

JAM

Jurnal Aplikasi Manajemen
Journal of Applied Management
Volume 22 Issue 1
March 2024

22 | 1 | 2024

Received September '23
Revised September '23
October '23
November '23
Accepted February '24

**INDEXED IN**

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OPEN ACCESS

e ISSN 2302-6332
p ISSN 1693-5241



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THE ROLES OF RESPECTFUL LEADERSHIP AND OVERQUALIFIED EMPLOYEES ON KNOWLEDGE SHARING AND KNOWLEDGE HIDING

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Abstract: In response to the competitive and dynamic business environment, understanding the determinants of knowledge sharing and knowledge-hiding behavior is crucial for optimizing knowledge utilization in achieving sustainable competitive advantage. This study aimed to develop a conceptual model of the relationships between overqualified employees, knowledge sharing, knowledge hiding, and respectful leadership. Data were collected from 94 BUMN Bank employees, and data were processed using PLS Structural Equation Modeling (SEM). This study proposes respectful leadership as a strategy to increase knowledge-sharing behavior and reduce knowledge-hiding behavior. The results of this study show that overqualified employees have an effect on knowledge sharing and knowledge hiding. Then, respectful leadership strengthens the effect of overqualified employees on knowledge sharing but weakens the effect of overqualified employees on knowledge hiding. The results of this study strengthen social exchange theory, where a respected leader will make individuals more concerned with social exchange than economic exchange so they don't hide information.

Keywords: Overqualified Employee, Knowledge Sharing, Knowledge Hiding, Respectful Leadership, Social Exchange Theory

CITATION

Hardi, Alviani, D., Dewi, P., Astarina, I., and Fitrio, T. 2024. The Roles of Respectful Leadership and Overqualified Employees on Knowledge Sharing and Knowledge Hiding. *Jurnal Aplikasi Manajemen*, Volume 22, Issue 1, Pages 206–219. Malang: Universitas Brawijaya. DOI: <http://dx.doi.org/10.21776/ub.jam.2024.022.01.16>.

INTRODUCTION

A phenomenon in the workplace today is that Generation Z, born in 1997-2012, dominates the world of work. They are individuals who are full of talent and have high competence. The facts found are that competition between colleagues leads to the hiding of information by employees with high competence. In order to achieve organizational goals well, a leader who can embrace employees who like to hide this information is needed.

This research offers respectful leadership as a solution for embracing employees with high competence and those who like to hide information. It is the responsibility of leaders to create policies and procedures that guarantee that respect is always there in the workplace and that it acts as a motivating factor for workers who prefer to keep information to themselves rather than share it. Today, businesses are attempting to encourage staff members to share their knowledge. However, the majority of employees are reluctant to share knowledge even though they are aware of its benefits. They can share simple knowledge easily, but this is not the case with tacit knowledge. Tacit knowledge is knowledge that individuals own and is often hidden as a valuable resource (Afia, 2019). Observing this phenomenon, studies related to knowledge sharing and knowledge hiding are considered relevant today. Knowledge-sharing activities (among employees) create original and innovative ideas if they can interact with other people who have various specialties and gain access to various knowledge and information to increase organizational effectiveness and efficiency, maintain organizational competitive advantage and resistance (Connelly et al., 2019; Devi, 2023; Nguyen et al., 2022). Knowledge-hiding activities (among employees) cause organizations to lose revenue, have lower team performance, lack organizational management knowledge, and minimize employee productivity (Arain et al., 2020; Haar et al., 2022). Knowledge sharing and hiding are the behaviors of employees that intentionally distribute or store information, ideas, competencies, and skills, which are determined by various factors. Factors that affect employees to share or hide knowledge, including career identity (Khan et al., 2023), paradoxical leadership, employee creativity (Devi, 2023), motivation (Perotti et al., 2023), empowering lead-

ership (Haq et al., 2021; Khatoon et al., 2022), workplace ostracism (Xing and Li, 2022), job autonomy (Peng et al., 2022), work alienation (Guo et al., 2022), organizational environment (Kumar-Jha and Varkkey, 2018), organizational rewards (Zhang and Min, 2021), organizational injustice (Jahanzeb et al., 2020), psychological contracts, and overqualified employees (Zhang et al., 2022). Overqualified employees as a determinant of knowledge-sharing or hiding behavior have attracted attention, as one-third of the world's workforce thinks and believes that they are overqualified for the job they are currently doing (Arvan et al., 2019; Zhang et al., 2021). This percentage is expected to increase in the coming years due to the expansion of career stagnation in all professions (Erdogan et al., 2018). In addition, organizational behavior that seeks to find highly qualified employees causes many employees to feel overqualified (Erdogan and Bauer, 2021; Ma and Zhang, 2022). Various empirical studies have tested overqualified employees' knowledge-sharing or hiding activities. A study by Khan et al. (2023) concludes that overqualified employees participate in knowledge-sharing activities to help their co-workers. It is in contrast to the findings in a study by Li et al. (2022) that overqualified employees have a strong sense of crisis and are afraid that their co-workers will surpass them, so they intentionally hide their knowledge and carry out self-improvement to gain a competitive advantage. The results of a study by Zhang et al. (2022) reveal a difference: low-medium level overqualified employees positively affect knowledge-hiding activities, while medium-high-level overqualified employees negatively affect knowledge-hiding activities. Findings from Khan et al. (2023), Li et al. (2022), and Zhang et al. (2022) reveal an inconsistency indicating that there are other factors, with the exclusive nature of the moment, also affecting knowledge sharing or hiding behavior. Social Exchange Theory was used as a justification and analytical framework in this study.

The conceptual framework built in this research was tested on BUMN employees in Pekanbaru. BUMN employees have clear job descriptions, but there are still employees with high competence who hide information and only share it with people they trust or respected superiors. Employees do it as bargaining power to advance their

career path. Social Exchange Theory, introduced by George C. Homans, emphasizes that social behavior arises as a result of mutually beneficial social exchanges from time to time and relies on the norm of reciprocity to return treatment (Cook et al., 2013). Employees will avoid behavior in which the costs outweigh the benefits and exhibit behavior in which the benefits outweigh the costs. Therefore, employees in an organization share or hide knowledge depending on the circumstances, benefits, or behavior costs (Devi, 2023). It is something that depends on the leadership. Leaders are organizational managers' authority figures who affect the work environment and employee experience (Enwereuzor and Ugwu, 2020). Leaders who value employees, create a positive work climate and respect others, are fair, value employees' opinions and contributions, and treat employees with respect—make employees feel comfortable and motivated to participate actively, including in sharing the knowledge they have. Employees will feel they are treated fairly and benefit from the exchange, such as recognition or support from their boss or co-workers.

On the other hand, leaders who don't value employees make employees feel uncomfortable or unsafe in sharing the knowledge they have. They worry about negative consequences, such as being ostracized or belittled by their boss or co-workers. As a result, they frequently keep their knowledge to themselves and do not actively engage in knowledge exchange. The success that benefits everyone can emerge from mutual respect in a team under the direction of a respectful leader. It is simpler to create a workplace environment that is amenable to fruitful collaboration when there is a culture of mutual respect. Because mutual regard supports effective and efficient communication, a workplace built on trust and respect may easily prosper. Employees with high competence will not hide information for the progress of the workplace organization. Therefore, an effort was made to fill the gap between overqualified employees and knowledge-sharing or hiding activities by adding the variable "Respectful Leadership." Respectful leadership is demonstrated by interaction, especially by responding to employees' needs and taking them into account, ensuring that employees feel valued as individuals through appreciation, appraisal, and recognition (Van Quaquebeke, 2011). Seeing the

current phenomenon that "respect begets respect," the self-awareness indicator was added as a new construct of respectful leadership. This attitude is predicted to encourage overqualified employees to show knowledge-sharing behavior and minimize knowledge-hiding behavior.

This research is expected to be useful in strengthening social exchange theory, where employees prioritize social exchange over financial exchange when interacting in an organization. This research aims to analyze the role of respectful leadership in strengthening knowledge sharing and reducing knowledge hiding in organizations. Indicators of self-awareness were added as a new construct of respectful leadership.

LITERATURE REVIEW

Perceived Overqualified Employee

Perceived overqualification is an employee's feeling of competence that is beyond the needs of the position. Maynard et al. (2006) define perceived overqualification as a person's level of education, knowledge, experience, and skills higher than required by the job they are doing (Zhang et al., 2022) and introduce three indicators of measurement, including surplus education, surplus experience, and surplus knowledge, skills, and abilities (KSAs).

Respectful Leadership

Respectful leadership is based on the notion that employees deserve to be treated with dignity and a supportive attitude and rewarded for their work efforts (Enwereuzor and Ugwu, 2020). van Quaquebeke and Eckloff (2010) define respect as a person's attitude towards others, where they see reasons why it is crucial to give a level of attention and justify the type of behavior in order to generate a feeling of being respected or valued as a person. Respectful leadership is the activity of leaders who consult with their employees, respect their expertise and value to the organization, know how they want to be treated and what they consider respectful of them, send strong messages, and actively encourage employees (van Quaquebeke, 2011). The Respectful Leadership scale developed by van Quaquebeke (2011) consists of trusting, being error-friendly, acknowledging equality, appreciating, excavating potential, accepting criticism, showing loyalty, interacting friendly, supporting, attentive,

and reliable. Seeing the phenomenon that "respect begets respect," the self-awareness indicator was added as a new construct of respectful leadership in this study.

Knowledge Sharing

Knowledge sharing is distributing information, ideas, and relevant professional skills among employees (Khan et al., 2023). Huang (2009) states knowledge sharing is the extent to which an employee shares tacit and explicit knowledge with their team members. Huang (2009) also developed a knowledge-sharing measurement instrument with two indicators: explicit knowledge and implicit knowledge (Oliveira et al., 2015).

Knowledge Hiding

Knowledge hiding is not simply a lack of sharing; conversely, knowledge hiding is an intentional attempt to hide or withhold knowledge that has been requested by other individuals for specific motives. Connelly et al. (2012) define knowledge hiding as the activity of concealing information, withholding competence, skills, and knowledge that is requested by others intentionally (Devi, 2023). Employees carry out knowledge hiding for a number of reasons, for example, pro-social, instrumental, laziness, or even to protect themselves or colleagues, so they are reluctant to hurt the feelings of others. Connelly et al. (2012) construct Knowledge Hiding with five dimensions, namely

Evasive hiding, Lack of sharing, Playing dumb, Rationalized hiding, and Knowledge hoarding.

HYPOTHESIS DEVELOPMENT

Overqualified Employees and Knowledge Sharing

The researchers emphasized that the main difference between knowledge-sharing and hiding behavior lies in the motives (Agarwal et al., 2022; Khan et al., 2023; Peng et al., 2022). Previously, some scholars argued that an individual's feeling of being overqualified had a positive relationship with an individual's knowledge management behavior within the organization. The feeling of overqualification employees can increase their proactive work behavior (Zhang and Oczkowski, 2016; Erdogan and Bauer, 2021), and they tend to be actively involved in job formation (Sesen and Ertan, 2020). Thus, employees who feel overqualified are more likely to express their personal views on the organization in order to gain recognition. When individuals have excessive abilities, at least in their own eyes, they are likely to take a positive approach, that is, be willing to use those abilities to help their peers (Li et al., 2022). Individuals with stronger abilities are often better at understanding, interpreting, and using a variety of information (Zhu et al., 2022).

H1: Employees who perceive themselves as overqualified tend to be willing to share knowledge.

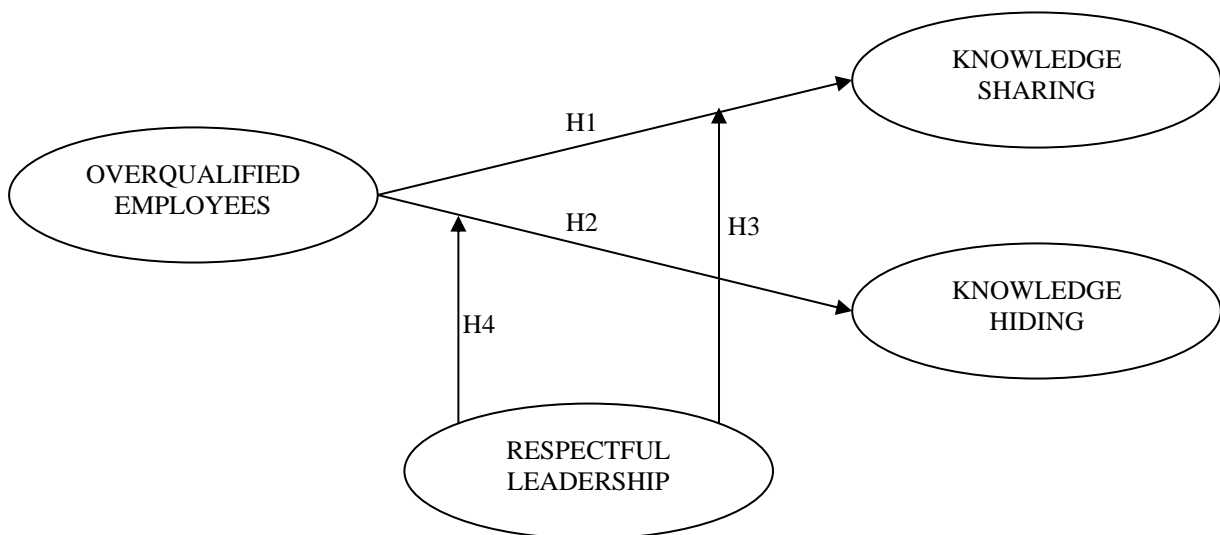


Figure 1. Research Models

Overqualified Employees and Knowledge Hiding

The comparison between knowledge hiding and knowledge sharing shows that the intentional act of hiding information needed by others is referred to as knowledge hiding (Li et al., 2022). According to Zutshi et al. (2021), knowledge hiding is more closely related to negative emotions. Several studies have shown that feeling overly qualified can reduce knowledge-sharing behavior. However, most studies argue that feeling overqualified can negatively impact an individual's knowledge management behavior, such as knowledge hiding (Khan et al., 2023; Li et al., 2022).

H2: Employees who perceive themselves as overqualified tend not to hide knowledge.

Moderation of Respectful Leadership on Overqualified Employees and Knowledge Sharing

Social Exchange Theory, introduced by George C. Homans, emphasizes that social behavior arises as a result of mutually beneficial social exchanges from time to time and relies on the norm of reciprocity to return treatment (Cook et al., 2013). In an organizational context, employees will share knowledge if the benefits outweigh the costs (Devi, 2023). The importance of leaders in managing an organization is revealed because leaders affect the work environment and employee experience (Enwereuzor and Ugwu, 2020). Leaders who value employees, create a positive and fair work climate—and are willing to share information and encourage active participation of employees in the exchange of knowledge trigger general social exchange relationships within employees. So, employees will return the leadership's respectful behavior not only for the leadership but also for their colleagues (Yoshikawa et al., 2018). Previous studies suggest a positive relationship between leader-respectful behavior and employee knowledge sharing (Gerpott et al., 2020).

H3: Respectful leadership strengthens the willingness of perceived overqualified employees to share knowledge.

Moderation of Respectful Leadership on Overqualified Employees and Knowledge Hiding

Social Exchange Theory also explains that employees will hide knowledge if the costs outweigh the benefits they will receive (Devi, 2023).

Previous studies have not been found to describe this relationship. However, as an antonym of knowledge sharing, injustice and lack of appreciation from leaders cause employees to feel uncomfortable and reluctant to share knowledge.

H4: Respectful leadership reduces the possibility of employees who perceive themselves as overqualified to hide knowledge.

METHOD

Samples and Data Collection

The research subjects were selected from BUMN Bank employees in Riau to test the model in this study. Data were collected using a questionnaire with a Likert scale. One hundred twenty online questionnaires were distributed to BUMN Bank permanent employees in Riau, but only 97 questionnaires were returned. However, three questionnaires returned were incomplete, so the questionnaires used in data analysis were only 94 questionnaires.

Variable Measurement

Variable measurements were made using a Likert scale of 7 points from 1 (strongly disagree) to 7 (strongly agree). The perceived overqualified employee variable was measured by adapting the three indicators developed by Maynard et al. (2006): surplus education, surplus experience, and surplus knowledge, skills, and abilities (KSAs). The respectful leadership variable was measured by van Quaquebeke's (2011) indicators, including trusting, being error-friendly, acknowledging equality, appreciating, excavating potential, accepting criticism, showing loyalty, interacting friendly, supporting, being attentive, being reliable, and self-awareness. In addition, the two indicators by Huang (2009), namely explicit knowledge and implicit knowledge, were used to construct knowledge sharing and knowledge hiding according to Connelly et al. (2012), which consisted of 4 indicators, namely evasive hiding, lack of sharing, playing dumb, and rationalized hiding.

RESULTS

The number of respondents in this study was 94 people with an educational background of 75% Bachelor's degrees and 25% Master's degrees. 80% of respondents are married, and the majority have worked for more than 5-10 years. 55% of

respondents are aged 35-45 years, so it can be stated that respondents are experienced and mature in attitude. Respondents' responses to the perceived overqualified employee variable are in the high category, and the highest achievement indicator is surplus education. In contrast, the lowest achievement indicator is surplus knowledge, skills, and abilities. Respondents' responses to the knowledge-sharing variable are in the high category, and the highest achievement indicator is implicit knowledge, while the lowest is explicit knowledge. Respondents' response to the knowledge-hiding variable is in the high category, and the highest achievement indicator is lack of sharing, while the lowest achievement indicator is evasive hiding. Respondents' responses to the respectful leadership variable are in the high category. The highest achievement indicator is appreciation, while the lowest is self-awareness. The following Figure 2 is the research model path.

Discriminant Validity Test

The results of the discriminant validity test for the latent variables are highly indicative of strong discriminant validity. Each indicator within its respective latent variable, whether it's "Perceived Overqualified Employee," "Respectful Leadership," "Knowledge Sharing," or "Knowledge Hid-

ing," displays substantial loading values, surpassing those of indicators from other correlated variables. For instance, in the "Perceived Overqualified Employee" construct, indicators such as "Surplus Education" (0.957), "Surplus Experience" (0.930), and "Surplus Knowledge, Skills, and Abilities" (0.857) demonstrate robust loading values. Similarly, the "Respectful Leadership" construct, represented by indicators like "Trusting" (0.858), "Being Error-Friendly" (0.966), "Acknowledging Equality" (0.879), "Appreciating" (0.881), "Excavating Potential" (0.810), "Accepting Criticism" (0.810), "Showing Loyalty" (0.868), "Interacting Friendly" (0.819), "Being Attentive" (0.814); "Being Reliable" (0.886); "Supporting" (0.826), and "Self-Awareness" (0.875), displaying higher loading values within the variable itself. The "Knowledge Sharing" variable, represented by "Explicit Knowledge" (0.908) and "Implicit Knowledge" (0.827), as well as the "Knowledge Hiding" variable, with indicators like "Evasive Hiding" (0.853), "Rationalized Hiding" (0.903), "Playing Dumb" (0.987) and "Lack of Sharing" (0.915), also reveal clear-cut discriminant validity. These findings collectively affirm that each variable effectively captures distinct and separate constructs, underlining the reliability and accuracy of the measurement model.

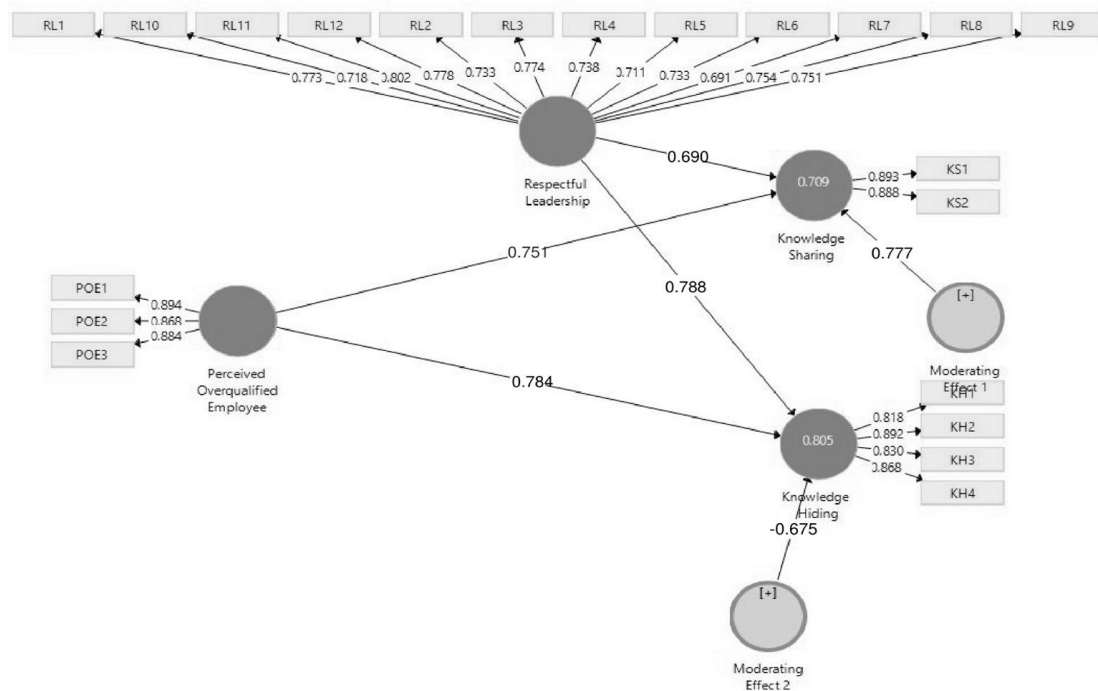


Figure 2. Research Model Path

Table 1. Factor Loading

Variable	Indicator	Factor Loading
Perceived Overqualified Employees (POE)	POE1 = Surplus Education	0.894
	POE2 = Surplus Experience	0.868
	POE3 = Surplus Knowledge, Skills and Abilities	0.884
Respectful Leadership (RL)	RL1 = Trusting	0.773
	RL2 = Being Error-Friendly	0.733
	RL3 = Acknowledging Equality	0.774
	RL4 = Appreciating	0.738
	RL5 = Excavating Potential	0.711
	RL6 = Accepting Criticism	0.733
	RL7 = Showing Loyalty	0.691
	RL8 = Interacting Friendly	0.754
	RL9 = Being Attentive	0.751
	RL10 = Being Reliable	0.718
Knowledge Sharing	KS1 = Explicit Knowledge	0.893
	KS2 = Implicit Knowledge	0.888
Knowledge Hiding	KH1 = Evasive Hiding	0.818
	KH2 = Lack of Sharing	0.892
	KH3 = Playing Dumb	0.830
	KH4 = Rationalized Hiding	0.868

Source: SmartPLS 3.0 (2023)

Convergent Validity Test

The results of the convergent validity test of the data in this study are presented in the following Table 1. Based on the results of the convergent validity test in Table 1, if the factor loading value is <0.5 , it must be removed from the model, and then the factor loading value must be re-estimated. By removing several factor loadings of <0.5 , all indicators are used to continue the analysis to the next stage. The convergent validity is met if all factor loadings are >0.5 . Because all factor loadings in this study are >0.5 , all indicators are valid to form variable constructs.

Construct Reliability Test

The Average Variance Extracted (AVE) and Composite Reliability (CR) values for the Perceived Overqualified Employee variable are 0.777 and

0.914, respectively; for respectful leadership, they are 0.754 and 0.943; for knowledge sharing, they are 0.791 and 0.839; and for knowledge hiding, they are 0.723 and 0.910. Additionally, the moderation effects of respectful leadership and knowledge sharing, as well as respectful leadership and knowledge hiding, each show a value of 1.000. These values indicate that the constructs are well-constructed or reliable, as AVE is greater than 0.5 and CR exceeds 0.7. (Hair et al., 2019).

Coefficient of Determination

The R-Square values in this study are presented in the following Table 2. The results of R-Square of 0.67, 0.33, and 0.19 indicate that the model is "good," "moderate," and "weak," respectively (Hair et al., 2019). Based on Table 4, the adjusted R-Square value for the knowledge hiding

variable is 0.835, and the knowledge sharing variable is 0.704, meaning that the percentage of effect of the perceived overqualified employee variable on knowledge sharing and knowledge hiding is 83.5% and 70.4%, respectively, and the model is categorized as good because R-Square is greater than 0.67.

Table 2. R-Square

Variable	R Square	R Square adjusted
Knowledge Sharing	0.714	0.704
Knowledge Hiding	0.841	0.835

Source: SmartpLS 3.0 (2023)

Table 3. Results of Hypothesis Testing

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
Moderating Effect 1 -> Knowledge _Sharing	0.777	12,933	0.000	Accepted
Moderating Effect 2 -> Knowledge _Hiding	-0.675	11.102	0.000	Accepted
Perceived _Overqualified Employees -> Knowledge _Hiding	0.784	12,940	0.000	Rejected
Perceived _Overqualified Employees -> Knowledge _Sharing	0.751	10.101	0.000	Accepted
Respectful _Leadership -> Knowledge _Hiding	0.690	9,186	0.000	Accepted
Respectful _Leadership -> Knowledge _Sharing	0.788	12,955	0.000	Accepted

Source: SmartpLS 3.0 (2023)

Hypothesis Analytics

The results of hypothesis testing are presented in Table 3. Hypothesis 1. Test results on the effect of perceived overqualified employees on knowledge sharing yield findings with a t-statistic value of 10.101 and a p-value of 0.000. The t-statistic value, which exceeds 1.96, and the p-value, which is below 0.05, indicate a significant effect of perceived overqualified employees on knowledge sharing activities.

Hypothesis 2. Test results on the effect of perceived overqualified employees on knowledge hiding yield interesting findings. With a t-statistic value of 12.940, which exceeds the threshold of 1.96, and a very low p-value, below 0.05 (specifically 0.000), this perception's effect on reluctance to share knowledge has a strong and significant significance.

Hypothesis 3. This study presents findings that the interaction between perceived overqualified employees and respectful leadership has a significant effect on knowledge sharing, with a t-statistic value of 12.933 and a p-value of 0.000, which is lower than the significance level α (alpha) of 0.05. In addition, the relationship between respectful leadership and knowledge sharing is also prov-

en to be strong with a t-statistic value of 12.955, which exceeds the threshold of 1.96, at a significance level of α (alpha) of 0.05, and a probability of 0.000. These results indicate that respectful leadership acts as a quasi-moderator in the relationship between perceived overqualified employees and knowledge-sharing activities.

Hypothesis 4. This study presents findings that the interaction between perceived overqualified employees and respectful leadership has a significant effect on knowledge hiding, with a t-statistic value of 11.102 and a p-value of 0.000, which is lower than the significance level α (alpha) of 0.05. In addition, the positive and significant effect of respectful leadership on knowledge hiding is also revealed, with a t-statistic value of 9.186, exceeds the threshold of 1.96, at a significance level of α (alpha) of 0.05, and a probability of 0.000. These results indicate that respectful leadership acts as a quasi-moderator in the relationship between perceived overqualified employees and knowledge-hiding activities.

DISCUSSION

The findings presented in this study indicate that of the four hypotheses put forward, only one

hypothesis is not proven, namely, “employees who perceive themselves as overqualified tend not to hide knowledge.” These results confirm that respectful leadership is central in supporting knowledge sharing and reducing knowledge-hiding activities.

Perceived Overqualified Employees Lead to Knowledge Sharing

Perceived, Overqualified Employees make a meaningful contribution to building knowledge-sharing behavior. Employees who have over education, experience, knowledge, skills, and abilities are found to show an attitude to share experience and knowledge with their team members by disseminating reports or documents needed and the procedures for working with them. It aligns with a study by Li et al. (2021) that found that qualified employees continue to help and equip others with the necessary experience, knowledge, skills, and abilities. Simultaneously, they have the opportunity to provide their colleagues with the opportunity to use their knowledge and abilities to the fullest. These findings confirm a study by Khan et al. (2023) but in contrast to a study by Li et al. (2022).

Perceived Overqualified Employees Lead to Knowledge Hiding

Employees with over education, experience, knowledge, skills, and abilities often withhold information. They pretend they don't know the information requested, delay providing information, and even provide different information from what is needed. It is done with the intention more than simply because of a lack of existing knowledge but the result of negative feelings such as injustice (Erdogan et al., 2020; Zhao et al., 2021) and relative deprivation (Connelly et al., 2019). This effect contributes to an increase in knowledge-hiding behavior. This is in line with studies by Strik et al. (2021), Koay and Lim (2022), and Arain et al. (2022). Qualifications can also limit thought and action activities directly for a person (Li et al., 2021), resulting in restrictions on the freedom of thought and action, which can encourage employees to keep knowledge from those who need it (Khan et al., 2023). In addition, overqualified employees are also smart in positioning themselves. Sometimes, when they hide knowledge on the grounds that information must be kept confidential,

superiors do not allow the dissemination of information or other rational reasons.

Respectful Leadership Encourages Perceived Overqualified Employees to Share Knowledge

Respectful leadership expresses strong support by conveying relevant information to team members (van Quaquebeke and Eckloff, 2010). The voluntary attitude of leaders in this information sharing encourages the formation of close social bonds within the organizational environment. It's not only affecting the relationship with the leadership but also inspires collaboration among colleagues (Khan et al., 2023). It is also found in the context of perceived overqualified employees, individuals with over education, experience, knowledge, skills, and abilities compared to established work standards. In the context of respectful leadership, this behavior has been shown to facilitate knowledge sharing. For example, when leaders offer a respectful approach, listen to employee views with concern, respond constructively to work efforts and recognize employees as valued equal partners, it creates an atmosphere of mutual respect and encourages interaction. In this dynamic, the feeling of pleasure that is created encourages the emergence of proactive behavior similar to the example of the leader, increasing the possibility of knowledge sharing among team members. Following social exchange theory, the pattern of giving and receiving in this interaction produces a positive circle, increasing the opportunities for the creation of a productive knowledge-sharing culture.

Respectful Leadership Minimizes Perceived Overqualified Employees to Hide Knowledge

A leadership approach emphasizing respect has great potential to reduce the behavior of perceived overqualified employees who tend to hide knowledge. In this context, respectful leadership creates an inclusive work environment and facilitates positive interactions, which can change the dynamics of that behavior. Respectful leadership, with its emphasis on open communication and respect, has a positive impact on the behavior of perceived overqualified employees with (1). Leaders who uphold respect will recognize and appreciate the unique contributions of perceived overqualified employees. This attitude encourages confi-

dence and pride in their knowledge and skills, so there is no incentive to hide knowledge; (2). A respectful leadership attitude creates an environment that allows perceived overqualified employees to participate in conversations, discussions, and decision-making actively. They feel valued and heard, so they feel more motivated to share knowledge than hide it (3). Leaders who promote respect create a sense of involvement and emotional bond between perceived overqualified employees and the team and organization. It minimizes the urge to hide knowledge because they feel connected and have a common interest in achieving organizational goals.

IMPLICATIONS

The theoretical implications of this research support the social exchange theory, which emphasizes the importance of mutually beneficial exchanges in social relationships. These findings enrich our understanding of how interactions between leaders and employees can shape an organizational culture that supports knowledge sharing. Furthermore, considering respect begets respect, this research introduces a new construct in respectful leadership: "self-awareness." This demonstrates that leadership theories continue to evolve and need to consider new factors in explaining organizational behavior.

This research has significant practical implications for organizational human resource management and leadership development. The research results reaffirm the importance of respectful leadership in creating a workplace environment conducive to knowledge sharing and reducing knowledge hiding. To achieve this, organizations need to invest time and resources in training and developing leadership that prioritizes respect, support, and appreciation for employees. Additionally, creating a work culture that encourages collaboration and knowledge sharing needs to be supported by promoting values such as mutual respect and openness in communication and utilizing reward and recognition systems to incentivize employees to be more proactive in sharing knowledge. Regarding managing employees perceived as excessive, management should take a thoughtful approach by recognizing their contributions and providing opportunities to participate in teams actively, thus maximizing their potential to support

knowledge sharing within the organization.

RECOMMENDATIONS

In management, it is very important to identify and correct factors with low contributions, such as surplus knowledge, skills, and abilities (KSAs), explicit knowledge, evasive hiding, and self-awareness. Efforts to improve KSA factors can be pursued by organizing training and development for employees in order to broaden their knowledge and improve their skills while providing opportunities to contribute to projects or tasks that require the implementation of specific KSAs. The encouragement of collaboration and open discussion can also ensure that individual knowledge becomes explicit knowledge accessible to others. Furthermore, addressing knowledge hiding/information withholding could involve building an organizational culture that promotes transparency and open communication. Finally, by stimulating self-reflection through regular performance evaluations and feedback from co-workers and superiors, it may be possible to promote higher levels of self-awareness.

This study has several limitations, such as using a cross-sectional approach, so it is unknown whether perceived overqualified employees and respectful leadership will create an attitude of knowledge sharing and minimize knowledge hiding in the long term. These limitations indicate directions for future studies, such as the benefit of using a longitudinal design in assessing theory constructs at different points in time or reflecting current research findings. Besides, this study is only relevant to the banking field; thus, further researchers are advised to analyze the different characteristics using the same theoretical framework in other fields (business, private, sports, public, and education) and then compare them. Future studies also need larger sample sizes, more sophisticated analytical techniques, and extending this study by developing knowledge sharing and knowledge hiding antecedents or other determinants and impacts of respectful leadership.

CONCLUSIONS

Respectful leadership creates a solid foundation with the principles of social exchange. When this type of leadership guides perceived overqualified employees, the positive interactions that oc-

cur encourage the growth of knowledge-sharing behavior. This is where trust, appreciation for contributions, and recognition of the strengths possessed by individuals play an essential role in shaping an environment where knowledge can flow more smoothly.

In this model, respectful leadership minimizes knowledge-hiding activities and stimulates a tendency for knowledge-sharing. Employees who feel accepted, heard, and respected by their leaders feel more motivated to participate in mutually beneficial knowledge exchanges. By creating strong engagement and providing genuine concern, respectful leadership opens the door to creating a collaborative culture where team members feel safe to contribute valuable ideas and knowledge. Thus, respectful leadership plays a role in creating positive interpersonal relationships and shaping an organizational environment that supports productive knowledge exchange. In this way, respectful leadership plays a vital role in creating an environment in which perceived overqualified employees feel motivated and comfortable sharing their knowledge with their peers, in line with the principles of social exchange theory.

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