

KNOWLEDGE HIDING BEHAVIOR ON MORAL EMOTIONS: EVIDENCE FROM BACHELOR OF BUSINESS ADMINISTRATION STUDENTS, SOUTH EASTERN UNIVERSITY OF SRI LANKA.

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Abstract

The knowledge hiding behavior among university students creates the barriers in developing a pool of competitive future managers and its limits the effectiveness of team projects while worsen the relationship between colleagues. University students encounter to post moral emotions such as shame and guilt as an outcome of knowledge hiding behavior among their team. The basic purpose of this research is to find out the relationship between knowledge hiding behavior and moral emotions of university students of BBA SEUSL and create awareness about the negative consequences of knowledge hiding behavior among them. Data has been collected by self-developed five-point Likert scale survey questionnaire; using random sampling method, data gathered from 200 Bachelor of Business Administration students in the faculty of Management and Commerce, South Eastern University of Sri Lanka. Sufficient validity and reliability were confirmed for further examining process. While analyses the level of knowledge hiding behavior and moral emotions, the study results confirm that University students (BBA) have high level of knowledge hiding behavior and moral emotions as well as less variation among them. This study finding strongly deliberated that there is a strong significant association between knowledge hiding behavior on moral emotions of university students (BBA) of SEUSL. Further, Kind of moral emotions shame and guilt feelings have been evoked in the pupils who hidden their knowledge among their study mates. Future researchers can expand this study with large sample size with other faculty students in South Eastern University of Sri Lanka and other university students as well. This research provides the basic understanding about the later negative and emotional outcome of knowledge hiding behavior among the group of students. This may help the future students and managers to develop the appropriate relationship and healthier knowledge sharing attributes to avoid the negative impacts of knowledge hiding.

Key words: Knowledge hiding behavior; moral emotions; evasive knowledge hiding; playing dumb; rationalized knowledge hiding; shame; guilt.

Introduction

Knowledge is described as "Highly arranged, joined or sum up data and information to help mental ability, mindfulness or awareness" (Bergeron, 2003). Knowledge sharing assumes an essential part in developing the learning association's strategic advantage (Davenport & Prusak, 1998). Specialists have seen that knowledge sharing is an imperative system for a learning association to find lasting success as it can improve 'dynamic abilities,' 'build-up the learning associations' and energize 'social adjustment and development' (Postolache,

2017). Knowledge hiding implies the planned hiding or keeping of knowledge once required and requested by someone else (Connelly et al., 2012). Nonetheless, it is being seen that individuals in universities deliberately hide data or knowledge from their partners in three behaviors i.e., by "Evasive hiding, Rationalized hiding or acting dumb" (Zhao et al., 2019).

Systems over which knowledge hiding behavior (KHB) influences results are under-hypothesized. In this study, we suggest that KHB can suggest the ME like blame and disgrace in the knowledge hiding committer. The ME are regularly viewed as guilt and shame (Tangney & Dearing, 2002).

Scholars have started to report the unfortunate significances of KHB. From one viewpoint, KHB committer (i.e., students who hide their knowledge) can ruin their self- efficacy. For instance, the creative power of KHB doer can be upset due to the avoidance of students in universities' knowledge streams and cannot profit according to the dissimilar points of view of similar department future managers for their own thought age and refinement (Bogilovic et al., 2017). Then again, KHB focuses (i.e., understudies from whom knowledge have hidden) can encounter decreased relationship quality and pessimistic moral emotions like shame and guilt since they know that they ignored by KHB committer (Connelly & Zweig, 2015).

While the pupils in universities understood the adverse significances of KHB in their emotions and quality of relationship between their colleagues, they motivate and act themselves as proper knowledge sharing personnel to build up the competitive partners in their learning organization while maintaining healthier human relationship.

Research problem

Hiding knowledge while that has been required and requested by a study mate can have extreme pessimistic affect and relationship errors among study mates (Connelly & Zweig, 2015). Students who pelt their information (i.e., the data, thoughts, and ability that are significant for their assessment completion at studies) by taking part in evasive hiding, rationalized hiding and playing dumb, deny other college understudies' chances to learn and co-make innovative knowledge (Bartol & Srivastava, 2002).

In any case, regardless of all endeavors from associations to empower allotment of information amongst the study mates and partners; there is a propensity found among students to pelt knowledge or keep knowledge with themselves. This explains that KHB isn't the antonym for knowledge sharing. Maybe it is the purposeful portion of knowledge from somebody who has asked for sharing of knowledge, later the outcome of KHB creates the moral emotions like shame and guilt (Men et al., 2018).

According to the concept of knowledge hiding behavior of university students often create the mis understandings and reduce the quality of friendship also personally who hidden the ideas and information realized the feeling of guilt and shame among their friends. Therefore, this study focuses on the moral emotions of university students which are evoked by their KHB with particular negative consequences. This study builds up to find the significant relationship between the knowledge hiding behavior and moral emotions of BBA students in South Eastern University of Sri Lanka. The research problem focused on this study is below:

“How knowledge hiding behavior impact on the moral emotions of BBA students in South Eastern University of Sri Lanka?”

Objectives of the Study

1. To find out the significant connection between knowledge hiding behavior and moral emotions of university students (BBA) SEUSL
2. To create an awareness about negative results of knowledge hiding behavior among university students (BBA) SEUSL.

Review of Literature

The literature review intended to explore the researches and empirical evidences as it relevant to, knowledge hiding behavior of students in universities and moral emotions with the relationship of these two concepts.

Knowledge hiding behavior

The character of the outcomes of knowledge hiding, characterized as a purposeful endeavor to keep knowledge that has been sought by another individual (Burmeister et.al 2018) Knowledge hiding, described as "a deliberate endeavor by a person to keep or cover knowledge that has been sought by someone else" (Connelly et al., 2012). Significantly, knowledge hiding doesn't just address the shortfall of knowledge sharing since knowledge hiding committers purposefully keep knowledge. Going against the norm, representatives who neglect to share knowledge may be uninformed that their partners are looking for knowledge or they could essentially not have a clue about the requested idea or data (Connelly et al., 2012).

KHB is a little complex concept with empirical of negative consequences on institution performance, as it prohibits creativity, reduces group performance and collaboration, and severely impact on organizational people' performance (Chatterjee et al., 2021)

People have various causes that increase or decrease their tendency to hide knowledge among their study mates (Agarwal et al., 2022)

Nonetheless, it is being seen that individual in universities purposefully hide data or knowledge from their classmates in three behaviors i.e., by "Elusive hiding, Rationalized hiding Playing dumb" (Zhao et al., 2019).

Playing dumb:

Researchers have recognized various types of conduct shown during the course of KHB. "The principal, 'Playing dumb' happens when an individual claims not to have the sought data" (Connelly et al., 2011; Connelly et al., 2012).

Evasive knowledge hiding:

The second one, 'Being Evasive' portrays what is going on in which an individual gives wrong data and information or erroneously vows to offer a total response later" (Connelly et al., 2011; Connelly et al., 2012).

Rationalized hiding:

Students adopting the third strategy 'rationalized hiding' "offer a defense for a recoiling, proposing that they aren't permitted to give the data and information or accusing another party" (Connelly et al., 2011; Connelly et al., 2012).

Moral Emotions

The moral emotions are regularly viewed as guilt and shame (Tangney & Dearing, 2002). Guilt and shame share a lot of practically speaking: they are hesitant emotions, inferring self-reflection and self-assessment (Tangney & Tracy, 2012). They include pessimistic self-assessments and sensations of misery inspired by one's apparent disappointments or offenses (Tangney et al., 2007).

Knowledge hiding behavior and moral emotions

These pessimistic psychological thoughts encounters appear to be most extreme while knowledge hiding committers take part in evasive hiding (e.g., giving inaccurate, deluding, or deficient data) as the most tricky type of KHB, while the pessimistic emotions are decreased for playing dumb (e.g., professing to know nothing about the mentioned data), and could even be missing for rationalized hiding (e.g., giving a support to why the knowledge isn't made available) on the grounds that the dismissal can be ascribed to situational factors (Connelly & Zweig, 2015).

Notwithstanding the significant experiences acquired by past investigates into outcomes of KHB, the current writing is restricted in three ways. To start with, while introductory proof has highlighted the moral emotions encounters of KHB targets (Connelly & Zweig, 2015), we still can't seem to comprehend the passionate results of knowledge hiding for KHB committer. This point of view is significant in light of the fact that KHB can be conceptualized as a potential offense of acknowledged accepted practices inside gaining associations where knowledge sharing is normal from each - others and gatherings (Brock et al., 2005).

Second, while possible contrasts between evasive hiding, acting dumb, and rationalized hiding have been underscored all along of examination on knowledge hiding (Connelly et al., 2012), Until this point in time, just a single report has given proof that significant contrasts between the three kinds of knowledge hiding exist (Connelly & Zweig, 2015). Circling back to these underlying discoveries appears to be a beneficial undertaking to progress and separate how we might interpret the knowledge hiding construct. Third, KHB and pessimistic passionate encounters have been tended to in a distorted manner, accordingly disregarding the differential activity propensities set off by negative emotions like shame and guilt (Haidt, 2003).

For instance, skilled guilty might work with remuneration through hierarchical citizenship conduct (Ilies et al., 2013), while experienced shame might have detrimental impacts on associations with others through withdrawal from the shame prompting condition (Bagozzi et al., 2003). This point of view is exceptionally related in light of the fact that it recommends that KHB may not generally be unfavorable because of the disparity action propensities coming about because of various negative emotions. To be specific evasive hiding and acting dumb, evoke more deeply felt sensations of shame and guilt than rationalized hiding. We more contend that shame and guilt trigger differential feeling based reparatory components, to such an extent that guilt prompts the inspiration to address one's offenses through remuneration conduct, though shame initiates the inclination to pull out in the wake of KHB, as reflected in lower levels of compensation and shame to collaborate again with co students. (Burmeister et al., 2016)

Conceptual Framework

The following conceptual framework has developed by the analysis and review of appropriate literature. This conceptual framework is used to describe the relationship between the variables, which are contributed in the research and explains the nature of the hypothesis of the research.

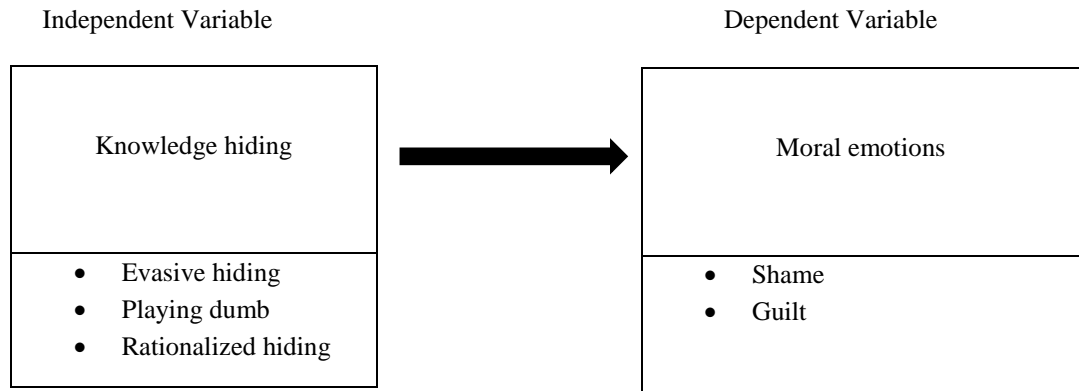


Figure 1: Conceptual frame work of the study

(Source: Modified and developed by researchers)

Hypotheses

From the constructed conceptual framework, the research hypotheses of this study are as follow:

H_{a1}- There is a significant relationship between knowledge hiding behavior and moral emotions of BBA students of SEUSL.

H_{a2}- Knowledge hiding behavior has a significant impact on moral emotions of BBA students of SEUSL

Operationalization of the study

Table 1: Operationalization

	Variables	Dimensions	Indicators	Measurement
Independent variable.		Evasive hiding	Ignoring colleague request.	Q 1 - Q2
			Uncared for colleague request.	Q 3 - Q 4
			Leave the place with colleague	Q 5
		Playing dumb	Hide memo guides and notes to colleague.	Q 6 - Q7
			Avoid colleagues' request.	Q 8 - Q 9
			Un-answered for colleagues' question.	Q 10 - Q11
			Refuse to give study materials	Q12 - Q 13

Dependent variable	Knowledge hiding behavior	Rationalized hiding	Avoid colleagues' request because of the situation.	Q14 - Q 15
			Failed to share the material because of insufficient time.	Q 16 - Q 17
			Refuse colleagues' request because of personal uncomfortable, illness	Q – 18
	Moral emotions	Guilt	Feel guilt for hidden knowledge.	Q 19 – Q20
			Compensate the hiding behavior. Ask sorry or try to fulfill colleague request	Q 26 - Q 28
		Shame	Feel shame for hidden	Q 21 - Q 22, Q 23 - Q 25
			Hesitate to talk back with colleagues	Q 29 - Q 30

Sample questions

I ignore my friend when she /he request to share the method of answer for the assignments.
I left the place without giving explains to my class mate's doubt about subject related question.
I left the place without helped to my class mate for complete a team assignment.
I feel guilt when I see my class mate because of my careless behavior of his/ her doubt on practical test
I realize emotionally guilt after I ignored my class mates' question about class activity.
I hesitate to talk back with friends when I already un-cared their question to explain the statistical formul

Sample of the study

The scope of this study is all 4 batches of 200 BBA students from (1st - 2017/2018, 2nd-2016/2017, 3rd - 2015/2016 and 4th-2014/2015 batches), of Faculty of Management and Commerce SEUSL, using random sampling method (each year has considered 50 students). The questionnaires distributed among all 200 BBA students and the questionnaire is in English language since all sample students have English proficiency.

Techniques of data analysis

This research focuses on the primary information that was collected via the self-evaluation survey from the university students of SEUSL who has been following BBA. Data collection was done via the field review. The survey incorporates 30 statements. The researcher has used 5-point Likert scale model for the statements where respondents are required to choose and place a circle to a number in the enclosure close to the statement, in view of the amount they concur or contradict with every statement. The primary data explored by using Statistical Package for the Social Science (SPSS) 25.0. To affirm the quality of the instrument the reliability and validity investigation were checked. Choice attributes for data consistency and factor analysis is finished by the analysis of Varimax rotation method with a use of primary component analysis, according to regulate the construct validity of measure (George & Mallery, 2003). Kaiser Meyer - Olkin (KMO) test and Bartlett's assessment of sphericity are used to confirm the suitability of the sample which was used in factor examination.

Data Analysis and Presentation

Response rate

The study pointed a sample size of 200 respondents who should partake in the survey from which 196 respondents filled in and sent the surveys. Absolutely 196 students were used for assessment giving a response rate of 98%. This response rate was more sufficient to make the conclusion.

Reliability of the instrument

The reliability of the data collecting tool is estimated using Cronbach's Alpha analysis. Based on this study the Cronbach's alpha value for the Knowledge Hiding is 0.801 and Moral Emotions is 0.781. According to the decision attributes formed by (George & Mallery, 2003), the Cronbach's Alpha Coefficient value is above 0.70 is reflected as acceptable and above 0.80 is deliberated as good. It recommends the alpha values of variables consisted in this study are pretty high.

Table: 2 Result of reliability analysis

Variables	No. of scale items	Cronbach's Alpha value
Knowledge Hiding	18	0.801
Moral Emotions	12	0.781

Validity of the scale

As indicated by the findings KMO value is 0.5. The assumption got from the outcomes was that the survey reports were essentially related, suggesting that the factor analysis was applicable for the data set since the validity and the reliability of the gathered data was guaranteed. The following table 3 shows the validity of the data.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.500
Bartlett's Test of Sphericity	Approx. Chi-Square	151.505
	Df	1
	Sig.	0.000

Descriptive Analysis

The standard deviation of knowledge hiding is 0.33248, expressed that there was a less degree of uniqueness among the respondents. This was validated by analyzing the minimum and maximum scores. The minimum score was 3.65, while the maximum score was 5.00. Also, the overall mean value of knowledge hiding is 4.4398. And overall mean value of moral emotions is 4.4106, this describes high level of moral emotions among respondents. The minimum score was 3.42, while the maximum score was 5.00. The standard deviation is 0.34405, expressed that there was a less variation in the degrees of moral emotions among the students. This was validated by exploring the minimum and maximum scores.

Table 4: Results of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge Hiding	196	3.65	5.00	4.4398	.33248
Moral Emotions	196	3.42	5.00	4.4106	.34405
Valid N (list wise)	196				

Correlation analysis

According to decide the relationship between KHB and ME, correlation analysis was done. Table 5 shows the result. Correlation coefficient between knowledge hiding and moral emotions is 0.806. This describes the strong positive relationship among these variables. The significant level is 0.000, which is lower than 0.05 significant values. The result gives strong strength position of the model since it is at a 0.000 significant level.

Table 5 : Result of correlations analysis between KH and ME

Variables	Moral Emotions (ME)	
	Knowledge hiding behavior (KHB)	Pearson Correlation
Sig. (2-tailed)		.000
N		196

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

Simple linear regression

The key information from the model table above is the adjusted R² value is 0.647. This suggests that 64.7% of the variation in moral emotions could be explained by the model including knowledge hiding. This is extremely high so figures from the regression condition are solid. It likewise implies that 35.3% of the variety is as yet not supported, so adding some other related independent variables could improve the attack of the model.

Table 7: Model Summary of simple linear regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806 ^a	.650	.647	.20438

a. Predictors: Constant) 0, Knowledge Hiding

According to the table 8, Values of mean square regression and residual are 11.225 and 0.42, respectively. Here as F is significant (P value=0.000<0.05), it can be summarized that there is liner relationship between Knowledge hiding behavior and Moral emotions and that the regression equation permits to predict the moral emotions at great level.

Table 8 : ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.225	1	11.225	268.728	.000 ^b
	Residual	6.057	194	.042		
	Total	17.282	195			

a. Dependent variable: Moral Emotions

In standings of the table 9, unstandardized beta values for constant and knowledge hiding are 0.718 and 0.834 individually. The unstandardized regression coefficients of knowledge hiding in the regression model designate the depth / extent of effect of knowledge hiding on moral emotions of the students.

Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.718	.226		3.170	.002
	Knowledge Hiding	.834	.051	.806	16.393	.000

a. Dependent Variable: Moral Emotions

Findings and discussion

The key objective of this study was to play out an exact exploration of effect of knowledge hiding on moral emotions. Based on the findings it was theorized that there is a substantial connection among knowledge hiding behavior on moral emotions among the SEUSL students who has been following BBA.

The study outcomes express that mean value of Knowledge hiding is 4.4398 and standard deviation 0.33248. This means that university students (BBA) have high level of knowledge hiding as well as less variation among them about the knowledge hiding. This study assessed the level of moral emotions of the students also. The research outcomes confirm that mean value of moral emotions is 4.4106 and standard deviation 0.34405. This means that university students (BBA) have high level of moral emotions as well as less variation among them about the moral emotions.

The purpose of this study is to find the relationship between knowledge hidings on moral emotions. Link study was completed to discover the relationship. Link coefficient among knowledge hiding on moral emotions is 0.806 ($p=0.000$). This finding strongly deliberated that there is a strong significant positive association between knowledge hidings on moral emotions of university students (BBA) at SEUSL. The result describes that 64.7% of the difference in moral emotions could be explained by the model including knowledge hiding. Further regression evaluation indicates that, if knowledge hiding of the students improved by one unit, their moral emotions improves by 0.834 units. This result validates a substantial constructive impact of knowledge hiding on moral emotions of university students (BBA) at SEUSL.

Conclusion

The survey findings strong-minded that there is a significant and strong positive association ($r = 0.806$) between knowledge hiding on moral emotions of university students (BBA) at SEUSL. The results demonstrated that the knowledge hiding has considerable and direct impact (adjusted R square 0.647) on their moral emotions and higher level of knowledge hiding of the students lead to higher level of moral emotions.

Recommendations

Our suggestions to restrict the adverse consequences of KHB, will be to foster a culture where students are energized/perceived/compensated for not stowing away their complex (tacit) information and where committing errors is additionally seen as a learning/advancement process rather than an action that may lead for them to lose face, moving from a "knowledge is power" mindset to a "knowledge sharing is power" attitude. We might want to end this paper with what we viewed as an intriguing justification for concealing information, given by a student. "Here and there I to some degree conceal information from my companions since I need them to learn all alone and self-foster such sort of information, rather than straightforwardly giving it to them", so in specific conditions, information stowing away can have some certain effect as well.

Study Limitations

The initial limitation of this study that must be considered included the sample. This work used a moderately sample size of 200 BBA students of SEUSL. Hence, forthcoming investigators can repeat this survey with a higher sample size amount through regarding other faculties in SEUSL or other universities in Sri Lanka.

This study only focused on the university students; other category workers also can be evaluated regarding this research. So, future researchers can do further improvements in sample size, different sample groupings and different data collection techniques in order to get some more advanced outcomes.

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