

LEADER'S ENVY AND KNOWLEDGE HIDING IN UNIVERSITIES IN PAKISTAN

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Abstract

The present study examines the role of the leader's envy in knowledge hiding. Based on 28 semi-structured interviews from the faculty members of different Universities in Pakistan, we explain that how leader's perception of relative power as compare to their followers lead them to get envious of their followers and results in negative behaviours, such as knowledge hiding. Furthermore, this paper attempts to explain when such phenomenon exists in a work setting, and what kind of knowledge-hiding behaviours – rationalized hiding, evasive hiding, or playing dumb – leaders demonstrate. Results show that as a result of social comparisons with competent subordinates, leaders engage in the feeling of envy. As a behavioural response of envy, leaders engage in different knowledge-hiding behaviours.

Keywords: Knowledge hiding, rationalized hiding, evasive hiding, playing dumb

1 INTRODUCTION

Many years of research has established the significance of leadership for people, groups, associations, and organizations in general (Jung & Sosik, 2002). Different attributes, attitudes, and behaviours of leader have been linked with various type of organizational behaviours and outcomes like organizational citizenship behaviour, job performance, job satisfaction, job commitment, employee's turnover, etc. (Brooke, 2006; Babcock-Roberson & Strickland, 2010). Leadership has been studied from the follower's perspective. Literature suggests that leadership supports, motivates, and directs followers towards the achievement of organizational goals (Keskes, 2014). Followers' characteristics such as initiative, likeability, and competence have been revealed to have positive effects on leader's emotions and behaviours, thus resulting in a positive relationship between leader and his followers (Newcombe & Ashkanasy, 2002). While it has been studied that leaders are envied because of the power and influence they have (Stein, 1997), empirical studies that explore what happens when leaders themselves are subjected to the feelings of envy are scarce. It is assumed that leaders feel confident in their hierarchical position and are usually unthreatened by their followers because of the power they hold over them (Elfenbein, Eisenkraft & Ding, 2009). But in today's dynamic business context where change is the only constant thing, leaders are also concerned about their job security. Leaders might see their followers as their competitors.

Leadership literature has put too much focus on the positive and negative sides of leadership, while these perspectives are significant and have improved the leadership literature, they have neglected to think about leaders in general as entire and entangled people with instabilities, shortcomings, clashing arrangements of thought processes and feelings (Leheta, Dimotakis & Schatten, 2016). Leaders can see competent followers as potential competitors for their leadership position and social status. Due to this factor, leaders view the accomplishments of followers as a threat to their comparative standing. When leaders see their followers as their competitors, they envy them. Envy is defined as "an unpleasant, often painful emotion characterized by feelings of inferiority, hostility, and resentment caused by an awareness of the desired attribute enjoyed by another person or group of persons" (Smith & Kim, 2007). This

feeling of envy is drawn from social comparison theory (Suls & Wheeler, 2013). Unfavorable social comparisons with followers result in envious feelings toward them.

Leader's envy further leads to many negative attitudes and behaviours towards his followers. How leaders respond to the one he/she envies depends on their personality type. For one leader, it may motivate one to strive to secure one's position if one considers one's follower as a threat to one's position; whereas another leader may indulge in negative behaviour and would try to undermine the efforts of one's follower who one sees as a threat. These negative attitudes and behaviours can range from bullying, discouraging to lack of response. One of these negative attitudes can be the unwillingness to share knowledge with those who are being envied (Tai, Narayanan & McAllister, 2012).

Organizations make a huge effort and invest tremendously to channelize knowledge and share it across the organization, as for many organizations, knowledge is a resource that can help organizations gain sustained comparative advantage (Janz & Prasarnphanich, 2003). Organizational practices usually encourage knowledge sharing among organizational employees, although it is very difficult as people in general hoard knowledge for one reason or another (Bartol & Srivastava, 2002). To cope with this challenge, researchers have explored various strategies, which encourage knowledge sharing among employees, like the use of incentives, how knowledge sharing can be beneficial for one's reputation and self-image (Wasko, 2005). Although there is an extensive amount of research done to emphasize on knowledge sharing, what makes employees hide knowledge from their fellow organizational members is yet unexplored. Knowledge hiding is a conscious effort to hoard knowledge when someone has requested it (Connelly et al., 2012). Peng (2013) has attributed knowledge hiding to its psychological ownership, as employees consider knowledge as their property, which leads them to indulge in knowledge hiding.

Research has been conducted by a variety of authors on why and when employees hide knowledge from their fellow employees, but why leaders hide knowledge from their followers has not been yet explored. On the other hand, leadership envy is relatively a new construct, its causes and consequences have been explored (Leheta, Dimotakis & Schatten, 2016) and in this study, we will investigate the link between leader's envy and knowledge hiding. We will establish how leader's envy make leaders engage in behaviour which instead of empowering competent employees, that undermine their potential. There can be a variety of resultant behaviours, but in this study, we will focus on knowledge hiding as in today's dynamic business world, knowledge is considered as a corporate resource. Organizations invest a huge amount of financial and human resources to ensure the effective management of knowledge, as it is the key to secure comparative standing, knowledge hiding can have detrimental effects on such organizational objectives especially when it is done by the leaders who have power and influence over many.

In essence, the present study aims to explore how social comparison with subordinates make a leader indulge in the feeling of envy and consequently engage in knowledge-hiding behaviour. This research contributes to the existing body of literature in two ways. First, it explores the human side of the leader, that leaders like others are also subjected to the feelings of envy. Secondly, it examines that when leaders are envious of their followers, how they began to hide knowledge from them.

2 THEORETICAL BACKGROUND

2.1 Leader's Envy: A new perspective in organizational behaviour

Envy has long been a subject of interest in psychological and behavioural sciences. Schoeck (1969) describes envy in his book as “Envy is a drive which lies at the core of man’s life as a social being, which occurs as soon as two individuals become capable of mutual comparison”. It is drawn from social comparison with other beings in society. It has been defined as a distinct and negative feeling, which has the potential to affect the human relationship (Thompson, Glasø & Martinsen, 2015). While there have been decades of research conducted on envy by psychologist and anthropologist, it has got little attention in the domain of organizational behaviour (Ozkoc & Caliskan, 2015). There can be two factors that trigger the feeling of envy in people in an organization: 1) the personal characteristics of the beholder like lack of confidence; and 2) situational factors prevailing in an organization such as competition, promotion, and downsizing (Cooper & Payne, 1989).

A limited number of studies which have been conducted on envy in organizational setting focuses on the envious relationship between employees of same hierarchal position (Bedeian, 1995; Ozkoc & Caliskan, 2015; Menon & Thompson, 2010). There are very few which have studied this construct in a leader-follower relationship, even those few studies have studied envy on the part of follower, as they might get envious of their leader’s power and influence (Stein, 1997; Kets de Vries, 1994). Leaders getting envious of their followers’ competence is an unexplored construct (Leheta, Dimotakis & Schatten, 2016). As the construct of envy is drawn from the social comparison theory, leader’s envy can be a result of social comparison with their followers in terms of power (Dijkstra, 2011).

2.2 Knowledge Hiding

Connelly et al. (2012) define knowledge hiding as “an intentional attempt by an individual to withhold or conceal knowledge that has been requested by another person”. While researchers have conducted many studies to explore and examine the factors which might enhance knowledge sharing among employees (Husted et al., 2012), what causes employees to hide knowledge is yet unexplored (Connelly et al., 2012). Knowledge hiding is different from knowledge hoarding, as knowledge hoarding is withholding knowledge before anyone’s request for it, it is to gather knowledge that may or may not be shared in future (Hislop, 2003). Knowledge hiding is a conscious effort to hide knowledge when somebody is requesting for it. Knowledge hiding is not even lack of knowledge sharing, as lack of knowledge sharing might mean the absence of knowledge, whereas knowledge hiding is concealing the knowledge that (Connelly et al., 2012).

Knowledge hiding behaviours are manifested in organizations and reveal that engaging in hiding is not merely the refusal to transfer knowledge. People can take on different strategies to hide knowledge. Connelly et al. (2012) had identified its three forms; playing dumb, rationalized hiding, and evasive hiding. In playing dumb, the hider pretends that he/she does not know the requested information. Evasive hiding involves providing only a part of the requested information or agreeing to give the information but stalling it. Rationalized hiding involves declining the request of the knowledge seeker by blaming it on the third party, such as saying that this information is confidential (Connelly et al., 2012). There can be multiple reasons for hiding knowledge, which can range from interpersonal relationships to organization knowledge-sharing climate. (Connelly et al., 2012). The present study aims to explore the role of the leader’s envy in predicting knowledge hiding.

2.3 Leader's Envy and Knowledge Hiding

When individuals begin envying people around them, it incites a variety of responses, both negative and positive (Alicke & Zell, 2008). Envy has earned consideration as a feeling of interest since old times. For instance, Socrates states in Plato's *Philebus* that “envy has been acknowledged by us to be mental pain” (Plato 360 BCE/2007). Nonetheless, as indicated by the customary definitions of envy, it doesn't simply involve feeling tormented at another person's favourable circumstances and fortune, but at the same time is related with the malignant desire to withdraw the envied of their advantage, regardless of the appropriate means through which envied has attained that standpoint. (Smith, 2008). One example of such behaviour is envy's unwillingness to share information and knowledge with the one envied (Tai, Narayanan & McAllister, 2012). Similarly, in leader's envy leader might withhold the knowledge required and requested by his/her follower with the intention to deprive the envied of their advantage.

Agency theory proposes that individuals are usually directed by their self-interest, even if it involves harming others (Eisenhardt, 1989). Such is the case with knowledge sharing behaviours of employees in a workplace; they evaluate the advantages and disadvantages of knowledge sharing and act accordingly. Employees might hide knowledge from competing colleagues as they might see sharing knowledge as detrimental to their performance (Bartol & Sariastava, 2002). This can be true for those leaders who envy the increased performance of their followers, as they might assume that sharing knowledge with such followers can potentially undermine the leaders' performance.

Connelly et al. (2012) found that competition is a driving force in lack of knowledge sharing. They concluded that individuals who try to maximize their performance to survive in a competitive organization environment would dedicate all available resources, including time in the pursuit of their goals. Thus, sharing knowledge might be considered a time-consuming task (Connelly et al., 2012). Leaders who see their followers as their competitors are more likely to be unwilling to share knowledge or necessary information with them.

Tesser & Smith (1980) identified the various consequences of envy, one of which is the envier's attempts to prevent envied from success. Leaders are in the position to exercise authority and control over their subordinates (Collinson, 2005). When they envy their subordinates, there are several ways in which they can put obstacles in the way of subordinates' successful performance. One significant hindrance is to hide the necessary information required to carry out their workplace tasks.

3 RESEARCH METHODOLOGY

3.1 Qualitative Approach

The research design for the present study involves the use of qualitative research methodology. Qualitative research has strength for offering “the greatest promise of making significant contributions to the knowledge base and practice of education,” because it is “focused on discovery, insight, and understanding from the perspective of those being studied” (Merriam, 1998). The methodology involves the examination of the perception of the employee who has been envied by their leaders. This qualitative research methodology is appropriate for the present study because there are multiple perspectives about the world (Rossman & Rallis, 2003). By exploring the perceptions of the employees who are envied by their leader, it is possible to get different perspectives that can enhance our understanding of the links between leader envy and knowledge hiding.

The research question of this study is centred on the definition and perspective of the follower's experience of a leader's envy and the resulting behaviour of knowledge hiding. The strategy acquired for inquiring the research question is biographical research. Biographical research is defined as "the study of an individual and her or his experiences as told to the researcher or found in documents and archival material" (Creswell, 1998). By examining the perception of employees being envied, it is important to determine the relative effect of leader's envy on knowledge hiding.

3.2 Sampling and data collection

Different sampling procedures are available for qualitative research. In the present study, criterion sampling is used. Criterion sampling requires studying and examining "all cases that meet some predetermined criterion of importance" (Patton, 2002). The criterion for this research is the participant's experience of being envied to better understand the relationship between a leader's envy and resultant knowledge hiding. As it is assumed that envy is drawn from social comparison theory (Suls & Wheeler, 2013), participant of this study needed to be competent enough to trigger the feeling of envy in his/her boss. For this purpose, we conducted 28 semi-structured interviews from the faculty members of different Universities in Pakistan. All the participants were informed about the nature and purpose of the study. The informants gave written consent, and they were ascertained that anonymity would be ensured. The participants were also informed that they could skip any question and leave the interview at any stage if they wish so. The average duration of the interviews was 90 minutes. All the interviews were audio-recorded.

3.3 Measurement of Leader's Envy

Measuring feeling of envy can be extremely challenging as social desirability and drive to conceal such feelings can pose measurement issues in assessing it (McGrath, 2011). General affective indicators have been used to assess the envy, such as feeling of being mediocre, dissatisfaction with one's self (Parrott & Smith, 1993). Van de Ven, Zeelenberg and Pieters (2009) has suggested a more comprehensive approach to assess the feeling of envy, it includes five components; feelings, thoughts, action tendencies, actions, and motivational goals. For the present study, we take five components model by Van de Ven, Zeelenberg and Pieters (2009) to assess the phenomenon of envy. Table 1 shows the five components and associated questions asked from the envied follower.

Tab. 1 – Semi Structured Question of Construct 1. Source: own research

Construct (Leader's Envy)	Questions
Feelings	Do you believe that your boss has a feeling of resentment towards you? Do you think that your accomplishments annoy your boss? Do you believe that your boss dislikes you in particular because of your career advancement?
Thoughts	Do you believe that your boss sees you as a threat to his position? Do you feel that your boss thinks that you do not deserve the position you hold in your organization?
Action Tendencies	Does your boss want to degrade you? Does he often try to undermine your efforts? Such as looking for flaws in specifically your work.
Actions	Does your boss give you unrealistic deadlines/targets? Does he intentionally put hurdles in your way to meet your target?
Motivational goals	Do you feel that your boss wants to see you fail in your career life?

3.4 Measurement of Knowledge Hiding

To measure knowledge hiding, items that define various types of knowledge hiding such as playing dumb, rationalized hiding and evasive hiding were used from Connelly’s model of knowledge hiding (Connelly et al., 2012). The semi-structured questions asked from the envied employee are shown in Table 2. To measure the leader’s envy and knowledge hiding, questions were interviewed from the envied employee/follower as this study involved the exploration of the leader’s envy- knowledge hiding relationship based on envied perception.

Tab. 2 – Semi-Structured Questions of Construct 2. Source: own research

Construct (Knowledge Hiding)	Questions
Playing Dumb	When you ask for certain information, your boss pretends that he/she does not know your query? Pretends that he/she doesn’t know what you are asking?
Evasive Hiding	Does your boss agree to help you but never does it? When he agrees to help you, does he give relevant information? When he agrees to help you, does he try to stall it as much as possible?
Rationalized Hiding	When you ask for certain information, your boss explains how he is not supposed to share that information with you. Says that he/she will not answer your query? Says that particular information can be shared only with a particular project team?

3.5 Data Analysis

The first step in qualitative data analysis is to go through the data to break down into pieces to examine closely, compare for relations, similarities, and dissimilarities. Different parts of the data are marked with appropriate labels or ‘codes’ to identify them for further analysis (Khandkar, 2009). Transcribed data were analysed using open coding and axial coding. At the first level of coding, we looked for distinct concepts and categories in the data gathered through interview, which formed the basic structure of analysis. In other words, we broke down the data into first level concepts, or master headings, and second-level categories, or subheadings (Strauss & Corbin, 1990). In open coding, we focused primarily on the text to define concepts and categories. In axial coding, we used our concepts and categories while re-reading the text to confirm that our concepts and categories accurately represented interview responses and to explore how our concepts and categories are related (Thomas, 2006).

Does the divergence exist? As a starting point, it is helpful to see if there is a diverse pattern of behaviours emerged through data analysis, the one which deviates from the predicted relationship. There emerged two streams of observation; one who felt envied have reported that their bosses engage in evasive hiding and the other stream of participants who did not believe their bosses envy them. Themes and sub-themes that emerged after analysis are shown in Table 3.

Tab. 3 – Themes emerged in data analysis. Source: own research

Theme	Sub Theme	Supporting evidence
Leader’s Envy	Feelings of envy	“He doesn’t highlight or acknowledge my achievements and doesn’t bring them into higher management’s notice.” “I do feel that my accomplishments annoy him, but he doesn’t really express it in front of me; rather, he tries to give this impression to others that it is not something very major.” “He doubts that if my colleagues or I can produce more research papers than him, it somehow discredits him or reduces his value as the head of our department (HOD).” “As our department is affiliated with Pakistan Education Commission (PEC) and Higher Education Commission (HEC), they both have the requirement to have a

		<p>HOD who preferably has a doctorate and no. of research papers. Since our HOD doesn't have a Ph.D., he seriously feels that some of my colleagues or I who are Ph.D. doctors can take his place.”</p> <p>“Yes, I will agree that my accomplishments annoy him to some extent because it is a natural phenomenon that most of the time one will find out the professional jealousy if other is doing well in his assigned tasks.”</p> <p>“Yes, because I am in academia and education counts a lot in academia. Alhamdulillah, I am more educated, and due to this reason, he considers me as a threat to his future career growth.”</p>
	Actions in response	<p>“Many of my competent colleagues and I have noticed that he consciously tries to prolong the processes in which his consent is needed, will unnecessarily ask others to revise their work just to waste time so that others will get demotivated.”</p> <p>“He tries to undermine others effort and overlook the hard work of others; it results in his skeptical and poor performance evaluation of his subordinates.”</p> <p>“He assigns me a task, which is not exactly my responsibility. He neglects the fact that the purpose of my job is to teach or to do research, for instance, not to make a list of equipment in faculty rooms.”</p> <p>“The reason behind this fact is that I found many instances in my career when he portrayed the twisted version of my behavior and sometimes performances towards the higher management. However, many times, his hypocritical behavior is evidence of professional jealousy.”</p> <p>“In my view, every boss does that; they do not let their subordinates grow.”</p>
Knowledge Hiding	Evasive Hiding	<p>“If you are asking him about some information regarding different processes he won't say that he doesn't know rather will give a piece of very vague, concise and insufficient information on that.”</p> <p>“The one very famous word which we often use for this type of things ‘Terkhana’ (stalling) this is exactly what he mostly does.”</p> <p>“He will tell only part of the things you have asked him.”</p> <p>“My boss does not provide the needed data on time.”</p> <p>“No, he wouldn't say that he will not answer my query; rather, he will pretend that he is busy.”</p> <p>“He doesn't pretend that he is not aware of what I am asking, but he intentionally ignores and pretends as he is very busy, so don't have enough time to help me.”</p>
	Playing Dumb	<p>“When he is asked to help me/ guide me about my official assignments, most of the time, he says that he does not know that issue.”</p>

4 EMPIRICAL RESULTS

4.1 Leader's envy

Respondent told us that he believes his immediate boss, who is HOD of the department where the respondent works as an assistant professor, has a strong feeling of envy towards him and few of his competent colleagues.

“He doesn't highlight or acknowledge my achievements and doesn't bring them into higher management's notice.”

In academic institutions, promotion is based on research papers one produces. Respondents believe that this feeling of envy of their bosses toward them is because of the fact they can produce more research papers than their boss does.

“He doubts that if my colleagues or I am able to produce more research papers than him, it somehow discredits him or reduces his value as HOD.”

“As our department is affiliated with PEC and HEC, they both have the requirement to have a HOD who preferably has a doctorate and the required number of published research papers. Since our HOD doesn't have a Ph.D., he seriously feels that I or some of my colleagues who are Ph.D. doctors can take his place.”

People indulge in envious feelings when they compare their social standing with others (Elfenbein, Eisenkraft & Ding, 2009). Leaders may compare their standing in their organization with their followers who can be potential competitors for their hierarchical position and social standing (D'Arms & Kerr, 2008).

“Yes, I will agree that my accomplishments annoy him to some extent because it is a natural phenomenon that most of the time one will find out the professional jealousy if other is doing well in his assigned tasks.”

“Yes, because I am in academia and education counts a lot in academia. Alhamdulillah, I am more educated, and due to this reason, he considers me as a threat to his future career growth.”

In the present study, respondents' research profile and level of qualification as compared to their bosses may have ignited the feeling of envy towards them as this is the one possible reason due to which boss might see respondent as a competitor.

4.2 Responsive Actions

Leader's envy can invoke a variety of actions towards the envied. They can range from bullying, public humiliation of envied to harming them by putting hurdles in their ways to achieve their goals and accomplishments. Most of the respondents believe that their bosses consciously try to delay the processes where their assistance is needed so that respondents get demotivated.

“Many of my competent colleagues and I have noticed that he consciously tries to prolong the processes in which his consent is needed, will unnecessarily ask others to revise their work just to waste time so that others will get demotivated.”

The other negative behavioural responses to the feeling envy leaders have towards the follower they envy includes undermining their accomplishments try that their accomplishments get overlooked by top management.

“He tries to undermine others effort and overlook the hard work of others; it results in his sceptical and poor performance evaluation of his subordinates.”

“The reason behind this fact is that I found many instances in my career when he portrayed the twisted version of my behaviour and sometimes performances towards the higher management. However, many times, his hypocritical behaviour is evidence of professional jealousy.”

Some of the respondents believe that it is normal in organizations that bosses their followers to not grow in their career.

“In my view, every boss does that; they do not let their subordinates grow in their career.”

4.3 Knowledge Hiding

In an effort to undermine the efforts of subordinates, leader's envy makes leaders to hide information from their subordinates (Tai, Narayanan & McAllister, 2012). Many of the respondents believe that their bosses intentionally hide the requested information by just telling the part of it or by giving very concise information, which would not be sufficient for the matter in hand.

“If you are asking him about some information regarding different processes he won't say that he doesn't know rather will give a piece of very vague, concise and insufficient information on that.”

“He doesn't pretend that he is not aware of what I am asking, but he intentionally ignores and pretends as he is very busy, so don't have enough time to help me.”

Respondents believe that their bosses consciously try to stall it when they are asked of certain information regarding the publication processes and other information that would be helpful for respondents to accomplish something.

“The one very famous word which we often use for this type of behaviour ‘Terkhana’ (stalling) this is exactly what he (boss) mostly does.”

One of the respondents told us his boss never says a direct no when he is asked of any information, as he thinks that saying a direct no because it might negatively affect his reputation.

Playing dumb involves deception and is socially acceptable (Connelly et al., 2012). Interviews show that sometimes leaders decide to play dumb in response to some query.

“When he is asked to help me/ guide me about my official assignments, most of the time, he says that he does not know that issue.”

5 DISCUSSION AND CONCLUSIONS

5.1 Theoretical contributions

This study aimed to understand that leaders, just like other humans, are subjected to negative feelings of envy as well, and when they do, in what way they respond to it. What kind of negative behaviours do they indulge? One of which is knowledge hiding. According to traditional approaches of leadership, leaders are supposed to mentor, support, and motivate their employees towards the achievement of goals (Vroom & Jago, 2007). Most leaders do their utmost to maximize their subordinates' performance to achieve organizational goals (McCull-Kennedy & Anderson, 2002). This picture is at odds with leaders who resent the advantages of their subordinates and indulge in negative behaviours to undermine their performance even at the cost of organizational performance.

In contrast to the vast literature existed on different forms of leadership behaviours and their heroic side; we examined the human side of leaders which can make them envious of their subordinates and engage them in negative behaviours towards them. Leaders are people with their desires and goals. According to this perspective, leaders desire to achieve more than others (Stein, 1997) to secure their hierarchal position and maintain their social standing.

When leaders see their subordinates as a threat to their hierarchal position and social standing, they might obstruct the development and career advancement of followers that are perceived as competitors (Scandura, 1998). The potential negative effect of this social comparison can be seen on followers' career advancement and achievements when such leaders hide the information necessary for subordinates to accomplish their tasks. It is seen in the present study that such leaders intentionally demotivate their subordinates and hide knowledge from them when they need it. There can be other consequences of leader's envy too, as it is evident from the responses of the interviewees that their bosses sometimes assign irrelevant tasks to them to overburden them and belittle their efforts in front of top management. However, the purpose of this paper was to inquire whether the leader's envy has a link to knowledge hiding. Evidence suggests that in this regard, evasive hiding is more prevalent as compared to the other forms of knowledge hidings. It was also seen that leaders might play dumb to hide knowledge. Such knowledge hiding can be detrimental for both organizational performance and employee's performance. It has the potential of ruining the healthy, productive organizational climate.

5.2 Practical Implications

It is important for management to understand envy in the context of leader-follower relationships because the consequences of envy can be far-reaching and detrimental for the well-being of employees and organization. The negative behaviour emerged due to envy, such as knowledge hiding from subordinates can have a negative influence on performance outcomes of employees, which consequently will influence overall organizational performance.

It is also important for organizations to encourage their leaders and managers to improve their capabilities while accepting their personal limitations. Organizations need to change their leader's mind-sets and approach to leadership such that they view their roles less in terms of being the major source of competence in the group and more in terms of how they can draw out, use, and advance the competence of others. In addition, organizations should foster a knowledge sharing culture.

5.3 Limitations and future research directions

This study is not without limitations. First, we focused on universities, and the phenomena can have a different basis in business organizations. Moreover, we did not provide insights on contextual and interpersonal antecedents of leader's envy; there can be many factors other than the social comparison with competent subordinates, which can evoke the feelings of envy. Those factors are needed to be studied in order to fully understand the circumstances, which can result in the leader's envy.

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