my work much more seriously than most.
5. I very often set deadlines or quotas for myself in work-related activities.
6. Compared with others, the amount of effort I put forth is much more.
7. Compared with others, I approach my life in general much more seriously.

**Job engagement (Schaufeli et al., 2006)**

From “The Measurement of Work Engagement With a Short Questionnaire: A Cross-National Study,” by W. B. Schaufeli, A. B. Bakker, and M. Salanova, 2006, Educational and Psychological Measurement, 66(4), p.714. Copyright 2006 by SAGE. Reprinted with permission.

1. At my work, I feel bursting with energy.
2. At my job, I feel strong and vigorous.
3. I am enthusiastic about my job.
4. My job inspires me.
5. When I get up in the morning, I feel like going to work.
6. I feel happy when I am working intensely.
7. I am proud of the work that I do.
8. I am immersed in my work.
9. I get carried away when I am working.

**Resource scarcity (adapted from Pitesa & Thau, 2018)**

1. Essential job resources are scarce for me.
2. There are not enough job resources for me.
3. I worry that acquiring all the necessary job resources will become increasingly difficult.
4. Shortages of essential job resources are possible.
5. I am concerned about my long-term ability to acquire essential job resources.

**Promotion opportunity (McEnrue, 1989)**

1. I have an opportunity to advance in this organization.
2. In this organization there is little opportunity for me to get ahead (reverse scored).
3. I anticipate many opportunities for me to be promoted in this organization.

From “Self-Development as a Career Management Strategy,” by M. P. McEnrue, 1989, *Journal of Vocational Behavior*, *34*(1), pp. 61-62. Copyright 1989 by Elsevier. Reprinted with permission.

**Tactical information sharing (adapted from Lin et al., 2009)**

1. I share less vital information with coworkers deemed less threatening to obtain information key to my work.
2. I share unimportant information with coworkers who are not a threat to me to gain information that is valuable to my work.
3. I interact and share non-essential information with coworkers deemed less threatening to me to gain information that is important to my work.