

Demystifying knowledge hiding and envisioning a synthesized theoretical perspective: an integrated review

Hina Maryam, Issac Abraham Cyril, Sithipolvanichgul Juthamon, Vaiman Vlad

This is a Author's accepted manuscript (AAM) version of a publication
published by Emerald Publishing Limited
in Journal of Knowledge Management

DOI: 10.1108/JKM-10-2024-1243

Copyright of the original publication:

© 2025, Emerald Publishing Limited

Please cite the publication as follows:

Hina, M., Issac, A.C., Sithipolvanichgul, J. and Vaiman, V. (2025), "Demystifying knowledge hiding and envisioning a synthesized theoretical perspective: an integrated review", Journal of Knowledge Management, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JKM-10-2024-1243>

**This is a parallel published version of an original publication.
This version can differ from the original published article.**

Demystifying knowledge hiding and envisioning a synthesized theoretical perspective: An integrated review

Maryam Hina¹

Abraham Cyril Issac²

Juthamon Sithipolvanichgul^{3*}

Vlad Vaiman⁴

¹Department of Software Engineering, LUT University, Lappeenranta, Finland

²School of Business, Indian Institute of Technology Guwahati, Guwahati, India

³Thammasat Business School, Thammasat University, Bangkok, Thailand

⁴School of Management, California Lutheran University, Thousand Oaks, California, USA

Juthamon Sithipolvanichgul: juthamon@tbs.tu.ac.th (* Corresponding author)

Demystifying knowledge hiding and envisioning a synthesized theoretical perspective: An integrated review

Abstract

Purpose: Despite the notable increase in scientific publications explaining the knowledge hiding (KH) behavior and its antecedents and consequences, the discourse on this topic remains fragmented, limiting the holistic theoretical understanding of the KH phenomenon. This study aims to explore the theoretical lenses that have been used to understand and analyze the KH phenomenon in the workplace.

Design/methodology/approach: This study carried out a systematic literature review (SLR) to advance the extensively researched domain of the KH phenomenon. Following a robust research protocol, we reviewed 155 peer-reviewed articles published in well-recognized research outlets.

Findings: This study has conceptualized and synthesized the current theoretical knowledge on KH. Our findings suggest that the reviewed articles have utilized diverse theories, both in isolation and in combination with other theoretical lenses, to investigate KH behavior. The predominant theories utilized are the conservation of resource (COR) theory, social exchange theory (SET), psychological ownership theory, social identity theory (SIT), social learning theory (SLT), and the theory of planned behavior (TPB).

Originality/Value: To the best of our knowledge, this is the first study that explicitly focuses on the theoretical foundations of KH. It proposes an integrated, cross-disciplinary, theory-based framework and presents suggestions for future research in this field. The framework can be used to examine various facets of KH (e.g., dyadic, triadic, or extended). It can improve our current understanding of KH in organizations by identifying the positive outcomes apart from the established negative consequences of such behavior.

Keywords: Knowledge hiding, knowledge hoarding, knowledge withholding, counterproductive organizational behavior, systematic literature review

1 Introduction

For the past few decades, knowledge hiding (KH) has been a regular topic of research, capturing the continuous attention of both academic scholars and industry professionals. From an organizational perspective, KH has been understood as an individual's intentional attempt to conceal or withhold knowledge that a co-worker has requested (Connelly et al., 2012). Although KH is not inherently harmful in every context, a myriad of scholars has highlighted the potential adverse effects of KH

behavior on both individuals and organizations. At an individual level, KH significantly affects employees' performance by fostering a culture of mistrust and pessimism among workers, eclipsing organizational identity and raising staff turnover (Anand & Hassan, 2019). At an organizational level, KH may deter its capacity for innovation. For instance, in 2018, the productivity losses connected with such behavior cost American firms up to 47 million US Dollars (Nguyen et al., 2022). Altogether, KH has been associated with diminished psychological safety (Jiang et al., 2019), reduced employee creativity (Liao et al., 2023), undermined quality of firm decisions (Ghasemaghaei & Turel, 2021), and organizational performance (Chatterjee et al., 2021).

Prior literature has highlighted that employees hide knowledge to maximize their personal interests and gain a competitive advantage in their organization (Toma & Butera, 2009). Scholars have also suggested that KH behavior often stems from job insecurity or the fear of losing power (Jasimuddin et al., 2006) or due to the perception that knowledge is a source of personal influence (Lee and Al-Hawamdeh, 2002). Thus, understanding KH is essential as it can allow organizations to identify the reasons of KH and mitigate its adverse effects while encouraging knowledge sharing, which is essential for innovation, individual and team creativity, and job performance (Dong et al., 2017; Luqman et al., 2022; Men et al., 2019; Podrug et al., 2017). Given the potential negative impacts of KH on both individual employees and organizations, it is not surprising that this topic has gained scholarly attention and organizational interest to address its detrimental effects. However, contemporary literature on KH has paid little attention to synthesizing theoretically grounded KH findings by elucidating the reasons for such behavior that could guide organizations to develop policies to counteract its negative outcomes.

The steadily expanding body of literature in the field of KH spans various academic disciplines (Connelly et al., 2019; Khalid et al., 2018), each using its own theoretical lens (Garg et al., 2022). For instance, prior findings primarily have characterized KH in the workplace as counterproductive based on the conservation of resource theory (COR; Koay, 2018), which suggests that KH behavior could be due to mistrust or job insecurity. Similarly, scholars examined unethical behavior through the lens of classic leadership theory and the social cognition perspective (Almeida et al., 2021; Peng et al., 2019), highlighting that authoritarian leadership influences KH behavior (He et al., 2019) and altruistic leadership negatively affect KH behavior (Abdillah et al., 2022). Conversely, some of the scholars explicitly highlighted the positive outcomes of KH behavior, employing theories such as the theory of

planned behavior (TPB), and recognized KH as a strategy to avoid time wastage and gain personal satisfaction (Xiong et al., 2021). Similarly, based on impression management theory, prior findings suggested that evasive KH positively affects interpersonal relationships and improves hidere's creativity (Xia & Li, 2023).

Despite these advancements in literature, the growing assortment of theoretical approaches with mixed findings has made it complex to develop a unified understanding of the KH phenomenon. Additionally, prior studies have considered different organizational, team, and individual levels contexts (Anaza & Nowlin, 2017; Černe et al., 2017; Husted et al., 2012) and examined this phenomenon under various cultural (Demirkasimoglu, 2016; Issac & Baral, 2020) and industry-related backdrop (Abdelmotaleb et al., 2021; Issac et al., 2020). Several situational factors, such as leadership styles (Guo et al., 2021; Lin et al., 2020) and various work group norms (Bollmann & Krings, 2016; Gagné et al., 2019; Xiong et al., 2019) further increase the complexity of comprehending how KH behavior is engendered. While these investigations provide valuable insights, they reveal a lack of a unified analytical framework to interpret prior findings and guide future research. Such a theoretical viewpoint is necessary to understand and improve the description, justification, and predictability of this complex phenomenon (Gold et al., 2001; Schultze & Leidner 2002). Hence, such comprehension will also help the organization to understand how KH behavior manifests and accordingly develop informed policies.

Although numerous prior review studies have been carried out on the KH literature (Anand et al., 2022; Dash et al., 2022; Fauzi, 2022; Oliveira et al., 2021; Rezwani & Takahashi, 2021; Siachou et al., 2021); however, these studies have not carefully examined the theories employed in prior KH literature. Only a handful of literature review studies have taken this consideration into account (Table 1; Anand et al., 2020; Garg et al., 2022; He et al., 2021; Xiao & Cooke, 2019). For example, Anand et al. (2020) briefly highlighted the theoretical reflections on the factors leading to KH behavior. Garg et al. (2022) and He et al. (2021) focused on the general integration of scattered KH literature and identified theories as one theme among others. Xiao and Cooke (2019) focused on identifying the uncovered areas in KH literature and discussed the three most widely employed theories—power politics, psychological ownership, and exchange theory. These review studies lack in many respects, particularly in-depth theoretical analysis (Table 1). First, while these studies provide a general overview of KH literature, they do not reflect the full spectrum of divergent theoretical perspectives within the

field. Consequently, there is a notable vacuity of knowledge in identifying research gaps grounded in theory, which hinders the development of a robust framework to advance the KH literature. Second, few of these review studies merely identify the theories used in prior studies without offering a detailed theoretical discussion on elements such as their constructs, methodologies used, and their application in the KH field. This lack of comprehensive discussion in these review papers undermines their ability to offer a structured and generalized conceptualization of the multi-level precursors of KH behavior, further deterring organizations from developing actionable policies. Furthermore, these literature reviews raise quality concerns due to the sources considered for data collection (e.g., ProQuest, Google Scholar, IGI Global, World Scientific, Interaction Learning, Higher Education, and Heliyon; Table 1). These significant lacunas call for a thorough literature review that provides a multidisciplinary, theory-based KH analysis to integrate multidisciplinary theories in KH research (He et al., 2021).

Table 1: Previous SLRs on KH

Author	Studies reviewed	Focus	Gaps
Xiao and Cooke (2019)	52 articles	Clarifying the KH concept, and highlighting the uncovered research areas	The analysis emphasizes only the three most-employed theories. It lacks a comprehensive theory-based discussion of the previous studies. Moreover, it does not identify the specific theory-based research gaps present in the KH literature.
Anand et al. (2020)	52 articles	Exploring the events leading to individuals' KH behavior	It highlights only six theories to explain the events and lack comprehensive theory-based discussion of the selected studies. Furthermore, it does not establish the theory-based research gaps. The analysis considers studies from ProQuest and Google Scholar among other sources, raising questions about the quality of the literature reviewed.
He et al. (2021)	81 articles	An in-depth analysis of KH literature	The review highlights 46 theories, however they are presented solely in a tabular form. There is a notable absence of theory-based discussion of the previous studies. Moreover, this review lacks to delineate the theory-based research gaps.
Siachou et al. (2021)	39 articles	Antecedents and consequences of KH behavior	The review presents 46 theories in a tabular form. However, it falls short in providing a comprehensive discussion of the previous studies based on these

			theories. Additionally, it does not identify the theory-based research gaps.
Garg et al. (2022)	92 articles in total, 58 theory-based articles	Integrating KH literature, and understanding the KH construct, and highlighting the theories employed in the selected dataset	This review identifies 27 theories, mostly focusing on their nomenclature. However, it lacks a theory-based discussion in the context of previous studies. Furthermore, it does not highlight the theory-based research gaps. The dataset under review comprises articles sourced from IGI global, World Scientific, and Google Scholar (e.g., Interaction Learning, Higher Education, and Heliyon) raising concerns regarding the overall quality of the studies reviewed.

Source(s): Authors' own work

In order to cover the previously identified gaps and develop a robust theory-based KH framework, we have undertaken a meticulous literature analysis to ascertain the theories that have been applied in KH literature and discuss the theoretical foundation of prior studies in detail to highlight the theoretical gaps therein. We seek to address the following research questions (RQ). **RQ1:** What is the research profile of prior theory-based KH literature? **RQ2:** What are the underpinning theories utilized in the prior empirical KH literature? **RQ3:** What are the existing research gaps and future research avenues in the prior KH literature? We adopted rigorous research protocols and article selection criteria to develop a database of 155 articles that were analyzed to answer the stated RQs. We used a content analysis approach to uncover theory-driven insights and identify existing knowledge gaps that reflect potential research avenues. Drawing upon these findings, we developed a conceptual framework to explain various factors and their interrelations, which can be examined to push the knowledge boundaries of this area.

This paper offers significant contributions to the prior literature on KH behavior. First, this SLR, in contrast to the prior review studies, is an initial effort explicitly focusing on the theoretical basis of KH literature. This study has conceptualized the KH phenomenon, which is currently integrated with knowledge hoarding and knowledge withholding. Second, based on the study findings, we highlight the theories used in the prior empirical studies by explicating the key aspects brought forward by those theories. Third, our theory-based thematic analysis led us to identify the knowledge gaps in the KH literature and highlight the prospective research avenues to advance this field. Lastly, drawing on trait activation theory and organizational politics theory, this SLR proposes a conceptual

framework on KH in organizations. This framework provides a foundation for prospective theory-driven empirical multi-level investigations (Individual and organizational) to analyze the proposed relationships and further enrich this literature domain.

This study is organized into the following sections. Section 2 defines the boundary of the review, while Section 3 outlines the methodology employed. In Section 4, we discuss the review findings. Section 5 demonstrates the literature gaps and suggests promising future research avenues. Section 6 presents the conceptual framework. We discuss the study implications for theory and practice in section 7. Lastly, section 8 concludes this SLR by highlighting the limitations of this study and presenting future avenues.

2 Boundary of review

The literature on KH in the workplace evolved out of the knowledge management field. As the knowledge economy emerged, scholarly attention began to focus on investigating knowledge workers' willingness to share their expertise (Davenport, 1999). The reluctance to share knowledge was first identified by scholars who observed scientists withholding data due to the intensive pressure of working in academia (Campbell et al., 2000). Eventually, Connelly proposed a definition of KH in a paper that was presented at a symposium in 2006 (Connelly et al., 2006). Then, Webster et al. (2008) detached the concept of KH from knowledge withholding by explaining knowledge hoarding and KH as two forms of knowledge withholding. During the evolution of this field, prior studies on undesirable knowledge behavior furnished the empirical foundations and theoretical basis for KH research (Haas & Park, 2010; Lin & Huang, 2010). Following this increased proliferation, KH was established as an independent research topic when Connelly et al. (2012) devised a valid measure for the KH construct and conventionally introduced it. Subsequently, this behavior gained scholarly consideration and has been continuously growing. Researchers are exploring this phenomenon using diverse but overlapping constructs, such as the absence of knowledge sharing, knowledge sharing hostility, knowledge hoarding, knowledge withholding, knowledge sharing disengagement, and KH in the workplace (Aljawarneh et al., 2020; Haas & Park, 2010; Issac et al., 2021; Staples & Webster, 2008; Stenius et al., 2016; Zhao & Xia, 2017). This brought the KH phenomenon into the limelight, and scholarly investigations intensified, drawing from different theories from various disciplines to validate the KH construct (Arain et al., 2022; Han et al., 2020; Huo et al., 2016).

A number of prior studies have approached KH behavior in diverse ways and have highlighted divergent viewpoints. For example, Singh (2019) identified that individual employees may engage in KH when they distrust their colleagues. Prior findings also highlight the critical role of leaders, who usually manage resources needed by employees, play an imperative role in stimulating KH behavior (Wang et al., 2021). Liao et al. (2024) analyzed leader-member exchange differentiation (LMXD) and found that LMXD significantly influences KH behavior, which leads to reduced employee creativity. Additionally, the leader's own KH behavior cascades down to employees, potentially undermining organizational citizenship behavior (Arain et al., 2022). Further, prior findings also suggest that individuals with a positive outlook toward KH who perceive social support or experience minimal social pressure are most likely to engage in KH (Xiong et al., 2021). Peng et al. (2020) argued that factors such as envy, relationship conflict, and trait competitiveness in employees significantly influence KH behavior (Peng et al., 2020). From our review of prior KH literature, we have observed extensive scholarship on KH, its antecedents, and its consequences at the individual, team, and organizational levels. The discussion in these studies has been enriched by diverse theoretical frameworks to examine KH, such as the social exchange theory (SET; Arain et al., 2022), the TPB (Xiong et al., 2021), and the effective event theory (Peng et al., 2020). Hence, considering the seminal prior scholarly efforts, which highlight the multidisciplinary nature and vast magnitude of different associations in the KH field, identifying and developing a boundary condition for this SLR is a necessity. We, therefore, focused only on the theory-based KH literature in the organizational field, with the aim of identifying theory-based research gaps and highlighting new and emerging research directions.

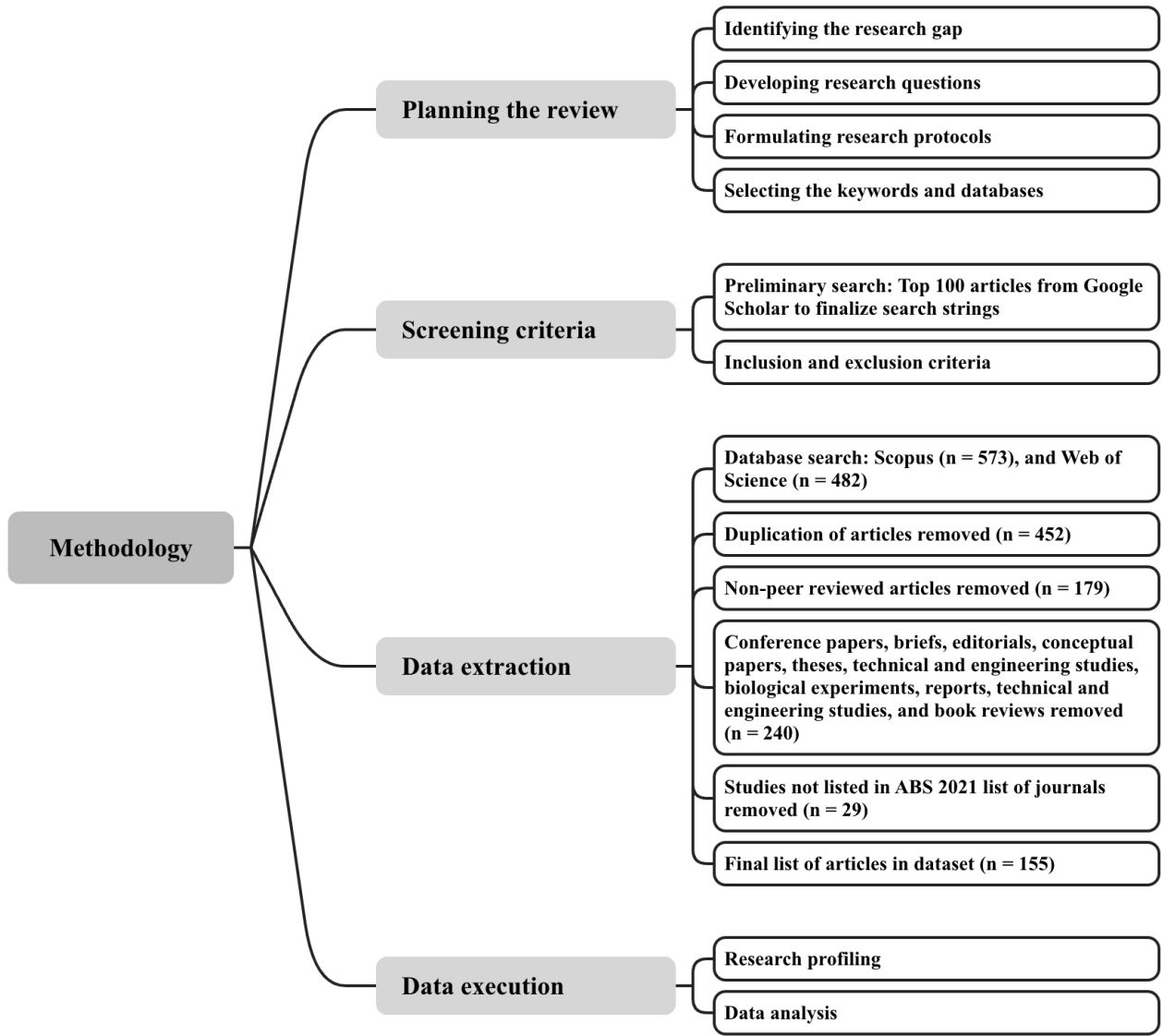
By conducting this SLR on theories used in the KH domain, we aimed to conceptualize KH, deepen our understanding of the theory-based rationale of KH at the workplace, and propose a conceptual framework that synthesizes multi-level reasons giving rise to implicit KH and explicit KH and its respective consequences. As a result, this study lays the foundation for prospective scholars and practitioners to identify the effective mechanism and devise policies respectively that could curb KH behavior and lessen its detrimental effects.

3 Methodology

We adhered to the SLR process for reviewing the KH literature since it is regarded as a reliable way to examine significant results of transdisciplinary and complex research topics (Christofi et al., 2019; Madanaguli et al., 2022; Tranfield et al., 2003). Numerous studies have emphasized the

significance of SLRs and their primary advantages over alternative review approaches (Christofi et al., 2017; Vrontis & Christofi, 2021). As a replicable and scientific procedure, applying the SLR approach improves the quality of the review compared to traditional methods (Christofi, Pereira et al., 2021). In particular, this procedure provides guidelines for identifying, choosing, analyzing, and synthesizing prior literature in a rigorous, transparent, and reproducible manner since it is protocol-driven (Figure 1; Christofi, Vrontis & Cadogan, 2021). The results of this approach include a comprehensive analysis and methodical synthesis of the gathered information on the topic under evaluation, allowing scholars to make useful inferences (Chaudhary et al., 2022; Zhang et al., 2022).

To conduct this SLR, we utilized preferred reporting items for systematic reviews and meta-analyses (PRISMA) guidelines (Moher et al., 2015) while adhering to the protocols followed in the recent SLR studies (Hassan et al., 2023). We conducted this study in four steps. The first step is to identify the databases that include a high level of journals from both relevant and varied disciplines (Bhimani et al., 2019). The next step is to define the set of keywords from the prior studies on related themes and generate a search formula (Hassan et al., 2022; Hina et al., 2022). Afterward, various exclusion and inclusion criteria are applied to the extracted dataset of publications to narrow down the study sample and accomplish the research objective (Al-Emran et al., 2018; Castaneda et al., 2018). Following these protocols, the outcomes of this SLR are reported in the following sections.



Source(s): Authors' own work

Figure 1: SLR methodology

3.1 Planning the review

As an initial step in establishing the research protocols, we identified the RQs that guided us to the following stages, including selecting the relevant databases and planning the search strategy, such as deciding initial keywords. Hence, to conduct this SLR, we first developed the RQs. Subsequently, to address those RQs, we considered two eminent and premier databases, *Web of Science* and *Scopus*, as our primary search source since they offer comprehensive, multidisciplinary journal coverage of the pertinent fields (Madanaguli et al., 2022). For academic scholars and practitioners, these databases are significant tools, which include full-text articles and peer-reviewed business journals (Chadegani et al.,

2013) and cover a variety of business disciplines, including organizational behavior, management, and marketing, among others (Castaneda et al., 2018). Next, we selected the initial keywords of ‘knowledge hiding’ OR ‘hiding of knowledge’ for a preliminary search.

3.2 Screening criteria

For this SLR, we specified the research articles as a unit of analysis (Madanaguli et al., 2021). After planning a review and following the PRISMA framework, we specified the inclusion and exclusion criteria. In congruence with prior SLR procedure (Hassan et al., 2023), we excluded: 1) articles found in both databases i.e., *Web of Science* and *Scopus*, 2) all non-peer-reviewed studies, 3) conference papers, briefs, editorials, conceptual papers, theses, technical and engineering studies, biological experiments, reports, technical and engineering studies, and book reviews (Dada, 2018; Siachou et al., 2021), 4) articles not written in English, and 5) articles not focusing on any theory to investigate KH. A few examples of such studies include research on project managers’ KH, subordinates’ work-related stress, and turnover intention (Zhang & Min, 2021) and the two facets of pride and KH (Han et al., 2021). Further, prior scholars have argued that KH behavior is not only motivated by an individual’s interest but also triggered by norms of reciprocity and expectancy (Butt & Ahmad, 2019). However, such findings were not confirmed with any theoretical support, and thus, the studies were disregarded from our dataset. We included the articles if they were peer-reviewed and articles focusing on the theoretical foundation of KH. Moreover, as the study aim was to identify the methodological approach (i.e., empirical focus) used in theory-based explorations of the KH phenomenon (Siachou et al., 2021), we only considered empirical studies (i.e., qualitative, quantitative, and mixed methods) in the inclusion criteria. This SLR further confined its dataset to top-level scholarly outlets recognized by the Association of Business Schools Academic Journal Quality Guide (Atewologun et al., 2017). To this end, we did not specify any time constraints; on the contrary, we considered all relevant publications.

Table 2. Inclusion and exclusion criteria

Inclusion criteria (IC)	Exclusion criteria (EC)
(IC1) Peer-reviewed articles	(EC1) Duplicate studies
(IC3) Articles written in English	(EC2) Non-peer reviewed articles
(IC2) Articles focused on the theoretical foundation of KH	(EC3) Conference papers, briefs, editorials, conceptual papers, theses, technical and engineering studies, biological experiments, reports, technical and engineering studies, and book reviews

(IC4) Empirical studies (Qualitative or Quantitative)	(EC4) Articles written in languages other than English
	(EC5) Articles not focusing on the theoretical foundation of KH

Source(s): Authors' own work

3.3 Data extraction

At this stage, first using the initial keywords of ‘knowledge hiding’ OR ‘hiding of knowledge’, we conducted a preliminary search on Google Scholar. To determine the search strings for the final database search, we reviewed the title, abstract, and keywords of the 100 resulting studies. The finalized keywords were transfigured into search strings utilizing Boolean logic (i.e., “AND” “OR” with *). Subsequently, we used the finalized keywords (“knowledge hid*” OR “hid* of knowledge*” OR “knowledge withhold*” OR “withhold* of knowledge” OR “knowledge hoard*” OR “hoard* of knowledge”) to conduct a search on the two databases independently. The database search was conducted on May 26, 2022. This search resulted in 1055 studies, including 482 articles from *Web of Science* and 573 from *Scopus*. We applied the screening criteria, as mentioned above, to this resulting database.

To begin with, we removed duplicate studies as some articles that appeared in *Scopus* were also present in *Web of Science*. This duplication removal resulted in 603 remaining articles. We further removed non-peer-reviewed articles and were left with 424 remaining articles. We applied the specified inclusion and exclusion criteria (Table 2) to these 424 studies, removing 240 articles consisting of conceptual papers, conference proceedings, technical and engineering studies, biological experiments, briefs and editorials, and studies not focusing on the theoretical foundation of KH. At this stage, our data pool consisted of 184 articles. Lastly, to ensure the quality of the dataset, we derecognized publishing outlets not listed in Chartered Association of Business Schools (CABS). That led us to exclude 29 further articles. Finally, a dataset of 155 articles was considered for a thorough review.

3.4 Data execution

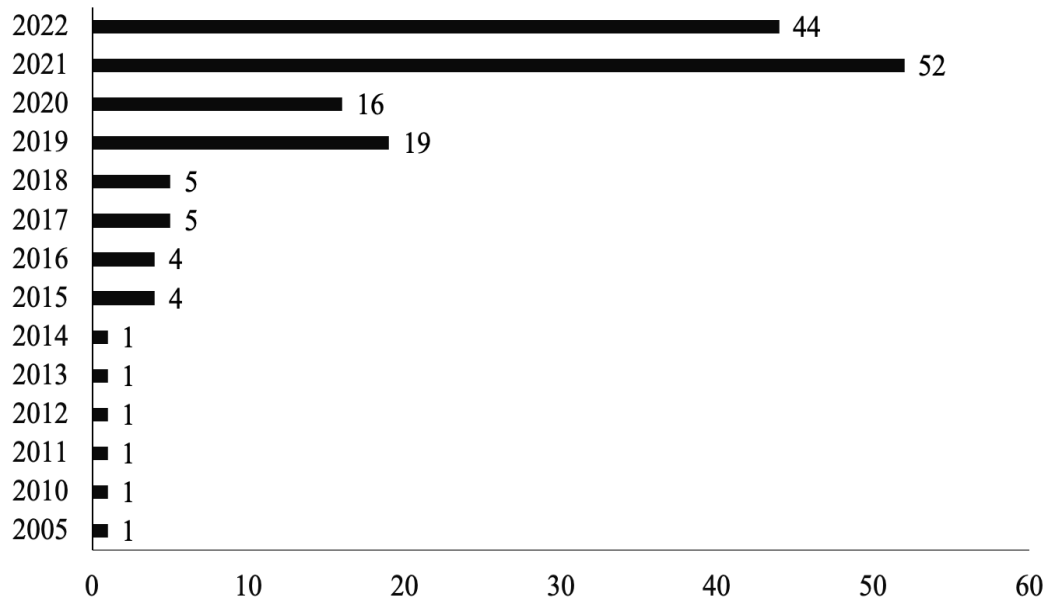
3.4.1 Research profiling

This section uses the SLR protocols to present the research profile of the 155 prior studies. In congruence with the prior studies (Chauhan et al., 2022; Hina et al., 2022), we have prepared the descriptive statics of the selected studies, including publication years (Figure 2), publication sources (Figure 3), methodologies adopted (Figure 4), geographical scope (Figure 5), and theories adopted in

the reviewed studies (Figure 6). Categorizing the final dataset of selected articles chronologically shows that very few studies were published before 2019 (Figure 2). It is evident that the KH phenomenon is not very recent; however, scholarly attention towards this domain has started to progress tremendously since 2019 (Figure 3). This SLR shows that the variety of sources that have published KH studies make this field multi-disciplinary and interdisciplinary. Mostly, we found KH publications in the *Journal of Knowledge Management* (n = 42), the *Journal of Business Research* (n = 23), the *Journal of Organizational Behavior* (n = 8), and *Knowledge Management Research and Practice* (n = 6). Only two of these journals are directly related to the domain of KH (i.e., the *Journal of Knowledge Management* and *Knowledge Management Research and Practice*). Regarding the research design, prior studies primarily used quantitative methods (n = 143), although some scholars adopted qualitative designs (n = 9) and mixed-method approaches (n = 3; Figure 4). Moreover, figure 5 shows that most prior scholarly efforts in this research domain were positioned in developed countries and emerging economies, such as China (n = 64), Canada (n = 18), and the United States (n = 17), and India (n = 13) and, marginally, in developing countries such as Pakistan (n = 21).

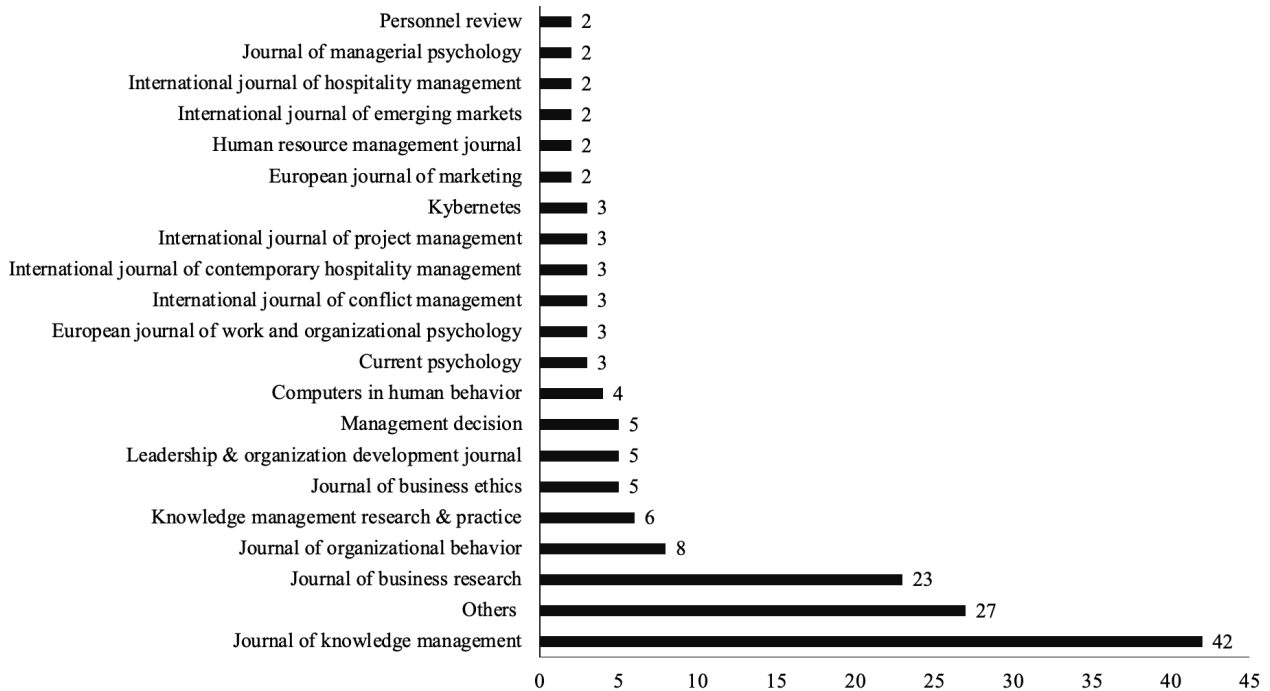
3.4.2 Data analysis

We used content analysis and synthesis techniques to analyze the selected articles (Strauss, 1987). Content analysis is an appropriate and commonly used technique for systematically classifying and coding qualitative findings for text analysis (Strauss, 1987). This standard approach consists of different steps: selecting the topic, determining the sample, categorizing, coding, data analysis, and reporting the findings (Lai & To, 2015). For this SLR, each author coded the articles in terms of publication time, geographical scope, methodology used, study variables under consideration, and theory used. Next, all authors discussed the findings and resolved the discrepancies. This helped us to identify and understand the factors that have been considered for investigation under a specific theory and what methodologies have been used to explore the KH phenomenon. This SLR found diverse considerations of the theoretical lens adopted in the prior literature. We have explicated the predominantly used theories to explore the KH phenomenon in section 4.2.



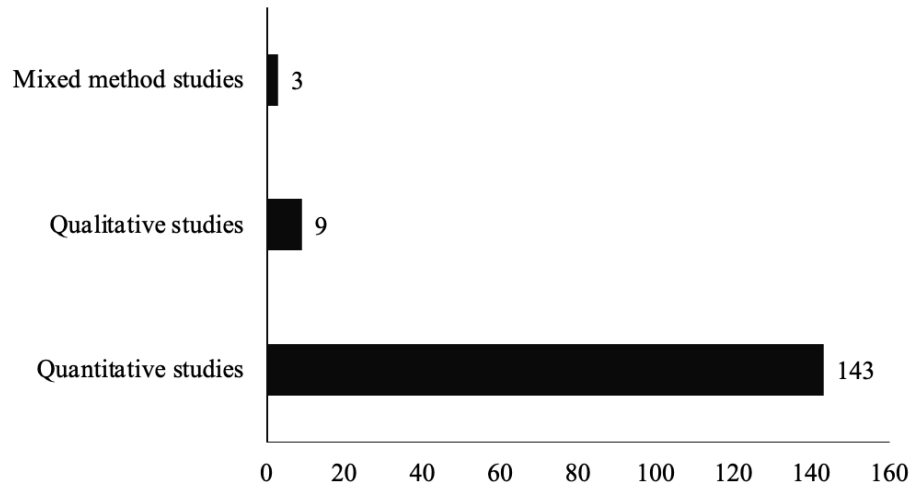
Source(s): Authors' own work

Figure 2. Year-wise distribution of selected studies



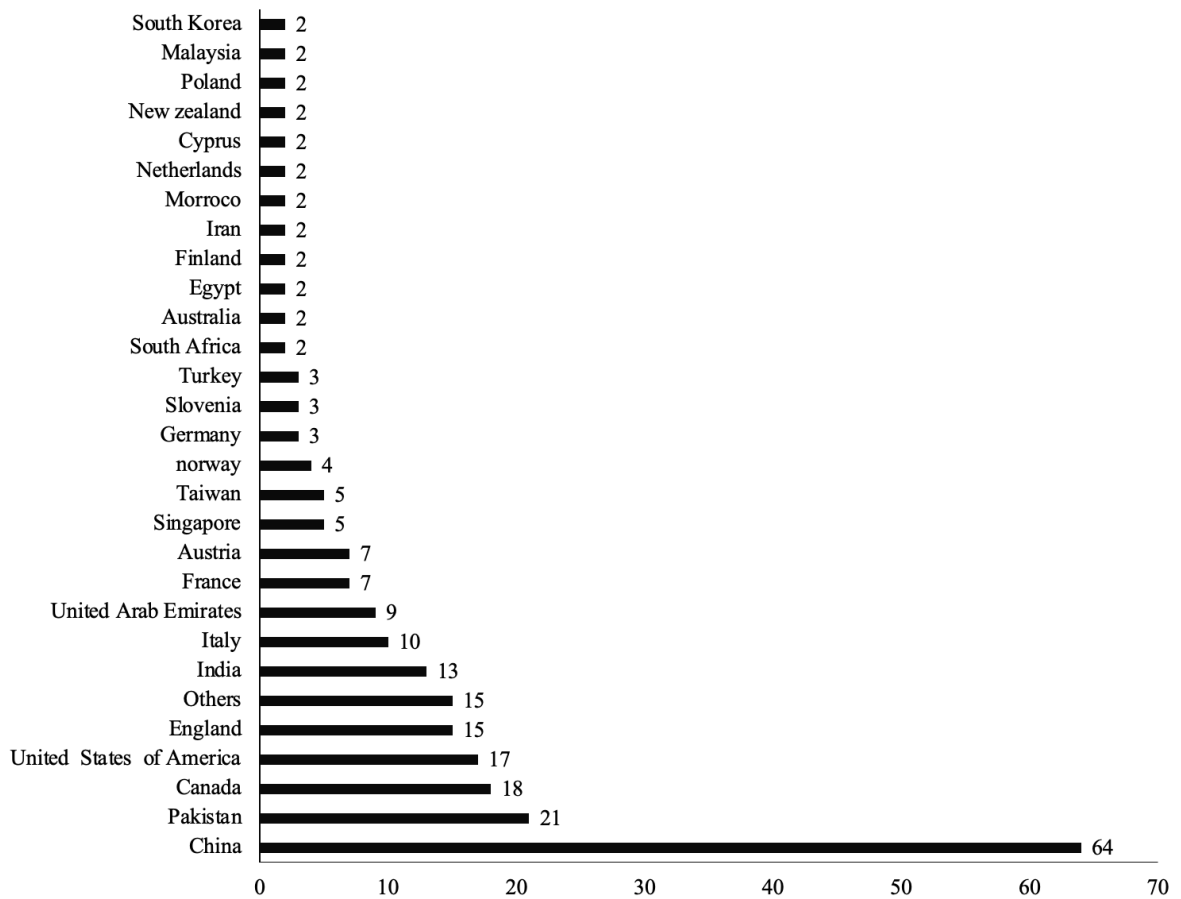
Source(s): Authors' own work

Figure 3. Journal-wise publication distribution



Source(s): Authors' own work

Figure 4. Research methods used in selected studies



Source(s): Authors' own work

Figure 5. Geographical focus of selected studies

4 Findings and discussion

This section discusses the SLR findings in terms of conceptualizing KH (section 4.1) and explicating the theoretical lens employed in prior KH literature (section 4.2). The most used theories identified in our analysis include COR, SET, psychological ownership theory, social learning theory (SLT), social identity theory (SIT), and TPB (Figure 6). This SLR has elaborated on the prevalent theories by discussing the methodologies adopted in their application and their relevance to exploring the KH phenomenon.

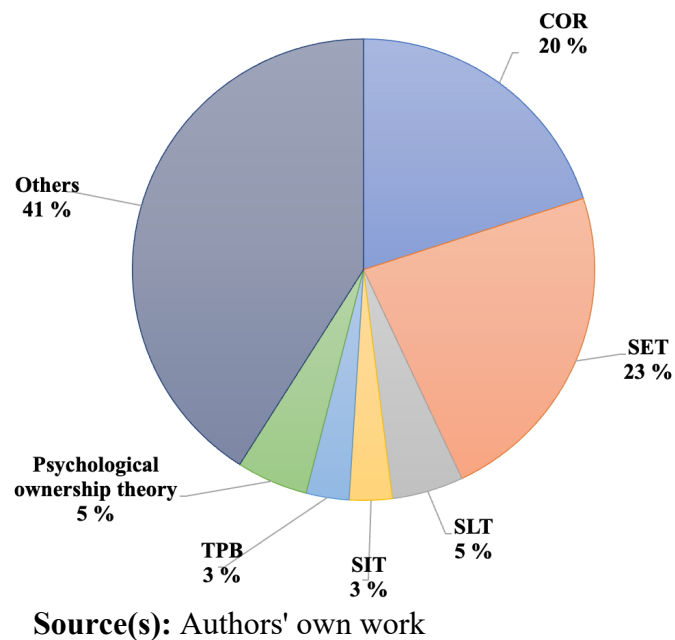


Figure 6: Theories used in KH literature

4.1 Knowledge hiding (KH): Conceptualizing

By systematically reviewing the prior literature, we uncovered a surge of insightful investigations in which scholars have explored KH in various organizational settings. They contend that KH refers to situations in which employees are requested to share knowledge but decide to keep it to themselves by acting as though they don't have it (Siachou et al., 2021). Surprisingly, prior scholars agree on the elementary ideas defining KH, despite differences in the organizational settings where it was empirically investigated (Gagné et al., 2019; Men et al., 2020; Offergelt et al., 2019; Zhao et al., 2019). Therefore, it is necessary to understand how this phenomenon has been defined in prior literature. Amongst all previous investigations, the overarching definition is the one proposed by Connelly et al. (2012), which declares that KH is a deliberate endeavor by a person to conceal or withhold knowledge that another person has requested. Employees hide knowledge in the workplace in

various manners. Utilizing a multi-dimensional construct and multiple methods, Connelly et al. (2012) recognized three types of employees' KH behavior and labeled them as *playing dumb*, *evasive hiding*, and *rationalized hiding*. Playing dumb is the behavior in which employees act as if they are ignorant of what knowledge requesters are talking about, and it involves deception. Evasive hiding occurs when employees provide incorrect information or promise to provide information in the future while having no intention of providing the requested knowledge. Lastly, when employees justify their failure to provide the knowledge, either by stating it is confidential or blaming a third party for not being allowed to share the information, the behavior is labeled as rationalized hiding. Additionally, Jha and Varkkey (2018) further recognized *counter questioning* as a KH strategy, when the knowledge hider asks counter questions from the knowledge seeker, not only to hide their knowledge but also to extract knowledge that the knowledge seeker may possess.

This SLR has recognized that prior scholars have investigated the KH phenomenon by also utilizing the terms knowledge hoarding and knowledge withholding interchangeably. At the same time, however, prior studies have explained each of these terms separately and distinctly. For example, Evans et al. (2015) explained knowledge hoarding as a person's deliberate and conscious attempt to conceal knowledge others do not request. In contrast, knowledge withholding is defined as an intentional hoarding of knowledge and deliberate knowledge concealment to contribute less knowledge than is required for personal gain (Serenko & Bontis, 2016; Tsay et al., 2014; Webster et al., 2008). However, few scholars have examined KH behavior with respect to employees' silence. Employees' silence has not been recognized as KH or knowledge hoarding; instead, it is recognized as a separate counterproductive behavior (He et al., 2019). Prior literature has mainly regarded employees' silence as withholding expression in case of organizational problems, such as revealing inexperience or perceived injustice (Pinder & Harlos, 2001; Tangirala & Ramanujam, 2008). Silence is not explicitly considered withholding knowledge either requested by others (i.e., KH) or not requested (i.e., knowledge hoarding). Islam et al. (2022) recognized employees' silence as an antecedent of KH, and Bari et al. (2020) considered employees' silence as being caused by KH. Such investigations highlight that employees' silence is dissimilar to KH and knowledge hoarding. The definition of KH that has mostly prevailed in prior studies is the one offered by Connelly et al. (2012). Thus, this study considers KH as a purposive act of concealment of information from others either to take personal advantage, such as for career growth, or for the benefit of the organization at large, such as safeguarding organizational interests by not disclosing confidential information.

The above-stated definitions given by the prior literature indicate that KH depends on others' requests to provide knowledge. However, in knowledge hoarding, no such request is made by others to share the accumulated knowledge (Webster et al., 2008). This shows that KH differs from knowledge hoarding (Connelly et al., 2012). Therefore, it is plausible to contend that the request for knowledge is what distinguishes KH from knowledge hoarding. A knowledge request's existence or nonexistence will characterize the knowledge withholding occurrence (Silva De Garcia et al., 2022). Despite these differences, the review of prior studies has led us to recognize that withholding and concealing are recurrently referred to in defining KH and knowledge hoarding (See Table 3). Consequently, the similarity in definitions of these different phenomena has led us to consider and explain the theoretical groundings of KH, knowledge hoarding, and knowledge withholding, where the common purpose is to conceal knowledge.

Table 3. Comparison between terminologies used for KH

Referred to as	Knowledge hoarding	Knowledge withholding	Knowledge hiding
Concealment	(Albana & Yeşiltaş, 2021; Aljawarneh et al., 2020; Anaza & Nowlin, 2017; Holten et al., 2016; Khalid et al., 2020; Trusson et al., 2017; Zhao and Xia, 2017)	(Kmieciak, 2021; Tsay et al., 2014)	(Chhabra & Pandey, 2022; Khoreva & Wechtler, 2020; Koon, 2022; Moh'd et al., 2021; Syed et al., 2021)
Not sharing	(Anaza & Nowlin, 2017)		(Peng et al., 2020)
Partial sharing		(Wu, 2020a)	
Less effort to contribute		(Lin & Huang, 2010)	
Refusal to transfer		(Anaza & Nowlin, 2017)	
Hoarding		(Kmieciak, 2021; Wu, 2020a)	
Withholding	(Anaza & Nowlin, 2017)		(Alam et al., 2021; Černe et al., 2017; Chhabra & Pandey, 2022; Koon, 2022; Peng et al., 2020; Zhao & Jiang, 2021)

Source(s): Authors' own work

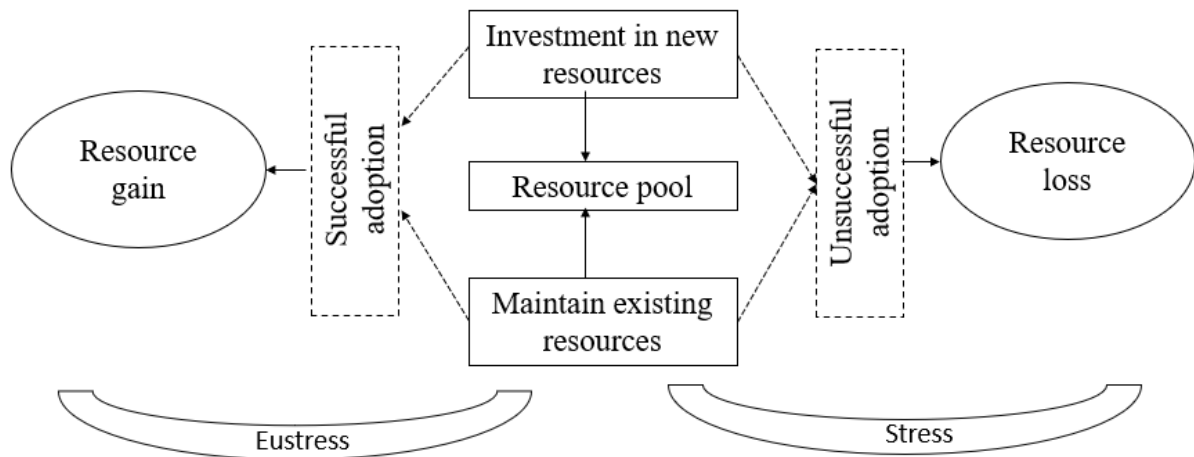
4.1.1 Operationalization of the KH construct

Connelly et al. (2012) developed a scale to measure KH that has been frequently used in prior literature. This scale includes all three dimensions of KH—evasive hiding, playing dumb, and rationalized hiding—and comprises four items each. This scale has been continuously proven reliable (Černe et al., 2017). However, critics of this scale contend that its development is contextually based. Prior findings have suggested that this scale is developed for a Western context (Xiao & Cooke, 2019); although it is reliable for measuring KH, there is a need to reconsider the measurement scale of KH in Eastern or developing regions. Mainly, scholars have focused on exploring the darker consequences of KH behavior, such as emotional exhaustion (Zhao & Jiang, 2021) and the effects on employees' wellbeing (Agarwal et al., 2022), collaborative learning (Zhai et al., 2020), and innovation behavior (Zhang & Wang, 2021).

In contrast, very few scholars have attempted to investigate the positive outcomes of KH. For example, prior scholars have stated that KH is not always an adverse behavior; instead, it is sometimes useful to secure the interest of a third party or protect confidential information (Xiong et al., 2021). Similarly, Ghasemaghaei and Turel (2021) contend that KH behavior positively impacts firms' decision quality. Moreover, when it comes to protecting an organization's proprietary information, it might be beneficial to promote this behavior to maintain a competitive advantage (Xiong et al., 2021). Thus, KH behavior is not always viewed as negative and does not necessarily involve deception. For instance, nonlinear inverted U-shaped correlations exist between innovation quality and KH behavior (Duan et al., 2022). As a result, future scholars are urged to develop and apply a construct to measure the potential beneficial effects of KH behavior in more detail and clarify the circumstances in which KH should be promoted or discouraged. However, most prior studies have relied on the support of theory to investigate and measure KH behavior in different organizational settings. Hence, we explain the predominant theories applied to KH below in the following section.

4.2 Predominant theories used in KH

4.2.1 Conservation of resource theory (COR)



Source(s): Authors' own work

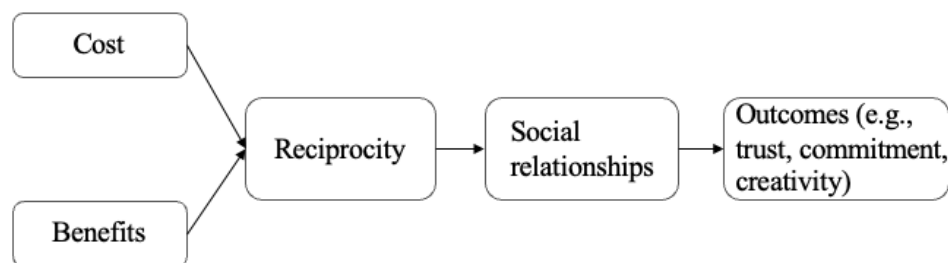
Figure 7. Pictorial representation of COR

COR theory was proposed as a hypothesis to explain the phenomenon of stress and the process of burnout in an organization (Hobfoll, 1989). This theory elaborates on the reasons and effects of stress. COR theory postulates that individuals exert a concentrated effort to maintain and preserve their current resources and acquire new ones (Hobfoll, 1989; Hobfoll, 2001; Figure 7). These resources include the conditions, objects, energies, and personal characteristics that are intrinsically valuable or essential to acquiring or protecting other valuable resources (Hobfoll, 2001). For example, opportunities for advancement in the workplace, social support, and social relationships can be considered valuable resources. COR theory has two doctrines: the primacy of investing in resources and resource loss (Halbesleben et al., 2014; Hobfoll, 2001). The first doctrine states that individuals will invest in resources to protect themselves from additional resource loss, while the second doctrine proposes that since individuals are aware of the need to protect their resources in addition to acquiring them, they will take action to minimize the resource loss (Zhao & Xia, 2017).

COR theory has been used extensively to explore the KH phenomenon. Our SLR indicates that this theory has been used in 20% (n=31) of our dataset (Figure 6). Prior scholarship has relied on COR solely (n=24) and also in combination with other theories (n=7). Researchers have utilized quantitative research designs following a survey-based approach (as low as 155 and as high as 471) to examine the KH construct under COR. In drawing upon COR theory to explain the KH phenomenon, prior literature has recognized that employees consider workplace stressors (e.g., abusive supervision) as threatening to their resources (i.e., their emotional and physical wellbeing) and subsequently forestall further

resource loss through less communicative behavior (Islam et al., 2022). Communicative behavior is a significant relational resource (Chang et al., 2021). As a result of such relational resource loss (e.g., a leader’s silence), employees do not engage in constructive discourse, which encourages the KH (Shaukat & Khurshid, 2021). As COR theory regards negative behavior as a cause of psychological loss, numerous scholars have exerted this understanding to elaborate on workplace ostracism stressors being the cause of the KH behavior as a means of preserving remaining resources (Bhatti et al., 2022; Khalid et al., 2020; Riaz et al., 2019). Moreover, several other stress factors, such as workload, time pressure, and the perception of organizational politics, have been investigated as causes of KH behavior (Kaur & Kang, 2022; Škerlavaj et al., 2018; Sofyan et al., 2021). Prior findings are consistent with COR theory. For example, resource loss due to perceived organizational politics encourages employees’ deviant behavior. It reveals workers’ dissatisfaction with adverse work situations and the evasion of further resource loss through KH (De Clercq et al., 2019; Hobfoll, 2001). Political skills are recognized as a solution to problems associated with politics and KH (Kaur & Kang, 2022). Scholars have also highlighted the significance of social support and emotional awareness which impact KH. Individuals who struggle to interpret and express their feelings may experience social inhibition, which significantly impacts KH (Kmieciak, 2022), which is often due to the deficiency of social and psychological resources that individuals are likely to conserve their resources. At a workplace, limited work-related resources lead to feelings of alienation, which encourages employees to retain their resources by adopting KH behavior (Guo et al., 2022). Additionally, negative workplace gossip can diminish employees’ willingness to help and enhance KH (Cheng et al., 2023). Such findings highlight that organizations should cultivate a supportive environment for the employees and encourage community-oriented values to mitigate KH.

4.2.2 Social exchange theory (SET)



Source(s): Authors' own work

Figure 8. Pictorial representation of SET

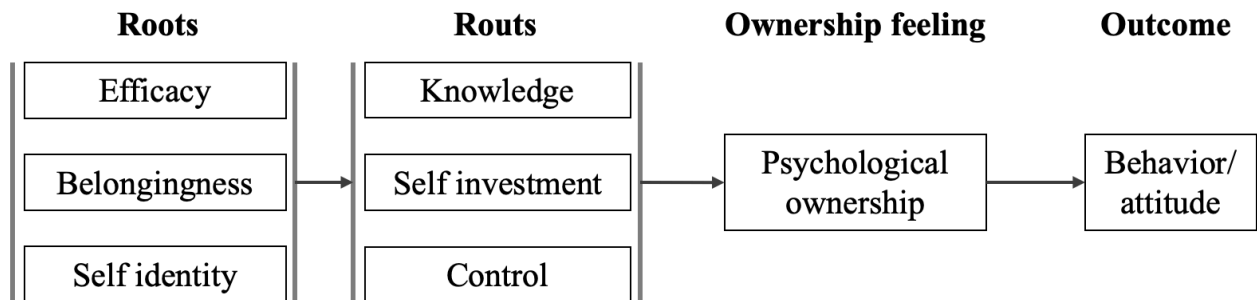
SET suggests that social behavior results from a trade interaction that reduces costs and augments benefits (Figure 8). This theory has its foundations in sociology, economics, and psychology. Blau (1964) states that the principal development of SET theory is attributed to the work of Homans (1958). Social exchange is defined as an intentional and voluntary activity spurred by the returns it is supposed to deliver, such as respect and high status (Blau, 1964). Employee behavior is thus based on the economic exchange that underlines rational self-interest and tangible returns (e.g., money); social exchange stresses reciprocity and intangible returns (e.g., association).

Prior scholars have extensively used SET in KH research. This SLR found that 23% (n=35) of the dataset utilized SET to explore KH and its association with other diverse constructs (Figure 6). Prior studies have relied solely on SET (n=14) and in combination with other theories (n=21). We observed that the predominantly utilized methodology is a quantitative research design following a survey-based approach (as low as 152 and as high as 1650) to examine the KH construct under SET. We also found one qualitative study exploring KH under SET. SET theory is built on a foundation of trust premised on the values of reciprocity and equity. This alludes to the social standard wherein individuals are expected to interact with each other (Blau, 1964; Gouldner, 1960). For example, in KH, which entails the response of knowledge possessors to a knowledge requestor, the interpersonal relationship quality establishes the norm of reciprocity (Gouldner, 1960; Nahapiet & Ghoshal, 1998). Specifically, good relationships nurture shared respect and trust, which makes people utilize positive reciprocity to stimulate knowledge exchange. Conversely, poor relationships are bound to set off negative reciprocity as a reaction to a previous unpleasant experience, which encourages KH behavior (Zhao et al., 2016). In congruence with the core of SET, prior findings highlight that an infringement of social norms and social sabotaging will probably bring about deviant behavior in terms of KH and impair employee creativity (Khan, Malik & Shahzad, 2022; Modem et al., 2022). Prior research has highlighted the association between knowledge attributes such as knowledge simplicity and complexity and KH, specifically in instances of bullying, which is argued as based on knowledge power (Yuan et al., 2021). Scholars further recognized that abusive supervision could result in increased KH, suggesting that the perpetrator of the abuse enjoys absolute authority; consequently, the victim responds through defensive behavior like KH (Pradhan et al., 2020). However, scholars suggested that high-performance work systems can potentially address the critical issues of KH, where leadership trust plays a significant role in the culmination of the emergence of such behavior (Haar et al., 2022). Hence, organizations can invest in human resource practices to develop a superior workforce with genuine

imposition underpinned by SET, which supports positive and reciprocal associations at the workplace (Haar & Spell, 2004).

Prior scholars have also utilized SET theory in combination with other theories, such as the norms of reciprocity (Arshad & Ismail, 2018; Batistič & Poell, 2022) and SLT (Arain et al., 2022). For example, prior findings have recognized an association between workplace incivility and KH, contending that unfavorable treatment results in negative emotions and abatement in one’s inclination to reciprocate (Arshad & Ismail, 2018). Moreover, by utilizing SLT, scholars found that a leader’s KH trickles down, leading to workers’ KH and negatively impacting organizational citizenship behavior (Arain et al., 2022). These findings are further extended by suggesting that the psychological safety of employees and group relational conflicts are linked to empowering leadership and KH behavior (Arain et al., 2022; Lin et al., 2020).

4.2.3 Psychological ownership theory



Source(s): Authors' own work

Figure 9. Pictorial representation of psychological ownership theory

Individuals experience an extraordinary inclination towards their possessions and foster solid relationships with owned items. These possessive feelings or inclinations toward objects give off an impression of being exceptionally psychological in nature. This cognitive or emotional bond with possessed objects is the basis of the psychological ownership theory. Furthermore, psychological ownership theory states that employees might foster ownership when they invest their effort and time into creating or acquiring something, such as knowledge, and will consciously attempt to keep control over the possessed item (Pierce et al., 2001). According to this theory, psychological ownership has three roots—efficacy, belongingness, and self-identity—and three routes—controlling the target, knowledge, and self-investment (Figure 9).

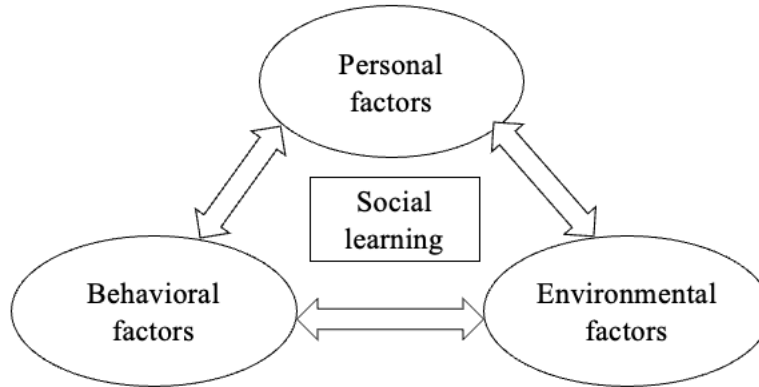
Psychological ownership theory has been used in many studies to explore the KH phenomenon. We observed from our SLR that this theory has been used in eight studies in our dataset (Figure 6). Prior scholarships have used this theory alone (n=2) and also in combination with other theories (n=6). All such studies have utilized a quantitative research design following a survey-based approach (as low as 152 and as high as 791) to examine the KH construct under this theory. Drawing upon this theory, prior scholars have suggested that employees tied to their organizations due to their psychological relationship are less involved in knowledge withholding (Peng & Pierce, 2015). On the other hand, if employees feel a strong sense of psychological ownership of their knowledge, they may restrict others from accessing their knowledge territory (Huo et al., 2016).

Psychological ownership theory suggests that it is valuable for organizations to enhance employee morale and increase performance. The routes and roots of this theory present the realization of rewards and a sense of ownership—regardless of whether it is formal or not—and can satisfy employees' fundamental inspiration and necessities. However, this theory brings certain expectations along with ownership. The psychological ownership theory expects owners to fulfill their responsibilities by taking part in decision-making and simultaneously holding themselves and others accountable for organizational success. Conversely, this theory also warns about unproductive outcomes. Its three routes—control, knowledge, and investment—enable the implementation of psychological ownership theory. However, this occurs naturally as self-investment in the form of skills and time can result in adverse outcomes if not done effectively. Prior findings highlight that psychological ownership at the individual level significantly influences KH in teams. However, it has been observed that when the entire team has enhanced interactive justice then individuals in teams are less likely to engage KH (Huo et al., 2016).

Psychological ownership theory has been explored in combination with other theories, such as SET and COR theory. For example, based on SET and psychological ownership theory, Guo et al. (2022) found that employees with territorial feelings hide knowledge from co-workers through evasive hiding and playing dumb. Similarly, the territoriality of knowledge in the workplace influences KH, which adversely affects task performance and leads to work deviance (Singh, 2019). That results in negative reciprocity among co-workers and, consequently, the inability to engage in innovative behavior; however, there is no significant effect on rationalized hiding (Guo et al., 2022). Similarly, drawing from COR and psychological ownership theory, Aljawarneh et al. (2020) state that tolerance of workplace incivility leads to the cynicism that influences employee KH behavior. This discussion

emphasizes that organizations should promote individual dignity and respect through positive interpersonal treatment within teams.

4.2.4 Social learning theory (SLT)



Source (s): Bandura (1977)

Figure 10. Pictorial representation of SLT

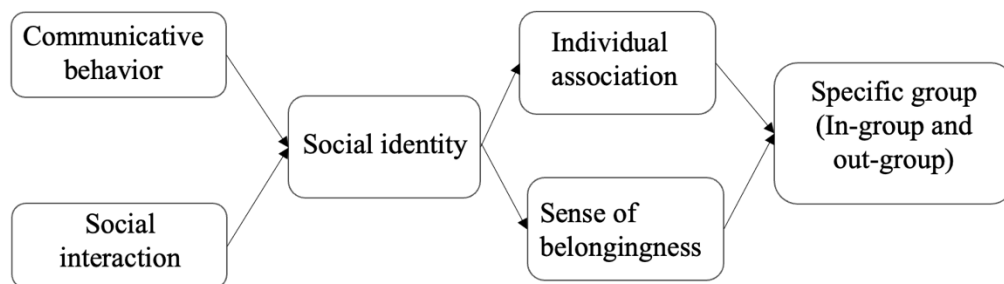
SLT contemplates how cognitive and environmental factors interact to impact human behavior and learning (Figure 10). Bandura's SLT (1977; 1986) postulates that employees' behavior is mostly learned by either unconsciously or deliberately noticing the punishing or reinforcing outcomes of the behavior practiced by others at a workplace. For example, employees may adopt new conduct by observing their co-workers displaying a certain way of behaving and being rewarded for it. Likewise, they may discontinue their previous behavior after noticing their co-workers being punished for it (Grusec, 1994).

SLT has also been used in many prior studies to explore the KH phenomenon. We observed from our review that this theory has been used in eight studies in our dataset (Figure 6). Prior scholarship has used SLT alone and also in combination with other theories. Prior scholars have utilized quantitative research designs following a survey-based approach (as low as 218 and as high as 1169) to examine the KH construct under SLT. In the knowledge management literature, numerous prior studies have taken support from Bandura's (1977) work, for example, to state the likeliness of employees to decipher organizational rules, policies, procedures, and job descriptions from the perspective of others' behavior (e.g., supervisors and co-workers) in the workplace (Arain et al., 2019; Arain et al., 2020; Mawritz et al., 2012). Using SLT, Arain et al. (2019) investigated the KH behavior of supervisors at the same level and found its significant influence on innovative work behavior; however, this varies depending on the nationality of the supervisor. In addition to the previous findings,

the supervisor’s bottom-line mentality is associated with the subordinate’s bottom-line mentality, which affects employee performance and involves work-related KH behavior (Zhong et al., 2021). Likewise, drawing upon SLT, Men et al. (2020) found that ethical leaders are usually perceived as role models, and followers try to emulate their behavior; thus, ethical leadership has a negative association with KH. Offergelt et al. (2019) confirmed these results by arguing that leaders’ signaled KH influences the KH behavior of employees and results in adverse outcomes related to job satisfaction and turnover intentions.

Bandura’s (1986) social cognition theory (SCT) is an expansion of SLT, explaining how an individual’s cognition is shaped by the environment. Drawing from moral disengagement work, SCT establishes that individual cognition is enacted by a self-regulation system that assesses and checks self-actions to affirm internal moral norms (Bandura, 1986; Bandura, 1991). Individuals possess self-regulatory attributes that encourage them to have control over their actions and thoughts. For example, prior scholars identified a negative association between workplace gossip and moral disengagement, which results in counterproductive conduct of KH (Khan et al., 2021). Additionally, SCT suggests that employees respond to their workplace environment; thus, when leaders engage in KH to adversely affect employees’ creative performance, it might be due to envy, and it may inadvertently restrict employees from contributing innovative ideas to resolve the problems (Akhtar et al., 2022). Similarly, self-serving leadership channeling self-serving behavior is detrimental to team creativity by fostering KH (Peng et al., 2019). Conversely, if leadership is ethical, it strengthens the moral engagement of employees and thereby reduces their KH behavior (Koay & Lim, 2021). These findings highlight the significance of ethical leadership practices to foster a collaborative workplace environment for employees and reduce the likelihood of KH.

4.2.5 Social identity theory (SIT)



Source(s): Authors' own work

Figure 11. Pictorial representation of SIT

SIT is categorized as a theory of group membership and behavior (Hogg et al., 1995). SIT contends that people characterize themselves in regard to their group membership (Tajfel et al., 1979). They develop and foster their social identity through communicative behavior and social interactions that help them to appraise the group and establish a sense of belonging (Ashforth et al., 2008; Figure 11). Subsequently, individual association with specific groups engenders affiliation and adds to a nuanced comprehension of how they behave (Guan & So, 2016).

SIT theory was also used (n=4) to explore the KH phenomenon (Figure 6). Prior scholars have relied on the support of SIT alone and in combination with other theories. KH scholarship under SIT has utilized quantitative research designs following a survey-based approach (as low as 287 and as high as 1048). Prior literature on KH using the support of SIT has argued that employees who discern inequitable organizational practices are most likely to adopt KH behavior since they disrelate to their organization (Jahanzeb et al., 2020). Similarly, individuals who feel little workplace camaraderie and cannot relate to their organization are more likely to participate in KH (Muavia et al., 2022). This theory has also been used with SET to explain complex relationships. For example, employees who experience a supportive work environment are less inclined to hide knowledge since they identify more with the organization and feel they ought to give something back to it (Ratiu et al., 2021). Additionally, prior studies indicate that minorities, such as migrant employees, experience less group identification, lack of social connection, and reduced workgroup inclusion, which in turn results in KH (Miminoshvili & Černe, 2022). Organizational identification emerges as a critical factor in understanding employees' social identity processes, specifically in relation to leader-member exchange. Leader-member exchange serves as a boundary condition for KH mediated by organizational identification (Zhao et al., 2019). Considering such relationships signifies that organizations can foster a strong sense of identity among employees to create a more inclusive and collaborative working environment.

4.2.6 Theory of planned behavior (TPB)

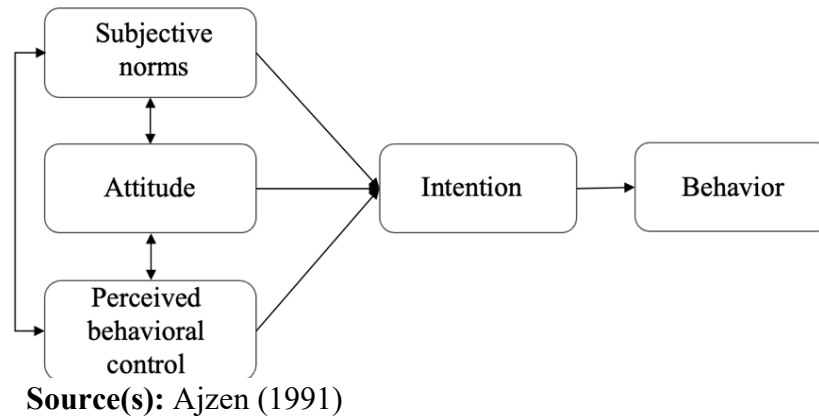


Figure 12. Pictorial representation of the TPB

The TPB is a psychological theory that contends that an individual's intention and subsequent behavior are formed by three central components: attitude, subjective norms, and perceived behavioral control (Figure 12). The TPB model incorporates behavioral attitude, the conviction of others' expectations (i.e., subjective norms), insights of self-control over a given behavior, and perceived behavioral control to anticipate an intention to behave, which is the antecedent of behavior (Ajzen, 1991). TPB is one of the predominant theories being utilized to study different human behaviors across different disciplines, such as healthcare, information systems, and marketing.

The TPB was also used (n=4) to explore the KH phenomenon (Figure 6). KH studies incorporating TPB have utilized quantitative research designs (n=3) and the qualitative approach (n=1). In the domain of KH, the TPB has been utilized to explain an individual's intention to practice KH, conjointly determined by their attitudes, subjective norms, and perceived behavioral control towards their KH behavior. Very few scholars have utilized the TPB to present a concrete understanding of individuals' KH behavior. However, prior findings have recognized that if an individual holds a positive attitude towards KH, notices greater social endorsement or less prevalent social pressure, and is convinced they can perform the behavior successfully, they will be most likely to engage in KH (Xiong et al., 2021). Drawing upon this theory, a cross-cultural contextual study (Stewart Jr et al., 2015) using comparative analysis reported that an individual's demeanor and attitude are more relevant for understanding the intentions of knowledge sharing in an individualistic setting (i.e., the United States). At the same time, the study recognized that collective, relational components were robust in other contexts (i.e., Ukraine) but with certain exceptions, specifically the impact of societal norms related to knowledge control (Stewart et al., 2015). Additionally, at an organizational level, Jafari-

Sadeghi et al. (2022) identified several factors, including interpersonal distrust, low task interdependence, and lack of reciprocation, resulting in a higher intensity of KH. At an individual level, first, it has been indicated that employees may engage in KH due to the perception that senior management is often resistant to novel ideas; hence, it is a waste of time. Secondly, top management engages in KH because they believe that it is important for employees to develop their problem-solving skills on their own in this fast-growing technological era (Chang et al., 2020).

4.2.7 Other theories used in KH

The above-explained theories are the prevailing theories in the KH literature. While prior scholars have utilized other theories to investigate the phenomenon, their existence is nominal (Table 4). For example, Wu (2020b) used social cognition theory to argue that knowledge-sharing self-efficacy describes a 46.1% variance in knowledge withholding, specifically in an online space. Social cognition theory further explains how self-serving leadership negatively affects team creativity by facilitating KH behavior (Peng et al., 2019). Utilizing achievement goal theory, prior scholars have argued that multiple job designs act as antecedents in neutralizing the negative impact of KH on innovative performance (Černe et al., 2017; Moh'd et al., 2021). Moreover, motivation theory shows the influence of intrinsic motivation in employees (Aleksić et al., 2021) and the motivation to use enterprise social media (Ma et al., 2020) reduces KH behavior. Effective event theory has been used to support the argument that KH behavior is formed by envy, relationship conflict, and trait competitiveness in employees (Peng et al., 2020). Furthermore, this theory supports the notion that employees' participation in organizational social activities indirectly affects KH behavior in the case of employees' intrinsic motivation to participate in social activities (Good et al., 2022). Social information processing theory has been used to suggest that leader humility significantly affects follower moqi, which is an unspoken understanding of another's intentions that reduces KH behavior (Zhong et al., 2021). In addition, implementing certain human resource (HR) practices affects employees' task performance through their perceived organizational support for creativity, innovative work behavior, and KH (El-Kassar et al., 2022). The theory of reasoned action has been employed to explain that personality traits such as openness, neuroticism, and ethnocentricity positively influence KH behavior, but in the presence of a team member, this relationship is negative (Hamza et al., 2021). These theories, as previously explained, have nominally contributed to the KH literature and are not fully matured; thus, they require more foundational exploration. Although several other theories, such as agency

theory (Khoreva & Wechtler, 2020) and construal theory (Connelly & Zweig, 2015), have been considered to study KH behavior, their contributions were insufficient to draw a conclusion.

5 Research gaps and future research avenues

In reviewing the theory-based KH literature, we have come across research gaps that have created avenues for future research directions. For example, the most popular theory in the KH literature is COR theory, which has been proven to have a guiding nature across broad contexts and principles that facilitate the testing of complex hypotheses (Hobfoll et al., 2018). Prior KH literature has effectively tested this theory to demonstrate the association of several stressors with KH (see section 4.2.1). However, we still know little about the processes for conserving resources in the workplace and how individuals determine the value of resources and invest in acquiring new resources. Only a few scholars have integrated the other relevant theories with COR to gain a better understanding of these processes. For example, Muhammad and Sarwar (2021) drew upon SET to explain the exchange of resources and COR for the sufficiency of resources. They suggested that stressors such as dehumanization stimulate other stressors, such as employee incivility, and trigger deviant behavior (i.e., KH) in exchange. Similarly, utilizing COR with transformational leadership theory has provided support for the suggestion that when employees experience a threat of resource loss due to a role conflict, they try to protect their resources by hiding knowledge (Nguyen et al., 2022). Nevertheless, these investigations have utilized these theories as *prima facie* and are unable to explain the linkage between such theories in accordance with their findings. Additionally, knowledge is a vital strategic resource for organizations (Conner & Prahalad, 1996) that is explored with other resources, including physical, organizational, and financial resources, under the theory of the resource-based view (Grant, 2021; Grant, 1996a). Likewise, the knowledge-based view (Grant, 1996b), an extension of the resource-based view (Grant, 1991), can help us to understand the influential effect of KH on knowledge integration, which is an essential function of firms (Kogut & Zander, 1992). Hence, we propose the following RQs that can guide future research:

- How do employees conserve resources in the workplace?
- What are the factors that determine the value that employees place on their resources?
- To what extent is employees' propensity to hide knowledge related to other stressors (e.g., dehumanization, rudeness, etc.)?
- In what ways do knowledge hoarding and KH affect firms' knowledge integration?

The second most widely used theory in KH literature is SET. SET has always been an effective theory for analyzing social relationships because it is genuinely easy to grasp its overall assumptions and draw connections with them. It highlights the peculiarity of give-and-take compromises to keep up with or end a relationship based on the benefits and costs involved. As discussed in section 4.2.2 regarding KH, prior scholars have utilized this theory to explain employee relationships; however, they have neglected to undertake an investigation to compare the level of give-and-take in an exchange, which can vary significantly depending on the relationships among teams and individuals. Additionally, KH has been theoretically recognized as having a potentially harmful effect on organizational performance, innovation, creativity, and product performance (Connelly et al., 2012; Xiao & Cooke, 2019). Only a limited number of scholars have tried to provide empirical evidence of this detrimental effect of KH on firm performance (Babič et al., 2019). Despite such attempts, there is still room to explore the extent of KH's influence on firms' performance, especially in terms of profitability. We thus propose the following RQs:

- How does the level of give-and-take in knowledge exchange vary at the individual and team levels, and how does this affect the relationships among employees?
- To what extent does KH affect a firm's profitability, and how can organizations mitigate its negative impact?
- What major factors influence employees' perceptions of the costs and benefits of KH behavior for organizations?
- How do the outcomes of KH behavior in organizations differ depending on the type of relationship (e.g., reciprocal versus non-reciprocal)?

SLT prioritizes the thought process and recognizes its role in deciding to imitate a particular way of behaving. Although the theory can explain complex behaviors based on different contexts, it cannot sufficiently represent how an individual fosters a range of behaviors, such as contemplation. Individuals have a great deal of cognitive control over the way they behave, and just because they have a violent experience does not mean they have to emulate it or change their behavior. For this reason, Bandura (1986) modified SLT (and renamed it social cognitive theory) to provide an improved depiction of how individuals learn from their social experiences. One criticism of SLT was its reliance on the environment as a main influencer on behavior. It is restrictive to portray behavior exclusively in terms of either nature (biology) or nurture (environment), and endeavors to do this underestimate the intricacy of human behavior. All things considered, behavior is an interaction between nature and

nurture. Thus, to analyze KH behavior using SLT, it is imperative to conduct longitudinal studies to identify how employee behavior evolves over different time periods. Time is crucial because the interactions between two people in the past will influence how they engage with each other today (Boer & Berends, 2003). In addition, employees' ownership of knowledge, task interdependencies, and dynamic variation can change over time and affect their degree of knowledge sharing (Lin et al., 2012) and, conversely, KH. Considering this discussion, we raise the following RQs for future investigations:

- To what extent do employees learn from their social experience in the presence of KH?
- In what ways do task interdependencies and knowledge sharing influence KH behavior in the workplace?
- In what ways does KH behavior change over time?

SIT helps in explaining an individual's social identity with a group or organization and predicts their behavior. Prior scholars have concentrated on individual behavior within a group instead of group behavior directly. However, due to the inherent social and operational structures of organizations, it is arguably more important to stress group-based behavior directly instead of accumulating numerous individual behaviors. Tajfel et al. (1979) recommended three cognitive processes engaged with assessing others as "us" or "them" (i.e., groups). These three processes are social categorization (e.g., student, driver, white, black), social identification (i.e., conforming to the norms of a group), and social comparison (i.e., comparison with other groups). Despite the relevance of these processes to KH behavior, prior KH literature findings have failed to effectively establish the theoretical relationship between these processes and the KH phenomenon under SIT. Prior scholars have focused on exploring individual KH behavior instead of analyzing it from the perspective of groups. Therefore, to gain a better understanding of KH within organizations, future scholars can consider the three cognitive processes offered by Tajfel et al. (1979). These cognitive processes have the potential to unravel social strata-based knowledge hiding and its consequential discrimination in the context of both in-group and out-group interactions. Examining the role of strong organizational and moral identification in minimizing individuals' tendency to engage in KH behavior can provide insights into group-based behavior. Such studies focusing on knowledge-based exchanges in groups may shed light on KH at different stages of group formation and progression, which is vital to establish the efficacy of groups. For example, Sun et al. (2021) found that individuals' tendency to take revenge and be involved in KH behavior is minimized due to strong organizational and moral identification. In relation to the above mentioned gaps, we recommend the following RQs:

- How does group-oriented KH behavior differ from individual KH behavior?
- How much of an effect does moral and organizational identification have on an individual's propensity to hide knowledge from a group?
- How can interventions and strategies based on SIT be designed to reduce KH behavior within an organization?

TPB effectively explains the reasons behind a particular behavior because it identifies intentions as the best predictor of behavior. However, very few studies have utilized this model to explain KH behavior, and these have offered only a weak implementation of this theory, focusing instead on the driving factors and outcomes of KH (Jafari-Sadeghi et al., 2022) and behavioral and cognitive evaluations (Chang et al., 2020). Prospective investigations should more clearly define the framework of the core elements of this theory to explain KH behavior. Moreover, by combining it with the job characteristics theory, for example, the direct association between the power of autonomous decision-making and task interdependence can be explored to examine its influence on KH behavior. In one such study, Černe et al. (2017) determined that the presence of a climate that enforces mastery accompanied by task interdependency and decision-making autonomy reduces the impact of KH on innovative work behavior. Future studies can look into all the permutations and combinations of organizational climate mastery and learning, along with task characteristics such as uncertainty and complexity, to ascertain the critical antecedents of KH behavior. To address these gaps, we propose the following RQs:

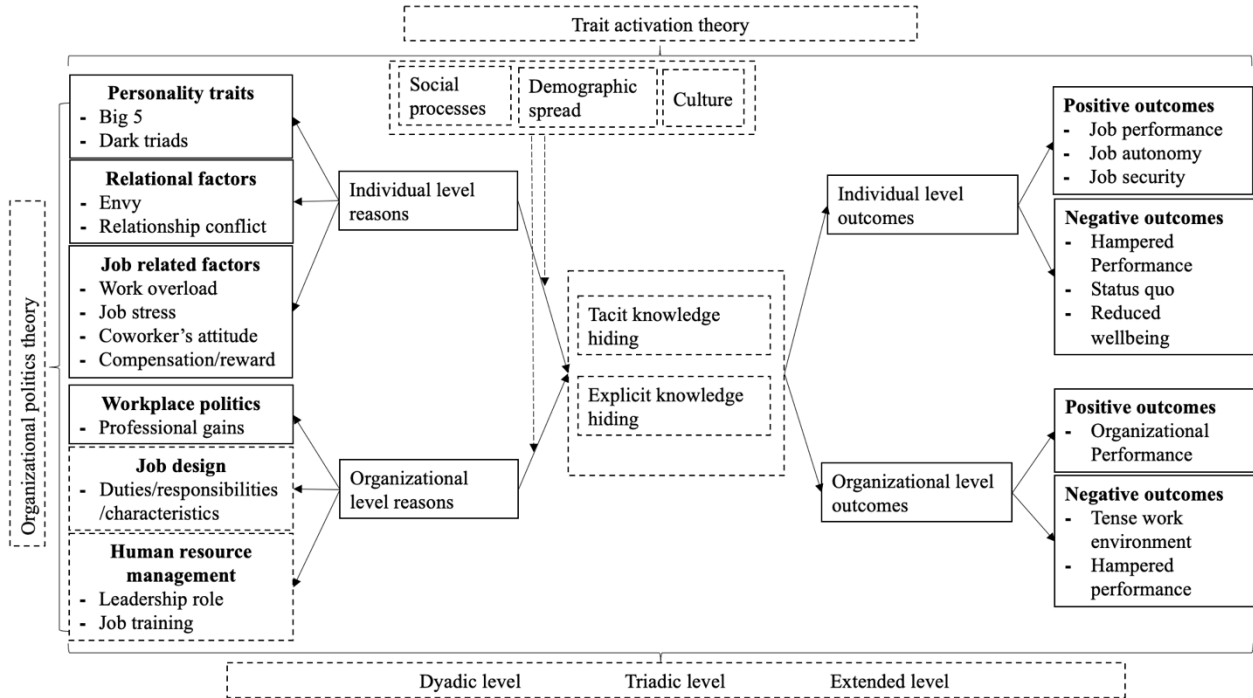
- How does the power of autonomous decision-making affect KH behavior?
- To what extent can task interdependencies minimize KH behavior in a mastery climate?

6 Conceptual framework

This SLR integrates the existing state of the art by putting forth a conceptual framework that assesses the conceptual boundaries of KH to assist practitioners and prospective scholars (Figure 13).

The proposed framework has segregated the KH phenomenon into two dimensions—tacit KH and explicit KH—highlighting the potential reasons behind such KH behavior at the individual and organizational levels. We have grouped the individual-level reasons into personality traits, relational factors, and job-related factors to provide a nuanced understanding of the reasons behind KH in each group. Organizational-level reasons have likewise been clustered into workplace politics, job design, and human resource management for precise comprehension. Future investigations can consider other factors within these groups at the individual and organizational levels. This framework has further proposed the ultimate outcomes of KH behavior at the individual level and organizational levels, which

have been further segregated into positive and negative outcomes. Moreover, we have explicitly highlighted the role of social processes, demographic spread, and culture. This framework allows for the exploration of the reasons and outcomes of tacit and explicit KH behavior at different organizational levels, such as dyadic, triadic, or extended levels. Despite the framework's simplicity, it provides a comprehensive and organized understanding of the phenomenon under consideration.



Source(s): Authors' own work

Figure 13: Conceptual framework on KH behavior

From a theoretical standpoint, we have taken support from trait activation theory (Tett & Burnett, 2003) to exhibit employees' specific personality traits. These personality traits include the big five (i.e., extroversion, agreeableness, openness, conscientiousness, and neuroticism) and the dark triad (i.e., narcissism, Machiavellianism, and psychopathy), which have the propensity to hide explicit or tacit knowledge. The trait activation theory describes how personality traits might cause certain behavior, such as KH, by delivering situational cues related to personality traits (Tett & Burnett, 2003). The association between personality traits and KH behavior may strengthen or weaken in a specific context. Thus, in using this theory, we also propose the functions of social processes, demographic spread, and culture as boundary conditions affecting this association.

We have considered a second perspective based on the theory of organizational politics (Pfeffer, 1992, Pfeffer & Salancik, 1974). Organizational politics is used to protect one's share of the resources

in a formal organization and attain power by straying from or contradicting organizational goals (Drory & Romm, 1990). Such political behavior is self-serving, and in our case, KH behavior, according to Pfeffer (1992), is an attempt to hide the actual motive. Moreover, the perspective of organizational politics is appropriate for different levels of analysis, such as the organization, the individual, and the group (Drory & Romm, 1990). Thus, we suggest taking support from an organizational politics perspective to explore KH behavior at different levels, including the dyadic, triadic, and extended levels.

7 Study implications

7.1 Theoretical implications

This SLR presents several theoretical implications for prospective scholars to advance this research field. First, we have observed ample space for theory building and theory testing in the KH field. Although prior publications have examined various facets of KH in an organization using a variety of theories, they have done so mainly in a piecemeal manner. Similarly, most theories have insufficient explanatory capacity to examine and comprehend a complex phenomenon such as KH thoroughly. Using a different theoretical lens makes it possible to comprehend each facet of KH, as highlighted in prior literature findings (e.g., section 5).

Second, we have conceptualized KH behavior, illustrating the differences among various terminologies used for the same construct, such as knowledge hoarding and knowledge withholding. That can assist future investigations to be more focused on adapting or developing constructs to measure the KH phenomenon in different contexts.

Third, this SLR has highlighted the lacuna in prior literature to explore the positive impacts of KH behavior constructively. For example, it is not always recommended to minimize KH behavior or to consider it as counterproductive (Koay, 2018) or unethical behavior (Almeida et al., 2021; Peng et al., 2019). Sometimes, it is advantageous for organizations to encourage KH behavior to protect the organization's confidential information, for instance, to secure its competitive advantage (Xiong et al., 2021). Thus, prospective scholars are urged to explore the positive influences of KH behavior further to shed light on situations in which KH should be encouraged or discouraged.

Fourth, this SLR presents an integrated, cross-disciplinary, theory-based framework and guides future research in this field. The framework can be used to examine various facets of KH (e.g., dyadic, triadic, or extended). This framework expands the knowledge boundaries by highlighting the individual-level and organizational-level antecedents of tacit and explicit KH that cause either positive

or negative outcomes at both individual and organizational levels. This framework can help future research to determine which type of knowledge is more detrimental in a specific context as well as elucidate the underlying reasons for these effects.

Fifth, this SLR explored the theoretical foundations of KH, enabling the scholarly community to gain insight and enhance its understanding of the applicability and tenability of theoretical underpinnings in the KH area. Currently, the KH literature is primarily based on theories such as COR, SET, psychological ownership theory, SIT, SLT, and TPB. To enrich and refine this field of research, we encourage scholars to diversify their theoretical approaches to understanding KH. Drawing upon our findings, we have segregated the potential individual and organizational level factors underpinning KH behavior (Figure 13). This can assist prospective scholars in investigating the phenomenon in light of the above theoretical foundations.

Lastly, prior studies have mostly used one-wave or multi-wave survey approaches and empirical tests; only a few studies have utilized interviews or a case study approach. Moreover, we found that most studies have used the scale that was developed by Connelly et al. (2012) in the context of developed regions, which makes the reliability of data questionable when used in other contexts. Hence, future investigations could integrate different methods. For example, future scholars can consider surveys by developing a new scale considering the context of developing countries or modifying and adapting the existing one to cover different cultural contexts. In addition, they can adopt experimental research designs and case studies to ensure the verifiability of data and improve the external and internal reliability of studies, enhancing the robustness of theoretical conclusions.

7.2 Practical implications

This SLR assists practitioners with figuring out the hypothetical underpinnings of KH in different contexts. Practitioners should use theoretical support to understand the decision-making process as the results are more vigorous and robust when compared to studies that are not theoretically grounded. However, based on this SLR's findings, we propose the following practical implications.

First, the theories used in KH literature uphold context-oriented constructs that make them ideal for use in various contexts. Hence, the diverse applicability of theories in empirical settings can help practitioners to derive desirable implications. For example, prior studies have predominantly taken support from COR, SET, SCT, and SLT to investigate the role of leadership and supervision in KH behavior and to contend that unethical and abusive behavior is positively related to KH behavior. Ethical leadership is vital to limit moral disengagement and deter employees from engaging in KH

(Koay & Lim, 2021). Organizations should use such theoretical frameworks to ensure ethical management practices and give all employees the impression of being ethical. Moreover, organizations should take feedback from employees by permitting them to grade the ethical level of their leaders as part of their performance appraisals to make leaders aware that top management will not ignore their unethical behavior. Additionally, given the extensive focus of prior research on the role of leadership in KH, it is crucial for organizations to implement training programs that focus on developing their supervisory skills. These initiatives can help leaders to overcome negative leadership traits, ultimately fostering a more supportive working environment.

Second, in taking support from the SET framework, organizations should formulate an impartial package of financial benefits for employees (Miao et al., 2013). By offering strong incentives for the effective performance of employees, organizations can motivate them to excel in their roles so that, in exchange, they do not engage in KH behavior.

Third, to minimize KH behavior by stimulating the unrestricted knowledge flow among employees, organizations can revise their workaholic and exploitative cultures of forceful, unhealthy competition, including 24/7 strategies.

Fourth, the conceptual framework presented in this study guides the organizations to identify and address unfavorable antecedents, allowing them to effectively mitigate their adverse impact on both individual employees as well as the entire organization.

Lastly, organizations should consider that, inevitably, promotional knowledge-sharing programs do not discourage KH behavior (Kang, 2016). Thus, organizations can introduce more specific initiatives to minimize KH. For example, an initiative to enhance decision autonomy and task interdependence (Černe et al., 2017) can cultivate more trustful and harmonious relations among employees. However, when considering these implications, it is important to recognize that their effectiveness can vary based on the specific context and objectives.

8 Conclusion

This SLR aimed to advance our understanding of the theoretical foundations used to explain the KH phenomenon by rigorously reviewing the prior literature. Despite a wide range of publications in recent years, KH is perceived as a relatively young research field requiring further investigation (Pereira & Mohiya, 2021). In this manner, this study endeavored to utilize well-established research protocols to conduct a rigorous SLR. The study findings have identified the prominent theories utilized in the KH corpus of literature extracted from two eminent databases: *Web of Science* and *Scopus*. The

current SLR has systematically answered its RQs to maintain the focus of the study. RQ1 has been answered by presenting the current status of theory-based KH research after examining the research profile of prior studies. The research profile integrates the publication source, annual trends, methodologies adopted, and geographical scope. We have answered RQ2 by explicating the underpinning theories utilized in prior KH literature. Furthermore, RQ3 has been answered by highlighting the theory-based research gaps and future research avenues in KH literature.

Altogether, this SLR established that prior KH literature is progressively focused on a limited set of theories, namely COR, SET, psychological ownership theory, SIT, SLT, and TPB. Besides, these theoretical foundations are explicitly context-specific in terms of industry segment, size, and geographical region. Recently, other scholars have put forth their efforts to review the prior literature on KH (Anand et al., 2022; Fauzi, 2022). However, this SLR is the first attempt to focus on the theory-based KH phenomenon to advance the understanding of prospective scholars and theory-based literature on KH. Moreover, based on the insights gained in this SLR, we have developed a conceptual framework that explains how the individual and organizational level factors influence KH behavior, specifically explicit and implicit knowledge, and lead to diverse outcomes. We have proposed the novel associations in this framework by employing organizational politics theory and trait activation theory, which can help future scholars provide a rationale for their findings. This also suggests a need to conduct a more integrated investigation of individual and organizational level factors involved in KH.

8.1 Study limitations and future research directions

Despite the comprehensive and systematic nature of our review of the KH area, this SLR has a few limitations that pave the way for future investigation. First, we considered only two databases: Scopus and Web of Science. Therefore, there exists the likelihood of omitting relevant studies from other databases such as EBSCO. Future scholars are encouraged to consider other databases for a wider coverage of the phenomenon under investigation. Secondly, due to the exclusion criteria of this SLR, our study may not have grasped the full scope of scholarly literature on KH. Future scholars can consider conference papers, conceptual papers, and book chapters to explore the full range of KH publications that may present novel findings. Third, we only focused on the keywords of knowledge hiding, knowledge hoarding, and knowledge withholding. This could have resulted in oversight of the relevant publications from the article search. Thus, prospective studies are encouraged to explore other terms, such as employee silence and restricted knowledge sharing, for an in-depth analysis of theory-based KH literature. Moreover, it is worth noting that a majority of prior empirical studies have been

conducted in China. As a result, it is important for future scholars to approach the generalization of this study's findings with careful consideration. Future scholars can also conduct studies in other countries to validate these findings. Lastly, despite extensive scholarly efforts in recent years, a few scholars may contend that this area is not mature enough to conduct such an SLR study. We suggest that this SLR is a thorough review of prior theory-based literature on KH that is sufficient to present a clear picture for future scholars. The findings of this SLR can facilitate future scholars to better determine the research problems, innovate, and apply relevant theories and methods that can enrich the KH literature with a robust framework. Moreover, drawing from the findings of this SLR, we encourage future investigations to focus on a multi-diversity of contextual organizational settings with innovative theoretical foundations of KH. Finally, KH should be explored by considering different analysis levels and methodological designs to improve our current understanding, which is critical for organizational management.

References

- Abdelmotaleb, M., Mouri, N., & Saha, S. K. (2021). Leader knowledge hiding and employee organizational identification in the Egyptian service industry. *Journal of Knowledge Management*, 26(6), 1458-1475. <https://doi.org/10.1108/JKM-09-2020-0722>
- Abdillah, M. R., Wu, W., & Anita, R. (2022). Can altruistic leadership prevent knowledge-hiding behaviour? Testing dual mediation mechanisms. *Knowledge Management Research & Practice*, 20(3), 352-366.
- Afshan, G., Sahibzada, U. F., Rani, H., Mughal, Y. H., & Kundi, G. M. (2021). Supervisors' knowledge hiding and knowledge-based trust: from the lens of social impact theory. *Aslib Journal of Information Management*, 74(2), 332-353. <https://doi.org/10.1108/AJIM-06-2021-0165>
- Agarwal, U. A., Gupta, M., & Cooke, F. L. (2022). Knowledge hide and seek: Role of ethical leadership, self-enhancement and job-involvement. *Journal of Business Research*, 141, 770-781. <https://doi.org/10.1016/j.jbusres.2021.11.074>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50, 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Akhtar, M. W., Karatepe, O. M., Syed, F., & Husnain, M. (2022). Leader knowledge hiding, feedback avoidance and hotel employee outcomes: a moderated mediation model. *International Journal of Contemporary Hospitality Management*, 34(2), 578-600.
- Alam, T., Ullah, Z., Aldhaen, F. S., Aldhaen, E., Ahmad, N., & Scholz, M. (2021). Towards explaining knowledge hiding through relationship conflict, frustration, and irritability: The case of public sector teaching hospitals. *Sustainability*, 13(22), 12598. <https://doi.org/10.3390/su132212598>
- Albana, M. J., & Yeşiltaş, M. (2021). Impact of linguistic ostracism on knowledge sharing, hiding and hoarding and the moderating role of cultural intelligence. *Kybernetes*, 51(3), 1180-1198. <https://doi.org/10.1108/K-12-2020-0906>

- Aleksić, D., Rangus, K., & Gomezel, A. S. (2021), Microfoundations of SME open innovation: The role of help, knowledge sharing and hiding. *European Journal of Innovation Management*, 25(6), 178-203. <https://doi.org/10.1108/EJIM-10-2020-0411>
- Al-Emran, M., Mezhyuev, V., Kamaludin, A., & Shaalan, K. (2018). The impact of knowledge management processes on information systems: A systematic review. *International Journal of Information Management*, 43, 173–187. <https://doi.org/10.1016/j.ijinfomgt.2018.08.001>
- Aljawarneh, N. M., Abd Kader Alomari, K., Alomari, Z. S., & Taha, O. (2020). Cyber incivility and knowledge hoarding: Does interactional justice matter? " *VINE Journal of Information and Knowledge Management Systems*, 2(1), 57-70. <https://doi.org/10.1108/VJIKMS-12-2019-0193>
- Almeida, J. G., Hartog, D. N. D., De Hoogh, A. H., Franco, V. R., & Porto, J. B. (2021). Harmful leader behaviors: Toward an increased understanding of how different forms of unethical leader behavior can harm subordinates. *Journal of Business Ethics*, 180(1), 215-244. <https://doi.org/10.1007/s10551-021-04864-7>
- Anand, A., Centobelli, P., & Cerchione, R. (2020). Why should I share knowledge with others? A review-based framework on events leading to knowledge hiding. *Journal of Organizational Change Management*, 33(2), 379–399. <https://doi.org/10.1108/JOCM-06-2019-0174>
- Anand, A., Offergelt, F., & Anand, P. (2022). Knowledge hiding—a systematic review and research agenda. *Journal of Knowledge Management*, 26(6), 1438-1457. <https://doi.org/10.1108/JKM-04-2021-0336>
- Anand, P., & Hassan, Y. (2019). Knowledge hiding in organizations: Everything that managers need to know. *Development and Learning in Organizations: An International Journal*, 33(6), 12-15. <https://doi.org/10.1108/DLO-12-2018-0158>
- Anaza, N. A., & Nowlin, E. L. (2017). What’s mine is mine: A study of salesperson knowledge withholding and hoarding behavior. *Industrial Marketing Management*, 64, 14–24. <https://doi.org/10.1016/j.indmarman.2017.03.007>
- Arain, G. A., Bhatti, Z. A., Ashraf, N., & Fang, Y.-H. (2020). Top-down knowledge hiding in organizations: An empirical study of the consequences of supervisor knowledge hiding among local and foreign workers in the Middle East. *Journal of Business Ethics*, 164, 611–625. <https://doi.org/10.1007/s10551-018-4056-2>
- Arain, G. A., Bhatti, Z. A., Hameed, I., & Fang, Y.-H. (2019). Top-down knowledge hiding and innovative work behavior (IWB): a three-way moderated-mediation analysis of self-efficacy and local/foreign status. *Journal of Knowledge Management*, 24(2), 127-149. <https://doi.org/10.1108/JKM-11-2018-0687>
- Arain, G. A., Hameed, I., Khan, A. K., Nicolau, J. L., & Dhir, A. (2022). How and when does leader knowledge hiding trickle down the organisational hierarchy in the tourism context? A team-level analysis. *Tourism Management*, 91, 104486. <https://doi.org/10.1016/j.tourman.2021.104486>
- Arias-Pérez, J., & Vélez-Jaramillo, J. (2021). Understanding knowledge hiding under technological turbulence caused by artificial intelligence and robotics. *Journal of Knowledge Management*, 26(6), 1476-1491. <https://doi.org/10.1108/JKM-01-2021-0058>
- Arshad, R., & Ismail, I. R. (2018). Workplace incivility and knowledge hiding behavior: Does personality matter? " *Journal of Organizational Effectiveness: People and Performance*, 5(3), 278-288. <https://doi.org/10.1108/JOEPP-06-2018-0041>

- Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, 34, 325–374. DOI: 10.1177/0149206308316059
- Atewologun, D., Kutzer, R., Doldor, E., Anderson, D., & Sealy, R. (2017). Individual-level foci of identification at work: A systematic review of the literature. *International Journal of Management Reviews*, 19, 273–295. <https://doi.org/10.1111/ijmr.12148>
- Babič, K., Černe, M., Connelly, C. E., Dysvik, A., & Škerlavaj, M. (2019). Are we in this together? Knowledge hiding in teams, collective prosocial motivation and leader-member exchange. *Journal of Knowledge Management*, 23(8), 1502–1522. <https://doi.org/10.1108/JKM-12-2018-0734>
- Banagou, M., Batistič, S., Do, H., & Poell, R. F. (2021). Relational climates moderate the effect of openness to experience on knowledge hiding: A two-country multi-level study. *Journal of Knowledge Management*, 25(11), 60–87. <https://doi.org/10.1108/JKM-11-2019-0613>
- Bandura, A. (1986). *Social foundations of thought and action*. Prentice-Hall. 1986(23–28)
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248–287.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.
- Bari, M. W., Ghaffar, M., & Ahmad, B. (2020). Knowledge-hiding behaviors and employees' silence: Mediating role of psychological contract breach. *Journal of Knowledge Management*, 24(9), 2171–2194. <https://doi.org/10.1108/JKM-02-2020-0149>
- Batistič, S., & Poell, R. F. (2022). Do HR systems and relational climates affect knowledge hiding? An experiment and two-source multi-level study. *Journal of Business Research*, 147, 82–96. <https://doi.org/10.1016/j.jbusres.2022.04.016>
- Bhatti, S. H., Hussain, M., Santoro, G., & Culasso, F. (2022). The impact of organizational ostracism on knowledge hiding: Analysing the sequential mediating role of efficacy needs and psychological distress. *Journal of Knowledge Management*, 27(2), 485–505. <https://doi.org/10.1108/JKM-03-2021-0223>
- Bhimani, H., Mention, A.-L., & Barlatier, P.-J. (2019). Social media and innovation: A systematic literature review and future research directions. *Technological Forecasting and Social Change*, 144, 251–269. <https://doi.org/10.1016/j.techfore.2018.10.007>
- Blau, P. (1964). *Power and exchange in social life*. J Wiley and Sons.
- Boer, N.-I., & Berends, H. (2003, April). The relational dimension of knowledge sharing: An empirical study of an industrial research group. *Fourth European Conference on Organizational Knowledge, Learning and Capabilities*.
- Bogilović, S., Černe, M., & Škerlavaj, M. (2017). Hiding behind a mask? Cultural intelligence, knowledge hiding, and individual and team creativity. *European Journal of Work and Organizational Psychology*, 26, 710–723. <https://doi.org/10.1080/1359432X.2017.1337747>
- Bollmann, G., & Krings, F. (2016). Workgroup climates and employees' counterproductive work behaviours: A social-cognitive perspective. *Journal of Management Studies*, 53(2), 184–209. <https://doi.org/10.1111/joms.12167>
- Butt, A. S. (2019). Consequences of top-down knowledge hiding in firms: A pilot study. *Heliyon*, 5, e03000. <https://doi.org/10.1016/j.heliyon.2019.e03000>
- Butt, A. S., & Ahmad, A. B. (2019). Are there any antecedents of top-down knowledge hiding in firms? Evidence from the United Arab Emirates. *Journal of Knowledge Management*. 23(8), 1605–1627. <https://doi.org/10.1108/JKM-04-2019-0204>

- Campbell, E. G., Weissman, J. S., Causino, N., & Blumenthal, D. (2000). Data withholding in academic medicine: Characteristics of faculty denied access to research results and biomaterials. *Research Policy*, 29, 303–312. [https://doi.org/10.1016/S0048-7333\(99\)00068-2](https://doi.org/10.1016/S0048-7333(99)00068-2)
- Castaneda, D. I., Manrique, L. F., & Cuellar, S. (2018). Is organizational learning being absorbed by knowledge management? A systematic review. *Journal of Knowledge Management*, 22(2), 299-325. <https://doi.org/10.1108/JKM-01-2017-0041>
- Černe, M., Hernaus, T., Dysvik, A., & Škerlavaj, M. (2017). The role of multilevel synergistic interplay among team mastery climate, knowledge hiding, and job characteristics in stimulating innovative work behavior. *Human Resource Management Journal*, 27, 281–299. <https://doi.org/10.1111/1748-8583.12132>
- Černe, M., Nerstad, C. G., Dysvik, A., & Škerlavaj, M. (2014). What goes around comes around: Knowledge hiding, perceived motivational climate, and creativity. *Academy of Management Journal*, 57, 172–192. <https://doi.org/10.5465/amj.2012.0122>
- Chadegani, A. A., Salehi, H., Yunus, M. M., Farhadi, H., Fooladi, M., Farhadi, M., & Ebrahim, N. A. (2013). A comparison between two main academic literature collections: Web of Science and Scopus databases. *arXiv preprint arXiv:1305.0377*.
- Cheng, B., Peng, Y., Shaalan, A., & Tourky, M. (2023). The hidden costs of negative workplace gossip: Its effect on targets' behaviors, the mediating role of guanxi closeness, and the moderating effect of need for affiliation. *Journal of Business Ethics*, 182(1), 287-302.
- Chang, T., Chou, S. Y., & Han, B. (2021). Silent leaders in the workplace: Forms of leadership silence, attributions of leadership silence, and accuracy of attributions. *International Journal of Business Communication*, 58, 490–515.
- Chang, V., Baudier, P., Zhang, H., Xu, Q., Zhang, J., & Arami, M. (2020). How Blockchain can impact financial services—The overview, challenges and recommendations from expert interviewees. *Technological Forecasting and Social Change*, 158, 120166. <https://doi.org/10.1016/j.techfore.2020.120166>
- Chatterjee, S., Chaudhuri, R., Thrassou, A., & Vrontis, D. (2021). Antecedents and consequences of knowledge hiding: The moderating role of knowledge hidiers and knowledge seekers in organizations. *Journal of Business Research*, 128, 303–313. <https://doi.org/10.1016/j.jbusres.2021.02.033>
- Chaudhary, S., Dhir, A., Gligor, D., Khan, S. J., & Ferraris, A. (2022). Paradoxes and coping mechanisms in the servitisation journey. *Industrial Marketing Management*, 106, 323–337. <https://doi.org/10.1016/j.indmarman.2022.09.005>
- Chauhan, C., Parida, V., & Dhir, A. (2022). Linking circular economy and digitalisation technologies: A systematic literature review of past achievements and future promises. *Technological Forecasting and Social Change*, 177, 121508. <https://doi.org/10.1016/j.techfore.2022.121508>
- Che, F., Zhou, Y., & Liu, Y. (2022). Social quality, knowledge hiding, and community capacity: A study on multi-ethnic communities in Chinese cities. *Journal of Business Research*, 144, 1024–1038. <https://doi.org/10.1016/j.jbusres.2022.02.041>
- Chhabra, B., & Pandey, P. (2022). Job insecurity as a barrier to thriving during COVID-19 pandemic: A moderated mediation model of knowledge hiding and benevolent leadership. *Journal of Knowledge Management*, 27(3), 632-654. <https://doi.org/10.1108/JKM-05-2021-0403>

- Christofi, M., Iaia, L., Marchesani, F., & Masciarelli, F. (2021). Marketing innovation and internationalization in smart city development: A systematic review, framework and research agenda. *International Marketing Review*, 38(5), 948-984. <https://doi.org/10.1108/IMR-01-2021-0027>
- Christofi, M., Leonidou, E., & Vrontis, D. (2017). Marketing research on mergers and acquisitions: A systematic review and future directions. *International Marketing Review*. <https://doi.org/10.1108/IMR-03-2015-0100>
- Christofi, M., Pereira, V., Vrontis, D., Tarba, S., & Thrassou, A. (2021). Agility and flexibility in international business research: A comprehensive review and future research directions. *Journal of World Business*, 56, 101194. <https://doi.org/10.1016/j.jwb.2021.101194>
- Christofi, M., Vrontis, D., & Cadogan, J. W. (2021). Micro-foundational ambidexterity and multinational enterprises: A systematic review and a conceptual framework. *International Business Review*, 30, 101625. <https://doi.org/10.1016/j.ibusrev.2019.101625>
- Christofi, M., Vrontis, D., Thrassou, A., & Shams, S. R. (2019). Triggering technological innovation through cross-border mergers and acquisitions: A micro-foundational perspective. *Technological Forecasting and Social Change*, 146, 148–166. <https://doi.org/10.1016/j.techfore.2019.05.026>
- Connelly, C., Zweig, D., & Webster, J. (2006). Don't say a word. Explaining knowledge hiding in organizations. Annual meeting of the Society for Industrial and Organizational Psychology, Dallas, TX.
- Connelly, C. E., Černe, M., Dysvik, A., & Škerlavaj, M. (2019). Understanding knowledge hiding in organizations. *Journal of Organizational Behavior*, 40, 779–782. <https://doi.org/10.1002/job.2407>
- Connelly, C. E., & Zweig, D. (2015). How perpetrators and targets construe knowledge hiding in organizations. *European Journal of Work and Organizational Psychology*, 24, 479–489. <https://doi.org/10.1080/1359432X.2014.931325>
- Connelly, C. E., Zweig, D., Webster, J., & Trougakos, J. P. (2012). Knowledge hiding in organizations. *Journal of organizational behavior*, 33, 64–88. <https://doi.org/10.1002/job.737>
- Conner, K. R., & Prahalad, C. K. (1996). A resource-based theory of the firm: Knowledge versus opportunism. *Organization Science*, 7, 477–501. <https://doi.org/10.1287/orsc.7.5.477>
- Dada, O. (2018). A model of entrepreneurial autonomy in franchised outlets: A systematic review of the empirical evidence. *International Journal of Management Reviews*, 20, 206–226. <https://doi.org/10.1111/ijmr.12123>
- Dash, D., Farooq, R., & Upadhyay, S. (2022). Linking workplace ostracism and knowledge hoarding via organizational climate: A review and research agenda. *International Journal of Innovation Science*, 15(1), 135-166. <https://doi.org/10.1108/IJIS-05-2021-0080>
- Davenport, T. O. 1999. *Human capital: What it is and why people invest it*. Jossey-Bass.
- De Clercq, D., Haq, I. U., & Azeem, M. U. (2019). Time-related work stress and counterproductive work behavior: Invigorating roles of deviant personality traits. *Personnel Review*, 48(7), 1756-1781. <https://doi.org/10.1108/PR-07-2018-0241>
- Demirkasimoglu, N. (2016). Knowledge Hiding in Academia: Is Personality a Key Factor?. *International Journal of Higher Education*, 5(1), 128-140.
- Dong, Y., Bartol, K. M., Zhang, Z. X., & Li, C. (2017). Enhancing employee creativity via individual skill development and team knowledge sharing: Influences of dual-focused

- transformational leadership. *Journal of organizational behavior*, 38, 439–458.
<https://doi.org/10.1002/job.2134>
- Drory, A., & Romm, T. (1990). The definition of organizational politics: A review. *Human relations*, 43, 1133–1154. <https://doi.org/10.1177/001872679004301106>
- Duan, Y., Yang, M., Huang, L., Chin, T., Fiano, F., De Nuccio, E., & Zhou, L. (2022). Unveiling the impacts of explicit vs. tacit knowledge hiding on innovation quality: The moderating role of knowledge flow within a firm. *Journal of Business Research*, 139, 1489–1500.
<https://doi.org/10.1016/j.jbusres.2021.10.068>
- El-Kassar, A.-N., Dagher, G. K., Lythreathis, S., & Azakir, M. (2022). Antecedents and consequences of knowledge hiding: The roles of HR practices, organizational support for creativity, creativity, innovative work behavior, and task performance. *Journal of Business Research*, 140, 1–10. <https://doi.org/10.1016/j.jbusres.2021.11.079>
- Evans, J. M., Hendron, M. G., & Oldroyd, J. B. (2015). Withholding the ace: The individual-and unit-level performance effects of self-reported and perceived knowledge hoarding. *Organization Science*, 26, 494–510. <https://doi.org/10.1287/orsc.2014.0945>
- Fauzi, M. A. (2022). A review of knowledge hiding in team: Evaluation of critical research streams. *Team Performance Management: An International Journal*, 28(5/6), 281–305. <https://doi.org/10.1108/TPM-01-2022-0009>
- Feng, Y., Ayub, A., Fatima, T., Irfan, S., & Sarmad, M. (2022). I cannot be creative due to my exploitative leader! A moderated mediation interplay of leader-member exchange quality and knowledge hiding. *Journal of Organizational Change Management*, 35(3), 558–579. <https://doi.org/10.1108/JOCM-04-2021-0127>
- Fong, P. S., Men, C., Luo, J., & Jia, R. (2018). Knowledge hiding and team creativity: the contingent role of task interdependence. *Management Decision*, 56, 329–343.
<https://doi.org/10.1108/MD-11-2016-0778>
- Gagné, M., Tian, A. W., Soo, C., Zhang, B., Ho, K. S. B., & Hosszu, K. (2019). Different motivations for knowledge sharing and hiding: The role of motivating work design. *Journal of Organizational Behavior*, 40, 783–799. <https://doi.org/10.1002/job.2364>
- Garg, N., Kumar, C., & Ganguly, A. (2022). Knowledge hiding in organization: A comprehensive literature review and future research agenda. *Knowledge and Process Management*, 29, 31–52. <https://doi.org/10.1002/kpm.1695>
- Ghasemaghaei, M., & Turel, O. (2021). Possible negative effects of big data on decision quality in firms: The role of knowledge hiding behaviours. *Information Systems Journal*, 31, 268–293. <https://doi.org/10.1111/isj.12310>
- Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. *Journal of Management Information Systems*, 18, 185–214.
<https://doi.org/10.1080/07421222.2001.11045669>
- Good, J. R., Halinski, M., & Boekhorst, J. A. (2022). Organizational social activities and knowledge management behaviors: An affective events perspective. *Human Resource Management*. <https://doi.org/10.1002/hrm.22109>
- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 161–178.
- Grant, R. M. (1991). The resource-based theory of competitive advantage: Implications for strategy formulation. *California management review*, 33, 114–135.
<https://doi.org/10.2307/41166664>

- Grant, R. M. (1996a). Prospering in dynamically-competitive environments: Organizational capability as knowledge integration. *Organization Science*, 7, 375–387. <https://doi.org/10.1287/orsc.7.4.375>
- Grant, R. M. (1996b). Toward a knowledge-based theory of the firm. *Strategic Management Journal*, 17, 109–122. <https://doi.org/10.1002/smj.4250171110>
- Grant, R. M. (2021). *Contemporary strategy analysis*. John Wiley and Sons.
- Grusec, J. E. (1994). Social learning theory and developmental psychology: The legacies of Robert R. Sears and Albert Bandura, 473–497. <https://doi.org/10.1037/10155-016>
- Guan, M., & So, J. (2016). Influence of social identity on self-efficacy beliefs through perceived social support: A social identity theory perspective. *Communication Studies*, 67, 588–604. <https://doi.org/10.1080/10510974.2016.1239645>
- Guo, L., Cheng, K., & Luo, J. (2021). The effect of exploitative leadership on knowledge hiding: a conservation of resources perspective, *Leadership & Organization Development Journal*, 42(1), 83-98. <https://doi.org/10.1108/LODJ-03-2020-0085>
- Guo, L., Cheng, K., Luo, J., & Zhao, H. (2022). Trapped in a loss spiral: How and when work alienation relates to knowledge hiding. *The International Journal of Human Resource Management*, 33(20), 4004-4033.
- Guo, M., Brown, G., & Zhang, L. (2022). My knowledge: the negative impact of territorial feelings on employee's own innovation through knowledge hiding. *Journal of Organizational Behavior*, 43(5), 801-817. <https://doi.org/10.1002/job.2599>
- Haar, J., O’Kane, C., & Cunningham, J. A. (2022). Firm-level antecedents and consequences of knowledge hiding climate. *Journal of Business Research*, 141, 410–421.
- Haar, J. M., & Spell, C. S. (2004). Programme knowledge and value of work-family practices and organizational commitment. *The International Journal of Human Resource Management*, 15(6), 1040-1055.
- Haas, M. R., & Park, S. (2010). To share or not to share? Professional norms, reference groups, and information withholding among life scientists. *Organization Science*, 21, 873–891. <https://doi.org/10.1287/orsc.1090.0500>
- Hadjielias, E., Christofi, M., & Tarba, S. (2021). Knowledge hiding and knowledge sharing in small family farms: A stewardship view. *Journal of Business Research*, 137, 279–292. <https://doi.org/10.1016/j.jbusres.2021.08.042>
- Halbesleben, J. R., Neveu, J.-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the “COR” understanding the role of resources in conservation of resources theory. *Journal of management*, 40, 1334–1364. DOI: 10.1177/0149206314527130
- Hamza, M. A., Rehman, S., Sarwar, A., & Choudhary, K. N. (2021). Is knowledge a tenement? The mediating role of team member exchange over the relationship of big five personality traits and knowledge-hiding behavior. *VINE Journal of Information and Knowledge Management Systems*, 53(1), 166-186. <https://doi.org/10.1108/VJIKMS-05-2020-0084>
- Han, M. S., Hampson, D. P., & Wang, Y. (2021). Two facets of pride and knowledge hiding: An empirical analysis. *Journal of Knowledge Management*, 26(10), 2602-2617. <https://doi.org/10.1108/JKM-06-2021-0488>
- Han, M. S., Masood, K., Cudjoe, D., & Wang, Y. (2020). Knowledge hiding as the dark side of competitive psychological climate. *Leadership and Organization Development Journal*, 42(2), 195-207. <https://doi.org/10.1108/LODJ-03-2020-0090>

- Hassan, S., Kaur, P., Muchiri, M., Ogbonnaya, C., & Dhir, A. (2022). Unethical leadership: Review, synthesis and directions for future research. *Journal of Business Ethics*, 183, 511-550. <https://doi.org/10.1007/s10551-022-05081-6>
- He, P., Jiang, C., Xu, Z., & Shen, C. (2021). Knowledge hiding: Current research status and future research directions. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.748237>
- He, P., Peng, Z., Zhao, H., & Estay, C. (2019). How and when compulsory citizenship behavior leads to employee silence: A moderated mediation model based on moral disengagement and supervisor-subordinate guanxi views. *Journal of Business Ethics*, 155, 259-274. <https://doi.org/10.1007/s10551-017-3550-2>
- Hernaus, T., Cerne, M., Connelly, C., Vokic, N. P., & Škerlavaj, M. (2018). Evasive knowledge hiding in academia: when competitive individuals are asked to collaborate. *Journal of Knowledge Management*. <https://doi.org/10.1108/JKM-11-2017-0531>
- Hina, M., Chauhan, C., Kaur, P., Kraus, S., & Dhir, A. (2022). Drivers and barriers of circular economy business models: Where we are now, and where we are heading? " *Journal of Cleaner Production*, 130049. <https://doi.org/10.1016/j.jclepro.2021.130049>
- Hislop, D. (2003). Linking human resource management and knowledge management via commitment: A review and research agenda. *Employee relations*. <https://doi.org/10.1108/01425450310456479>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513-524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology*, 50, 337-421. <https://doi.org/10.1111/1464-0597.00062>
- Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 103-128. <https://doi.org/10.1146/annurev-orgpsych-032117-104640>
- Hogg, M. A., Terry, D. J., & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*, 255-269. <https://doi.org/10.2307/2787127>
- Holten, A.L., Hancock, G. R., Persson, R., Hansen, Å. M., & Høgh, A. (2016). Knowledge hoarding: Antecedent or consequent of negative acts? The mediating role of trust and justice. *Journal of Knowledge Management*, 20(2), 215-229. <https://doi.org/10.1108/JKM-06-2015-0222>
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63, 597-606.
- Huo, W., Cai, Z., Luo, J., Men, C., & Jia, R. (2016). Antecedents and intervention mechanisms: A multi-level study of RandD team's knowledge hiding behavior. *Journal of Knowledge Management*, 20, 880-897. <https://doi.org/10.1108/JKM-11-2015-0451>
- Husted, K., Michailova, S., Minbaeva, D. B., & Pedersen, T. (2012). Knowledge-sharing hostility and governance mechanisms: An empirical test. *Journal of Knowledge Management*, 6(5), 754-773. <https://doi.org/10.1108/13673271211262790>
- Islam, T., Asif, A., Jamil, S., & Ali, H. F. (2022). How abusive supervision affect knowledge hiding? The mediating role of employee silence and moderating role of psychological ownership. *VINE Journal of Information and Knowledge Management Systems*. <https://doi.org/10.1108/VJIKMS-11-2021-0274>

- Issac, A. C., & Baral, R. (2018). Dissecting knowledge hiding: A note on what it is and what it is not. *Human Resource Management International Digest*, 26(7), 20-24. <https://doi.org/10.1108/HRMID-09-2018-0179>
- Issac, A. C., & Baral, R. (2020). Knowledge hiding in two contrasting cultural contexts: A relational analysis of the antecedents using TISM and MICMAC. *VINE Journal of Information and Knowledge Management Systems*, 50(3), 455-475. <https://doi.org/10.1108/VJIKMS-09-2019-0148>
- Issac, A. C., Baral, R., & Bednall, T. C. (2021). What is not hidden about knowledge hiding: Deciphering the future research directions through a morphological analysis. *Knowledge and Process Management*, 28, 40–55. <https://doi.org/10.1002/kpm.1657>
- Jafari-Sadeghi, V., Mahdiraji, H. A., Devalle, A., & Pellicelli, A. C. (2022). Somebody is hiding something: Disentangling interpersonal level drivers and consequences of knowledge hiding in international entrepreneurial firms. *Journal of Business Research*, 139, 383–396. <https://doi.org/10.1016/j.jbusres.2021.09.068>
- Jahanzeb, S., De Clercq, D., & Fatima, T. (2020). Organizational injustice and knowledge hiding: The roles of organizational dis-identification and benevolence. *Management Decision*, 59(2), 446-462. <https://doi.org/10.1108/MD-05-2019-0581>
- Jahanzeb, S., Fatima, T., Bouckennooghe, D., & Bashir, F. (2019). The knowledge hiding link: A moderated mediation model of how abusive supervision affects employee creativity. *European Journal of Work and Organizational Psychology*, 28, 810–819. <https://doi.org/10.1080/1359432X.2019.1659245>
- Jasimuddin, S. M., Connell, N., & Klein, J. H. (2006). What motivates organisational knowledge transfer? Some lessons from a UK-based multinational. *Journal of Information and Knowledge Management*, 5, 165–171. <https://doi.org/10.1142/S0219649206001414>
- Jha, J. K., & Varkkey, B. (2018). Are you a cistern or a channel? Exploring factors triggering knowledge-hiding behavior at the workplace: evidence from the Indian RandD professionals. *Journal of Knowledge Management*, 22(4), 824-849. <https://doi.org/10.1108/JKM-02-2017-0048>
- Jiang, Z., Hu, X., Wang, Z., & Jiang, X. (2019). Knowledge hiding as a barrier to thriving: The mediating role of psychological safety and moderating role of organizational cynicism. *Journal of Organizational Behavior*, 40, 800–818. <https://doi.org/10.1002/job.2358>
- Kmieciak, R. (2022). Alexithymia, social inhibition, affectivity, and knowledge hiding. *Journal of Knowledge Management*, 26(11), 461-485.
- Kang, S.-W. (2016). Knowledge withholding: Psychological hindrance to the innovation diffusion within an organisation. *Knowledge Management Research and Practice*, 14, 144–149. <https://doi.org/10.1057/kmrp.2014.24>
- Kaur, N., & Kang, L. S. (2022). Perception of organizational politics, knowledge hiding and organizational citizenship behavior: The moderating effect of political skill. *Personnel Review*. 52(3), 649-670. <https://doi.org/10.1108/PR-08-2020-0607>
- Khalid, B., Iqbal, R., & Hashmi, S. D.(2020). Impact of workplace ostracism on knowledge hoarding: Mediating role of defensive silence and moderating role of experiential avoidance. *Future Business Journal*, 6, 39. <https://doi.org/10.1186/s43093-020-00045-6>
- Khalid, M., Bashir, S., Khan, A. K., & Abbas, N. (2018). When and how abusive supervision leads to knowledge hiding behaviors: An Islamic work ethics perspective. *Leadership and Organization Development Journal*, 39(6), 794-806. <https://doi.org/10.1108/LODJ-05-2017-0140>

- Khan, A. G., Li, Y., Akram, Z., & Akram, U. (2021). Does bad gossiping trigger for targets to hide knowledge in morally disengaged? New multi-level insights of team relational conflict. *Journal of Knowledge Management*, 26(9), 2370-2394. <https://doi.org/10.1108/JKM-08-2021-0609>
- Khan, J., Saeed, I., Fayaz, M., Zada, M., & Jan, D. (2022). Perceived overqualification? Examining its nexus with cyberloafing and knowledge hiding behaviour: Harmonious passion as a moderator. *Journal of Knowledge Management*, 27(2), 460-484. <https://doi.org/10.1108/JKM-09-2021-0700>
- Khan, M. A., Malik, O. F., & Shahzad, A. (2022). Social undermining and employee creativity: The mediating role of interpersonal distrust and knowledge hiding. *Behavioral Sciences*, 12, 25. <https://doi.org/10.3390/bs12020025>
- Khelladi, I., Castellano, S., Hobeika, J., Perano, M., & Rutambuka, D. (2022). Customer knowledge hiding behavior in service multi-sided platforms. *Journal of Business Research*, 140, 482–490. <https://doi.org/10.1016/j.jbusres.2021.11.017> Get rights and content
- Khoreva, V., & Wechtler, H. (2020). vExploring the consequences of knowledge hiding: An agency theory perspective, *Journal of Managerial Psychology*, 35(2), 71-84. <https://doi.org/10.1108/JMP-11-2018-0514>
- Kmieciak, R. (2021). Co-worker support, voluntary turnover intention and knowledge withholding among IT specialists: The mediating role of affective organizational commitment. *Baltic Journal of Management*, 17(3), 375-391. <https://doi.org/10.1108/BJM-03-2021-0085>
- Koay, K. Y. (2018). Workplace ostracism and cyberloafing: A moderated–mediation model. *Internet Research*. 28(4), 1122-1141. <https://doi.org/10.1108/IntR-07-2017-0268>
- Koay, K. Y., & Lim, P. K. (2021). Ethical leadership and knowledge hiding: Testing the mediating and moderating mechanisms. *Journal of Knowledge Management*, 26(3), 574-591. <https://doi.org/10.1108/JKM-02-2021-0091>
- Kogut, B., & Zander, U. (1992). Knowledge of the firm, combinative capabilities, and the replication of technology. *Organization Science*, 3, 383–397. <https://doi.org/10.1287/orsc.3.3.383>
- Koon, V.-Y. (2022). The role of organisational compassion in knowledge hiding and thriving at work. *Knowledge Management Research and Practice*, 1–16. <https://doi.org/10.1080/14778238.2022.2062470>
- Lai, L. S., & To, W. M. (2015). Content analysis of social media: A grounded theory approach. 16, 138.
- Lee, C. K., & Al-Hawamdeh, S. (2002). Factors impacting knowledge sharing. *Journal of Information and Knowledge Management*, 1, 49–56. <https://doi.org/10.1142/S0219649202000169>
- Lee, H., Kim, J. W., & Hackney, R. (2011). Knowledge hoarding and user acceptance of online discussion board systems in eLearning: A case study. *Computers in Human Behavior*, 27, 1431–1437. <https://doi.org/10.1016/j.chb.2010.07.047>
- Li, C. S., Liao, H., & Han, Y. (2022). I despise but also envy you: A dyadic investigation of perceived overqualification, perceived relative qualification, and knowledge hiding. *Personnel Psychology*, 75, 91–118. <https://doi.org/10.1111/peps.12444>
- Liao, G., Li, M., Li, Y., & Yin, J. (2024). How does knowledge hiding play a role in the relationship between leader–member exchange differentiation and employee creativity? A cross-level model. *Journal of Knowledge Management*, 28(1), 69-84.

- Lin, M., Zhang, X., Ng, B. C. S., & Zhong, L. (2020). To empower or not to empower? Multilevel effects of empowering leadership on knowledge hiding. *International Journal of Hospitality Management*, 89, 102540. <https://doi.org/10.1016/j.ijhm.2020.102540>
- Lin, T.-C., & Huang, C.-C. (2010). Withholding effort in knowledge contribution: The role of social exchange and social cognitive on project teams. *Information and Management*, 47, 188–196. <https://doi.org/10.1016/j.im.2010.02.001>
- Lin, T.-C., Wu, S., & Lu, C.-T. (2012). Exploring the affect factors of knowledge sharing behavior: The relations model theory perspective. *Expert Systems with Applications*, 39, 751–764. <https://doi.org/10.1016/j.eswa.2011.07.068>
- Luqman, A., Zhang, Q., Kaur, P., Papa, A., & Dhir, A. (2022). Untangling the role of power in knowledge sharing and job performance: The mediating role of discrete emotions. *Journal of Knowledge Management*, 27(4), 873-895. <https://doi.org/10.1108/JKM-01-2022-0016>
- Ma, B., & Zhang, J. (2021). Are overqualified individuals hiding knowledge: The mediating role of negative emotion state. *Journal of Knowledge Management*, 26(3), 506-527. <https://doi.org/10.1108/JKM-01-2021-0022>
- Ma, L., Zhang, X., & Ding, X. (2020). Enterprise social media usage and knowledge hiding: A motivation theory perspective. *Journal of Knowledge Management*. 24(9), 2149-2169. <https://doi.org/10.1108/JKM-03-2020-0234>
- Macpherson, A., & Holt, R. (2007). Knowledge, learning and small firm growth: A systematic review of the evidence. *Research Policy*, 36, 172–192. <https://doi.org/10.1016/j.respol.2006.10.001>
- Madanaguli, A., Dhir, A., Talwar, S., Clauss, T., Kraus, S., & Kaur, P. (2022). Diving into the uncertainties of open innovation: A systematic review of risks to uncover pertinent typologies and unexplored horizons. *Technovation*, 102582. <https://doi.org/10.1016/j.technovation.2022.102582>
- Madanaguli, A., Kaur, P., Mazzoleni, A., & Dhir, A. (2021). The innovation ecosystem in rural tourism and hospitality—a systematic review of innovation in rural tourism. *Journal of Knowledge Management*, 26(7),1732-1762. <https://doi.org/10.1108/JKM-01-2021-0050>
- Mangla, S. K., Börühan, G., Ersoy, P., Kazancoglu, Y., & Song, M. (2021). Impact of information hiding on circular food supply chains in business-to-business context. *Journal of Business Research*, 135, 1–18. <https://doi.org/10.1016/j.jbusres.2021.06.013>
- Mawritz, M. B., Mayer, D. M., Hoobler, J. M., Wayne, S. J., & Marinova, S. V. (2012). A trickle-down model of abusive supervision. *Personnel Psychology*, 65, 325–357. <https://doi.org/10.1111/j.1744-6570.2012.01246.x>
- Men, C., Fong, P. S., Huo, W., Zhong, J., Jia, R., & Luo, J. (2020). Ethical leadership and knowledge hiding: A moderated mediation model of psychological safety and mastery climate. *Journal of Business Ethics*, 166, 461–472. <https://doi.org/10.1007/s10551-018-4027-7>
- Men, C., Fong, P. S., Luo, J., Zhong, J., & Huo, W. (2019). When and how knowledge sharing benefits team creativity: The importance of cognitive team diversity. *Journal of Management and Organization*, 25(6), 807–824. DOI:10.1017/jmo.2017.47
- Miao, Q., Newman, A., Sun, Y., & Xu, L. (2013). What factors influence the organizational commitment of public sector employees in China? The role of extrinsic, intrinsic and social rewards. *The International Journal of Human Resource Management*, 24(17), 3262-3280. <https://doi.org/10.1080/09585192.2013.770783>

- Miminoshvili, M., & Černe, M. (2022). Workplace inclusion–exclusion and knowledge-hiding behaviour of minority members. *Knowledge Management Research and Practice*, 20, 422–435. <https://doi.org/10.1080/14778238.2021.1960914>
- Modem, R., Lakshminarayanan, S., Pattusamy, M., & Prabhu, N. (2023). Is knowledge hiding in higher education a political phenomenon? An explanatory sequential approach to explore non-linear and three-way interaction effects. *Journal of Knowledge Management*, 27(3), 655–695. <https://doi.org/10.1108/JKM-10-2021-0748>
- Moh'd, S. S., Černe, M., & Zhang, P. (2021). An exploratory configurational analysis of knowledge hiding antecedents in project teams. *Project Management Journal*, 52, 31–44. DOI: 10.1177/8756972820939768
- Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., ... & Prisma-P Group. (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic reviews*, 4, 1–9.
- Muavia, M., Hussain, G., Sahibzada, U. F., & Ismail, W. K. W. (2022). Workplace spirituality, knowledge-hiding and the mediating role of organizational identification: Evidence from Pakistan. *International Journal of Emerging Markets*.
- Muhammad, L., & Sarwar, A. (2021). When and why organizational dehumanization leads to deviant work behaviors in hospitality industry. *International Journal of Hospitality Management*, 99, 103044. <https://doi.org/10.1016/j.ijhm.2021.103044>
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23, 242–266. <https://doi.org/10.5465/amr.1998.533225>
- Nguyen, T.-M., Malik, A., & Budhwar, P. (2022). Knowledge hiding in organizational crisis: The moderating role of leadership. *Journal of Business Research*, 139, 161–172. <https://doi.org/10.1016/j.jbusres.2021.09.026>
- Offergelt, F., Spörrle, M., Moser, K., & Shaw, J. D. (2019). Leader-signaled knowledge hiding: Effects on employees' job attitudes and empowerment. *Journal of Organizational Behavior*, 40, 819–833. <https://doi.org/10.1002/job.2343>
- Oliveira, M., Curado, C., & De Garcia, P. S. (2021). Knowledge hiding and knowledge hoarding: A systematic literature review. *Knowledge and Process Management*, 28, 277–294. <https://doi.org/10.1002/kpm.1671>
- Peng, H., Bell, C., & Li, Y. (2020). How and when intragroup relationship conflict leads to knowledge hiding: The roles of envy and trait competitiveness. *International Journal of Conflict Management*, 32(3), 383–406. <https://doi.org/10.1108/IJCM-03-2020-0041>
- Peng, H., & Pierce, J. (2015). Job-and organization-based psychological ownership: Relationship and outcomes. *Journal of Managerial Psychology*, 30(2), 151–168. <https://doi.org/10.1108/JMP-07-2012-0201>
- Peng, J., Wang, Z., & Chen, X. (2019). Does self-serving leadership hinder team creativity? A moderated dual-path model. *Journal of Business Ethics*, 159, 419–433. <https://doi.org/10.1007/s10551-018-3799-0>
- Pereira, V., & Mohiya, M. (2021). Share or hide? Investigating positive and negative employee intentions and organizational support in the context of knowledge sharing and hiding. *Journal of Business Research*, 129, 368–381. <https://doi.org/10.1016/j.jbusres.2021.03.011>
- Pfeffer, J. (1992). Understanding power in organizations. *California Management Review*, 34, 29–50. <https://doi.org/10.1177/000812569203400201>

- Pfeffer, J., & Salancik, G. R. (1974). Organizational decision making as a political process: The case of a university budget. *Administrative Science Quarterly*, 135–151. <https://doi.org/10.2307/2393885>
- Pierce, J. L., Kostova, T., & Dirks, K. T. (2001). Toward a theory of psychological ownership in organizations. *Academy of Management Review*, 26, 298–310. <https://doi.org/10.5465/amr.2001.4378028>
- Pillania, R. K. (2005). Leveraging Knowledge: Indian Industry's Expectations and Shortcomings. *Global Business Review*, 6, 231–249. DOI: 10.1177/097215090500600204
- Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. *Research in personnel and human resources management*. Emerald Group Publishing Limited, 331-369. [https://doi.org/10.1016/S0742-7301\(01\)20007-3](https://doi.org/10.1016/S0742-7301(01)20007-3)
- Podrug, N., Filipović, D., & Kovač, M. (2017). Knowledge sharing and firm innovation capability in Croatian ICT companies. *International Journal of Manpower*, 38(4), 632–644. <https://doi.org/10.1108/IJM-04-2016-0077>
- Pradhan, S., Srivastava, A., & Mishra, D. K. (2020). Abusive supervision and knowledge hiding: the mediating role of psychological contract violation and supervisor directed aggression. *Journal of Knowledge Management*, 24(2), 216-234.
- Ratiu, L., Trif, S. R., & Meslec, N. (2021). Knowledge hiding in emergency ambulance healthcare settings: Its mediating role in the relationship between organizational support and affective commitment and organizational citizenship behaviours. *Nursing Reports*, 11, 965–980. <https://doi.org/10.3390/nursrep11040088>
- Rezwani, R. B., & Takahashi, Y. (2021). The psychology behind knowledge hiding in an organization. *Administrative Sciences*, 11, 57. <https://doi.org/10.3390/admsci11020057>
- Rhee, Y. W., & Choi, J. N. (2017). Knowledge management behavior and individual creativity: Goal orientations as antecedents and in-group social status as moderating contingency. *Journal of Organizational Behavior*, 38, 813–832. <https://doi.org/10.1002/job.2168>
- Riaz, S., Xu, Y., & Hussain, S. (2019). Workplace ostracism and knowledge hiding: The mediating role of job tension. *Sustainability*, 11, 5547. <https://doi.org/10.3390/su11205547>
- Rong, P., & Liu, S. (2022). The impact of the ethical CEO on top management team's creativity from the perspective of knowledge management: The moderating role of psychological distance. *Current Psychology*, 1–15. <https://doi.org/10.1007/s12144-022-02788-7>
- Rousseau, D. M., Manning, J., & Denyer, D. (2008). Evidence in management and organizational science: Assembling the field's full weight of scientific knowledge through syntheses. *Academy of Management Annals*, 2, 475–515. <https://doi.org/10.1080/19416520802211651>
- Schultze, U., & Leidner, D. E. (2002). Studying knowledge management in information systems research: Discourses and theoretical assumptions. *MIS Quarterly*, 213–242. <https://www.jstor.org/stable/4132331>
- Serenko, A., & Bontis, N. (2016). Understanding counterproductive knowledge behavior: Antecedents and consequences of intra-organizational knowledge hiding. *Journal of knowledge management*, 20(6), 1199-1224. <https://doi.org/10.1108/JKM-05-2016-0203>
- Shamsollahi, A., Chmielewski-Raimondo, D. A., Bell, S. J., & Kachouie, R. (2021). Buyer–supplier relationship dynamics: A systematic review. *Journal of the Academy of Marketing Science*, 49, 418–436. <https://doi.org/10.1007/s11747-020-00743-1>

- Shaukat, R., & Khurshid, A. (2021). Woes of silence: The role of burnout as a mediator between silence and employee outcomes. *Personnel Review*, 51(5), 1570-1586. <https://doi.org/10.1108/PR-07-2020-0550>
- Siachou, E., Trichina, E., Pappasolomou, I., & Sakka, G. (2021). Why do employees hide their knowledge and what are the consequences? A systematic literature review. *Journal of Business Research*, 135, 195–213. <https://doi.org/10.1016/j.jbusres.2021.06.031>
- Silva De Garcia, P., Oliveira, M., & Brohman, K. (2022). Knowledge sharing, hiding and hoarding: How are they related?. *Knowledge Management Research and Practice*, 20, 339–351. <https://doi.org/10.1080/14778238.2020.1774434>
- Singh, S. K. (2019). Territoriality, task performance, and workplace deviance: Empirical evidence on role of knowledge hiding. *Journal of Business Research*, 97, 10-19.
- Singh, S. K., Gupta, S., Busso, D., & Kamboj, S. (2021). Top management knowledge value, knowledge sharing practices, open innovation and organizational performance. *Journal of business research*, 128, 788-798.
- Škerlavaj, M., Connelly, C. E., Cerne, M., & Dysvik, A. (2018). Tell me if you can: time pressure, prosocial motivation, perspective taking, and knowledge hiding. *Journal of Knowledge Management*, 22 (7), 1489-1509. <https://doi.org/10.1108/JKM-05-2017-0179>
- Sofyan, Y., De Clercq, D., & Shang, Y. (2021). Detrimental effects of work overload on knowledge hiding in competitive climates. *Asia Pacific Journal of Human Resources*. <https://doi.org/10.1111/1744-7941.12317>
- Staples, D. S., & Webster, J. (2008). Exploring the effects of trust, task interdependence and virtualness on knowledge sharing in teams. *Information Systems Journal*, 18, 617–640. <https://doi.org/10.1111/j.1365-2575.2007.00244.x>
- Stenius, M., Hankonen, N., Ravaja, N., & Haukkala, A. (2016). Why share expertise? A closer look at the quality of motivation to share or withhold knowledge" *Journal of Knowledge Management*, 20(2),181-198. <https://doi.org/10.1108/JKM-03-2015-0124>
- Stewart Jr, W. H., May, R. C., & Ledgerwood, D. E. (2015). Do you know what I know? Intent to share knowledge in the US and Ukraine. *Management International Review*, 55, 737–773. <https://doi.org/10.1007/s11575-015-0252-9>
- Strauss, A. L. (1987), *Qualitative analysis for social scientists*, Cambridge university press.
- Su, C. (2021). To share or hide? a social network approach to understanding knowledge sharing and hiding in organizational work teams. *Management Communication Quarterly*, 35, 281–314.
- Sun, Y., Ayub, A., Fatima, T., Aslam, H. D., & Bahoo, S. (2021). The knowledge hiding loop: Exploring the boundary conditions. *Kybernetes*, 51(11), 3320-3339. <https://doi.org/10.1108/K-04-2021-0307>
- Syed, F., Naseer, S., Akhtar, M. W., Husnain, M., & Kashif, M. (2021). Frogs in boiling water: A moderated-mediation model of exploitative leadership, fear of negative evaluation and knowledge hiding behaviors. *Journal of Knowledge Management*, 25(8), 2067-2087. <https://doi.org/10.1108/JKM-11-2019-0611>
- Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organizational identity: A Reader*, 56, 9780203505984-16.
- Tan, C., Zhang, J., & Zhang, Y. (2022). The mechanism of team-member exchange on knowledge hiding under the background of “Guanxi.” *Journal of Business Research*, 148, 304–314. <https://doi.org/10.1016/j.jbusres.2022.04.063>

- Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross level effects of procedural justice climate. *Personnel Psychology*, *61*, 37–68. <https://doi.org/10.1111/j.1744-6570.2008.00105.x>
- Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, *88*, 500. <https://doi.org/10.1037/0021-9010.88.3.500>
- Toma, C., & Butera, F. (2009). Hidden profiles and concealed information: Strategic information sharing and use in group decision making. *Personality and Social Psychology Bulletin*, *35*(6), 793-806.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, *14*, 207–222. <https://doi.org/10.1111/1467-8551.00375>
- Trusson, C., Hislop, D., & Doherty, N. F. (2017). The rhetoric of “knowledge hoarding”: a research-based critique. *Journal of Knowledge Management*, *21*(6), 1540-1558. <https://doi.org/10.1108/JKM-04-2017-0146>
- Tsay, C. H.-H., Lin, T.-C., Yoon, J., & Huang, C.-C. (2014). Knowledge withholding intentions in teams: The roles of normative conformity, affective bonding, rational choice and social cognition. *Decision Support Systems*, *67*, 53–65. <https://doi.org/10.1016/j.dss.2014.08.003>
- Vrontis, D., & Christofi, M. (2021). RandD internationalization and innovation: A systematic review, integrative framework and future research directions. *Journal of Business Research*, *128*, 812–823. <https://doi.org/10.1016/j.jbusres.2019.03.031>
- Wang, Y., Han, M. S., Xiang, D., & Hampson, D. P. (2018). The double-edged effects of perceived knowledge hiding: Empirical evidence from the sales context. *Journal of Knowledge Management*, *23*(2), 279-296. <https://doi.org/10.1108/JKM-04-2018-0245>
- Wang, Z., Guan, C., Cui, T., Cai, S. and Liu, D. (2021), “Servant leadership, team reflexivity, coworker support climate, and employee creativity: a multilevel perspective”, *Journal of Leadership & Organizational Studies*, Vol. 28 No. 4, pp. 465-478.
- Webster, J., Brown, G., Zweig, D., Connelly, C. E., Brodt, S., & Sitkin, S. (2008). Beyond knowledge sharing: Withholding knowledge at work. *Research in Personnel and Human Resources Management*, 1-37. [https://doi.org/10.1016/S0742-7301\(08\)27001-5](https://doi.org/10.1016/S0742-7301(08)27001-5)
- Wu, D. (2020a). Empirical study of knowledge withholding in cyberspace: Integrating protection motivation theory and theory of reasoned behavior. *Computers in Human Behavior*, *105*, 106229. <https://doi.org/10.1016/j.chb.2019.106229>
- Wu, D. (2020b). Withholding effort in sharing knowledge in online space: Differential effects of task characteristics. *Journal of Knowledge Management*, *24*(10), 2401-2429. <https://doi.org/10.1108/JKM-04-2020-0310>
- Xia, C., & Li, C. (2023). Art of saying no: linking trust structural hole to knowledge hiding and creativity. *Asia Pacific Journal of Management*, 1-35.
- Xia, Q., Yan, S., Zhao, H., & Cheng, K. (2021). Request politeness and knowledge hiding: A daily diary study through an affective events perspective. *European Journal of Work and Organizational Psychology*, 1–14. <https://doi.org/10.1080/1359432X.2021.2004126>
- Xiao, M., & Cooke, F. L. (2019). Why and when knowledge hiding in the workplace is harmful: A review of the literature and directions for future research in the Chinese context. *Asia Pacific Journal of Human Resources*, *57*, 470–502. <https://doi.org/10.1111/1744-7941.12198>

- Xiong, C., Chang, V., Scuotto, V., Shi, Y., & Paoloni, N. (2021). The social-psychological approach in understanding knowledge hiding within international RandD teams: An inductive analysis. *Journal of Business Research*, 128, 799–811. <https://doi.org/10.1016/j.jbusres.2019.04.009>
- Yang, J., & Diefendorff, J. M. (2009). The relations of daily counterproductive workplace behavior with emotions, situational antecedents, and personality moderators: A diary study in Hong Kong. *Personnel Psychology*, 62(2), 259-295. <https://doi.org/10.1111/j.1744-6570.2009.01138.x>
- Yuan, Y., Yang, L., Cheng, X., & Wei, J. (2021). What is bullying hiding? Exploring antecedents and potential dimension of knowledge hiding. *Journal of Knowledge Management*, 25(5), 1146-1169.
- Zhai, X., Wang, M., & Ghani, U. (2020). The SOR (stimulus-organism-response) paradigm in online learning: an empirical study of students' knowledge hiding perceptions. *Interactive Learning Environments*, 28, 586–601. <https://doi.org/10.1080/10494820.2019.1696841>
- Zhang, Q., Dhir, A., & Kaur, P. (2022). Circular economy and the food sector: A systematic literature review. *Sustainable Production and Consumption*. <https://doi.org/10.1016/j.spc.2022.05.010>
- Zhang, S., & Wang, X. (2021). Effect of knowledge hiding on knowledge innovative behavior of innovative team members. *Scientometrics*, 126, 6423–6442. <https://doi.org/10.1007/s11192-021-04047-1>
- Zhang, Z., & Min, M. (2019). The negative consequences of knowledge hiding in NPD project teams: The roles of project work attributes. *International Journal of Project Management*, 37, 225–238. <https://doi.org/10.1016/j.ijproman.2019.01.006>
- Zhang, Z., & Min, M. (2021). Project manager knowledge hiding, subordinates' work-related stress and turnover intentions: Empirical evidence from Chinese NPD projects. *Journal of Knowledge Management*, 26(8), 1921-1944. <https://doi.org/10.1108/JKM-02-2021-0155>
- Zhao, H., & Jiang, J. (2021). Role stress, emotional exhaustion, and knowledge hiding: The joint moderating effects of network centrality and structural holes. *Current Psychology*, 1–13. <https://doi.org/10.1007/s12144-021-01348-9>
- Zhao, H., Liu, W., Li, J., & Yu, X. (2019). Leader–member exchange, organizational identification, and knowledge hiding: The moderating role of relative leader–member exchange. *Journal of Organizational Behavior*, 40, 834–848. <https://doi.org/10.1002/job.2359>
- Zhao, H., & Xia, Q. (2017). An examination of the curvilinear relationship between workplace ostracism and knowledge hoarding. *Management Decision*, 55(2), 331-346. <https://doi.org/10.1108/MD-08-2016-0607>
- Zhao, H., Xia, Q., He, P., Sheard, G., & Wan, P. (2016). Workplace ostracism and knowledge hiding in service organizations. *International Journal of Hospitality Management*, 59, 84–94. <https://doi.org/10.1016/j.ijhm.2016.09.009>
- Zhong, J., Zhang, L., Xiao, H., & Wen, Q. (2021). Antecedents and consequences of follower moqi: Leader humility, follower humility, and knowledge hiding. *Current Psychology*, 1–12. <https://doi.org/10.1007/s12144-021-02001-1>

Table 4. Other theories used in KH literature

Authors	Theory	Independent variable	Dependent variable	Moderation	Mediation
Feng et al. (2022)	Displaced aggression theory and social exchange theory	Exploitative leadership	Employee creativity	Leader member exchange	Knowledge hiding
Khan, Saeed et al. (2022)	Equity theory and relative deprivation theory	Perceived overqualification	Cyberloafing, knowledge hiding	Harmonious passion	Anger
Duan et al. (2022)	Knowledge-based view, conservation of resources, theory and psychological ownership theory	Explicit knowledge hiding, tacit knowledge hiding	Firms' innovation quality	Knowledge flow	
Li et al. (2022)	Self-deprivation theory, social comparison theory	(Focal employees' perceived qualification (individual level), focal employees' perceived qualification relative to their peers (dyadic level)	Focal employees' general knowledge hiding (individual level), focal employees' knowledge hiding from their peers (dyadic)	Focal employees' perceived qualification	Focal employees' contempt for their peers, focal employees' envy of their peers (dyadic)

Miminoshvili and Černe (2022) *	Self-identity theory, social categorization theory, social comparison, optimal distinctiveness theory	Minority members' knowledge-hiding decisions as a consequence of their workplace exclusion (rejection of the ideas, poor relationships, the language barrier, the created majority), themes: maintaining a relationship, job security, knowledge hiding (playing dumb, evasive hiding, rationalized hiding), adjustment			
Khelladi et al. (2022) *	Social exchange theory, customer experience theory	Knowledge hiding, customer knowledge management, customer lived experience			
Tan et al. (2022)	Social exchange theory, optimal distinctiveness theory, and conservation of resource theory	Team member exchange	Knowledge hiding	Perception of team-member exchange differentiation, perception of team member exchange differentiation	Perceived insider status, psychological safety
Che et al. (2022)	Social quality theory	Socio-economic security, social inclusion, social cohesion, and social empowerment	Community capacity, intentional knowledge hiding, unintentional knowledge hiding		

Rong and Liu (2022)	Theory of ethical leadership, theory of knowledge management, social exchange, and social cognition theory	The ethical CEO	Top management team creativity	Psychological distance, psychological distance	Top management team knowledge sharing, top management team knowledge hiding
Alam et al. (2021)	Affective event theory	Relationship conflict	Knowledge hiding	Irritability	Frustration
Ma and Zhang (2021)	Emotion theory,	Perceived overqualification	Knowledge hiding	Team positive affective tone	Negative emotion state
Abdelmotaleb et al. (2021)	Ethical climate theory, social information processing theory	Leader-signaled knowledge hiding	Organizational identification	Agreeableness	Self-interest climate
Pereira and Mohiya (2021)	Expectancy motivation theory, organizational justice	Individual intention (positive, negative), organizational support (positive, negative)	Positive organization outcome, negative organizational outcome		Knowledge hiding knowledge sharing
Xia et al. (2021)	Integrated effective events, emotional appraisal theory	Request politeness	Evasive hiding. playing dumb, rationalized hiding		Anger, happiness

Chatterjee et al. (2021)	Leader member exchange (LMX) theory	Organizational knowledge sharing climate, knowledge characteristics	Organization performance		Knowledge hiding in an organization, project team performance, individual performance
Banagou et al. (2021)	Personality traits theory, contextual theory, and relational model theory in discussion	Openness to experience	Knowledge hiding	Market pricing climate, communal sharing climate	
Afshan et al. (2021)	Social impact theory	Supervisor knowledge hiding	Supervisor knowledge-based trust		Perceived potential prosocial impact, supervisor-directed citizenship behavior
Hadjielias et al. (2021) *	Stewardship theory	Members of family business as stewards, knowledge sharing or hiding			
Albana and Yeşiltaş (2021)	Theory of belongingness,	Workplace ostracism	Knowledge sharing, knowledge hoarding, knowledge hiding	Cultural intelligence	
Arias-Pérez and Vélez-Jaramillo (2021)	Transaction cost theory	Technological turbulence caused by AI	Playing dumb, evasive hiding, rationalized hiding	Employees AI and robotics awareness	

Su (2021) *	Transactive memory system theory, dialectical tension model	Knowledge sharing, knowledge hiding, work and social relationships			
Mangla et al. (2021) *	Stakeholders' theory, theory of industrial symbiosis, information theory	The practice of hiding knowledge among stakeholders			
Kmieciak (2021)	Organizational support theory, conservation of resources theory, and social identity perspective	Co-worker support	Horizontal knowledge withholding, voluntary turnover intention		Affective organizational commitment
Khoreva and Wechtler (2020)	Agency theory	Relational hiding, evasive hiding, playing dumb	In role performance, innovative performance		Wellbeing
Wu (2020a)	Protection motivation theory and theory of reasoned action	Treat appraisal (perceived severity, perceived vulnerability), coping appraisal (response efficacy, self-efficacy), subjective norms about knowledge withholding	Knowledge withholding intention		Attitude toward knowledge withholding

Zhao et al. (2019)	Group engagement model- an extension of social identity theory	Leader member exchange	Employees evasive hiding, employees playing dumb, employees rationalized hiding	Relative leader member exchange	Organizational identification
Jiang et al. (2019)	Integrating self-perception theory and the socially embedded model of thriving	Knowledge hiding	Thriving at work (learning and volatility)	Organizational cynicism	Psychological safety
Zhang and Min (2019)	Organizational learning theory, job characteristic theory	Knowledge hiding	Project team performance	Cross-functionality	Team learning
Jahanzeb et al. (2019)	Social exchange theory, displaced aggression theory	Abusive supervision	Creativity	Negative reciprocity belief	Knowledge hiding
Fong et al. (2018)	Social exchange theory, absorptive capacity perspective	Knowledge hiding	Team creativity	Task interdependence	Absorptive capacity
Jha and Varkkey (2018) *	Grounded theory approach	Factors triggering knowledge hiding behavior			

Trusson et al. (2017) *	Rhetorical theory	Prosocial collegiality in knowledge sharing, self-interested strategic knowledge concealment			
Connelly and Zweig (2015)	Construal theory	Evasive hiding rationalized hiding, playing dumb	Future withholding, hurt relationships		
Tsay et al. (2014)	Justice perception, social exchange, social cognitive theory	Procedural justice, distributive justice, interactional justice, task visibility, task interdependence	Knowledge withholding intentions		Perceived organizational support, leader-member exchange, team- member exchange, knowledge withholding self-efficacy
Lee et al. (2011)	Technology acceptance model	Negative attitude, low perceived usefulness of online discussion board system, low perceived easy-of-use, (knowledge hoarding) protecting competence, reluctance to spending time, reluctance to exposure	Intention to exchange knowledge in online discussion board system	Performance link incentives (extrinsic), network externalities (intrinsic)	

Pillania (2005)	Resource-based theory	Knowledge hoarding	Knowledge management		
-----------------	-----------------------	--------------------	----------------------	--	--

Source(s): Authors' own work

*These are qualitative studies.