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What is the impact of knowledge hiding behavior on subjective career success? The role of career barriers for finance professionals in modifying their career prospects

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ABSTRACT

Hiding knowledge from colleagues prevents resource loss and gives a competitive edge. However, knowledge-hiding habits and subjective professional success have received minimal research. According to studies, government (non-competitive) and private (competitive) entities must be examined independently. In this study, the theory of conservation of resources (COR) is used to examine the moderating effect of career barriers on the relationship between three dimensions of knowledge hiding behavior (evasiveness, rationalization, and playing dumb) and subjective career success (organised and non-organised). In order to accomplish this objective, data collected from 280 knowledge employees from various industries was analyzed using the Warp partial least squares (Warp PLS) method. The results validated most predictions and contributed to the COR theory by pinpointing when employees' resource conservation might change their career success judgements. The findings of this study can help organizations decide when to implement a human resource development intervention to reduce the impact of knowledge concealing on knowledge workers' subjective career success.

KEYWORDS

Conservation of resources; knowledge hiding behavior; subjective career success; barriers to career; warp partial least squares

Introduction

Previous research indicates that the knowledge-sharing behaviors of knowledge workers influence their career success (Aslam et al. 2013; Meflinda et al. 2018; Smith and Trebilcock 2001). Based on the findings of a survey conducted in 2006 among users of Globe-Mail, it was determined that 76% of respondents exhibited information concealment behavior (Aljawarneh and Atan 2018). There exists a prevailing inclination within the realm of literature to perceive information sharing and knowledge hiding as antithetical constructs. Nevertheless, scholarly investigations have ascertained that these two constructs are characterized by discrete reasons, conditions, and contexts (Aljawarneh and Atan 2018). In contrast to knowledge sharing, hiding knowledge from colleagues prevents resource loss and builds competitive advantages (Aslam et al. 2013; Meflinda et al. 2018). However, the influence of knowledge-hiding behaviors on subjective career success has received little attention (Li et al. 2022).Government (non-competitive) and private (competitive) organizations must be analyzed separately, according to previous research. For example, Li et al. (2022) discovered that the effects of knowledge concealment on subjective career success varied

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substantially between government and private organizations. Smith and Trebilcock (2001) and Abualoush et al. (2018) believe that knowledge concealing is counterproductive for organizations. Employees retain knowledge to maintain a competitive advantage in uncertain job markets (Abualoush et al. 2018).Workplace cynicism could lead to the concealment of information. According to Connelly et al. (2012) employees may intentionally conceal or withhold information from coworkers. In order to maintain a competitive advantage, one employee may be unwilling to share information about how to handle a specific category of customer with another employee.

When considering the major gap of this study, there are antecedents to knowledge hiding behavior. For example, Lack of rewards for knowledge sharing, internal competition, and entitlement mentality (Resendes et al. 2021; Smith and Trebilcock 2001). A lack of knowledge-sharing rewards among employees is the most likely cause of knowledge hiding, although there are other plausible explanations. Rewarding knowledge sharing has a significant impact on not concealing organizational success-enhancing information (Riaz, Xu, and Hussain 2019; Smith and Trebilcock 2001). Generally, it is governed by implicit or explicit social exchanges between colleagues (Van Maanen and Schein 1977). Norms of reciprocity between coworkers reduce knowledge hiding (Černe et al. 2014). Employees who retain their threatened resources during crisis may use knowledge hiding to circumvent any adverse effects of sharing those resources. By exploring its precursors and outcomes, knowledge hiding can be prevented.

Organizations should be aware of such behaviors based on prior studies. Such behaviors can have a negative impact on team performance and morale. Employees should be supported and encouraged to develop better communication skills. Therefore, companies should provide regular training and support to foster a positive work environment. These counter-productive behaviors can be even more risky if they occur in difficult times. Companies should strive to reduce job insecurity and promote a culture of knowledge sharing. This can be achieved by focusing on employee development and recognition and creating an open communication environment.

However, when there are obstacles to career advancement, it is anticipated that this effect will shift. Numerous academicians concur that difficult times will usher in a new normal; consequently, it is essential to revisit knowledge management theories through the lens of this new normal. In a study on knowledge worker retention, for instance, Riaz, Xu, and Hussain (2019) discovered that career success was one of the most influential factors. This disruption is anticipated to have severe effects not only on nations and governments, but also on organizations worldwide. With this new era of uncertainty, it is important to reevaluate knowledge management practices to create a culture of success that will assist in retaining talent and ensuring a sustainable future. The questions remain unexplored therefore are: *What are the ways of knowledge hiding behaviors which affects subjective career success, barriers to career buffering the relationship which affects subjective career success?*

This research questions will be answered through an online survey questionnaire which was created and circulated in the year 2022. The conceptual framework created in this study was evaluated using the Warp PLS 6.0 program, which is designed for partial least squares structured equation modeling. This study advances knowledge-hiding literature in various ways (Geisler et al. 2021). The conservation of resources hypothesis (COR) states that people constantly gather, keep, and maintain their important resources, such as objects, personal traits, conditions, or energies (Westman et al. 2004). Avoidance, dissimulation, and self-censorship can help people protect their resources (McIlwee and Robinson 1992). Organizational knowledge concealing is explained by COR theory (Geisler et al. 2021). These methods prohibit employees from sharing information and safeguard their interests. Furthermore, COR theory can illuminate knowledge hiding's psychological processes. According to this idea, stress is also caused by resource loss or underperformance (Wu and Lee 2016). For instance, an employee worried about downsizing may hide their information from coworkers.

Theoretical background and hypothesis development

There exist two approaches to view the concept of career (Van Maanen and Schein 1977). There are two perspectives on the concept of career (Van Maanen and Schein 1977). One strategy is to view it as a progression with a distinct beginning, middle, and end. The alternative perspective is to view it as a cycle of learning and improvement over time (Van Maanen and Schein 1977). A company may offer horizontal benefits including higher job security and more vacations or hierarchical benefits such as promotion or a change in the job title. Whereas internal approach comprises a within occupation career development preferences (Malik and Sanders 2021). At present, little is known about how an individual's own needs and values can influence his or her career decision (see Schein 1976 for more information). According to literature, employees who hide knowledge perceive that their careers will be successful since they hold the knowledge, and the organization will depend on them.

According to the conservation of resources theory (COR), people want to accumulate, retain, and preserve their valuable resources, which can include objects, personal traits, conditions, and energies. In addition, the theory goes on to state that stress occurs when individuals perceive a perceived loss of resources or that they do not expect a gain in resources as a result of actual or potential resource loss (Hobfoll 2001). As a result of perceived stress, an individual's outputs are negatively impacted by the results of their perceived stress. This is in line with the COR theory that states that the tendency of employees to try to make use of their resources is dependent on the presence of certain conditions such as a highly political context (Westman et al. 2004).

In contrast to being compelled to disseminate knowledge, individuals possess agency over their own conduct (Kelloway and Barling 2000), although they may be incentivized and supported (as opposed to coerced). Numerous initiatives have been implemented by organizations in order to foster knowledge exchange among their staff. However, despite these studies, there is a persistent hesitancy among individuals to engage in knowledge sharing (Westman et al. 2004; Geisler et al. 2021). Academics have so investigated novel and improved methods to facilitate the exchange of knowledge. Connelly et al. (2012) were among the pioneers in formulating the idea of knowledge hiding behavior as a deliberate act of withholding information that has been specifically sought by another individual.

This study wishes to find out that in presence of barriers to career, whether this tendency to hide knowledge has a significant impact on subjective career success (Westman et al. 2004). Figure 1 shows the conceptual framework of the study based on the three areas of Knowledge Hiding Behavior, Barriers to Career and Subjective Career Success.

Even though organizations have attempted to enhance knowledge transfer (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008; Černe et al. 2014), success has eluded them. Interestingly, despite supportive organizational practices (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008; Černe et al. 2014). The next section discusses the hypothesis formation of this study as follows.

Evasive hiding behavior and organizational success

Černe et al. (2014) presents a study that examines the act of hiding information, the practise of hoarding information, and the act of sharing information (Zhao et al. 2016). For instance, the researchers determined that information gathering was a common tactic used by organizational actors to maintain power and control. Our research also identifies various predictors of information concealing in organizations. According to Zhao et al. (2016), the production of academic knowledge requires collaboration. For instance, the authors point out that the development of a larger-scale research project, such as the Human Genome Project, was only made possible through the collaboration of numerous teams of researchers and institutions (Yu, Lau, and Lau

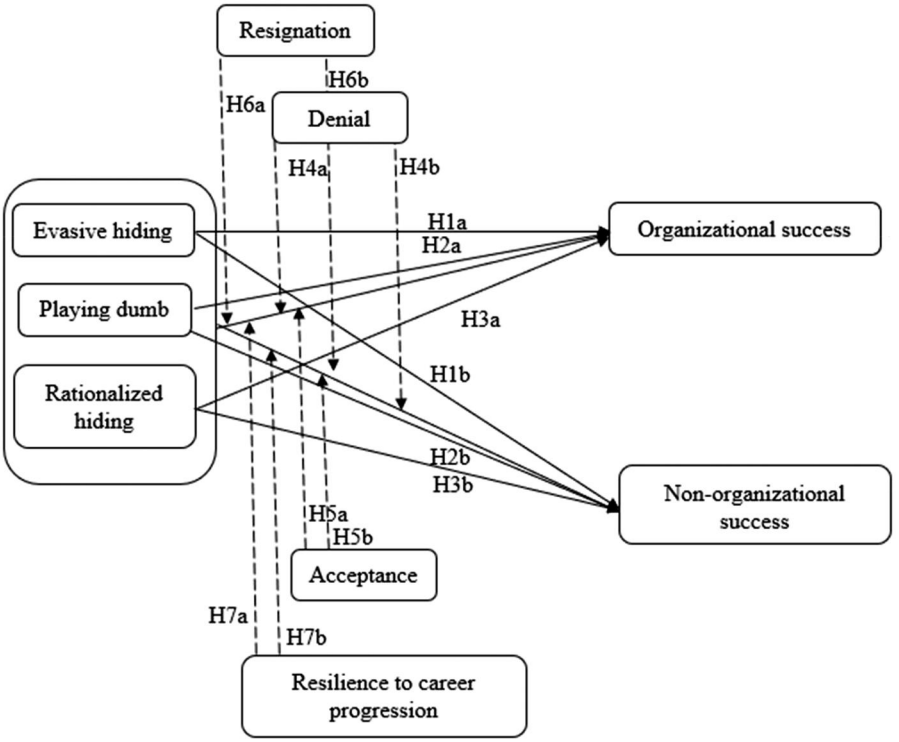

Figure 1. Hypothesized conceptual framework.

2023; Cheng, Lyu, and Ye 2023). In addition to this, there is the pressure of rivalry to do better than the other companies (Zhao et al. 2016). In the current research, we investigate the personal (individual) and situational (work-related) elements that have an impact on evasive knowledge hiding (EKH). As a result, we are able to formulate hypothesis number one (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008; Barner-Rasmussen et al. 2014).

H1a: Evasive hiding behavior has a negative impact on organizational success.

Evasive hiding behavior and non-organizational success

Organizations value knowledge as a strategic asset. In organizations, R&D creates and transfers knowledge (Jha and Varkkey 2018). A company can gain a competitive advantage by investing in R&D to better understand customer needs. An organization's R&D projects must be innovative and transfer knowledge to employees. A study by Jha and Varkkey (2018) found that R&D employees are prone to hiding knowledge because of a number of factors. For instance, an employee may withhold knowledge in order to increase their own job security or to gain a competitive advantage over colleagues (Phelps, Heidl, and Wadhwa 2012; Bock et al. 2005). As opposed to being forced to share knowledge, individuals are in control of their own behavior (Kelloway and Barling 2000) but may be motivated and encouraged (rather than pressured). Organizations have tried a variety of strategies to encourage knowledge sharing among their employees.

H1b: Evasive hiding behavior has a negative impact on non-organizational success.

Playing dumb behavior and organizational success

Some individuals are the keepers of knowledge, and whether or not they share that knowledge relies on their propensity to do so and certain employees either do not share their knowledge with their colleagues or hide information (Connelly et al. 2012), resulting in increased costs (Phelps, Heidl, and Wadhwa 2012; Bock et al. 2005). Researchers have uncovered a significant number of antecedents of knowledge that are concealed inside the setting of the workplace (Yu, Lau, and Lau 2023; Cheng, Lyu, and Ye 2023). Personality, abusive supervision, job insecurity, workplace incivility, task conflict, and organizational culture are some of these antecedents; nevertheless, this list is not exhaustive. These antecedents are things like the employees' personal traits, the nature of their jobs, the management style of their supervisors, and the climate and atmosphere of the organization. With the exception of the idea of abusive supervision (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008; Barner-Rasmussen et al. 2014) and very little research has been done to investigate the other forms of supervisor-related issues that could affect employees' knowledge concealment.

This is despite the fact that supervisors play an active agent role in the management interactions they have on a daily basis with employees. The trustworthiness of supervisors and the level of support provided by supervisors have been highlighted as two crucial aspects of supervisory roles that can either encourage or discourage employees to conceal information. As a result, it is essential to do additional research into the ways in which these two aspects may influence the degree to which employees hide information. Research has shown that keeping information to oneself can have a negative impact not only on a worker's reputation but also on his or her capacity to succeed in the workplace. Even though these and other studies have shown that knowledge concealment has a detrimental influence on innovative behavior (Karim 2020; Rhee and Choi 2017), these studies do not explain why employees could engage in this potentially risky behavior. This leads to the formation of the second hypothesis.

H2a: Playing dumb behavior has a negative impact on organizational success.

Playing dumb behavior and non-organizational success

Fair behavior and attitude of supervisors appear to influence the nature of employee-supervisor relationships. Informational justice as a sort of equitable action may affect subordinates' knowledge hiding, although how is unknown. This is because informational justice is ethical (Connelly et al. 2012). Connelly et al. (2012); Knowledge behavior in the workplace entails information sharing. Supervisors' informational fairness with subordinates may serve as a social cue for employees to decide how to handle their relevant knowledge, which may lead to information sharing or concealment (Webster et al. 2008).

The formulation of mission-critical goals and objectives for a project will determine its success. It is vital to note that the objectives include the number of volunteers, customers serviced, money earned, and reputations developed. According to Zahra and George, absorption capacity can be categorized as follows: Potential capacity is divided into realized capacity. In other words, it refers to the ability to recognize and acquire novel peripheral knowledge (Yeoh 2009). A company's acquisition capacity is characterized by close personal contacts, mutual trust, and respect among colleagues. Based on these team qualities, it is cost-effective to identify and obtain innovative knowledge (Bjorvatn and Wald 2018; Zahra and George 2002). The assimilation capacity of a team measures its ability to collaborate across experts and departments (Jiang and Tu 2023; Bjorvatn and Wald 2018; Zahra and George 2002). By integrating existing and newly acquired knowledge into operations, Fong et al. (2018) define realized capacity as the capability to create new visions and significance. The ability to adapt prior and innovative knowledge is a transformational capacity.

H2b: Playing dumb behavior has a negative impact on non-organizational success.

Rationalized hiding behavior and organizational success

According to the definition provided by Connelly et al. (2012), the concept of "knowledge hiding" refers to the practise of intentionally keeping information, ideas, or know-how to oneself. According to Ford and Staples (2008), it is conceivable for workers to disclose information that is not very significant to their coworkers while still keeping confidential information to themselves. According to Connelly et al. (2012), a person who hides information will either make an explanation for why they cannot provide the information or will accuse the other party of doing something wrong.

The impacts of evasive, stupid, and rationalized knowledge concealing on team creativity were investigated Waseem et al. (2019) research. According to the findings of the study, teams that concealed information were less creative than those who shared it. Additionally, it was discovered that the environment of perceived mastery played a detrimental role in moderating the association between team creativity and the practise of knowledge concealment. The creative process is significantly impacted when individuals engage in deceptive behaviors such as evasion and playing stupid. On the other hand, rationalized concealment has no effect on this association at all. It is possible to moderate perceived mastery motivating climates by playing dumb and hiding evasively, but hiding for rational reasons is not possible.

H3a: Rationalized hiding behavior has a negative impact on organizational success.

Rationalized hiding behavior and non-organizational success

When employees hide certain information, actions, or decisions rationally, they provide logical or reasonable explanations for their hidden behavior (Bjorvatn and Wald 2018; Zahra and George 2002). According to Connelly et al. (2012), a number of KH factors have varying effects (Webster et al. 2008). For instance, the scale and strength of a knowledge hub's network can have a significant impact on its success. In addition, the diversity and quality of the knowledge shared within a node are crucial to its capacity to utilize resources and accomplish its objectives (Zahra and George 2002). Compared to rationalized hiding, in which explanations are given for not providing the required knowledge, there is a significant risk associated with pervasive hiding (Webster et al. 2008). In contrast, KH's "playing dumb" behavior has less impact on teammate social interactions (Connelly et al. 2012). Compared to the other two factors of KH, positive objectives may be more closely related to rationalized hiding such as if KH is not hurtful (Connelly and Zweig 2015). Three factors of knowledge hiding prevent colleagues from developing innovative ideas, as well as adversely affecting the creativity of the knowledge hider as an individual and the group as a whole (Černe et al. 2014). TC may be affected to varying degrees by factors of KH. Next hypothesis is:

H3b: Rationalized hiding behavior has a negative impact on non-organizational success.

Moderating factors on playing dumb within the organization on evasive hiding, rationalized hiding, and denial

The practise of knowledge hiding entails keeping secret information from someone who has specifically asked for it. Even when incentivized and urged, workers are reticent to provide information (Černe et al. 2014). It may be highly challenging to urge and encourage people to share their expertise with one another, as suggested by research from Černe et al. (2014). Denial, thus,

moderates the connection between acting dumb, evasive hiding, and rationalized concealment in workplace settings. For instance, firms' contributions to fostering a culture of open information exchange have been minimal at best (Černe et al. 2014). Although the correlation is weak, Duffy, Ganster, and Pagon (2002) discovered that the level of information sharing is negatively correlated with the fear of losing advantage and the experience of psychological ownership. This link was demonstrated to exist regardless of whether or not the two variables were statistically linked.

According to Duffy, Ganster, and Pagon (2002), researchers should consider the dark side of knowledge management when contemplating evasive hiding. Knowledge concealment is wholly distinct from knowledge hoarding, unproductive work habits, and the failure to share knowledge (Černe et al. 2014). Lack of time, insufficient channels, and unforeseen circumstances may contribute to stockpiling behavior and failure to share information. It is conceivable that knowledge concealment was not motivated by a desire to offend others. Some employees conceal information from their coworkers out of a sense of responsibility, whereas others do so to avoid conflict (Černe et al. 2014). Alternately, counterproductive work behavior can generate a sense of contempt for the opinions of others, which can have negative consequences for an organization. According to Connelly et al. (2012), knowledge hiding does not contradict knowledge sharing; both have acceptable discriminate validity, and knowledge hiding differs from knowledge hoarding.

Employees provide justifications for hiding information (Connelly et al. 2012). It is not uncommon for a coworker to refuse to provide a copy of a report when an employee requests it (Connelly et al. 2012). Despite the absence of deception, the requested knowledge is not forthcoming in this case. Connelly and Zweig (2015) have found that rationalized hiding is more strongly associated with positive intentions than other types of knowledge hiding. During evasive hiding, a person hesitates and delays knowledge delivery or provides less information than needed (Connelly et al. 2012). Furthermore, employees may conceal information or provide incorrect information in the future despite intending to conceal it (Connelly et al. 2012). If a colleague receives a request and provides some of the requested knowledge, but not all. It is possible (but not necessarily) that dishonesty is involved. As a result, the moderating variables are as follows.

H4a: Denial moderates the relationship between evasive hiding, rationalized hiding, and playing dumb and organizational success.

Moderating factors on non-organizational success on evasive hiding and rationalized hiding

Denial evokes differential action patterns among knowledge concealment perpetrators, which suggests that negative emotions are occasionally accompanied by positive behavior (Connelly and Zweig 2015).In addition, according to Connelly and Zweig (2015) denial acts as a moderator in the interaction between evasive hiding, rationalized hiding, and playing dumb in the context of non-organizational success. Concealing information from one's coworkers might lead to feelings of guilt and shame. Playing dumb, as opposed to evasive concealing or rationalized hiding, is particularly effective at evoking these unfavorable feelings in an individual. Playing dumb is considered to be a sort of deceit due to the fact that the individual is purposefully trying to conceal knowledge. On the other hand, evasive hiding and rationalized hiding are considered to be more passive and less likely to be perceived as manipulative. The negative feelings that are connected with playing dumb are therefore more severe than those that are associated with other forms of concealment. As a result of this, practitioners ought to steer clear of playing dumb and hiding information within organizations. The feelings of guilt and humiliation that can arise from keeping information from one's coworkers a secret is lessened by the act of denying the truth (Černe et al., 2014). Playing dumb, as opposed to evasive concealing or rationalized hiding, is what brings about these bad feelings.

In non-organizational situations, practitioners should steer clear of playing dumb and concealing their knowledge for this reason. When interacting with other stakeholders located outside of the organization, for instance, a worker should not put on the air that they are unaware of a certain project in order to steer clear of the bad feelings that are linked with this kind of behavior. As a result, this results in the development of the moderating variables as will be shown in the following. To have a better understanding of the effects of information hoarding inside an organization, this moderating variable can be utilized. It is also helpful in establishing measures to lessen the negative implications of knowledge concealment, which is another use for the information. Last but not least, it can be put to use in the formulation of policies that discourage the behavior of keeping information to oneself.

H4b: Denial moderates the relationship between evasive hiding, rationalized hiding, and playing dumb and non-organizational success.

Moderating factors on acceptance on rationalized hiding

According to Zhao et al. (2019), acceptance helps reduce instances of evasive concealing, playing dumb, and rationalized hiding. The vast majority of workers have every intention of omitting, distorting, or burying relevant facts. According to Zhao et al. (2019) the term "knowledge concealment" refers to the deliberate act of withholding vital information from one's coworkers (Bogilović et al. 2017). Research has shown that when information is muddled, it makes it more difficult to share that information, which in turn makes it more difficult to innovate and even damages trust, which in turn raises the danger of losing knowledge and reduces the potential for individual and team creativity. We investigate the factors that influence the link between evasive hiding, playing dumb, and rationalized concealing in this study. For instance, a person may engage in rationalized concealment in order to safeguard their career by withholding information that has the potential to render them less useful to the group or the organization. In this scenario, the individual is trying to protect themselves from being replaced. The topic of knowledge concealing could be considered by organizations. According to Bogilović et al. (2017), there is an inverse relationship between the act of concealing one's knowledge and the behaviors of evasive hiding, playing dumb, and rationalized hiding.

Relationships can become more fragile when information is withheld. Knowledge concealing and the behaviors associated with it, such as acting dumb, evasive hiding, and rationalized hiding, should be reduced by organizations through the implementation of preventative measures. This is due to the fact that employees may be prevented from getting the information they need to execute their jobs due to the concealment of knowledge, which can result in confusion and a reduction in production. Because workers may conclude that they cannot rely on their coworkers to be truthful and offer correct information, this can also result in a decrease in morale and foster feelings of mistrust within the workforce. In order to lessen the chance of organizations hiding information from one another, those organizations should create an atmosphere that encourages transparency and collaboration. The exchange of information ought to be promoted and rewarded in order to facilitate the development of trust and teamwork.

H5a: Acceptance moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and organizational success.

Moderating factors on acceptance on rationalized hiding

Information hiding can have both positive and negative effects on researchers (Bogilović et al. 2017). Both feigning ignorance and concealing information are dishonest. In contrast, justified

knowledge concealers justify their concealment and clarify their role (Bogilović et al. 2017). (Bogilović et al. 2017) Evasive concealment involves the hider supplying inaccurate information or deceptive promises (which are not intended). It involves feigning ignorance or refusing to reveal pertinent information (Connelly et al. 2012). According to Connelly et al. (2012), rationalized concealing occurs when the suppressor provides an explanation for why he or she cannot disclose requested information or criticizes the second party. Acceptance moderates evasive hiding, playing dumb, and rationalized concealing in three ways with regard to non-organizational success. The act of hiding or withholding information is known as knowledge concealment. There are three categories of concealment: invasive concealment, foolish behavior, and justifiable concealment (Connelly et al. 2012). Such activities can hinder corporate growth and competitiveness (Bogilović et al. 2017; Rhee and Choi 2017).

H5b: Acceptance moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and non-organizational success.

Moderating factors on resignation on rationalized hiding

Organizational crises caused by COVID-19 have led to shutdowns, mergers, downsizing or restructuring. Knowledge hiding is more common among employees suffering from organizational crises (Ozili and Arun 2020). Employees often feel a sense of uncertainty and lack of control over their work environment during organizational crises. This leads them to withhold valuable knowledge that could potentially be used to benefit the organization. In order to survive the pandemic, many organizations have shut down, merged, downsized, or restructured due to organizational crises (Ozili and Arun 2020). This is because employees fear that their knowledge will be taken away from them if they share it. They may also be afraid of losing their jobs or being demoted if their knowledge is utilized. Additionally, there may be a lack of trust between the organization and its employees, leading to employees withholding knowledge (Kwahk and Park 2016).

This fear of knowledge loss is often reinforced by managers who are not supportive of knowledge sharing, or who create an atmosphere of competition and mistrust. This can lead to employees feeling like they can't trust their colleagues, making them less likely to share their knowledge. Additionally, some employees may feel that they don't have the expertise or skills needed to share knowledge effectively, leading to an unwillingness to do so. Many employees deliberately conceal knowledge in spite of organizations' efforts to encourage knowledge sharing (Bogilović et al. 2017; Rhee and Choi 2017). According to Connelly et al. (2012) employees may conceal or withhold information from their coworkers. Knowledge hiding depends on the employer's acceptance. This behavior is often motivated by a desire to protect job security, to avoid being taken advantage of, or to maintain a level of control over the knowledge. Consequently, it can lead to inefficiencies in the workplace and decreased productivity.

H6a: Resignation moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and organizational success.

Moderating factors on evasive hiding, playing dumb, and rationalized hiding on resignation

There are three ways in which knowledge concealing practices can be observed at work (Huo et al. 2016; Burmeister, Fasbender, and Gerpott 2019). The first is when knowledge-intensive firms actively choose to limit the amount of information that they share with their employees. The second is when firms strategically use intermediary parties to control the flow of information. The third is when firms use different communication channels to control the flow of knowledge

within the firm. Power, influence, or wealth may motivate these activities. By limiting the amount of information that employees have access to, firms can prevent employees from gaining too much power or having too much influence. Similarly, by using intermediary parties or different communication channels, firms can control the flow of information and ensure that the right information is reaching the right people. Additionally, firms may use these strategies to maintain power, influence, or wealth within the firm. Furthermore, the tendency to hide knowledge has seen a faster increase than the tendance to share knowledge (Holten et al. 2016). For instance, in a study by Holten et al. (2016) they found that the majority of surveyed employees indicated they had withheld information from their colleagues at least once in the past year. Knowledge hiding is low when coworkers exchange reciprocal information (Černe et al. 2014). COVID-19, for example, triggers different agentic resources (Malik and Sanders 2021). Investigations of knowledge hiding's antecedents and consequences are necessary. Rarely are non-crisis resignation antecedents discussed. For instance, individual differences including personality, motivation, and job attitudes can influence knowledge hiding behavior.

H6b: Resignation moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and non-organizational success.

Moderating factors on career progression toward evasive hiding, playing dumb, and rationalized hiding on resignation

Adaptability to career advancement moderates organizational success (Lefevre, Colot, and Vannoorenberghe 2002). As a result of its complexity and dynamism, managing resistance has never been an easy task for managers or employers (Lefevre, Colot, and Vannoorenberghe 2002). For instance, managers of companies must take into consideration the possible implications of changes on the work environment, and they must also be aware of the best strategies to employ when it comes to managing resistance. Work activities and other intentional behaviors are affected by silence in career progression (Kwahk and Park 2016). It is expected that a lack of training will have a significant impact on the ways in which employees work and how they react to the organizational contexts specifically due to the lack of training (Semerci 2018). For example, if employees are not trained in the latest software, they may not be able to complete tasks as efficiently and effectively as those who have received the necessary training. As a result, the following moderating variables-related hypothesis is stated:

H7a: Resilience to career progression moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and organizational success.

Moderating factors on resilience toward evasive hiding, playing dumb, and rationalized hiding on resignation

By extension, career resilience refers to adapting to career changes (Kwahk and Park 2016). Developing career resilience means taking charge of your own career path and continuously learning new skills (Otto et al. 2019). Resilience may explain burnout in future professionals. Burnout negatively impacts the professional and personal performance of education and industry professionals (Otto et al. 2019). Young people who will work as professionals in the future can benefit from understanding burnout and detecting factors that can help prevent burnout (Kwahk and Park 2016). Secondly, resilience to career progression moderates the relationship between playing dumb and rationalized hiding in non-organizational success (Lefevre, Colot, and Vannoorenberghe 2002). Through organizational citizenship behavior, employees can be

compensated for their transgressions rather than withdrawing from the situation (Semerci 2018). Hence, this leads to the formation of the next moderating variables as follows.

H7b: Resilience to career progression moderates the relationship between evasive hiding, playing dumb, and rationalized hiding and non-organizational success.

We advocate studying tiredness and resilience at different resilience levels (Semerci 2018). This study examines how interpersonal injustice affects knowledge hiding and how denial, acceptance, resignation, and career resilience mediate the relationship between evasive hiding, playing dumb, rationalized hiding, and organizational success.

Methodology

Participants and procedures

An online survey questionnaire was created and circulated in the year 2022. All responses were anonymous. The respondents were ensured of the usage of data only for academic research purposes. The data were collected from 280 knowledge workers from the finance industries in India. Out of the total responses received, 72 were female and the rest were male. According to De Sordi et al. (2021), "the term knowledge worker refers to professionals whose work is characterized by the continuous, systematic, and predominate expansion of organizational knowledge via exploration" (p. 10). The mean age of the respondents was 32.44 years with a total work experience mean of 8.38 years out of which 3.83 was their mean experience with the current company. Detailed descriptive statistics are available in the below Table 1.

Measures

Connelly and Zweig (2015) and Bari, Ghaffar, and Ahmad (2020) employed a 12-item Likert scale from 1 (Strongly disagree) to 5 (Strongly agree) to quantify three-dimensional knowledge hiding behaviors (KHBs). Evasive hiding is “I agree to help others but intentionally not provide valuable information,” acting dumb is “Pretended I do not know what are you talking about,” and rationalized concealing is “Explained that I could not provide information.” To measure two-dimension subjective career success, 23-item scale from 1 (agree completely) to 5 (disagree completely). A sample item for Organization success is "I have sufficient responsibility at my job," while a sample item for non-organizational success is "I am satisfied with my personal life." Biju, Shetty, and Fitzsimmons (2021) used a 38-item, five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure four-dimensional career barriers. Acceptance: "Women have the same ambition for power as men." Resignation: "Girls are more likely to be hurt when taking risks than men." Resilience to career advancement: "When girls are given opportunities to lead, they do effective jobs."

Data analysis

In numerous phases, data were analyzed. Phase-1 involved calculating Cronbach’s alpha reliability coefficients for each construct to ensure internal consistency of the scales. Following this,

Table 1. Descriptive statistics ($n = 280$).

	Age	Total Work Exp	Years completed with the current employer	KHB	ACC	DEN	RSG	RES	OS	NOS
Mean	32.439	8.384	3.830	2.114	4.996	5.041	5.114	5.437	4.048	4.035
SD	4.604	4.551	3.442	0.632	1.660	1.691	1.427	1.036	1.000	1.043
Minimum	21.000	1.500	0.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	50.000	28.000	22.000	5.000	7.000	7.000	7.000	7.000	5.000	5.000

the constructs' relationships were assessed using Pearson's correlation coefficients. In Phase 2, confirmatory factor analysis is performed by evaluating the measurement model. It is utilized to determine if the observed covariance matrix corresponds to the theoretical one. In this regard, goodness of fit index (GFI; threshold value is greater than.90), root mean square error of approximation (RMSEA; threshold value is less than.08), standardized root mean square residual (SRMR; threshold value is less than.05), and chi-square/degrees of freedom (2/df; threshold value is less than 3) are considered acceptable. Convergent validity was ensured by a minimal average variance extracted (AVE) value of 0.50 for each construct, and discriminant validity was ensured by AVE values exceeding the maximum shared squared variance (MSV) values (Hair et al. 2010). Using Warp partial least squares (Warp PLS) 6.0, the hypotheses were examined in Phase-3. It enabled the current study's authors to simultaneously analyze and evaluate all hypotheses.

Results

Measurement model

Warp PLS 6.0, a partial least squares structural equation modeling programme, assessed this study's conceptual framework. The best strategy for this investigation is SEM based on PLS, despite being based on current theoretical models. PLS estimation typically estimates latent variables as weighted aggregations of indicators without compensating for measurement errors. The composite indicators show that measurement errors dominate genuine indicators, according to Kock (2015). He claims that composite indicator defects can induce unexpected biases, making measurement mistakes impossible to eliminate. Recent years have seen PLS-SEM replace survey-based research. PLS-SEM can study complex models without distributional assumptions. Thus, PLS-SEM is best for assessing the study's complicated framework (Khan et al. 2019).

Based on WARP PLS 6.0, the theoretical model was examined for nomological validity. To assess the validity of the measurement model, we evaluated three types of validation: construct, content, and discriminant. In order to determine the strength of variable relationships, we analyzed the structural model. According to the questionnaire responses from experts, the content validity of the study was determined. Cronbach's alpha (CA) and Composite Reliability (CR) were used to examine the internal consistency of the constructs. The construct reliability and validity of the study were greater than 0.7, indicating they were met.

This study satisfied construct reliability and convergent validity criteria by exceeding average variance extracted (AVE), factor loadings (Hair et al. 2017), and CR values (Hair et al. 2017). The psychometric qualities of constructs are shown in Table 2. Two methods were used to investigate discriminant validity: a) Fornell-Larcker criterion, in which the square root of the construct's AVE (italicised bold-face values in Table 3) was greater than its correlations with other variables. b) The Heterotrait-Monotrait correlation (HTMT) ratio in Table 4 is greater than 0.85, supporting discriminant validity (Franke & Sarstedt 2019). Considering that item variance inflated factor (VIF) values were less than 5, there were no concerns about multicollinearity (Kock 2015). The study's convergent and discriminant validity establish construct validity. The model fit indices (Table 5) were within Khan et al., 2019s thresholds. The model fit is satisfactory for the investigation, as indicated by the Average Path Coefficient (APC)=0.48 ($p < 0.001$), average $R2 = 0.59$ ($p < 0.001$), average block VIF =4.277 (<5), and Tenenhaus Goodness-of-Fit (GoF) = 0.497 (large < 0.36, medium < 0.25, small < 0.1).

Table 2. Factor loadings of the variables.

	Factor Loading	Variance	Error	SCR	AVE
EH1	0.69	0.4761	0.31	0.874263	0.50425
EH2	0.71	0.5041	0.29		
EH3	0.72	0.5184	0.28		
EH4	0.72	0.5184	0.28		
PD1	0.7	0.49	0.3	0.875977	0.510025
PD2	0.74	0.5476	0.26		
PD3	0.77	0.5929	0.23		
PD4	0.64	0.4096	0.36		
RH1	0.75	0.5625	0.25	0.890762	0.54425
RH2	0.83	0.6889	0.17		
RH3	0.7	0.49	0.3		
RH4	0.66	0.4356	0.34		
OS1	0.69	0.4761	0.31	0.974453	0.539316
OS2	0.73	0.5329	0.27		
OS3	0.77	0.5929	0.23		
OS4	0.7	0.49	0.3		
OS5	0.77	0.5929	0.23		
OS6	0.72	0.5184	0.28		
OS7	0.74	0.5476	0.26		
OS8	0.73	0.5329	0.27		
OS9	0.64	0.4096	0.36		
OS10	0.75	0.5625	0.25		
OS11	0.74	0.5476	0.26		
OS12	0.78	0.6084	0.22		
OS13	0.62	0.3844	0.38		
OS14	0.73	0.5329	0.27		
OS15	0.83	0.6889	0.17		
OS16	0.82	0.6724	0.18		
OS17	0.73	0.5329	0.27		
OS18	0.74	0.5476	0.26		
OS19	0.69	0.4761	0.31		
NOS1	0.78	0.6084	0.22	0.872534	0.503525
NOS2	0.66	0.4356	0.34		
NOS3	0.74	0.5476	0.26		
NOS4	0.65	0.4225	0.35		
ACP1	0.64	0.4096	0.36	0.927153	0.5188
ACP2	0.7	0.49	0.3		
ACP3	0.78	0.6084	0.22		
ACP4	0.67	0.4489	0.33		
ACP5	0.69	0.4761	0.31		
ACP6	0.85	0.7225	0.15		
ACP7	0.69	0.4761	0.31		
DEN1	0.84	0.7056	0.16	0.957175	0.56591
DEN2	0.74	0.5476	0.26		
DEN3	0.86	0.7396	0.14		
DEN4	0.76	0.5776	0.24		
DEN5	0.78	0.6084	0.22		
DEN6	0.69	0.4761	0.31		
DEN7	0.68	0.4624	0.32		
DEN8	0.69	0.4761	0.31		
DEN9	0.81	0.6561	0.19		
DEN10	0.64	0.4096	0.36		
RG1	0.7	0.49	0.3	0.944506	0.526833
RG2	0.78	0.6084	0.22		
RG3	0.82	0.6724	0.18		
RG4	0.72	0.5184	0.28		
RG5	0.65	0.4225	0.35		
RG6	0.71	0.5041	0.29		
RG7	0.78	0.6084	0.22		
RG8	0.73	0.5329	0.27		
RG9	0.62	0.3844	0.38		
RS1	0.65	0.4225	0.35	0.957189	0.543891
RS2	0.73	0.5329	0.27		

(*continued*)

Table 2. Continued.

	Factor Loading	Variance	Error	SCR	AVE
RS3	0.73	0.5329	0.27		
RS4	0.83	0.6889	0.17		
RS5	0.65	0.4225	0.35		
RS6	0.77	0.5929	0.23		
RS7	0.65	0.4225	0.35		
RS8	0.78	0.6084	0.22		
RS9	0.69	0.4761	0.31		
RS10	0.76	0.5776	0.24		
RS11	0.84	0.7056	0.16		

Note. α: Cronbach's alpha; SCR: Scale Composite Reliability; AVE: Average Variance extracted.

Table 3. Fornell- Larcker criterion.

	EH	PD	RH	OS	NOS	ACP	DEN	RG	RS
EH	0.789								
PD	0.348	0.749							
RH	0.303	0.56	0.813						
OS	0.389	0.591	0.468	0.737					
NOS	0.401	0.42	0.316	0.56	0.803				
ACP	0.248	0.413	0.362	0.485	0.398	0.782			
DEN	0.278	0.494	0.414	0.254	0.411	0.591	0.743		
RG	0.338	0.349	0.389	0.385	0.317	0.42	0.589	0.703	
RS	0.411	0.262	0.227	0.228	0.44	0.413	0.321	0.442	0.739

Note. The diagonal bold-face values are the square root of AVE.
EH: Evasive Hiding; PD: Playing Dumb; RH: Rationalized Hiding; OS: Organizational Success; NOS: Non organizational success; ACP: Acceptance; DEN: Denial; RG: Resignation; RS: Resilience.

Table 4. HTMT table.

	EH	PD	RH	OS	NOS	ACP	DEN	RG	RS
EH	0.567								
PD	0.21	0.624							
RH	0.24	0.305	0.598						
OS	0.256	0.246	0.452	0.572					
NOS	0.325	0.358	0.264	0.382	0.684				
ACP	0.382	0.256	0.333	0.285	0.357	0.662			
DEN	0.241	0.253	0.269	0.358	0.224	0.114	0.603		
RG	0.115	0.189	0.116	0.428	0.336	0.124	0.116	0.648	
RS	0.189	0.145	0.169	0.222	0.227	0.242	0.258	0.302	0.589

Table 5. Model-fit indices.

Model fit and quality indices	Values (threshold values, if any)
Average path coefficient (APC)	0.42 ($p < 0.001$)
Average R^2	0.51 ($p < 0.001$)
Average block VIF	4.112 (Acceptable if value $\leq$5)
Tenenhaus Goodness of Fit (GoF)	0.559 (Large $\geq$ 0.36; Medium $\geq$ 0.25; Small $\geq$ 0.1)

Table 6. Causality assessment indices.

Causality Assessment Indices	Values (Threshold Values if any)
Sympson's Paradox Ratio (SPR)	0.774(Acceptable if $\geq$ 0.7)
R^2 contribution ratio	0.918 (Acceptable if $\geq$ 0.9)
Statistical Suppression Ratio (SSR)	0.741 (Acceptable if $\geq$ 0.7)
Nonlinear bivariate causality direction ratio (NLBCDR)	0.787 (Acceptable if $\geq$ 0.7)

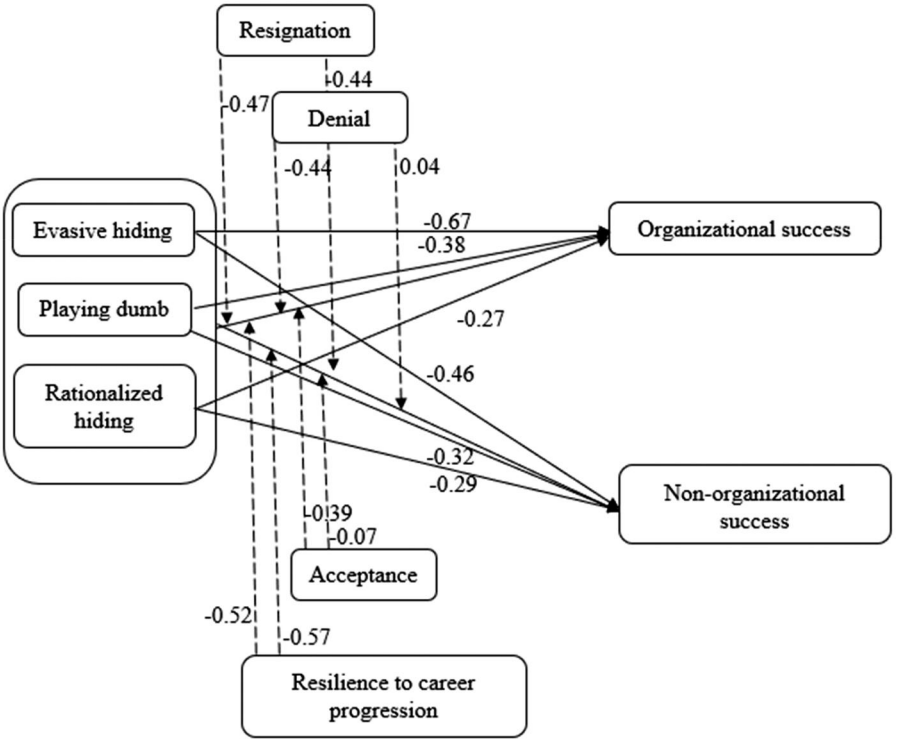

Figure 2. Diagrammatic representation of results.

Common method bias

Common method bias (Kock 2015) may have resulted from the study's cross-sectional design, in which researchers collected data for the dependent and independent variables from the same participants at the same time (Kock 2015). In addition, we self-administered the questionnaire and randomized the study's queries to control for CMB. The results of Harman's single factor test indicated that the latent factor explained 39.1% of the variance, which is below the 50% threshold (Khan et al. 2019).

Cross-sectional data were analyzed for causality using the non-linear bivariate causality direction ratio (NLBCDR) (Kock 2015). As stated in Table 6 and Figure 2, NLBCDR is 0.774, which exceeds the criterion of 0.7. This means our study was causality-free.

Results of hypotheses testing

Figure 2 depicts the path model derived from PLS-SEM after investigating proposed associations with Warp PLS. We estimated the standard error and significance of parametric estimates using bootstrapping in PLS. The significance of the trajectories indicated that the proposed hypothesis lacked empirical support. In the study, we found support for H1a ($\beta = -0.67$, $p < 0.001$), H1b ($\beta = -0.46$, $p < 0.001$), H2a ($\beta = -0.38$, $p < 0.001$), H2b ($\beta = 0.-0.32$, $p < 0.001$), H3a ($\beta = -0.27$, $p < 0.001$), H3b ($\beta = -0.29$, $p < 0.001$), H4a ($\beta = -0.44$, $p < 0.001$), H5a ($\beta = -0.39$, $p < 0.001$), H6a ($\beta = 0.-0.47$, $p < 0.001$); H6b ($\beta = 0.-0.44$, $p < 0.001$); H7a ($\beta = 0.-0.52$, $p < 0.001$) and H7b ($\beta = 0.-0.57$, $p < 0.001$) as indicated in Table 7. The significance level associated with the strength of the proposed relationships in the conceptual model is depicted in Figure 2. The study found no significant correlation between H4b (= 0.04, p 0.1) and H5b (= −0.07, p 0.1). R2 represents the explanatory power of the model, which is 0.752, which is within an acceptable range.

Table 7. Summary of hypotheses testing.

Sr. No.	Path coefficient	Level of significance	Hypothesis testing results
H1a	−0.67	***	Supported
H1b	−0.46	***	Supported
H2a	−0.38	***	Supported
H2b	−0.32	***	Supported
H3a	−0.27	***	Supported
H3b	−0.29	***	Supported
H4a	−0.44	***	Supported
H4b	0.04	*	**Not Supported**
H5a	−0.39	***	Supported
H5b	−0.07	*	**Not Supported**
H6a	−0.47	***	Supported
H6b	−0.44	***	Supported
H7a	−0.52	***	Supported
H7b	−0.57	***	Supported

Discussion of the findings

The determination of the role of knowledge hiding in workplace incivility aims to give a new direction to the prevailing unacceptable behavior of employees (Otto et al. 2019). To create a friendly and progressive atmosphere at work, it is also necessary to understand the underlying reasons for such behavior (Otto et al. 2019). As a result, the professional environment would be improved, customers would be satisfied, and the overall performance of the organization would be improved.

Evasive hiding behavior and organizational success

The data analysis showed that H1a of evasive hiding behavior has a negative impact on organizational success with a β value of −0.67. The reason for this is that when there is knowledge that a colleague intentionally conceals, it creates grudges between them, and workplace incivility is exhibited at every opportunity (Kwahk and Park 2016). For example, when a colleague hides information, it can lead to a lack of trust between them and their peers, creating an atmosphere of hostility and mistrust .It is important to note, however, that these uncivil behaviors at work are not severe or likely to cause any harm to coworkers (Kwahk and Park 2016). Thus, no intentional harm in the form of workplace incivility occurs in the future (Kwahk and Park 2016). Further H1b of evasive hiding behavior has a negative impact on non-organizational success was supported with a β value of −0.46. For example, the study found that the greater the workplace incivility, the greater the tendency of employees to hide their true feelings and intentions in order to avoid potential conflict. Even though this value is lower than the first hypothesis of evasive hiding behavior has a negative impact on organizational success, the second hypothesis value indicated that employees who violate psychological contracts may experience negative feelings that may result in incivility in the workplace at any opportunity to avenge themselves as per conservation of resources (COR) theory (Semerci 2018). The COR theory suggests that when an individual experiences a perceived threat to their resources, they will engage in behaviors to protect those resources. The study found that employees who have had their psychological contracts violated may be more likely to engage in retaliatory behaviors, such as incivility in the workplace. As a result, this suggests that employers should take proactive steps to ensure that psychological contracts are respected, to reduce the risk of retaliatory behavior from employees. This could have a negative impact on the success of the organization. Workplace incivility cannot be completely eradicated; however, it can be controlled through the implementation of appropriate policies (Semerci 2018).

Playing dumb behavior and organizational success

The second hypothesis (H2a) of playing dumb behavior has a negative impact on organizational success with a β value of −0.38. Therefore, knowledge must be requested, and hiding must always be intentional (Semerci 2018). These characteristics distinguish KH from other counterproductive knowledge-related behaviors, such as knowledge hoarding, knowledge withholding, or a lack of knowledge sharing. For example, knowledge hoarding occurs when an individual deliberately keeps knowledge to themselves and does not share it with others, whereas knowledge hiding involves the intentional removal of knowledge from the collective knowledge network. Knowledge hoarding may also occur if the knowledge is not explicitly requested, and a lack of knowledge sharing may simply result from the absence of the knowledge (Connelly et al. 2012). In these cases, knowledge hoarding is often motivated by fear of being replaced or the desire to gain recognition and power. On the other hand, knowledge hiding may be driven by a fear of losing control of the knowledge or a lack of trust in the other parties involved in the knowledge sharing process. For example, the CEO of a company may be reluctant to share confidential information with the employees, leading to knowledge hoarding.

According to Connelly et al. (2012), KH is a distinct concept, and it implies an intentional effort from the hider, as the hider dissimulates knowledge in response to the request. Furthermore, second hypothesis (H2b) of playing dumb behavior has a negative impact on non-organizational success with a β value of −0.32. KH differs from other constructs such as sharing by involving two or more people in concealing knowledge, i.e., a knowledge seeker seeking knowledge and a knowledge hider who conceals knowledge by refusing to share it with the seeker. Knowledge hoarding or lack of knowledge sharing share some similarities with KH, but scholars have shown that it is a unique and distinct phenomenon (Connelly et al. 2012).

Rationalized hiding behavior and organizational success

Third hypothesis (H3a) of rationalized hiding behavior has a negative impact on organizational success with a β value of −0.27. As a result, organizations are implementing a variety of mechanisms in order to facilitate the effective utilization and management of knowledge in the organization (Connelly et al. 2012). These mechanisms include the use of knowledge management tools, such as databases and software, to store and manage information. Additionally, organizations are also investing in training and development programs to increase the knowledge base of their employees and ensure that their employees have the knowledge and skills necessary to effectively utilize the knowledge in the organization. It is difficult to manage tacit knowledge because it resides in the minds of individuals and can only be accessed when those who possess it are willing to share it (Connelly et al. 2012). Recent literature on knowledge management has given considerable attention to rationalized hiding behavior (Connelly et al. 2012).

Contrary to rationalized hiding, which provides explanations for not providing the required knowledge, pervasive hiding poses a significant risk (Webster et al. 2008). This is similar to the mindset of a hoarder, where they may have a rational justification for why they are keeping something, yet the accumulation of these items ultimately poses a threat to the individual and their environment. As a result, KH's "playing dumb" behavior has less impact on teammate social interactions (Connelly et al. 2012). Positive objectives may be more closely related to rationalized hiding than to the other two factors of KH, for instance, if KH is not hurtful (Connelly and Zweig 2015). For example, Connelly and Zweig (2015) found that KH had a positive effect on the quality of the team's communication when the team members had positive expectations of their performance. Furthermore, third hypothesis (H3b) of rationalized hiding behavior has a negative impact on non-organizational success with a β value of −0.29.

Playing dumb moderates evasive hiding, rationalized hiding, and denial

Fourth hypothesis (H4a) of playing dumb moderates, the relationship between evasive hiding, rationalized hiding, and denial showed with a β value of −0.44. This value appears very high in this study due to two main major findings. It is common for employees to hide information (Connelly et al. 2012). There is a high rate of refusal among coworkers when employees request a copy of a report (Connelly et al. 2012). In spite of the fact that there is no evidence of deception in this case, it is not forthcoming. This has caused unnecessary tension in the workplace. It is essential to create a culture of trust and open communication in order to foster a productive work environment. Without the ability to trust each other, colleagues may be reluctant to collaborate and share resources with one another, leading to reduced productivity and a lack of innovation. Creating an atmosphere of trust and open communication can help build relationships between employees, which in turn can lead to increased job satisfaction and better work performance. This trust and open communication is also key to forming a culture of mutual respect, leading to further collaboration, higher morale, and a more productive work environment.

Rationalized hiding is more strongly associated with positive intentions than other types of knowledge hiding, according to Connelly and Zweig (2015). Connelly et al. (2012) describe evasive hiding as the act of delaying knowledge delivery or providing less information than necessary. It is also possible for employees to provide incorrect information or promise a complete answer in the future despite intending to conceal it (Connelly et al. 2012). Some of the requested knowledge is provided by a colleague, but not all of it. There is a possibility of dishonesty (but not necessarily). Moreover, it is high compared to (H4b), which mentions that in non-organizational success, denial moderates the relationship between evasive hiding and rationalized hiding with a value of 0.04. This hypothesis was not supported as knowledge confusion delays knowledge exchange, hinders innovation, and even destroys trust, increasing knowledge loss risk and limiting personal and team innovation (Černe et al. 2014; Bogilović, Černe, and Škerlavaj 2017).

Evasive hiding, playing dumb, and rationalized hiding

Considering evasive hiding, playing dumb, and rationalized hiding, the fifth hypothesis (H5a) showed with a β value of −0.39. Evasive concealment of information can lead to inaccurate information or a deceptive commitment (which is not intended) (Bogilović, Černe, and Škerlavaj 2017). For instance, a company may use vague language to disguise their actual commitments, such as promising to "reduce the environmental impact" rather than to "reduce carbon emissions by 30% by 2030."As a result, this could lead to significant damage to the organization's reputation and credibility. Therefore, it is important to ensure that all information is accurately and truthfully disclosed to prevent any misunderstandings or potential damage. For example, an organization could be held liable for any inaccurate or deceptive statements that were used to induce customers into making a purchase. It is possible that H5b of non-organizational success, acceptance moderates evasive hiding, playing dumb, and rationalized hiding with a * value of −0.07 explains the inconsistency on acceptance behavior (Černe et al. 2014; Bogilović, Černe, and Škerlavaj 2017).

The organizational success, resignation moderated evasive hiding, playing dumb, and rationalized hiding

Considering sixth hypothesis (H6a) organizational success, resignation moderated evasive hiding, playing dumb, and rationalized hiding with a β value of −0.47. This value seems to be low in this study, as employees are more likely to hide their knowledge by playing dumb when a request for knowledge is perceived as a threat to their face (Rajput and Talan 2017; Sedighi et al. 2016). For

instance, an employee may become apprehensive or anxious when asked to provide knowledge to a superior and consequently may not share information that they possess. H6b, which examines the relationship between evasive hiding, playing dumb, and rationalized hiding, showed a very low β value of −0.44. Knowledge sharing was significantly influenced by cognition-based trust, according to Sedighi et al. (2016).

Employees who conceal activities or information while presenting logical arguments for their behavior is an example of rationalized concealment, as was said in the introduction to this section (Connelly et al. 2012). This behavior has the potential to erode confidence within the organization, create barriers to open communication, and slow down collective growth. These behaviors can be very damaging to an organization's internal culture because employees become less likely to share ideas openly and take risks. This creates a fear-based environment that can stifle innovation and hinder the organization's ability to make progress (Rajput and Talan 2017; Sedighi et al. 2016).

The career progression, resignation moderated evasive hiding, playing dumb, and rationalized hiding

In addition, career progression moderated the relationship between evasive hiding, playing dumb, and rationalized hiding with a β value of −0.52. However, sharing knowledge can improve the performance of an organization and enhance its ability to innovate while reducing costs (Rajput and Talan 2017). This suggests that the more career progression an individual has, the less they are likely to utilize either evasive hiding, playing dumb, or rationalized hiding as a strategy. Therefore, by encouraging career progression, organizations can create an environment in which knowledge is freely shared and utilized to the benefit of the organization. Software that facilitates knowledge sharing, incentive systems, long-term employee relationships, and fostering an environment that encourages knowledge sharing among employees are all ways companies can promote knowledge sharing (Rajput and Talan 2017; Sedighi et al. 2016). For example, Sedighi et al. (2016) found that organizations that provide employees with a variety of career development opportunities, such as job rotation, job enlargement, and training, reported higher levels of knowledge sharing. With a * value of −0.57, H7b of resilience to career progression moderates the relationship between evasive hiding, playing dumb, and rationalized hiding in non-organizational success.

For instance, a study by Sedighi et al. (2016) found that the use of a knowledge sharing platform enhanced the relationships between employees and led to an increase in knowledge sharing, ultimately leading to an increase in employee performance. Resilience may explain burnout in future professionals. Burnout negatively impacts the professional and personal performance of education and industry professionals (Geisler et al. 2021). Young people who will work as professionals in the future can benefit from understanding burnout and detecting factors that can help prevent burnout (Kwahk and Park 2016). The next section discusses the managerial and theoretical implications as follows. Resilience is a key factor that predicts burnout in the future. It is important for young people to develop resilience in order to protect themselves from burnout. Resilience can be developed through self-care practices, such as engaging in positive activities, setting healthy boundaries, and cultivating a sense of purpose (Kwahk and Park 2016). These activities can help future professionals build the necessary resources to cope with stress and prevent burnout.

Managerial implications

Several strategies are proposed in the study for the management of knowledge hiding (Koay et al. 2022). The reward system should be based on both team and individual performance in order to

promote a culture of knowledge sharing among employees (Rajput and Talan 2017; Sedighi et al. 2016). There is no doubt that under these conditions, both employees who request knowledge as well as those who conceal it lose out as a result (Rajput and Talan 2017; Sedighi et al. 2016; Zhao and Xia 2019). Therefore, it is important to create an environment where knowledge can be shared freely and openly without any fear of penalty or retribution. This can be achieved through training, rewards, and open communication. For instance, an organization could reward employees who share their knowledge and provide them with recognition for doing so or offer training programs to encourage knowledge sharing.

To strengthen employee relationships, Connelly and Zweig (2015) recommend managers conduct teamwork exercises. When employees trust one another, they are less likely to hide knowledge (Zhao and Xia 2019). When employees trust one another, they become more willing to share information and knowledge, which creates an environment of collaboration and creativity. Additionally, employees who trust each other are more likely to work together as a team to solve problems and achieve goals. For example, managers could set up a cooperative game that requires employees to find a way to work together to solve a problem. When employees request knowledge and suspect it is intentionally withheld, managers must be aware of reciprocal distrust loops. For instance, if one employee refuses to share knowledge that another has requested, the other employee may become suspicious of the intention behind the refusal and distrust the other employee, creating a cycle of distrust. Knowledge hiding should be discouraged by managers and spoken of regularly as an advantage of sharing knowledge when asked for to prevent such loops (Geisler et al. 2021). For example, managers should ensure that employees feel safe to share their knowledge and not fear potential negative repercussions, such as being seen as a threat to others or becoming a target of competition.

Theoretical implications

In several ways, this study contributes to knowledge hiding literature (Geisler et al. 2021). The conservation of resources theory (COR) indicates that individuals are constantly trying to accumulate, retain, and maintain their valuable resources, which may be in the form of objects, personal characteristics, conditions, or energies (Westman et al. 2004). To protect their resources, individuals may use knowledge hiding and self-protection strategies, such as avoidance, dissimulation, and self-censorship (McIlwee and Robinson 1992). COR theory has been used to explain the processes of knowledge hiding in organizational settings (Geisler et al. 2021). These strategies are used to prevent employees from disclosing information to outsiders and protect their interests. Furthermore, COR theory can help to better understand the psychological dynamics behind knowledge hiding. According to this theory, stress is also a result of individuals experiencing the loss of their resources or the absence of the expected gains in their resource levels (Wu and Lee 2016). For instance, when an employee is concerned about the possibility of losing their job due to downsizing, they may be more likely to hide their knowledge from their colleagues.

The perception of stress negatively affects the output of an individual. In this study, we aim to investigate whether a tendency to hide knowledge, when there are barriers to career advancement, has a significant impact on subjective career success in the presence of barriers to career advancement (Westman et al. 2004). For instance, it was found that when there were perceived barriers to career advancement, the participants who tended to hide knowledge were less likely to report feeling satisfied with their career progress. This suggests that knowledge hiding can have a detrimental effect on career success. Therefore, it is important to recognize and address the barriers to career advancement, as well as the tendency to hide knowledge, in order to ensure career success. For instance, organizations can create career advancement programs that are accessible to all employees and foster an environment of open knowledge sharing. Knowledge hiding is better

understood when viewed in its varying dimensions rather than as a monolithic concept (Connelly et al. 2012).

Conclusion, limitations and future research agenda

This study makes use of the conservation of resources (COR) theory in order to investigate how barriers to careers influence the association between evasive, rationalized, and acting dumb knowledge concealment behaviors and subjective career success (organization and non-organization). Warp partial least squares, often known as Warp PLS, was the method that was utilized to analyze the data collected from 280 knowledge workers in a variety of fields. The findings provided support for the majority of hypotheses and made a significant contribution to the COR theory by illuminating the circumstances under which employees' resource conservation would influence their perceptions of career success. The findings of this study can assist businesses in determining when it is appropriate to intervene in the development of their human resources in order to lessen the impact that knowledge concealment has on knowledge workers' perceptions of their level of career achievement.

In addition to the quantitative approach we used, future studies may involve interviews, experiments, focus groups, and/or observation. Such qualitative methods can be used to gain deeper insights into the data gathered and can also provide valuable information for the development of new theories and hypotheses. Additionally, combining quantitative and qualitative research methods can provide a more comprehensive understanding of a given topic. Despite attempts to enhance knowledge transfer (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008), organizations have not been able to achieve success. To further uncover the reasons for this failure, it is important to evaluate qualitative research approaches that could be used to effectively bridge the gap between quantitative and qualitative data. It is common for employees to be unwilling to share their knowledge, even when organizational practices are designed to facilitate it (Phelps, Heidl, and Wadhwa 2012; Staples and Webster 2008). The paper proposes and investigates knowledge hiding as a result. For instance, when asked to explain the reasons for their decisions, employees may be reluctant to openly share their ideas and experiences in fear of the consequences. Among knowledge hiding, knowledge hoarding, and knowledge sharing, we develop a multidimensional measure (Černe et al. 2014). Several predictors of knowledge hiding in organizations are also identified (Zhao et al. 2016). In academic knowledge work, collaboration is assumed (Zhao et al. 2016). In addition, it involves competitive pressures (Zhao et al. 2016). The paper examines the conditions under which knowledge hiding is more or less likely to occur. The findings suggest that knowledge hiding can have both positive and negative effects on knowledge work.

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No potential conflict of interest was reported by the author(s).

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