



NEAR EAST UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES  
INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

**THE IMPACT OF DESPOTIC LEADERSHIP STYLE ON WORKPLACE  
OSTRACISM AND MANAGERIAL POWER: A MEDIATION ROLE OF  
KNOWLEDGE HOARDING AS CASE OF BANK**

MADINA SADIKOVA

MASTER'S THESIS

NICOSIA  
2021

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INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

MASTER'S THESIS

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NICOSIA  
2021

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We as the jury members certify the '**The Impact Of Despotic Leadership Style On Workplace Ostracism And Managerial Power: A Mediation Role Of Knowledge Hoarding As Case Of Bank**' prepared by the Madina SADIKOVA defended on .../.../2021 has been found satisfactory for the award of degree of Master

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Director of the Institute of Graduate Studie

## DECLARATION

I hereby declare that this dissertation is entitled

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## ABSTRACT

### THE IMPACT OF DESPOTIC LEADERSHIP STYLE ON WORKPLACE OSTRACISM AND MANAGERIAL POWER: A MEDIATION ROLE OF KNOWLEDGE HOARDING AS CASE OF BANK

Suggest a model of consistent mediation that includes despotic leadership, negative self-esteem, workplace ostracism, and knowledge accumulation. The aim is to examine the impact of oppressive leadership on employee knowledge accumulation in the presence of negative core self-esteem of intermediaries and ostracism in the workplace. This study also aims to determine the role of a proactive personality in the relationship of workplace ostracism and knowledge accumulation with employee sectors using a quantitative methodology. Moreover, a proactive personality mitigated the relationship of ostracism and accumulation of knowledge. The study concludes with some limitations, implications, and recommendations for future researchers and scientists. The purpose of this dissertation is to contribute to the literature by examining the relationship between employees' intentions to leave work, their level of job satisfaction, and the impact of an oppressive leadership style on workplace ostracism and managerial power. The management style of managers and the personnel policy of the organization shape the future of the organization. The aim of the study is to analyze the mediating role of impression management in the relationship between despotic leadership and employee performance, which includes organizational career growth, labor productivity and creativity. Using the theory of self-motivation, we suggest that despotic leaders can force people, out of fear or self-interest, to use impression management techniques, thus contributing to high career growth, productivity and creativity. The study attempts to address the gap identified by previous researchers and explore ways in which despotic leadership can be beneficial for some employees.

**Keywords:** Despotic Leadership, Job Satisfaction, Intention to Leave, Strategic Human Resource Management, Knowledge Hoarding, Workplace Ostracism, Organizational Career Grow.

## ÖZ

### DESPOTİK LİDERLİK TARZININ İŞYERİ DIŞLANMASI VE YÖNETSEL GÜÇ ÜZERİNDEKİ ETKİSİ: KUZEY KIBRIS'TA BANKACILIK SEKTÖRLERİNDE BİLGİ BİRİKİMİNİN ARABULUCULUK ROLÜ

Bu araştırmanın amacı, çalışanların işten ayrılma niyetleriyle birlikte iş memnuniyetini etkileyen liderlik rolü (despotik liderlik) ve stratejik insan kaynakları yönetimiyle aralarındaki ilişkilerin incelenerek literatüre katkıda bulunmaktır. “Yöneticilerin sahip oldukları liderlik tarzı ve kurumda belirlenen insan kaynakları politikaları kurumun geleceğini şekillendirmektedir. Bu alanlarda yapılacak çalışmalar sayesinde kurumlarda üst düzey yöneticilerin alacakları kararlarda ve liderlik rollerinin ortaya konmasına katkıda bulunulması önem arz etmektedir.

Kurumlarda yaşanan çalışan devir oranının minimum seviyede tutulma çabası, çalışanların memnuniyetine ve kurumda kalma istekleriyle doğru orantılıdır. Kurumlarda yaşanan iş devir oranındaki artış aynı zamanda kurumun performansında düşüşe sebep olabilmekte,” çalışanlara verilen eğitimlerin sonuçsuz kalmasına sebep olabilmektedir.

**Anahtar Kelimeler:** Despotik Liderlik, İş Tatmini, Ayrılma Niyeti, Stratejik İnsan Kaynakları Yönetimi, Bilgi Birikimi, İşyeri Dışlanması, Örgütsel Kariyer Büyümesi

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## **THE AIM OF THE STUDY ORIGINALITY**

The study was quantitative in nature. A quantitative study uses numerical data and presentations to provide explanations in a logical manner. One of the advantages of the quantitative method is that the results can easily be verified and repeated, hence its selection by the researcher. It is also ideal for a bigger sample size and since the researcher used a sample size of more than one hundred, it was logical to use a quantitative method as a qualitative method would have been inappropriate. In addition, quantitative study also goes hand in hand with explanatory research design.

The data was collected using a survey. The researcher went into the field to collect the data from the respondents using a questionnaire, whose copies were personally distributed to the respondents. Primary data was used as the researcher collected the data straight from the source. Secondary sources were also employed in the form of journals and academic articles. These were used for the literature review as well as in the comparison with the findings of the current study. Secondary sources of data have the advantage of being easily available, thus making them convenient for studies. The advantage of this method is that it provides more authentic information tailored to the particular study. to determine the mediating effect of knowledge hoarding on the relationship between work ostracism and knowledge hoarding. For the relationship between managerial power and despotic leadership.

## INTRODUCTION

Successful leadership is critical in every company and in the business world because it has a significant impact on the work environment and employee attitudes toward work, as well as increasing the organization's productivity. Leadership has been idealized for several decades as a positive attribute that is used to inspire followers. The main study stream has concentrated mainly on examining the attributes of successful leaders, indicating that a lack of leadership implies the absence of unique leadership traits. Likewise, scholars should pay more attention to leadership's dark side so that it is possible to explore an accurate interpretation of leadership and its effectiveness. Researchers have used many dark leadership terms to characterize the notion of dark leadership, which involves disruptive leadership, despotic leadership, and charismatic or pseudo-transformative personalized leadership. The despotic leadership style is seen as a highly selfish style of leadership in all these dark leadership types, since such leaders are seen as morally dishonest and have poor ethical standards. To protect their own interests, such leaders are more likely to participate in dishonest and anti-social activities. Such managers' behaviour against their subordinates is often deemed unethical and deceitful.

## **CHAPTER 1**

### **THEORETICAL FRAMEWORK / BACKGROUND**

#### **A Serial Mediation Model of Despotic Leadership and Knowledge Hoarding**

A consistent mediation model that includes despotic leadership, negative self-esteem, workplace ostracism, and knowledge accumulation. The aim is to examine the impact of oppressive leadership on employee knowledge accumulation in the presence of negative core self-esteem of intermediaries and ostracism in the workplace. This study also aims to determine the role of a forethoughtful character in an association of workplace ostracism and knowledge accumulation with hotel and hospital workers using a quantitative methodology. Confirmatory factor analysis, as well as mediation and moderation through regression, were used to analyze the data, and the results showed a positive and significant association of despotic leadership with knowledge accumulation through negative core self-esteem and workplace ostracism. Moreover, a proactive personality mitigated the relationship of ostracism and accumulation of knowledge.

#### **1.1 Despotic Leadership**

##### **1.1.1 Definition of Despotic Leadership**

It is important to understand what behavior constitutes despotic leadership as a starting point, and to consider similarities and distinctions between despotic leadership and other negative forms of leadership. There are several terminologies under the umbrella of negative leadership that characterize despotic leadership and have some conceptual similarities. Despotic leaders demand, control, act selfishly towards the needs and concerns of their followers, and demand loyalty and consent without question (Schilling, 2009).

This type of leadership is based on the relationship between despotic leaders and their followers and is subject to an ascending higher authority. Despotic leaders are morally corrupt and have low ethical standards. They restrict participation in control and decision-making processes, make unfair decisions, and exploit their followers (Aronson, 2001). Employees who request changes can respond directly to those who have permission. Given that the effectiveness of a leader depends on the achievements of his followers and that leaders are representatives of the organization, employees can respond to oppressive leadership with attitudes and behaviors that can harm the leader and the organization (for example, not taking responsibility, slowing down work, etc.). Oppressive leadership, employee behavior within the organization, and their creativity are negatively affected. In this case, employees tend to leave their jobs, and their level of job satisfaction decreases. Despotic leaders are often found in the structure of family businesses or in organizations that give significant power to the leadership. Especially in family-owned companies, a one-sided decision-making mechanism and the expectation of employees to fulfill their duties and responsibilities, rather than including them in organizational decisions, inevitably reduces employee satisfaction and increases their intention to leave the job. A low level of employee performance can be the result of employees' reactions to their organizations.

Despotic leadership the dark style of leadership has become one of the most relevant, relevant and relevant topics not only in the leadership literature, but also in the context of the global work environment. In particular, research on the "dark side" of leadership in general and despotic leadership has concentrated on its negative effect on workers and organizations. The new research line, which is currently in its nascent form, has become more vibrant recently. Useful facets of dark types of leadership (Judge et al., 2009; Scheuer et al., 2015). Current research on despotic leadership demonstrates the importance of studying how and why dark leadership, particularly despotic leadership, has a positive impact on employees.



### **1.1.2 Despotic Leadership & Impression Management Relationship**

Impression management can be defined as a tactic, the reactions and images that other individuals have of them and their own ideas are used by people to influence them. Using self-motivation theory (Leary, 2007), we believe that employees, when faced with a dominant and morally corrupt leader, such as a despotic leader, may engage to mitigate adverse consequences or seek personal consequences in impression management strategies and gain that may cause them to move up the career ladder, perform well, and be more creative. This study blurs a dynamic phenomenon and opens up a new field in the light side of dark leadership and investigates how and in what circumstances a despotic leader can be beneficial for certain staff and the business. Impression management refers to the capacity of a person to build a positive impression for others to obtain benefits and incentives (Grant & Mayer, 2009). It seems fair to assume that such selfish employees would profit from manipulating the impressions that others create about them, particularly in front of supervisors who have influence in the organization, if employees in an organizational setting see opportunities and incentives and want to mitigate risks. "According to Self-motive theory (Leary, 2007), people with a motivation for self-improvement appear to have attributions that are self-serving. In order to build and retain a positive picture in others' minds, they assign positive events to their own personal attributes and make attempts to portray themselves. Accordingly, when subordinates expect the desired organizational reward for their behavior, they are more likely to engage in behaviors that distinguish them from others in order to show that they are more capable than others. Impression management is also used by subordinates as a method to achieve greater career achievement. Some employees may use techniques of impression management to convince their employers that they are willing to do their best for their organization by providing assistance, enduring workplace inconveniences, motivating their peers when they don't work, attending optional organizational functions. A person who can use impression management to their advantage is likely to be seen as socially competent, diligent, and friendly, which will increase their chances of career growth, productivity, and creativity. Based on the theory of self-motivation (Leary, 2007)," "individuals with an improved propensity to project the desired picture

in the form of impression management techniques, praising their manager, highlighting their own successes, or going beyond the call of duty, can help them achieve the desired selfish motives of achieving higher efficiency, displaying more ingenuity, and achieving greater chances of career success."Despotic leadership is the self-magnification and exploitation of others. Such leaders are powerful, vindictive and controlling.

According to the theory of self-motivation (Leary, 2007), employees manage their behaviour in an attempt to create a certain impression before others that will lead to the achievement of their desired goals. Some staff members behave out of fear in the direction of destructive leaders, while others deliberately engage in the execution of the agenda of the destructive leader. Both forms of these workers are driven by their personal interests; however, their interests vary, i.e. to mitigate adverse effects or seek personal benefit through association with a destructive leader who benefits them from destructive activities and thus willingly contributes to the toxic vision of leader. In accordance with the theory of self-motivation, we argue that a despotic leader's followers would behave in a way that uses impression management techniques to build a favourable picture, which is the only way they believe to win the favour of the leader, mitigate negative consequences and achieve their personal objectives.

### **1.1.3 Despotic Leadership & Knowledge Management**

In present-day scientific literature, the concept of "management" is understood most widely, first, as a scientific discipline that examines the organizational and social aspects of governance. Second, as a collection of organizations' principles, processes, means and modes of management. Sometimes the term "management" refers to the population of persons engaged in management work. It is mandatory to create a relationship between concepts to understand governance. Management is a compound term and fascination from all points of view and has a daunting internal arrangement that applies to many essentials. Information management is of great importance in today's world as a management art, where management skills decide an organization's performance. New demands are placed on the management

culture, on the personality, on its features and capabilities, motivation and accountability, such that the person with a leader's qualities becomes a key figure in the growth of all spheres of society. A modern culture of management must integrate principles of governance which react adequately to changes in the world. Modernistic management concepts such as Kaizen, an innovative concept, the concept of interactive management, include principles that make them suitable for use in modern management systems. With regard to personnel management, the Kaizen concept, which included the principle of continuous improvement, was particularly relevant. So, for example, the newest technologies appear in production, and because of scientific advances, they are being implemented in explosive ways - the Internet, mobile communications. Major social changes are taking place, such as wars, terrorism. Forms of ownership, structures and forms of governance are changing. Not only are living conditions being transformed, but also the manner in which human beings adapt to those conditions. People's motivations and needs are changing. Inequality - social, property, legal - is on the rise. In international relations, dictates from a position of power prevails. Most researchers of modern knowledge management believe that the most successful forms of Management are those that are able to function in an environment of continuous change and are able to respond optimally to the rapidly changing demands of the times. Questions about the universal laws of development, the structure and the functioning of the world are being considered by economists, philosophers, sociologists, political scientists, psychologists, biologists, and it is clear that management in social systems will always be interdisciplinary and very complex. The social sphere refers to the activities of autonomous entities, which exist in a single entity with certain economic, cultural and historical aspects, in order to fulfil their interests and meet their needs.

Social Knowledge Management must reconcile the need to maintain the integrity of society with the needs of each actor. In addition, social governance is determined by special treatment of the individual, in which decisions are made not for the sake of politics, economics or ideology, but for the benefit of the individual.

#### **1.1.4 Knowledge**

Knowledge is the result of the knowledge of reality, the content of the consciousness obtained by a person in the process of active reflection, the ideal reproduction of objective logical ties and relations of the real world. Knowledge is usually understood to mean only the result of knowledge that has an enduring truth, that can be logically or factually justified, and that can be empirically or practically verified. So when we talk about knowledge, we tend to think about true knowledge. In a person's mind, or simply, a concept, or a summary, or a message about what it is, true understanding is the true representation of truth. Science seeks to use a scientific method to gain true understanding, knowledge of the depth of the structure of structures and phenomena, and their inherent interrelationships.

Knowledge is the opposite of ignorance (lack of verified information about something), but it is also the opposite of belief. It refers to a simplified, narrower understanding of knowledge.

In the broadest meaning of the word, information is an image of the subject's existence in terms of concepts and ideas in a conceptual interpretation. Typically, information is objectivized, registered, articulated in a sign form, a language or some other sign system. However, it can be argued, depending on what is understood by knowledge, that knowledge can also be captured in sensual pictures obtained by direct perception.

Knowledge is the unity of sensual and rational knowledge of reality. Beyond sensual perception, human beings do not possess genuine knowledge. For example, many concepts of modern science are very abstract, yet they are not free of sensual content. Not only do these concepts derive from human experience, but they also exist in their form as a system of perceptible signs. On the other hand, knowledge can not be dispensed with without rational data of experience and its inclusion in the results and intellectual development of mankind.

### 1.1.5 Types of Knowledge

**Knowledge Management** is a global enterprise activity. In the process of information management, these enterprises collect information in an integrated manner, using different methods and tools. The information collected is then collated, stored, transmitted and analyzed using special methods. Tools, records, people and expertise will be the basis for the analysis of such knowledge. This knowledge is then used for the decision-making of companies and the preparation of new workers. There were many approaches to information management from the outset. Manual storage and information processing were one of the early techniques. Most organizational information and management processes became automated with the advent of computers. Consequently, the storage, retrieval and exchange of information has become convenient. Most enterprises now have their own knowledge management system.

|                 | Tacit                                         | Explicit                                |
|-----------------|-----------------------------------------------|-----------------------------------------|
| Product-related | Know-how<br>(Human brain)                     | Knowledgebase<br>(Knowledge repository) |
| Process-related | Human capability<br>(Human brain and culture) | Workflow<br>(Workflow system)           |

**Figure 1:** Different Types of Knowledge in The Organization

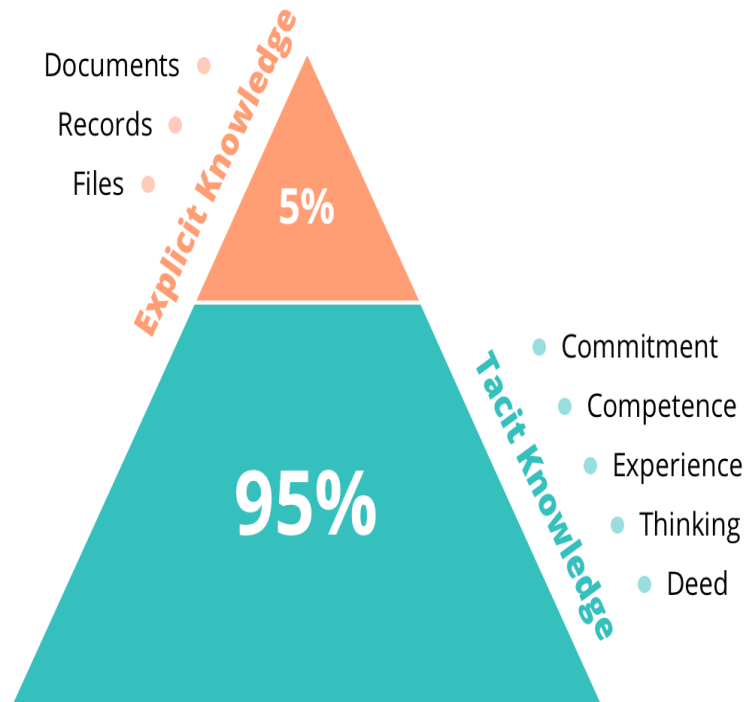
**Source:** Assessing the contribution of knowledge to business performance: The KP3 methodology March 2004, Decision Support Systems

## **Explicit Knowledge**

Forms of information appear to come in pairs and are always opposite to one another. Explicit comprehension is like knowledge of a priori in that it is more formal or even more accurate. Information that is registered and communicated via the media is explicit knowledge. These are our databases and archives. Less important than the way it is contained is the specificity of what is contained. From science to literature, anything can have elements which can be expressed in explicit information. Get a taste of what you know about yourself by learning how to learn through this first-class course and how to use your inner genius. Simple knowledge is distinguished by the ease with which it can be transferred from one individual to another, or from 10,000 or 10 billion to another. It also systematically tends to be coordinated.

## **Tacit Knowledge**

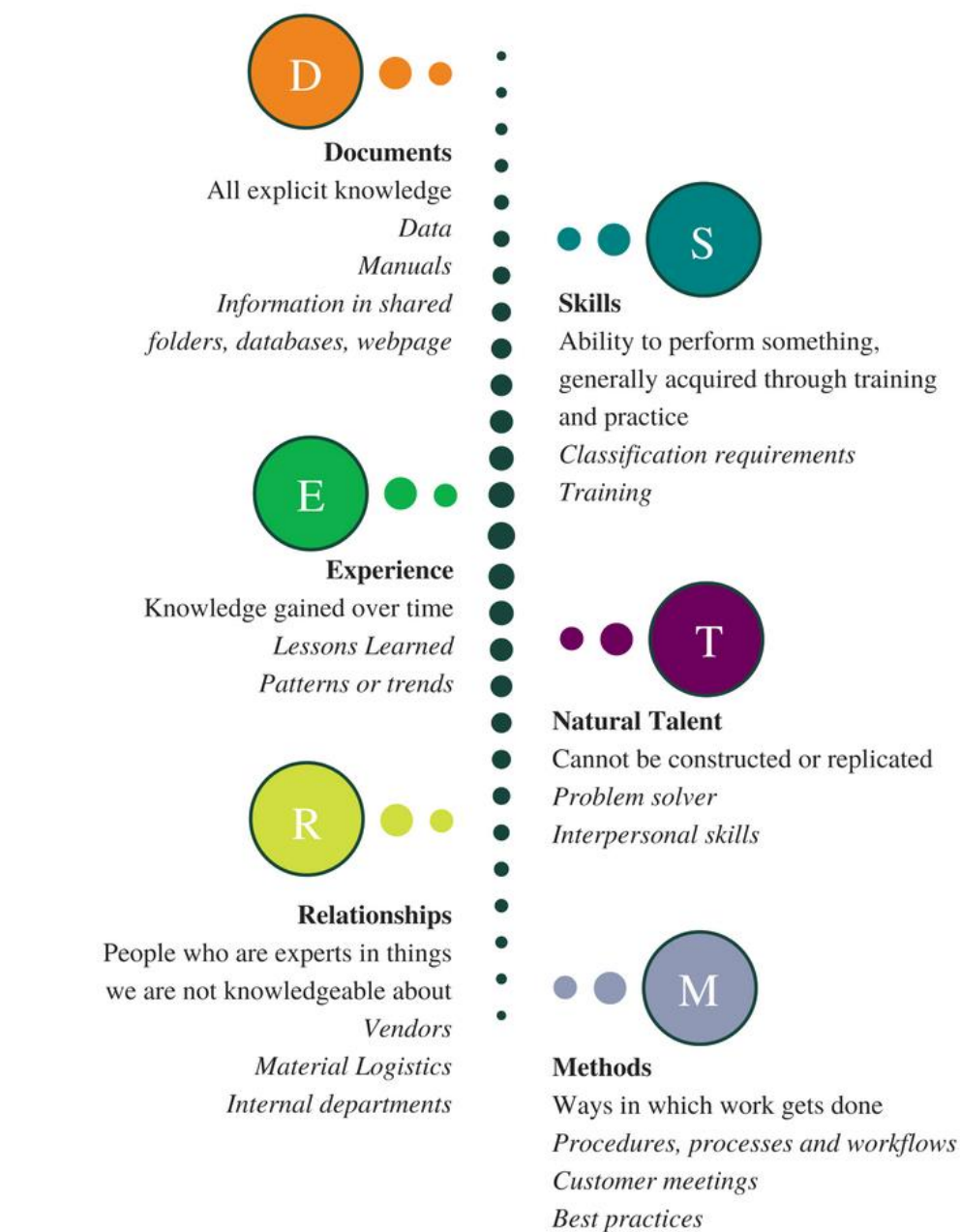
Tacit knowledge is precisely the opposite. "It is exceedingly difficult, if not impossible, through any means to impart tacit information. For example, a *Founding America* textbook can teach facts (or things that we think are facts), but it is difficult for anyone who is an accomplished musician to really express his knowledge; in other words, he will not tell someone how to play an instrument, and this knowledge will be learned automatically by the individual. To a degree that goes way beyond theory, this knowledge must be gained. In this sense, tacit knowledge would most likely resemble posterior knowledge, since it can only be achieved through experience. Knowing when it's useful and finding out how to make it useful is the greatest challenge with tacit knowledge. Only by clear and comprehensive relationships or communication can implicit information be transmitted. But even then, there is no real information transfer. " Two forms of knowledge are usually born, as each person has to fill certain gaps (e.g. skills, short paths, rhythms, etc.).



**Image 1 :**The Primary Mechanism for Knowledge Transfer

**Source:** Logicify Best Practices for Knowledge Transfer Between Developers

# Knowledge Types



**Image 2:** Knowledge Types

**Source:** Logify Best Practices for Knowledge Transfer Between Developers



### **1.1.6 Concepts and structure of the Knowledge Management System**

**Knowledge Management** began to develop rapidly in the 1990s. This is attributed to changing market and social goals, as well as the current scientific and technological transition focused on the use of the latest information technology in all fields of human life. The development of high technology and services has become the most profitable and attractive investment pathway, determining the rapid return on investment, reducing raw material dependency and allowing new niches for the use of products or services. In modern times, not only its money, goods and assets, but also its knowledge, employee skills and loyalty, know-how, culture are the values of a company, all of which fall under the concept of “intellectual capital”. Intellectual capital is the key value of an enterprise and a deciding factor in competitiveness at the current stage of the growth of the economy and society. For leading global businesses, valuing, accumulating and increasing intellectual capital and, above all, leveraging it to achieve the organization's objectives have become priorities.

The management of information is primarily strategic. The future of a company, the emergence of its unique culture and the use of fresh ways to compete for the market are determined by its growth and implementation. A knowledge management system not only aims to gather and target information for the good of the organization, but also to provide sufficient opportunities for self-improvement and recovery for its employees.

**Knowledge Management** refers primarily to the management of intellectual capital. The main tasks of this department are:



**Figure 2:** The Main Tasks of Intellectual Capital

**Source:** Assessing the contribution of knowledge to business performance: The KP3 methodology March 2004, Decision Support Systems

All internal information, data and knowledge can be transferred in document, i.e. retrieved from official documents, or hidden in the memory of the staff member of the organization or in his or her personal archive. Documented information used in knowledge management is rules (e.g., design, workflow, procedures, instructions), experimental data, complaints and fault data. It is important to clearly identify why this is being done and what result should be achieved before embarking on implementing the knowledge management framework. Knowledge management can not be done simply because it is good. " The functionality of a knowledge management system should be based on the overall goals of the organization. This should strengthen the capacity of the company to produce and create original and useful thoughts and solutions. In order for the knowledge management system to provide the user with knowledge, the user must formulate the request correctly. It is important to

codify and decode the structure of the request and clearly explain the method of its formulation. " For each part of the request, directories are generated based on the layout of the request: aims, application and selection from the data collection. Users should be able to compile the request correctly and should be able to code the individuals entering the data correctly. Information in a certain form must be reported.

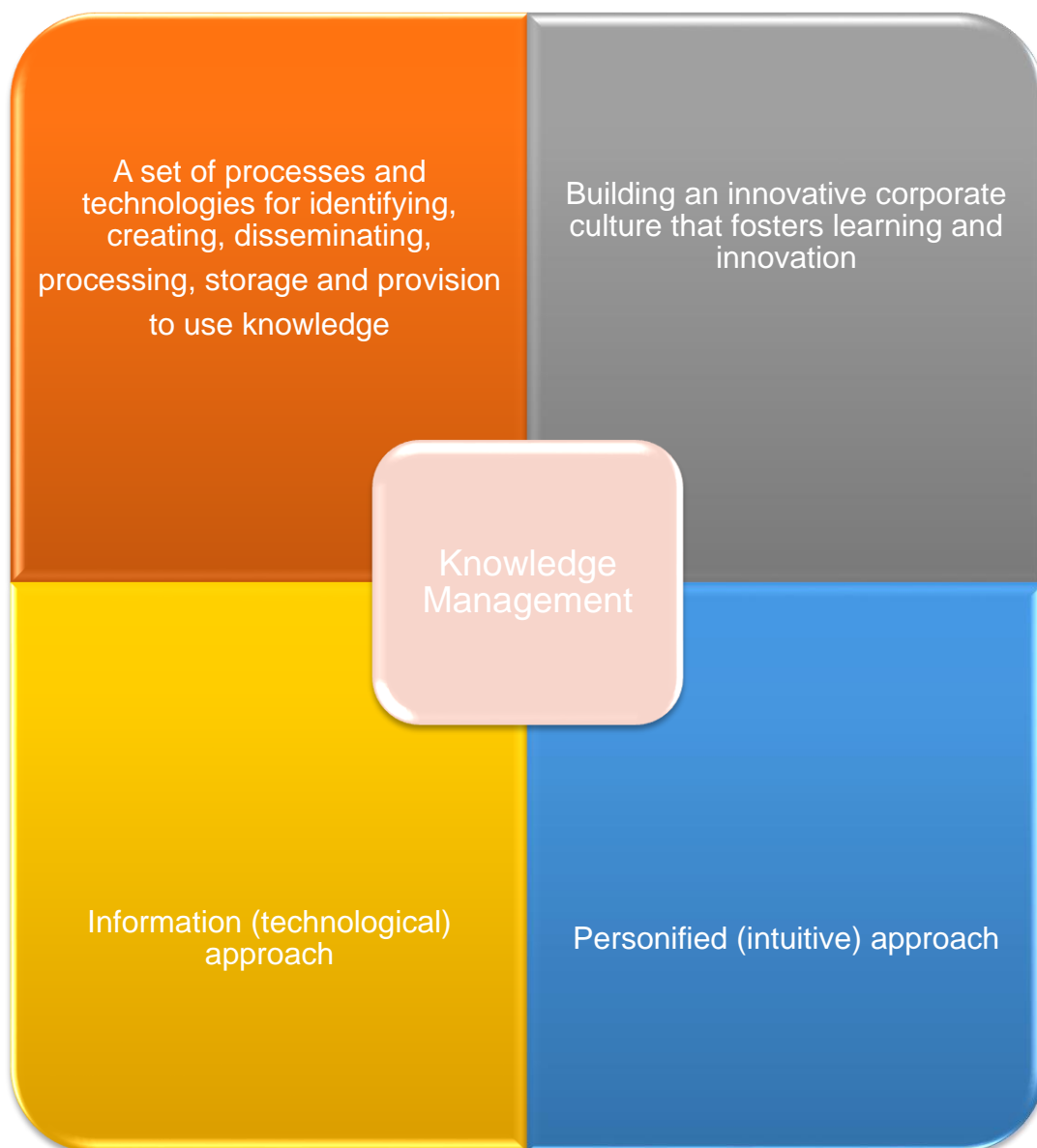
By scanning "printed texts, they can easily be created or added from electronic sources. The main difficulty concerned the formulation and application of the codification and decoding rules, the implementation of which involved the introduction of specialized training and experience in the validity of the instrument. Today, two related terms can be found more frequently: "" business-analyst "(business intelligence-BI) and" knowledge management". The first term usually refers to end-user access and subsequent analysis of structured applications for forecasting and decision-making.

Knowledge Management is primarily strategic. The future of a company, the emergence of its unique culture and the use of fresh ways to compete for the market are determined by its growth and implementation. Not only does the knowledge management system collect and target information for the good of the organization, but it also provides its workers with sufficient opportunities for self-improvement, recognition and self-fulfilment.

When considering the knowledge management structure, all data possible to break information into external, internal and corporate information. For example, there may be:

- Information From the Internet
- Printed Publications, Library Records Information
- Reports of Visits to Exhibitions, Conferences And Seminars
- Accounts of Client Agreements
- The Outcomes of External Audits
- Results of Benchmarking

The basic function of knowledge management-a set of processes and technologies for identifying, creating, disseminating, processing, storing and providing knowledge for use within an organization.



**Figure 3:** Functional Essence of Knowledge Management

**Source:** Knowledge management in the quality management of the educational process in higher education: a monograph. Veliky Novgorod, 2008.280 s.

### 1.4.3 Key Processes of a Knowledge Management System

The term "system" is more than just a set of components. It can be defined as a set of elements in relationships and connections with each other and with the external environment that together form integrity, unity. The system always has a purpose, objectives and characteristics. Its processes are an important part of the knowledge management system. "Knowledge management focuses on gathering organizational and internal expertise, and managing and using this expertise to maximize the benefits and benefits of knowledge management. Knowledge Management requires the identification and review of existing and required knowledge, the further preparation and monitoring of knowledge resource creation in order to achieve goals and objectives. Knowledge into valuable organizational resources, proficiency and skills, must be formalized, distributed, sorted and processed. "



**Image 3:** Knowledge Management

**Source:** Directo integration with Fiture officially out February 13, 2020

**Knowledge Management** is seen as a key part of any strategy for using expert judgment to create a maintainable dynamic advantage in today's business environment. Creation or acquisition-knowledge is created or

collected by highly qualified specialists in the field of information analysis and processing.

- Transformation-knowledge is modified in order to satisfy existing or future needs.
- Use-knowledge is used for specific important purposes.
- Archiving-knowledge is stored in such a way that any file will be saved, accessible and can be used by employees in the future.
- Transfer is the allocation of information from one person or location to another.
- Translation and adaptation-knowledge is transferred from its initial state to a new form, more suitable for current purposes.
- User access-providing limited access to employees in accordance with their needs and the position held in the organization.
- Placement-for identification, it is important which knowledge to store, which to remove.

## **1.2 The effectiveness of the process Knowledge Hoarding**

Awareness is not only a form of property to be owned and passed on, it is also an attribute that can partially identify and “distinguish one entity from another. The information gained in the course of the project belongs to the business, not to the individual. Some people, however, consider it as their personal intellectual property and do not share it in their organizations with others. ”This something extraordinary of the refusal to share knowledge by accumulating and protecting it, as one might accumulate and protect other treasures (Bansal et al., 2009; Ford, 2008), or the deliberate and strategic concealment by an individual of knowledge or the fact that he may possess relevant knowledge, is defined as “knowledge accumulation” (Evans et al., 2015). Information transfer is complicated by the concealment or retention of knowledge. Knowledge withholding is the intentional concealment of information sought by another person, while the collection of information that can or may not be shared later is hoarding. ”

### 1.5.1 Moderating Role of Political Skill

Political skill was first used in the scientific literature by Pfeffer (1981), who advocated a political perspective on organizational behavior. "Political skill as" the ability to effectively understand others at work and to use that knowledge to influence others to act in ways that enhance their personal and organizational goals". Four distinct yet interrelated factors include political skills: social intuition, interpersonal control (is the ability to adjust and calibrate one's own behavior to each situation to elicit those responses from others), capability of a network. It implies the ability to appear with a high degree of honesty, reliability, sincerity and authenticity to others. suggested that political skill is a "comprehensive model of social competence with cognitive, affective, and behavioural manifestations that have both a direct impact on outcomes and a moderate influence on predictor-result relationships". According to this argument, some empirical studies have investigated the deterrent role of political skills in the relationship between workplace ostracism and its outcomes." "Political skills and employee seduction jointly mitigated the link between workplace ostracism and psychological stress (including workplace stress, emotional exhaustion, and depressed workplace mood). The deterrent effect of a proactive personality on the relationship between workplace ostracism and counterproductive work behaviour depends on the level of political skill. People try to protect resources by limiting and valuing conditions and attributes. In conserving resources, individual abilities, such as political skills, can influence how people respond to resource loss and investment. In this process, the main purpose of political skills is to develop personal resources and achieve individual goals. More importantly, faced with the loss of resources caused by stigma, politically qualified people may feel that they can effectively build a social network to increase their social resources, which will enhance their inclusive status and self-esteem. As a form of interpersonal stress, workplace ostracism is a form of loss of resources, while overcoming stigma requires investment of resources. Staff with high levels of political skill tend to adapt to interpersonal conflicts such as ostracism by changing their attitudes and behaviour. In addition, politically qualified employees believe that they have networking abilities to create social networks with their supervisors

and colleagues (Ferris et al., 2005).

Thus, faced with ostracism in the workplace, politically skilled workers have greater confidence in their ability to reduce further exclusion. Accordingly, they are more likely to use prosocial behavior to "reconnect," rather than use antisocial behavior to retaliate. However, if this attempt fails, these ostracized officials with high political skills will abandon their efforts to reduce stigma but engage in antisocial behaviour in order to respond to the continuing stigma. For example, when someone approaches these politically qualified staff members and asks for information, they deliberately conceal the information requested in order to respond to the continuing stigma. "Moreover, in order to gain control/exigencies threatened by permanent exclusion, these politically qualified staff may even begin to retain their own knowledge that has not been requested by others." On the other hand, for workers with low levels of political capacity, they do not try to minimize continued ostracism because they recognize that they lack the ability to build social networks and influence the responses of others. Therefore, these ostracized workers with low political capacity would react to exclusion in the form of anti-social behaviors rather than attempts to reduce ostracism. "



## **CHAPTER 2**

### **THEORETICAL BACKGROUND OF WORKPLACE OSTRACISM**

Since the 1990s, there has been "a growing interest in stigma research, mainly for practical reasons, and the beginnings of social exclusion and exclusion studies are a necessity. Baumeister and Leary (1995), Collected substantial data on the influence of belonging motivation on human behavior, emotions, and thought. The basic tenet of sociometric theory is that achieving a sense of acceptance and belonging is necessary for self-esteem and psychosomatic well-being. The self-assessment of an individual is directly dependent on his or her perceived status of inclusion in a valued relationship. The fundamental need to belong has an evolutionary origin: people's reliance on one another ensures life and reproduction. "In order to survive as a species, form communities and establish relationships." Low self-esteem is immediately created by an ominous sense of belonging. Negative affect and low self-esteem are direct reactions to social rejection. Inclusion against exclusion includes a continuum that ranges from a "maximum inclusion" in which people are inclined to maintain relationships and seek the company of others, to a "maximum exclusion" in which people intend to ignore or reject others (Leary, 2005). The concept of the need to belong is therefore a fundamental theoretical basis for the study of social ostracism. As it contains important suggestions for future studies on workplace stigma. Modality, incentive, volume and clarity are the dimensions of stigma. A form of ostracism is concerned with the model: physical, social and cybernetic. A person can be physically ostracized by exile, that is, isolated from others, or socially ostracized by personal interaction, when seen as invisible in the presence of others or not answering e-mail, phone calls or social networking.

“Ostracism can be used intentionally, either to defend itself against rejection or negative treatment (defensive ostracism) or to punish others (punitive ostracism). Forgetful ostracism refers to situations where the target feels invisible (whether or not the source of the ostracism intends to provoke this reaction) and is not important enough to be punished. Forgetful ostracism, unlike other motives, is related to the perception of purpose. Quantitative measurement refers to the intensity of ostracism, ranging from very subtle cases of neglect (such as omission of eye contact) to extreme forms of rejection.” Measuring the causal clarity of the experience of ostracism can be related either to the uncertainty that in a given situation others ignore or exclude a person (especially in an informal setting) or to the ambiguous reasons why an object feels ostracized. The more ambiguous the discourse on ostracism is, the more space remains for the excluded individual to make different interpretations of the situation: one can blame oneself or develop situational explanations (which are less harmful to the individual). These four dimensions reflect different aspects of stigma, each of which produces different potential results (Williams & Zadro,2005). Although taxonomic “dimensions of ostracism are important for understanding this phenomenon, the core of the Williams model postulates the fundamental need for threat and response (immediate, short-term, and long-term responses) to ostracism.”(Hartgerink, Van Beest, Wicherts, & Williams,2015; Williams & Zadro,2005) Immediate responses to stigma occur when stigmatized people experience negative attitudes and frustration about basic needs. In addition, people suffer from social pain (Tchalova & Eisenberger,2017). According to Williams (2009), people are sensitive to the slightest signal that they are being ostracized, which in turn can cause depressed mood, frustration of needs, and social pain to avoid danger and survive. Direct reactions to ostracism are rare, with few situational and dispersal moderators.

## **2.1 The Definitions of Workplace Ostracism**

The researchers did not agree on the differences in the definitions of workplace ostracism. But they all firmly believed that ostracism in the workplace was a form of behaviour that was detrimental to organizations and their members. "

Ferris advanced the concept of workplace ostracism at the earliest opportunity and believed that "people suffer ostracism when employees in the workplace perceive alienation, ignorance and disrespect from others". Ostracism in the workplace, which includes conduct such as refusing or avoiding behaviour or visual contact with the excluded. In comparison to brutal supervision, uncivilized behavior, intimidation, and so on, workplace ostracism is a passive-aggressive form in the organization and its staff, and it appears ambiguous, such as silence, ignorance, and lack of response to greetings. Moreover, "attitudes towards workplace ostracism vary from person to person, because one type of phenomenon may be the exception for a person, but for someone else it is not. In short, we can find that ostracism in the workplace is non-physical behaviour, and whether it is ostracism or not depends to some extent on subjective perceptions of people, and ostracism in the workplace will create unpleasant feelings "and induce the excluded to commit misconduct, such as retreat", intent to change jobs and reduced involvement.

### **2.1.1 Workplace Ostracism and Employees Work Behaviours**

**Workplace Ostracism** "made employees feel marginalized, and did great harm to their psychology and even physiology, and ultimately affected employees' various behaviours in the workplace. Examining the relationship between workplace ostracism and organizational citizenship behaviour (OCB). Wu et al. made an empirical study which tested workplace ostracism was negatively associated with OCB, and verified organization recognition played a moderating role and collective tendency played a mediating role. " Workplace ostracism played a partly mediating role, negatively linked to extra-role behavior and a demonstrated sense of belonging. Research has shown that ostracism in the workplace decreases their sense of belonging and thereby hinders their ability to contribute to the organization. Furthermore, a study found that ostracism in the workplace would make the rejected product pro-organization. "The correlation between ostracism in the workplace and counter-productive job behaviour (CWB). From the perspective of the theory of self-determination, a study found that ostracism in the workplace had a substantial effect on both organizational CWB and interpersonal CWB and

ostracism in the workplace of the qualified, autonomous and relationships excluded between the three basic psychological relationships. According to assumptions of frustration-attack, any attack among individuals is derived from setbacks, and frustration will eventually lead to attack, i.e. when experiencing setbacks such as workplace ostracism in an organization, the employees will undoubtedly take acts that may be detrimental to the organization (such as CWB) to "attack" the organization, whether this conduct is public. A number of psychological aversion reactions, such as high work stress, emotional fatigue, mental depression, lower job satisfaction, will be caused by employees who have experienced ostracism at work. Lots of empirical studies have confirmed this view. For example, it confirmed that workplace ostracism was significantly positively related to employees' psychological pressure, including work tense, emotional exhaustion, and depression, and these pressures could affect their work, family and health, such as job satisfaction and work conflict. "Demand ostracism absorbs the ability to sustain resources to meet their needs and achieve the desired, causing strain and anxiety on the job, such as expected results and work requirements." On the other hand, another kind of resource loss was support from colleagues. When an employee faces work-place ostracism, emotions with others break out. In order to increase emotional resources and maintain physical and mental health, people need social contact to share their feelings or thoughts. When the need for sharing emotions could not be met, emotional resources were depleted, resulting in emotional exhaustion.

### **2.1.2 Why Does Ostracism Occur?**

The vast majority of research on ostracism has focused on its development, with relatively few studies focusing on prior manifestations of ostracism.

#### **Motives**

The focus of the limited research on the antecedent side of the ostracism equation has primarily addressed motives for ostracism (Sommer et al., 2001; Williams, 1997). It distinguishes these motives as either purposeful or not purposeful.

## **Purposeful Ostracism**

Purposeful ostracism refers to what happens when the subject becomes conscious of their inaction to socially engage the other and purposely does so. "Conceivably, the most noted form of targeted ostracism is what is generally referred to as "silent treatment" (Williams, 1997). The silent treatment is used to consciously punish, to take revenge or to hurt the target. Given that most people have been subjected to "silent treatment" at some point in their lives, those who engage in this type of ostracism intuitively assimilate its power (Williams, 1997). Purposeful ostracism, which helps the actor, includes another avoidance for the sake of protecting yourself or the group. By not interacting with other people, an individual or group may seek to avoid conflict, social awkwardness, or unpleasant emotions. For example, a person may actively avoid a team member after a conflict until their own emotions calm down. In addition, people may avoid a particular person or group because they believe that the association will be harmful to them. Humans, for example, are prone to avoiding people who do not contribute fairly in dyadic exchanges (Kurzban & Leary, 2001). Likewise, a group may ostracize particular individuals for the sake of the group's well-being, such as a burdensome group member (Wesselmann, Wirth, Pryor, Reeder, & Williams, 2012), or when they fear a "deviant" may disrupt group functioning "(Masters, 1986; Pickett & Brewer, 2005).

## **No Purposeful Ostracism**

No purposeful ostracism "happens when performing artists are uninformed that they're locked in practices that serve to socially avoid another. This frame of alienation may really be the most common. In a few cases, those who are locked in alienation may be oblivious to their inaction. On-screen characters may become engrossed, misplaced in thought, or absent-minded of another, or they may engage in unintended practices that lead to ostracism. For example, a group may repeatedly fail to include a co-worker in lunch plans because the excluded co-worker works in an out-of-the-way venue, or one may forget to include another in a significant work memo because that individual is new. There is no prejudicial motive and no intention at all, in fact. The way

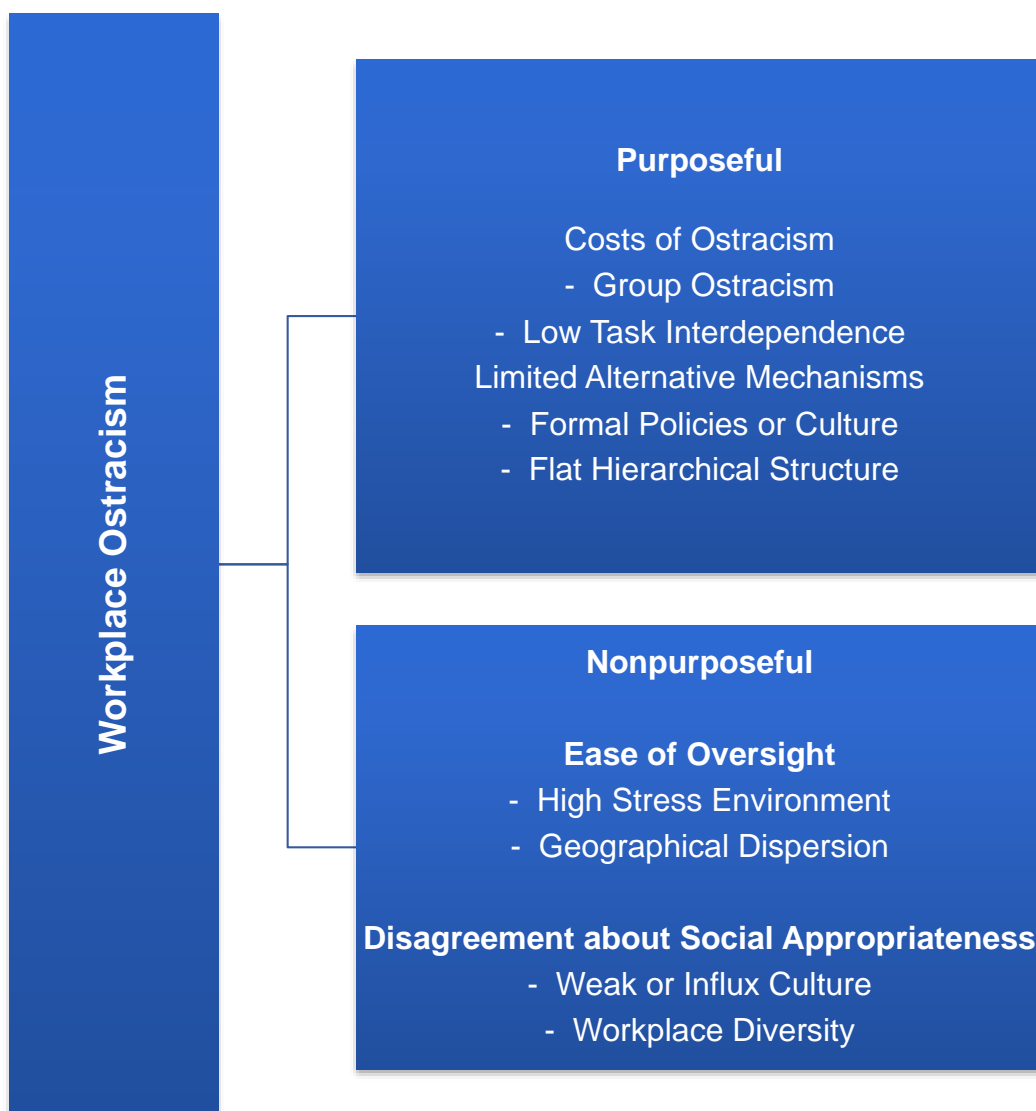
actors unintentionally engage in ostracism is by misreading social norms. In various social settings, expectations of which people should be attended to or ignored. Thus, for instance, the norms of the workplace would determine who is remembered with a verbal greeting, who is possibly recognized with only a smile, and who is totally ignored as they walk in the hall. If all parties are aware of these requirements in that case, ostracism is less likely to occur, but where there is uncertainty about such rules, inadvertent ostracism is more likely. "For illustration, whilst the socially invisible technician servicing the projector works in the room, it would be normative for a board of managers to continue their private meeting unabated in one particular sense. "The technician is ignored, so no one faces ostracism. In another way, such conduct is not considered the norm. It is important to remember that these motives can be somewhat different from the understanding of motives as goals, while ostracism can be the result of certain motives or their absence. Although no targeted ostracism can be as widespread as targeted ostracism, if not more widespread. Stigma will appear to be seen by targets as intentional and purposely negative. Citizens are especially susceptible to exclusivity (Spoor & Williams, 2007). As a consequence, in the absence of sinister motives, they may be inclined to presume intentionality and make "sinister attributions" to actions, especially when the behaviour is ambiguous (Kramer, 2001)." Suggestion that the prevalence of real ostracism motivations and assumed motives in organizations, as well as the variables that can contribute to differences between the two, should be systematically investigated as a productive avenue of future workplace ostracism research.

### **Organizational Antecedents**

A variety of organizational factors which, with intent and without intention, may increase the occurrence of ostracism. In the workplace, consider any of these potential antecedents of ostracism. Future studies are encouraged to investigate where, why, and under what conditions ostracism in organizations is more likely to occur, with very little study on the history of ostracism.

### **Organizational Antecedents of Purposeful Ostracism**

Intentional ostracism has two major organizational antecedents: low costs associated with ostracism participation and minimal alternative methods that can serve the same purpose as ostracism. “To the degree that the psychological costs of ostracizing are low and alternative methods are limited, it would be more likely that purposeful ostracism will occur. The more subtle, vague, and sometimes invisible essence of ostracism in general (Williams, 2001) suggests that it is less expensive than other choices for the performer. This is because ostracism is less likely to be experienced and thus allows the actor less negative consequences relative to other ways in which it is possible to express or manage tension, frustration, or dissatisfaction with others at work. In spite of these usually lower ostracism costs, the actor is not without psychological costs.” Its prevalence would be increased by factors that reduce these psychological costs.



**Figure 4:** Organizational Antecedent of Workplace Ostracism

**Source:** Sandra L. Robinson, University of British Columbia, Sauder School of Business, 2053 Main Mall, Vancouver BC Canada, V6T 1Z2

Proposed "ostracism" also serves a number of organizational functions, such as assisting members in coping with or resolving conflicts, or reining in or changing deviant behavior.(Williams, 2001). Employees are more likely to turn to ostracism to accomplish the same objectives in organizational settings with minimal alternative methods by which to settle disputes or monitor the actions of co-workers. While a number of organizational variables can boost or decrease alternative mechanisms, one factor restricting alternative mechanisms is the organizational culture.



Some cultures are more conflict-preventive than others."Many who avoid confrontation may reduce the options available for managing interpersonal conflicts, and organizational members may therefore be likely to convey disapproval in more passive and invisible ways. Correspondingly, "in cultures that have legislation against more overt forms of negative conduct, such as aggression, harassment, or bullying, more acts of ostracism can be found to fill the void. Without fear of the recriminations that could accompany more straightforward solutions, considering the more nuanced and deniable nature of ostracism, it may be an effective way to settle conflicts with organizational members. (Williams, 2001). The degree to which the organization can be represented as having a flat hierarchical structure is another organizational consideration that may restrict alternatives. If the organizational hierarchy is steep rather than flat, more organizational members may rely on their greater degree of formal authority or authority to influence or control the actions of other organizational members. However, more organizational members share the same degree of formal authority in flatter organizational systems, and therefore have to rely on more informal means "of managing one another. They can therefore rely on ostracism as a way of influencing or modifying the behaviour of others.

## **2.2 Organizational & Managerial Power in Perspective Organizational Power in Perspective**

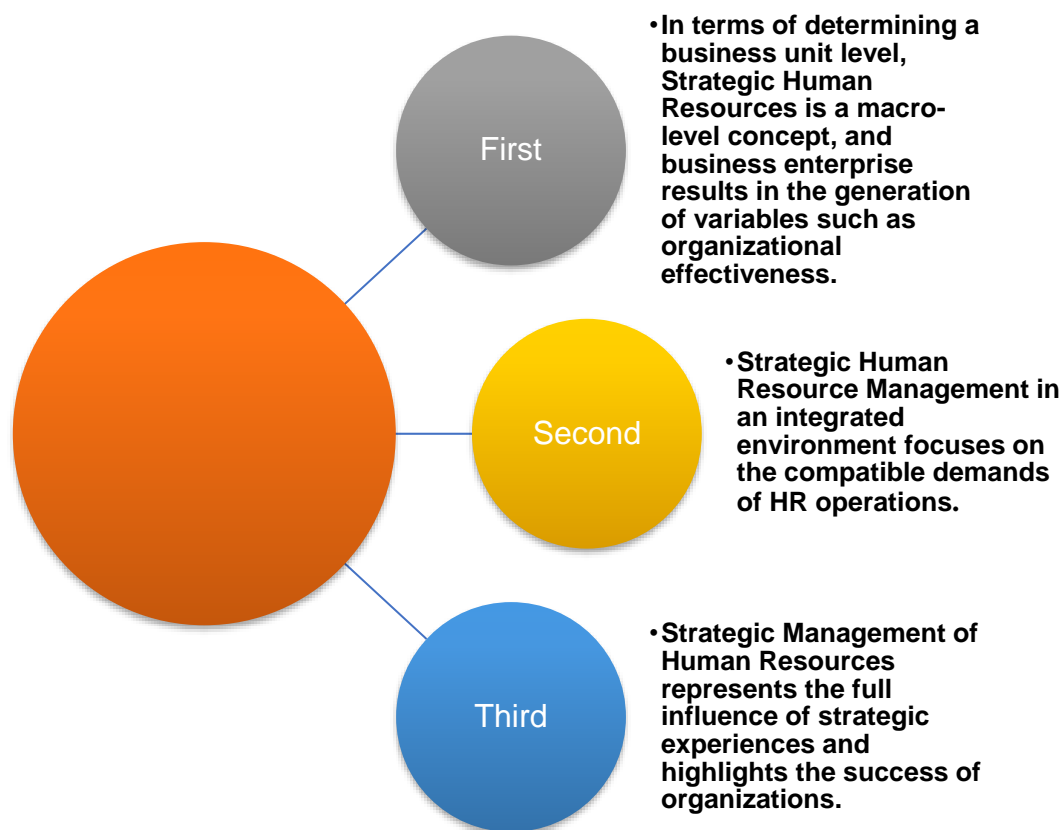
The cross-sectional style of power use in modern business does not fully adhere to the democracy and "freedom" that are at the heart of Western society. Adult administrators do not act enough maturely. Smart administrators and university professors do not operate with any psycho-logical or cunning intuition. There is an abundance of arbitrariness and disdain for other practitioners and non-professionals. This points to a degeneration of managerial wisdom that occurs simultaneously with periodic indications across the world of stagnant or declining productivity. Obviously, the planet does not do a good enough job of successfully turning the ship into the future. Witness, for instance, how world leaders are mismanaging the energy crisis and dragging their feet on a critical topic. Organizational power science, putting it

in context and providing circumstantial situations for the rational use of authority. The dominance of professional and reference authority, which depends on individual characteristics, is demonstrated. By comparison, oppressive, rewarding, and legal authorities are seen to be comparatively inferior sources of influence, which are highly dependent on formal charters of authority and are abrasive and conditional by nature. " The organizational strength literature, combined with the sharing of organizational power and knowledge, the adoption of problem-solving strategies, and the promotion of creativity and mutual organizational health, is replete with the virtues of individual commitment. This can be effectively done by conscious awareness of the critical power bases that follow. This can be effectively accomplished.

### **2.2.1 Strategic Human Resources Management**

The advent of Strategic Human Resource Management is the product of organizations' strategic management patterns. In order to achieve greater organizational efficiency, today's management activities aim to link all company functions, approaches and implementations to strong strategies. Thereupon, as stated by Miles and Snow (1984), Strategic Human Resource Management emerged when the organisations tried to harmonize Human Resources Department strategies, processes and practices with sound decisions. For companies, strategic human resources management practices are considered as a tool to gain a competitive profit. According to Wright and McMahan (1992), "Strategic Human Resource Management is a human resource activity that aims to enable an organization to achieve its objectives. According to this view, in order to use human capital as a continuous competitive advantage, firstly, human resources must add value to the company. With various abilities and strengths, there are several future workers. An accepted definition of Strategic Human Resource Management is as the model of planned distributions and activities of human resources to enable an organization to achieve its objectives (Wright and McMahan, 1992)." This description is consistent with the viewpoint that Human Resources Management represents a set of activities supporting a specific strategic objective. At the same time, this includes the concept of human resource

packages or configurations as stable operating models that develop over time and allow for successful adaptation in human resource management.



**Figure 5:** Features of Strategic Human Resources Management

**Source:** (Lepak and Shaw, 2008: 19)

As they describe the extent of Strategic Human Resources Management rather than describing its current state, these concepts seem to be quite detailed. As a result, Strategic Human Resources Management as an integrated package of planned or immediate human resource activities aimed at achieving positive organizational results, in line with the intent of this research.

### 2.2.2 Using Power Effectively Within Organizations

The power that belongs to the man, regardless of his role in the organization, is personal power. By logical persuasion or through the game of followers who identify with him, one typically exerts personal control. An individual with personal power may sometimes inspire greater allegiance and loyalty to his followers than someone with the power of a place alone. The fact that followers behave by preference rather than need, is more deeply motivated, and are thus more likely to respond to requests and appeals. " The authority of a leader who depends only on personal power is, of course, limited because followers can openly decide not to obey his or her orders or directives. Power can be used in various ways in an organization. But it is critical that the breadwinners fully understand the complexities of power usage because of the potential for misuse and the fears it generates. Managers are conscious of their education, expertise and accomplishments with regard to current circumstances through using expert strength. But a leader doesn't have to claim to know what he doesn't know in order to maintain trust. A leader whose claims are exposed will quickly lose expert power. A confident and determined leader demonstrates a strong understanding of the situation and takes responsibility when circumstances arise. So he doesn't disclose his information or behave like he knows it all. Imagine the boss ordering the subordinates to write a significant report for his day. Later, when the manager is not at the office, the supervisor arrives and asks the employees to leave this project and do something else. The employees will find themselves in an awkward position when they have to choose between two superior officers. The regular exercise of power will strengthen its presence in the eyes of its subordinates. Compliance tests essentially meant that managers had to determine if their subordinates had complied with their request prior to awarding remuneration, otherwise subordinates would not understand the relation between their work and subsequent compensation. Of course, the application that must be compensated must be realistic and feasible, for even the prospect of a reward would not inspire subordinates who assume that the application can or can not be fulfilled. For a request that appears illegal or immoral, the same can be said. The follower might, among other things, see a reward linked to an unethical or

ethical request. Finally, if the leader offers a reward that subordinates realize that she or he can not possibly offer, or if the boss can deliver a reward of no use, they would not be encouraged to meet the order.

Research and hypotheses indicate that we can use seven distinct power bases to influence others' behaviour. They are the following:

|                                     |                       |
|-------------------------------------|-----------------------|
| <b>7<br/>Types<br/>of<br/>Power</b> | <i>1. Coercive</i>    |
|                                     | <i>2. Connection</i>  |
|                                     | <i>3. Expert</i>      |
|                                     | <i>4. Information</i> |
|                                     | <i>5. Legitimate</i>  |
|                                     | <i>6. Referent</i>    |
|                                     | <i>7. Reward</i>      |

**Figure 6:** Seven Different Power Bases We May Use in Influencing the Behaviour of Others

**Source:** Leadership Manage. Eng., 2009, 9(4): 165-176

**Coercive Control** is related to people that are in a position to punish others. People are afraid of the repercussions of not doing what was asked of them. We also think of authoritarian control when we think of people who are on the proverbial 'power trip'. Coercive control has certain benefits. For example, circumstances where there is a crisis or danger can require someone to exert their power in a strong manner for the team's protection. So coercive power may be just what is required when there is a potentially dangerous situation. It is possible that the number of emergencies justifying the use of coercive force is minimal. It is important to note that using coercive power has a price. It could cause a reaction from staff if used at inappropriate times or too frequently.

None of us likes being pressured to do stuff. And it might generate anger or mistrust if someone thinks they've been coerced into doing something.

**Connection Power** is based on who you understand. The individual with the power of connection knows and has the ear of other strong individuals within the organization. The leader is seen as being able to get things done or use the strength of their relationships as a result of that connection. Imagine the chief executive officer's administrative assistant. Managing the number of requests submitted to the chief executive is part of the administrative assistant's position.

**Expert Power** comes from a person's expertise. This is typically an individual with an acclaimed talent or achievement. "Due to their recognized capacity or expertise in a specific field or subject, leaders who are high in professional power are able to influence others. Bear in mind that the word expert does not have to mean Albert Einstein or the winner of the Nobel Prize. For example, I know a person who used to book speakers for big conferences. Whenever I have a question about something, I call her. She's my expert, my Albert Einstein, my Nobel Winner. She has expertise and knowledge I don't have. For some kinds of problems, think of the employee in your office who is the "go-to" person. " It may be their comprehension of such software systems, the ability to supply vital materials, or project management mastery. The individual with a specific expertise or talent, as well as the ability to do something better than anyone else, will find expert strength.

**Information Power** is based on data not previously open to others. "Others may be affected by leaders who are high in information power because they have or have access to information that others consider as valuable or significant. I'm absolutely sure this is where the cliché of "knowledge is power" comes from. This applies to individuals who withhold data to make themselves more dominant or influential. " Yet knowledge is everywhere in today's world. Some would probably mean that there's an abundance of knowledge. So access to information isn't the barrier it once was. It finds exactly the right data at the moment you need it. The term used to explain finding the exact data at the exact moment is curation. "Knowing what information is needed, how to

collect it, and most importantly, an integral skill in today's workplace is the correct way of interpreting it. Individuals that can process data are and will be in demand. So, it is a type of control to have data that is not open to anyone. " And we can now add to that the concept of being able to find knowledge when power is needed.

**Legitimate Power** comes from the position a person holds. The role a person occupies comes from. This is connected to the title and job duties of an individual. You may hear this referred to as positional control as well. Simply put, executives have more authority than bosses, managers more than executives, and vice presidents more than any of them.

In certain department stores, for example, if you want to return an item without a receipt, a manager must accept it. Because of their work title, it's a duty given to others. Others are very capable of making the same decision in the organisation. But they do not have the positional authority to approve the refund.

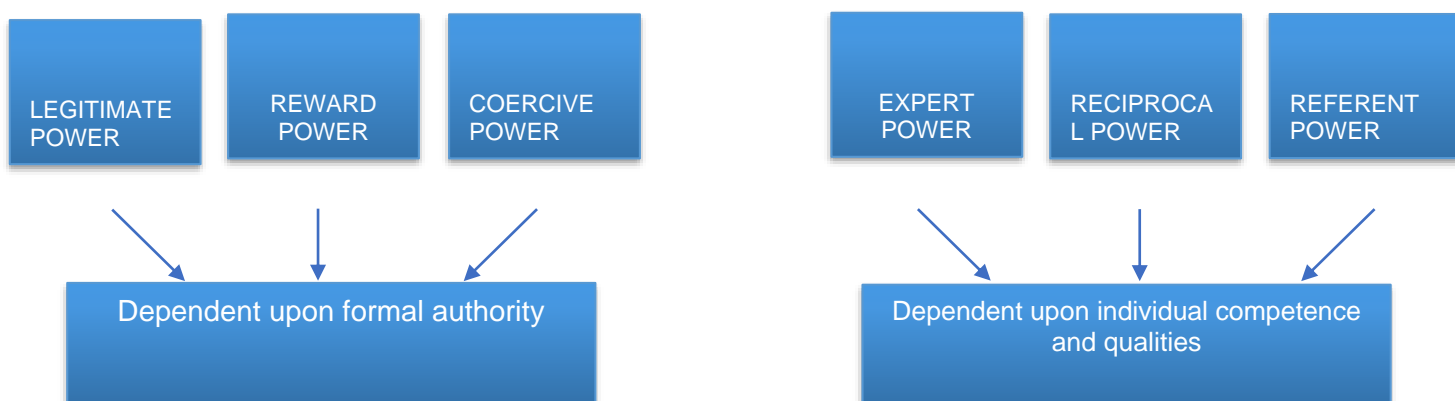
**Referent Power** can be held by people who are well-liked and respected. Regardless of their position, there are individuals we know who are able to ask for things and get them because they are famous and well-liked. They have powerful interpersonal abilities and use them to build teams. It's crucial to understand who in the company these individuals are.

**Reward Power** is based on the ability of an individual to bestow rewards. In the form of work assignments, schedules, wages or benefits, those incentives may come. The boss who makes the schedule and can offer a holiday to an employee. Or the buying supervisor who receives sample items and gives co-workers away. There are examples of people that have the capacity to offer gifts.

### 2.2.3 Designing Power: Power as a Management Resource

Power is a constant that is universal. Even for an entity or project's most trivial functions, it is important. Power is thus a prerequisite for success, regardless of the inner needs of people for power (Lawrence & Lorsch 1967). While organizational power can hold an organization in check and even inspire it to develop and become popular, the destruction of an organization is equally powerful.

Organizational control, including information and technological expertise, which are management tools in themselves, is also seen as a management resource. Thus, it is necessary to make judicious use and design of organizational power.



**Figure 7:** Power Bases and their Dependencies

**Source:** Leadership Manage. Eng., 2009, 9(4): 165-176

Whereas dependent on interpersonal positions, this efficient strategy production in organizations typically only comes together in the heat of battle with politics, intuition, and cunning put into the mix. "As a network of influence in an organisation, subterfuge and strategies manifest themselves. Although this power network can not be built in a completely constructive way, by following enlightened professional, psychological and moral values, some concrete steps in this direction can be taken. It follows that, depending on the



particular process in which it is placed, all power bases will be used at the same time in the organization. Therefore, a manager's performance and anticipated competence depends on his ability to vary energy usage correctly according to the operating cycle. There is a need for orderliness in the early management stages when the company or project is put on its rails. " Business management techniques are indicated at this point to keep the workers in line. If the organization's or project's maturity progresses and problems move to technological issues.

Overwhelming evidence of "counter-effects on long-term organizational health through authoritative, oppressive, or pushing control types. Research has shown that in both manufacturing organizations and research environments, authoritative power bases result in poor output and productivity. " Expert power and reference power, on the other hand, are powerful power bases with the following significant features:

- They provide the manager with support;
- They produce favourable organizational climates;
- Expert influence encourages growth in careers. Referent capacity fosters development of personality;
- As the most significant basis of leverage that can be nurtured by expert force, the use of job challenges has been increased.

These are the uses of power that are productive. On the other hand, coercive control has the following negative features:

- Causes Dissonance in the Equilibrium of the Psyche;
- Fosters Hate, Self-Pity, and Revolt;
- Abusive and Unconcerned with Individuals;
- If used long enough, it ends up Contributing to the Organization's Downfall.

There was also a coercive connotation of unnecessary discipline, and it is therefore important to alert modern industrial organizations. The elimination of apprehension from institutions was ultimately advocated. Given the enormous

complexity of human nature and the various stages of the cycle of the management project, it is ideally reasonable to apply the five key power bases-expert, guide, incentive, manipulation and legitimacy-in proportion to the phases of the business cycle. In particular, control requires formal authority with the least use of coercive force, as trained personnel, with their own intelligence and insight, can be trained to practice normal control functions.

If the degree of staff freedom is strong, and this is so in organisations that are heavily staffed by qualified individuals with university degrees, the use of force and authority generates negative results. Information is control, whereas the opposite of information is confusion. Getting a strong information system means being able to deal with confusion, which is highly associated with providing a foundation of sound power.

It is concluded that the following are simultaneously taking place:

- Types of Participatory Power;
- Sharing of Power;
- Stable Business Climate;
- Elevated Productivity;
- Innovation and Creativity;
- Motivation and Dedication;
- Problem-Solving, Techniques for Conflict - Resolution

It is not possible to segregate these independent parameters. "The collapse of any one parameter is the collapse of the others, and the shift of any one metric is an improvement on the others. A breathing, living, complex, symbiotic organism is an organization. Due to autocratic and traditional models of power, many financially effective enterprises continue to have weak organizational environments. If they changed gear to expert power, reference power, and power-sharing styles, these firms would do much better and could effectively adapt to the demanding future.

Lastly, it is critical that businesses actively address the following:

- Objective Organizational Power Design;
- Formation of a Structured Power Charter;
- Effective Disclosure of this Charter.

Ultimately, the design of organizational power is a decision-making mechanism for which senior executives have to put organizational interests above personal interests, primarily organizational clients, organizational culture, and organizational health. The workers would follow happily only when the senior managers lead well. ”

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DATA ANALYSIS**

#### **INTRODUCTION**

This chapter presents the methodology of the study and the data analysis. It outlines things like the research design employed for the study, the sample and implementations, the data collection and ethics practice observed. In addition, the chapter also outlines how the data was analysed and the methods that were used to do the analysis. It goes into detail in the analysis and provides explanations through interpretation of the data into logical order.

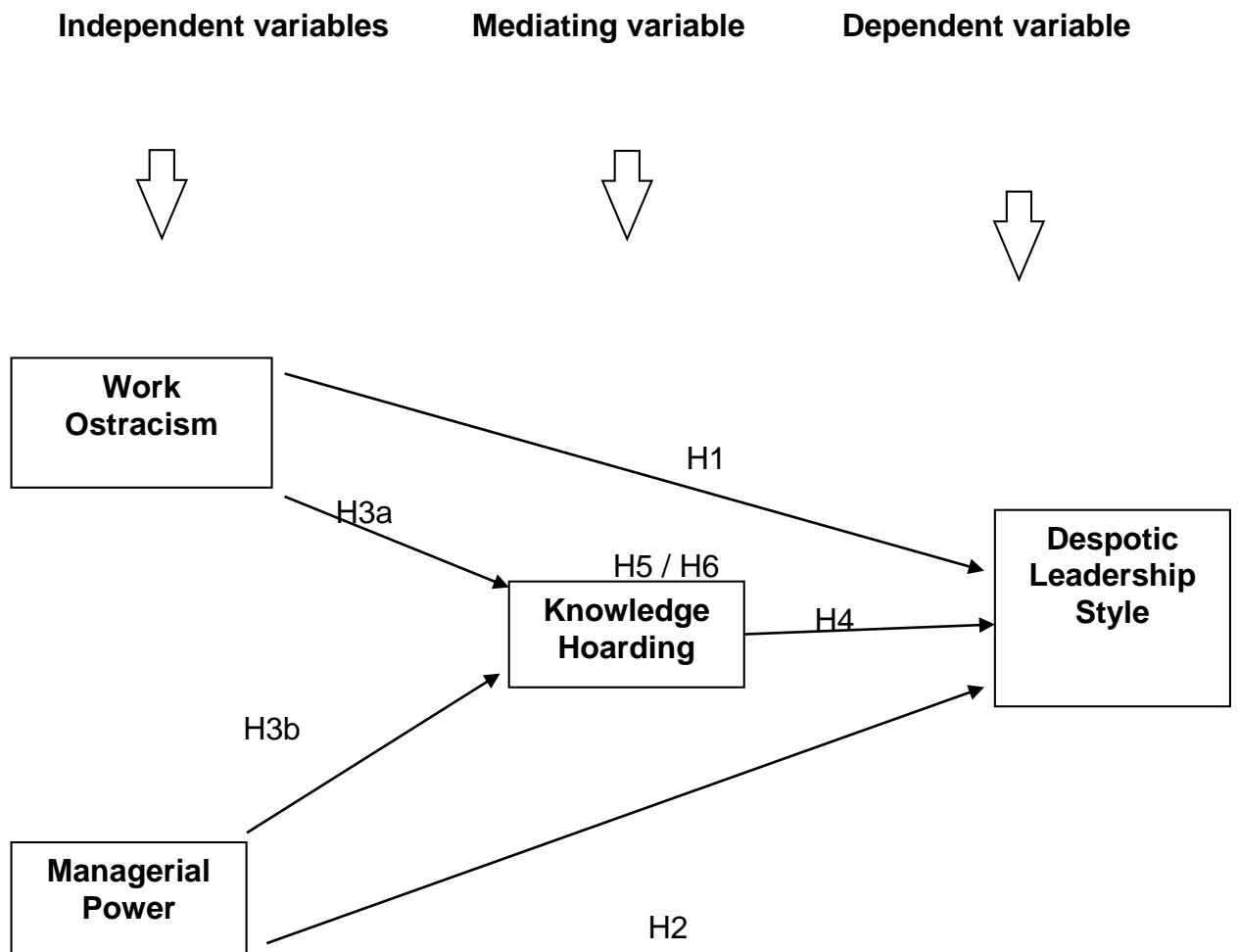
#### **3.1 Research Design**

The design of the studies provides a roadmap of how the study will be conducted, providing step by step instructions of how the researcher will collect the data for the study. As such, the research design should be clear (Neuman, 2014). A research design can be one that describes events, a case study or one that provides explanations to research questions, among other things. The researcher employed a descriptive research design for the study with some bits of it being explanatory in nature as well. According to Cooper (2014), the descriptive research design provides a portrait of events providing what is known about certain phenomena. The explanatory research design, on the other hand, takes the descriptive nature a step further and provides the why part of the phenomena. Thus, the designs combined together provide facts as well as the reasons or explanations behind them, hence the selection of the combined method by the researcher.

## LITERATURE REVIEW

### Conceptual Model

The following diagram illustrates the conceptual model for the study that was developed following the review of the literature. It shows the relationships between the independent, mediating and dependent variables.



### Research Hypotheses

| Hypothesis | Explanation                                                                                          |
|------------|------------------------------------------------------------------------------------------------------|
| H1         | Work Ostracism has a significant effect on Despotism Leadership Style                                |
| H2         | There is correlation between Managerial Power and Despotism Leadership Style                         |
| H3a        | There is a correlation between Workplace Ostracism and Knowledge Hoarding                            |
| H3b        | There is a significant correlation between Managerial Power and Knowledge Hoarding                   |
| H4         | There is a significant correlation between Knowledge Hoarding and Despotism Leadership Style         |
| H5         | Knowledge Hoarding plays a mediating role between Workplace Ostracism and Despotism Leadership Style |
| H6         | Knowledge Hoarding plays a Mediating role between Despotism Leadership and Managerial Power          |

The study was also based on a deductive approach. This approach entails the researcher combining what is known about the subject and theories behind phenomena then developing hypotheses from the literature after identification of a research gap (Saunders et al, 2009). This is later tested and comparisons drawn between the findings and the existing literature and contribution to science if any, is determined. In addition, this study also has the researcher as an independent outsider rather than acting as part of the study.

The study was quantitative in nature. A quantitative study uses numerical data and presentations to provide explanations in a logical manner. One of the advantages of the quantitative method is that the results can easily be verified and repeated hence its selection by the researcher. It is also ideal for a bigger sample size and since the researcher used a sample size of more than one hundred, it was logical to use a quantitative method as a qualitative method would have been inappropriate. In addition, the quantitative study also goes hand in hand with the explanatory research design.

Furthermore, the study was cross sectional. This means that it provided a freeze up image of events at that particular time and place. The study provided a picture of the relationship between workplace ostracism and despotic leadership that particular point in time. This method is time saving as well as inexpensive hence its selection. However, since the opinions of people are ever changing what you find today pertaining to the subject of study may have changed a few years from now, which is the downside to the method.

### **3.2 Sampling and Implementations**

Every study needs participants but one can not reach everyone, so they participate in the study. As a result, only a fraction of the population is used and the results are generalized over the whole population. The targeted population for this study was employees in the banking sector. Because there are so many banks and employees, the researcher used only one bank, as the representation of the banks. The sample size was 150 employees. The sampling technique used for the study was simple random sampling. This method allows every element an equal chance of selection in the study, which is why the researcher chose it.

### **3.3 Questionnaire Design & Data Collection**

The main research instrument for the study was a questionnaire. The questionnaire is a tool which consists of a series of questions that are designed to get certain data from the respondents with regards to the variables of the study as well as their demographic characteristics. The questionnaire for this study was structured and consisted of only close-ended questions. The reason for this was that the researcher did not want respondents to veer off from the subject at hand. As the analysis would also be quantitative in nature, this design was the most appropriate. The questionnaire was divided into different sections. A brief introduction was given informing the respondents of the reasons for the study and a general background. The first section sought to determine some personal information to provide a social background to the respondents where the age, gender and education level were determined. The rest of the questionnaire was divided according to the variables with the

independent variables first and the dependent variable (knowledge hoarding) going last.

The researcher employed questionnaires from previous scholars and adapted them to suit her own study. The items researcher used a 6-item scale adapted from De Hoogh and Hartog (2008) for despotic leadership. Workplace ostracism was measured using 9 items that were adapted from two studies by Ferris et al (2008). In terms of managerial power, the researcher utilized a scale that reflected the different kinds of power that exist in an organization. The researcher used expert power, referent power, coercive power, legitimate power and reward power. All these different kinds of power consisted of 4 items each except for reward power that consisted of 5 items. The scale used was adopted by Nesler et al (1999). Lastly, for the dependent variable of knowledge hoarding, the researchers employed a 5-item scale that was adopted from two different studies by Evans et al (2015) and Holten et al (2016).

The questionnaire was based on a 5-point Likert scale. A Likert scale is a type of scale that measures attitudinal responses to questions. These can be based on 3, 5, or 7 responses. The researcher chose the 5-point scale as she felt that this would best represent the items without putting too many responses or too little. The scale was measured with ranges from strongly disagree to strongly agree. The neutral point reflected neither agreement nor disagreement.

A pilot study was conducted prior to the actual data collection using 10 questionnaires. A pilot study is essential to determine that the respondents have understood the questions and interpreted them in the correct way. It also allows the researcher to improve the research instrument if there are any flaws in it or if other meanings can be attached to it.



### **3.3.1 Data Collection**

The data was collected using a survey. The researcher went into the field to collect the data from the respondents using a questionnaire, whose copies were personally distributed to the respondents. Primary data was used as the researcher collected the data straight from the source. Secondary sources were also employed in the form of journals and academic articles. These were used for the literature review as well as in the comparison with the findings of the current study. Secondary sources of data have the advantage of being easily available, thus making them convenient for studies. The advantage of this method is that it provides more authentic information tailored to the particular study.

The researcher obtained permission from the relevant authorities before initiating the study. Permission was obtained from the bank management to conduct the study. Permission from the respondents was also sought. At academic level, the researcher got permission from the governing body of the university, the Near East University ethics committee. Saunders et al (2009), advocate for researchers to abide by ethical codes in conducting research to ensure that no harm befalls the respondents. In addition, it is to ensure that their rights are observed. The researcher provided all the relevant information about the study to the participants. She informed them of the purpose of the study as well as assured them of their anonymity as respondents in the study. She also informed them that there would be no monetary gain from their participation, and that any resources they provided would be used solely for academic purposes.

### **3.4 Data Analysis**

The researcher conducted the analysis of the data using the SPSS (Statistical Package for Social Sciences). Descriptive studies were conducted and frequencies determined. Correlation and regression analysis were also conducted to determine the relationships between the independent and dependent variables.

### 3.4.1 Descriptive Statistics

Table 1: Gender

|       |        | Frequency | Percent | Valid Percent | Cumulative |
|-------|--------|-----------|---------|---------------|------------|
|       |        |           |         |               | Percent    |
| Valid | female | 78        | 53.1    | 53.1          | 53.1       |
|       | male   | 69        | 46.9    | 46.9          | 100.0      |
|       | Total  | 147       | 100.0   | 100.0         |            |

The gender characteristics of the study's respondents are represented in the table above. There were more females than males, as shown by the 78 females and 69 males. This accounted for 53.1% and 46.9% of the total. The researcher concludes that the bank may employ more women than men.

Table 2: Marital Status

|       |         | Frequency | Percent | Valid Percent | Cumulative |
|-------|---------|-----------|---------|---------------|------------|
|       |         |           |         |               | Percent    |
| Valid | single  | 77        | 52.4    | 52.4          | 52.4       |
|       | married | 70        | 47.6    | 47.6          | 100.0      |
|       | Total   | 147       | 100.0   | 100.0         |            |

The table above represents the marital status of the respondents. There were 77 single respondents making up 51% of the population and 70 married respondents that made up 44.

Table 3: Education

| <b>Education</b> |             | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|------------------|-------------|-----------|---------|---------------|-----------------------|
| Valid            | High school | 3         | 2.0     | 2.0           | 2.0                   |
|                  | college     | 14        | 9.5     | 9.5           | 11.6                  |
|                  | graduate    | 55        | 37.4    | 37.4          | 49.0                  |
|                  | bachelors   | 36        | 24.5    | 24.5          | 73.5                  |
|                  | associate   | 27        | 18.4    | 18.4          | 91.8                  |
|                  | PHD         | 12        | 8.2     | 8.2           | 100.0                 |
|                  | Total       | 147       | 100.0   | 100.0         |                       |

The table above shows the educational background of the respondents. The respondents were asked to fill in their highest educational qualification. The table shows that the highest number of respondents had a Master's degree, as reflected by the 55 respondents. They made up 37.4% of the population. This was followed by those that had Bachelor's degrees and these were 36, making up 24.5% of the population. Twenty-seven respondents had an associate's degree, making up 18.4%, whilst 14 had college as their highest qualification, making up 9.5%. There were only 12 respondents with a PHD, making up 8.2% and only 3 respondents with high school as their highest qualification, making up 2% of the workforce. The table reveals that more than three quarters of the respondents had university level as their highest educational qualification. The respondent's major finding on this is that the Bank has an educated workforce.

Table 4: Despotic Leadership Descriptive Statistics

## Descriptive Statistics

|                                                                                             | N   | Mean   | Std. Deviation |
|---------------------------------------------------------------------------------------------|-----|--------|----------------|
| Leadership is punitive; has no regret or sympathy                                           | 147 | 1.5374 | .74275         |
| Leadership is in charge and does not tolerate the disagreement or questioning; gives orders | 147 | 1.6395 | .82716         |
| Leadership acts like a cruel or despot; arrogant                                            | 146 | 1.3699 | .51211         |
| Leadership tends to be unwilling or unable to hand over control of projects or tasks        | 147 | 1.4966 | .72503         |
| Leadership expects unquestioning obedience of those who report to him/ her                  | 147 | 1.4490 | .57557         |
| Leadership is vengeful; seeks revenge when wronged                                          | 147 | 1.4354 | .62008         |
| Valid N (listwise)                                                                          | 146 |        |                |

The table represents the respondents' opinions towards the presence of a despotic leadership style in their organization. Overall, the respondents disagreed that the leadership style is despotic. The respondents disagreed that their leadership is punitive and is without sympathy and regret, as shown by the mean value of 1.537. They also disagreed that the leadership is in charge and does not tolerate disagreements and questioning but just gives orders as reflected in the low mean value of 1.6395. In addition, the respondents strongly disagreed that their leadership is cruel and this is reflected in the mean value of 1.369. The mean value of 1.496 and 1.449 also shows disagreements with the opinions that leadership does not delegate power and tasks and expects unquestioning obedience, respectively. Lastly, the value of 1.435 also shows that the respondents disagreed that their leadership is vengeful.

Table 5: Work Ostracism Descriptive Statistics

| <b>Descriptive Statistics</b>                                                                                 |     |        |                |
|---------------------------------------------------------------------------------------------------------------|-----|--------|----------------|
|                                                                                                               | N   | Mean   | Std. Deviation |
| Others ignored you at work                                                                                    | 147 | 1.5646 | .58600         |
| Others left the area when you entered                                                                         | 147 | 1.5442 | .69471         |
| Your greetings have gone unanswered at work                                                                   | 147 | 1.3605 | .53565         |
| You involuntarily sat alone in a crowded<br>Lunchroom at work                                                 | 147 | 1.3469 | .50549         |
| Others avoided you at work                                                                                    | 147 | 1.3605 | .92858         |
| You noticed others would not look at you at work                                                              | 147 | 1.3673 | .53739         |
| Others refused to talk to you at work                                                                         | 147 | 1.3197 | .49638         |
| Others at work treated you as if you were not<br>there                                                        | 147 | 1.3878 | .54205         |
| Others at work did not invite you or ask you if you<br>wanted anything when they went out for coffee<br>break | 147 | 1.2993 | .47420         |
| Valid N (listwise)                                                                                            | 147 |        |                |

In terms of work ostracism, overall, the table reveals that the respondents disagree with the opinions that relate to the presence of work ostracism. The mean value of 1.564 shows that the respondents disagreed that others have ignored them at work. They also disagreed that others just left the work area when they came upon it, as reflected in the mean value of 1.544. The respondents also disagreed that their colleagues ignored their greetings as shown by the mean value of 1.36. The mean value of 1.3469 reflects disagreement in the statement that the respondents sat alone in a crowded room at lunch break. Similar findings were observed in the opinion that others avoided them at work depicted by the mean value of 1.36. In addition, the respondents disagreed that they noticed other people did not look at them and shut them out of conversations, as shown by the mean of 1.3673. In response to the opinion that others refused to talk to them and treated them as if they

were not there, the respondents disagreed, as shown by the means of 1.3197 and 1.3878. Lastly, the respondents also disagreed that others at work did not invite them to a coffee break or inquire if they needed anything brought to them. This is reflected in the mean value of 1.299.

Table 6: Reward Power Descriptive Statistics

| <b>Descriptive Statistics</b>                                             |     |        |                |
|---------------------------------------------------------------------------|-----|--------|----------------|
|                                                                           | N   | Mean   | Std. Deviation |
| My supervisor can give me extra time off                                  | 147 | 2.9048 | 1.02258        |
| My supervisor can write a strong letter of<br>Recommendation on my behalf | 147 | 3.0205 | 1.22316        |
| My supervisor can make my work easier                                     | 147 | 3.3946 | 1.15009        |
| My supervisor can recommend me for<br>Continued funding                   | 147 | 2.7143 | 1.14078        |
| My supervisor can provide me with<br>Special benefit                      | 147 | 3.5850 | 1.20980        |
| Valid N (listwise)                                                        | 147 |        |                |

The table above shows the respondents' opinions towards reward power. Overall, there were mixed responses, ranging from indifference to moderate agreements. The respondents were unconcerned about the supervisor's ability to give them extra time off, as evidenced by the mean value of 2.90. They, however, slightly agreed that the supervisor could write a strong letter of recommendation on their behalf as indicated by the mean value of 3.02. The respondents also showed slight agreement with the notion that the supervisor could make their work easier, as shown by the mean value of 3.394. The table also shows that the respondents remained neutral to the opinion that their supervisor could recommend them for continued funding as reflected in the mean of 2.714. Lastly, the respondents moderately agreed that their

supervisors could provide some special benefit for them. This is shown by the mean value of 3.585.

Table 7: Coercive Power Descriptive Statistics

| <b>Descriptive Statistics</b>                            |     |        |                |
|----------------------------------------------------------|-----|--------|----------------|
|                                                          | N   | Mean   | Std. Deviation |
| My supervisor can give me<br>Undesirable Job Assignments | 147 | 1.8163 | .74962         |
| My supervisor can make my work<br>Difficult for me       | 147 | 1.8299 | .75284         |
| My supervisor can make things<br>Unpleasant Here         | 147 | 1.7415 | .74105         |
| My supervisor can make being at<br>Work Distasteful      | 147 | 1.5918 | .80030         |
| Valid N (listwise)                                       | 147 |        |                |

The table above indicates the responses to opinions on coercive power. Overall, the table shows that the respondents disagreed with the statements. The table shows that the respondents disagreed with the notion that the supervisor could give them undesirable jobs, as reflected by the mean of 1.816. They also disagreed that the supervisor could make their work difficult and this is reflected by the mean value of 1.829. Similar findings were observed on the notion that the supervisor could make things unpleasant at the workplace, which had a mean value of 1.741. Finally, the respondents, as evidenced by the mean of 1.591, agreed that their supervisors could make things unpleasant.

Table 8: Legitimate Power Descriptive Statistics

| <b>Descriptive Statistics</b>                                            |     |        |                |
|--------------------------------------------------------------------------|-----|--------|----------------|
|                                                                          | N   | Mean   | Std. Deviation |
| My supervisor can make me feel like I have commitments to meet           | 147 | 3.5918 | 1.10884        |
| My supervisor can make me feel like I should satisfy my job requirements | 147 | 3.9864 | 1.07261        |
| My supervisor can give me the feelings I have responsibilities to feel   | 147 | 4.2857 | .87586         |
| My supervisor can make me recognize that I have tasks to fill            | 147 | 4.2585 | .87655         |
| Valid N (listwise)                                                       | 147 |        |                |

The table above shows the responses to statements about legitimate power. Overall, reactions to legitimate power ranged from moderate to strong agreement. The majority of respondents moderately agreed that their supervisor could make them feel like they had commitments to meet, as reflected by the mean value of 3.591. The respondents also moderately agreed that their supervisor could make them feel like they should satisfy their job requirements, as shown by the mean of 3.98. On the other hand, they strongly agreed that their supervisors could make them feel like they had responsibilities to feel. This is reflected in the mean value of 4.2857. Similar findings were observed in the statement that their supervisor could make them recognize that they had tasks to fill, as shown by the mean of 4.2585.



Table 9: Expert Power Descriptive Statistics

| <b>Descriptive Statistics</b>                                                     |     |        |                |
|-----------------------------------------------------------------------------------|-----|--------|----------------|
|                                                                                   | N   | Mean   | Std. Deviation |
| My supervisor can give me<br>Good technical suggestions                           | 147 | 4.3673 | .68328         |
| My supervisor can share with me his or her<br>considerable experience or training | 147 | 4.4694 | .67546         |
| My supervisor can provide me with sound job-related<br>advice                     | 147 | 4.4626 | .76991         |
| My supervisor can provide me with needed technical<br>knowledge                   | 147 | 4.5782 | .73954         |
| Valid N (listwise)                                                                | 147 |        |                |

The table above shows the respondents' responses with regards to expert power. The overall trajectory of the responses indicates that the respondents strongly agreed with the statements given. The respondents strongly agreed that their supervisor gave them good technical suggestions as reflected by the high mean value of 4.367. They also strongly agreed that the supervisor could share his or her experience and training with them. This was reflected in the high mean value of 4.469. Similar findings were also observed in the statement that the supervisor could provide sound job-related advice to them and this is shown by the mean value of 4.462. Lastly, the majority of the respondents strongly agreed that their supervisor could provide them with needed technical knowledge, as indicated by the mean value of 4.578. This also represented the most popular opinion with regards to the supervisor's expertise.

Table 10: Referent Power Descriptive Statistics

**Descriptive Statistics**

|                                                              | N   | Mean   | Std. Deviation |
|--------------------------------------------------------------|-----|--------|----------------|
| My supervisor can make me feel valued                        | 147 | 4.6803 | .66194         |
| My supervisor can make me feel like he or she approves of me | 147 | 4.6939 | .62606         |
| My supervisor can make me feel personally accepted           | 147 | 4.6190 | .67574         |
| My supervisor can make me feel important                     | 147 | 4.5374 | .63324         |
| Valid N (listwise)                                           | 147 |        |                |

The table above represents the responses to statements regarding referent power. The table shows that the respondents were overall in strong agreement with the statement of opinions provided. The respondents strongly agreed that their supervisor could make them feel valued as indicated by the high mean value of 4.68. In addition, they also strongly agreed to the notion that their supervisor could make them feel like they approved of them, as reflected by the mean value of 4.693. Similarly, the respondents also strongly agree that their supervisor could make them feel personally accepted, as shown by the mean value of 4.61. Lastly, the respondents also strongly agreed that their supervisor could make them feel important.

Table 11: Knowledge Hoarding Descriptive Statistics

| <b>Descriptive Statistics</b>                                                           |     |        |                   |  |
|-----------------------------------------------------------------------------------------|-----|--------|-------------------|--|
| Details                                                                                 | N   | Mean   | Std.<br>Deviation |  |
| Do employees here withhold information from each other?                                 | 147 | 3.1156 | .91049            |  |
| I keep news about what I am doing secret from others until the appropriate time         | 147 | 3.1156 | 1.05023           |  |
| I avoid releasing knowledge to others in order to maintain control                      | 147 | 3.3810 | 1.18399           |  |
| I control the release of information in an effort to present the profile I want to show | 147 | 4.0680 | .96273            |  |
| knowledge is a resource that needs to be carefully guarded                              | 147 | 4.5102 | .87872            |  |
| Valid N (listwise)                                                                      | 147 |        |                   |  |

The table above shows the responses with regard to knowledge hoarding at the bank. The responses varied, but they were all in agreement with the provided statements about knowledge hoarding at their workplace. The responses slightly agreed that the employees at the bank withheld information from each other as indicated by the mean value of 3.115. Similar findings were also observed on the notion that the employees keep what they will be doing a secret until such a time they wish to reveal it. The table also indicates that the respondents were in moderate agreement with the notion that they avoid releasing information to others so that they maintain control and this is reflected in the mean value of 3.38. The respondents, however, strongly agreed to the notion that they avoid releasing information so that they show the profile that they want to present and this is reflected in the mean value of 4.068. Finally, the respondents strongly indicated that knowledge is a valuable resource that must be carefully guarded, as evidenced by the mean of 4.51. This was also the most popular response with regards to knowledge hoarding.

### 3.4.2 Reliability Test

According to Sekaran (2003), the research instrument needs to have internal consistency. The items employed to measure a variable should be sufficient as a set to successfully measure that variable so that the respondents will get the same overall meaning from the variable. One of the ways in which this can be done is through the Cronbach Alpha test. It determines the extent to which the items can correlate to measure the same concept even though they are different. According to Sekaran (2003), the higher the alpha value, the better the measurement. Some scholars state that an alpha value of 0.60 and above is the ideal value and values upwards of 0.80 are the most excellent. The tables below show the reliability tests for all the variables employed in this study to measure the independent and dependent variables.

Table 12: Despotic Leadership Reliability Statistics

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .832                          | 6          |

The table above shows the reliability value for the despotic leadership variable. Despotic leadership was measured using 6 items and these items show a Cronbach alpha of 0.832, which is an excellent value and means the measurement for despotic leadership was reliable.

Table 13: Workplace Ostracism Reliability Statistics

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| .858                          | 9          |

The Cronbach Alpha for workplace ostracism was 0.858 based on 9 items used as measurement items. The figure is high and reflects that the items can be relied upon to measure workplace ostracism.

Table 14: Knowledge Hoarding Reliability Statistics

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .752             | 5          |

The above table reflects the alpha measurement for knowledge hoarding. The table shows a Cronbach Alpha value of 0.752. The figure is high and falls within the range advocated for by scholars thus, the items are reliable.

Table 15: Power Reliability Statistics

| Power type   | Cronbach Alpha Number of items |
|--------------|--------------------------------|
| Reward       | .647 4                         |
| Coercive     | .841 4                         |
| Referent     | .886 4                         |
| Legitimate   | .834 4                         |
| Expert power | .820 4                         |

The above table shows the reliability statistics for the four types of power used for the study, namely reward coercive, referent and legitimate power. All these represented managerial power and were based on four items each. The Cronbach Alpha value for the reward power was 0.647, which is an acceptable value and reliable as a measurement tool. Coercive power had an alpha value of 0.841, which was also an indicator of the items used as a measurement being very reliable. The same was found for referent and legitimate power,

which were 0.886 and 0.834 respectively. Expert power had an alpha value of 0.82 and this is an excellent and reliable measurement. All the items employed in the measurement of the different types of power were reliable and can be trusted as a measurement tool in future studies.

### 3.4.3 Correlation Analysis

A correlation analysis is conducted to establish the relationship and extent of association between the independent and dependent variables. In this case, the researcher sought to determine the relationship between work ostracism, despotic leadership, managerial power and knowledge hoarding. The table below represents the relationship and its extent between these variables.

Table 16: Correlation Analysis

| <b>Correlations</b> |                     | Work Ostracism | Despotic Leadership | Knowledge Hoarding | Managerial Power |
|---------------------|---------------------|----------------|---------------------|--------------------|------------------|
| Work Ostracism      | Pearson Correlation | 1              | .358**              | .073               | .237**           |
|                     | Sig. (2-tailed)     |                | .000                | .378               | .004             |
|                     | N                   | 147            | 146                 | 147                | 146              |
| Despotic Leadership | Pearson Correlation | .358**         | 1                   | -.142              | -.018            |
|                     | Sig. (2-tailed)     | .000           |                     | .088               | .832             |
|                     | N                   | 146            | 146                 | 146                | 145              |
| Knowledge Hoarding  | Pearson Correlation | .073           | -.142               | 1                  | .581**           |
|                     | Sig. (2-tailed)     | .378           | .088                |                    | .000             |
|                     | N                   | 147            | 146                 | 147                | 146              |
| Managerial Power    | Pearson Correlation | .237**         | -.018               | .581**             | 1                |
|                     | Sig. (2-tailed)     | .004           | .832                | .000               |                  |
|                     | N                   | 146            | 145                 | 146                | 146              |

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

The table shows that work ostracism is positively and significantly correlated with despotic leadership style, as shown by the level of association of 0.3581. In addition, it also shows that the relationship between work ostracism and

knowledge hoarding is positive but insignificant at 0.073. The relationship between knowledge hoarding and despotic leadership style was also found to be insignificant. However, the relationship between managerial power and knowledge hoarding was found to be positive and significant as shown by the association of 0.581. The relationship between managerial power and despotic leadership, however, was found to be insignificant.

#### 3.4.4 Regression Analysis

A regression analysis is conducted to determine the extent of association and its impact between the independent and dependent variables. The research examined the relationship between the independent and dependent variables and the results are as follows.

Table 17: Model Summary

| Model | R                 | R Square | Adjusted Square | R Std. Error of the Estimate |
|-------|-------------------|----------|-----------------|------------------------------|
| 1     | .389 <sup>a</sup> | .151     | .133            | 2.78754                      |

a. Predictors: (Constant), Work Ostracism, Knowledge Hoarding, Managerial Power

The table above shows that the model used for the study was significant. The R represents the overall correlation of the variables, which was .389. The R squared indicates that work ostracism, knowledge hoarding, and managerial power can all predict the dependent variable, despotic leadership style.

Table 18: Anova

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1     | Regression | 195.028        | 3   | 65.009      | 8.366 | .000 <sup>b</sup> |
|       | Residual   | 1095.620       | 141 | 7.770       |       |                   |
|       | Total      | 1290.648       | 144 |             |       |                   |

a. Dependent Variable: despotic leadership

b. Predictors: (Constant), Work Ostracism, Knowledge Hoarding, Managerial Power

The ANOVA, or analysis of variance, determines whether the independent variables' prediction of the dependent variables is statistically and significantly predictive. The table above indicates that work ostracism, knowledge hoarding and managerial power can statistically and significantly predict despotic leadership as shown by the p value represented by the sig value of 0.000. A value that is less than 0.05 is deemed to be significant. The hypotheses can therefore be accepted.

Table 19: Coefficients

| Model |                    | Unstandardized Coefficients |            | Standardized Coefficients |        | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                    | B                           | Std. Error | Beta                      | t      |      |
| 1     | (Constant)         | 7.999                       | 2.619      |                           | 3.055  | .003 |
|       | Managerial Power   | -.004                       | .035       | -.011                     | -.111  | .912 |
|       | Knowledge Hoarding | -.134                       | .081       | -.159                     | -1.649 | .101 |
|       | Work Ostracism     | .297                        | .064       | .369                      | 4.607  | .000 |

a. Dependent Variable: despotic leadership



The coefficients table above reflects the individual predictability effect of the independent variables on the dependent variable. The table reveals p values greater than 0.05 for knowledge hoarding and managerial power as predictors of despotic leadership style. This means that the effects of knowledge hoarding and managerial power on despotic knowledge were insignificant. Because of this, the hypotheses were rejected. However, work ostracism has a p value of 0.000, which is smaller than 0.05. Hence, the hypothesis that work ostracism has a significant effect on despotic leadership was accepted.

### Mediation Test

The researchers sought to determine the mediating effect of knowledge hoarding on the relationship between work ostracism and knowledge hoarding. They also did the same for the relationship between managerial power and despotic leadership. The researchers determined this using the Sobel test. To do this, the researchers assessed the relationship between work ostracism and knowledge hoarding using the mediating variable as the dependent variable and the results are as follows:

### Mediation of Knowledge Hoarding between Work Ostracism and Despotic Leadership

Table 20: Coefficients<sup>a</sup>

| Model |                | Unstandardized |            | Standardize |        | Sig. |
|-------|----------------|----------------|------------|-------------|--------|------|
|       |                | Coefficients   | Std. Error | Beta        | t      |      |
| 1     | (Constant)     | 17.312         | 1.035      |             | 16.723 | .000 |
|       | Work Ostracism | .070           | .079       | .073        | .885   | .378 |

a. Dependent Variable: knowledge hoarding

The results revealed a coefficient of 0.070 on a standard error of 0.079. The researcher then went on to determine the relationship between the mediating variable of knowledge hoarding and the dependent variable of despotic leadership and the results are presented in the table below:

Table: 21 Coefficients<sup>a</sup>

| Model |                    | Unstandardized |            | Standardize |        | Sig. |
|-------|--------------------|----------------|------------|-------------|--------|------|
|       |                    | Coefficients   |            | d           |        |      |
|       |                    | B              | Std. Error | Beta        | t      |      |
| 1     | (Constant)         | 11.087         | 1.284      |             | 8.635  | .000 |
|       | Knowledge Hoarding | -.119          | .069       | -.142       | -1.716 | .088 |

a. Dependent Variable: despotic leadership

The above test shows that the coefficient was found to be a negative 0.119 on a standard of error of 0.069. The researcher then went on to conduct a Sobel test using these results and these are presented below:

Table 22: Sobel Mediator Test

| Test name   | Test statistic | P value |
|-------------|----------------|---------|
| Sobel Test  | 0.78814        | 0.43061 |
| Aroian Test | 0.70047        | 0.4836  |

The table above shows the p value of the Sobel test as 0.43061. In this case, p is greater than 0.05, which means that the variable is insignificant as a mediating variable. Knowledge hoarding thus has no mediating effect on the relationship between work ostracism and despotic leadership.

### Mediation of Knowledge Hoarding Between Managerial Power and Despotic Leadership

Table 23: Coefficients<sup>a</sup>

| Model |                  | Unstandardized |            | Standardize |        | Sig. |
|-------|------------------|----------------|------------|-------------|--------|------|
|       |                  | Coefficients   |            | d           |        |      |
|       |                  | B              | Std. Error | Beta        | t      |      |
| 1     | (Constant)       | -4.364         | 2.649      |             | -1.648 | .102 |
|       | Managerial Power | .242           | .028       | .581        | 8.564  | .000 |

a. Dependent Variable: knowledge hoarding

The table above shows the relationship between managerial power and knowledge hoarding, which reflects a positive beta of .242 and a standard error of .028. The researcher then sought to establish the relationship between knowledge hoarding and despotic leadership and the results are presented in the table below:

Table 24: Coefficients<sup>a</sup>

| Model |                    | Unstandardized |            | Standardize |        | Sig. |
|-------|--------------------|----------------|------------|-------------|--------|------|
|       |                    | Coefficients   |            | d           |        |      |
|       |                    | B              | Std. Error | Beta        | t      |      |
| 1     | (Constant)         | 11.087         | 1.284      |             | 8.635  | .000 |
|       | Knowledge Hoarding | -.119          | .069       | -.142       | -1.716 | .088 |

a. Dependent Variable: despotic leadership

The table above reflects a negative coefficient of -.119 on a standard error of .069 on the relationship between knowledge hoarding and despotic leadership. The researcher thus conducted the Sobel test to determine if knowledge

hoarding plays a mediating role between managerial power and despotic leadership, as shown below:

Table 25: Sobel Mediator Test

| Test Name   | Test Statistic | P value |
|-------------|----------------|---------|
| Sobel Test  | 1.69129        | 0.09078 |
| Aroian Test | 1.68051        | 0.09286 |

The table above shows that the p value for the Sobel test was 0.09, which is above the significant value of 0.05. This means that the mediation effects of knowledge hoarding on the relationship between managerial power and despotic leadership are insignificant. As a result, the hypothesis that knowledge hoarding has a mediating effect on that relationship was rejected.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter focuses on the discussion of the theoretical as well as the empirical findings. It compares the empirical findings with the theoretical findings and seeks to find any similarities and differences between the two and any contribution to science, if any. It also provides the study limitations and the conclusions derived.

#### **4.2. Key Theoretical Findings**

Work ostracism in workplaces has negative connotations. It makes other employees feel left out and lose their sense of belonging. In addition, employees that are ostracized are more likely to find other ways of dealing with the situation and one of these is through knowledge hoarding. They try to keep as much knowledge as they can and only utilize it when they feel that it would be of benefit to them. It was also found to have a negative impact on employee behaviour and may result in outcomes like employee turnover and stress at the workplace. Work ostracism can be a deliberate action or something that happens unconsciously, but mostly should be curbed as it is counterproductive.

Power in organizations is something that is present within the leadership. However, it can be positive or negative depending on how it is used. The different types of power are reward power, expert power, legitimate power, referent power and coercive power. Reward power stems from the ability of leadership to give incentives or rewards. Expert power relates to their knowledge, which may come from their educational backgrounds or with

experience. Referent power has to do with the power of the leadership to recommend the employee for things like a new job or funding for projects and shows the extent to which the leadership can support the employees in projects that benefit the employee. Legitimate power reveals the power of the leadership in making the employees do their tasks and responsibilities. Lastly, the coercive power stems from the ability of the leadership to deliver consequences to the employees for negative actions and instilling of fear. Leadership that uses their power to help their employees and improve their job performance is preferred and those that abuse their power may find themselves actually becoming despotic.

Despotic leadership is the kind of leadership that has no negotiations and is mostly characterized by top-down communication. It is not accommodative of input from employees and is actually related to coercive power. Knowledge hoarding occurs when people realize that knowledge can be traded for benefits. It stems from a situation where employees may feel that they need to keep things to themselves. This can be in response to the general environment of the workplace where knowledge is power or where knowledge can foster a sense of belonging with others. It may also be a way of protecting them. Nevertheless, knowledge hoarding results in the obstruction of the process of knowledge sharing and transfer. Work ostracism was found to be one of the situations that may lead employees to do knowledge hoarding as a copying method.

### **4.3 Empirical Findings**

The study was based on 150 bank employees. However, three questionnaires were deemed to be unsuitable for the study as they were incomplete and these were excluded from the study. In terms of demography, the study revealed that there were more women than men. This could be an indication of the general gender distribution in the banks in Northern Cyprus; but it may also just be that there were more women interested in participating in the study compared to males. The researcher also established the marital status of the respondents

and the findings revealed that there were more single people than married people. In terms of education, the study revealed that the Bank had quite an educated workforce. This was reflected in the findings which showed that more than three quarters of the respondents had at least a Bachelor's degree.

#### **4.3.1 Despotic Leadership and Work Ostracism**

The results revealed that the respondents mostly disagreed that there was any despotic leadership as well as work ostracism in their workplace. This may be an indication that the workplace environment in their organization is actually a pleasant one. Since the respondents disagreed that their leadership is cruel and intolerant, this implies that the leadership is actually tolerant and listens to the employees. It also implies that their leadership have a more democratic leadership style and welcome input from their employees rather than employing an attitude of intolerance to questions.

The respondents also indicated that they disagreed with the presence of work ostracism in their organization. The implication is that there is a great work atmosphere amongst the employees. Such things like ignoring colleagues and avoiding them are not a common thing. This also alludes to a great culture in the organization where colleagues invite each other to meal breaks, sit with each other and greet each other. These findings also support the correlation analysis findings. A positive and significant relationship was found between the despotic leadership style and work ostracism. In addition, the effect of work ostracism was also reflected in the regression coefficient where the p value of the work ostracism was less than 0.05. This means that an increase in work ostracism would lead to an increase in despotic leadership. In the case of this study, work ostracism was found to be absent and this is consistent with the findings concerning work ostracism which was also found to be absent. In other words, since despotic leadership is absent, chances of work ostracism are also low.

### 4.3.2 Managerial Power

When it came to managerial power, the researcher probed among the different kinds of power and assessed five types of power that are reward, coercive, expert, legitimate and referent. The results revealed that coercive power was found to be the least type of power present in the workplace, as indicated by the general disagreements in the responses. According to the high frequency and agreement of the responses, referent and legitimate power were the most popular.

Reward power was also found to be unpopular, but the respondents indicated that their supervisors had the power to make their work easier as well as provide them with special benefits. However, since the respondents also pointed out that their supervisors can not give them time off or recommend them for continued funding, the researcher assumed that this was maybe something that only the higher powers than the supervisor possessed. It may also be that there are already regulations that govern things like off days and continued funding in their organization, hence the supervisor would have no power over it.

Expert power was found to be very prevalent in the organization, as indicated by the favourable responses to the statements presented. However, the most impact was seen on the agreement that the supervisors were willing to share their technical knowledge with their subordinates, which had a mean score of 4.578. The findings reveal that supervisors in the workplace have knowledge and are willing to share their expertise with their employees. It was also revealed that the leadership had legitimate power as the frequency of responses indicated. As a result, they have the authority to make employees feel obligated to fulfill their responsibilities and commitments. These findings also imply that the leadership is hands on as they will be closely monitoring their employees and will be there to ensure that they are doing what they are supposed to be doing when needed. For example, the highest frequency of response was found with regards to how the leadership makes the employees feel like they have responsibilities to fill, which had a 4.285 mean score.



Lastly, it is evident from the findings that the leadership also has high referent power. In fact, this was the type of power with the most powerful impact as the responses revealed. The one that was most effective in this category was the power of the leadership to make their employees feel their approval. This goes to show that the leadership in this organization is concerned about feedback and makes sure that their employees know when their work is appreciated. They also go the extra mile to ensure that their employees feel a sense of belonging, as indicated by the strong agreement that their leadership makes them feel personally accepted and important.

#### **4.3.3 Knowledge Hoarding**

The results of the study indicated that knowledge hoarding existed in the organization. There was strong agreement with all the statements and the one with the most impact was that knowledge is a resource that needs to be carefully guarded, which had a high mean score of 4.5102. The employees revealed that they are not willing to share information in the workplace and they only share when they feel like they now should. This may actually be an indication of bigger problems. In addition, the results of the study showed a significant and positive correlation between managerial power and knowledge hoarding of 58.1%. The reason for the employees hoarding information may be that they want special benefits from their leadership. It could also be that knowledge is the means by which they seek and gain approval of their supervisors and is used to ensure that they have a sense of belonging in the organization. In this regard, the results would confirm the Self-motive theory by Leary (2007). The theory explains that people can be self-serving and employ such tactics to endear themselves in the eyes of others. In this case, in a bid to receive rewards, the individuals would hoard information so that they will stand out from others and probably gain positive appraisal. It can also be interpreted that the employees are harbouring a lot of tacit knowledge because of their knowledge hoarding tendencies. One of the difficulties associated with tacit knowledge is that it lies dormant and is not utilized unless the individual decides to share it.

The researcher also explored the effect of knowledge hoarding on the relationship between work ostracism and despotic leadership through the Sobel test. The results indicated that knowledge hoarding had no mediating effect on this relationship as the p value was greater than 0.001. These findings contradict the general theoretical literature, which suggests that knowledge hoarding mediates the relationship between workplace ostracism and despotic leadership. In fact, the Conservation of resource theory alludes that employees hoard knowledge in response to work ostracism as a coping mechanism. The results of this study may have differed from the norm, probably because the findings also indicated that the employees did not experience any work ostracism in their organization.

## CHAPTER 5

### RESULTS

Table 26: Hypotheses Test Results

| <b>Hypothesis</b> | <b>Explanation</b>                                                                                  | <b>Result</b> |
|-------------------|-----------------------------------------------------------------------------------------------------|---------------|
| H1                | Work Ostracism has a significant effect on Despotic Leadership Style                                | Accepted      |
| H2                | There is correlation between Managerial Power and Despotic Leadership Style                         | Accepted      |
| H3a               | There is a significant correlation between Workplace Ostracism and Knowledge Hoarding               | Accepted      |
| H3b               | There is a correlation between Managerial Power and Knowledge Hoarding                              | Accepted      |
| H4                | There is a significant correlation between Knowledge Hoarding and Despotic Leadership style         | Rejected      |
| H5                | Knowledge hoarding plays a mediating role between Workplace Ostracism and Despotic Leadership Style | Rejected      |
| H6                | Knowledge Hoarding plays a Mediating role between Despotic Leadership and Managerial Power          | Rejected      |

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

This Thesis focused on the discussion and findings of the study. The results were in some ways consistent with literature but deviated in other ways. The study revealed that the respondents disagreed with the presence of work ostracism and despotic leadership in their organization. However, knowledge hoarding was present and the respondents hoarded knowledge in order to use it as a source of power and a resource to be on the good side of their supervisors. A positive relationship was found between work ostracism and despotic leadership as well as between managerial power and knowledge hoarding. The relationship between managerial power and despotic leadership and that between knowledge hoarding and despotic leadership was found to be insignificant. Similarly, the relationship between work ostracism and knowledge hoarding was also positive but insignificant. Knowledge hoarding was found to have no mediating effect on the relationship between work ostracism and despotic leadership. The goal of providing the necessary context was achieved to simplify the interpretation and creation of the research KM model and to recognize the different areas that might need further research and investigation. This was achieved by undertaking an exhaustive analysis of KM literature that highlights principles and addresses the implementation and application of technical, cultural and managerial aspects in the context of construction projects. The thesis began with an investigation of essential concepts, processes, instruments and techniques of KM. The study analyzed the particular characteristics of construction projects and addressed the related reasons and challenges affecting acceptance in the project's knowledge-intensive environment. The atmosphere in the Bank is overall a pleasant one and the employees treat each other well. However, management needs to do something to ensure that knowledge is shared rather than hoarded and that the tacit knowledge is converted to explicit knowledge.

## **Recommendations For Future Research**

The research proposal is intended to provide a useful standardized method that solves other model problems and supports and promotes KM initiatives to support the efficient adoption of Knowledge Management in projects. However, as with any other study, guidelines and suggestions for further research and development are needed to improve the implementation and application of KM in organizations. This research offers a forum to further refine and change the models so that the proposed model can be used more efficiently and effectively in practice. The study produced very important results of despotic leadership on employees' performance. Furthermore, the despotic leadership impact on employee performance demands more consciousness from the researcher, so the despotic leadership impact on employee performance should be more widened to other sectors such as banking, telecommunication, marketing, finance. Societies would also increase the generalized ability of the results. Therefore, this research could be increased and extended by following the multiple guidelines for the future. The sample size should also be extended because this study collected data from people where data is collected easily due to short time constraints. By doing this, rejected hypothesis can be re-analyzed by using a specified area. Hence, upcoming researchers can use these guidelines and will possibly incorporate them in their research.

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## APPENDIX

**SD = Strongly Disagree**

**D = Disagree**

**N = Neutral**

**SA = Strongly Agree**

**A = Agree**

### Despotic Leadership Style

|                                                                                                | SD | D | N | SA | A |
|------------------------------------------------------------------------------------------------|----|---|---|----|---|
| 1. Leadership is punitive; has no regret or sympathy                                           |    |   |   |    |   |
| 2. Leadership is in charge and does not tolerate the disagreement or questioning; gives orders |    |   |   |    |   |
| 3. Leadership acts like a cruel or despot; arrogant                                            |    |   |   |    |   |
| 4. Leadership tends to be unwilling or unable to hand over control of projects or tasks        |    |   |   |    |   |
| 5. Leadership expects unquestioning obedience of those who report to him/ her                  |    |   |   |    |   |
| 6. Leadership is vengeful; seeks revenge when wronged                                          |    |   |   |    |   |

**Sources:** De Hoogh, A. H., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, 19(3), [297-311](#).

### Workplace Ostracism

|                                                                                                             | SD | D | N | SA | A |
|-------------------------------------------------------------------------------------------------------------|----|---|---|----|---|
| 7. Others ignored you at work                                                                               |    |   |   |    |   |
| 8. Others left the area when you entered                                                                    |    |   |   |    |   |
| 9. Your greetings have gone unanswered at work                                                              |    |   |   |    |   |
| 10. You involuntarily sat alone in a crowded lunchroom at work                                              |    |   |   |    |   |
| 11. Others avoided you at work                                                                              |    |   |   |    |   |
| 12. You noticed others would not look at you at work others at work shut you out of the conversation        |    |   |   |    |   |
| 13. Others refused to talk to you at work                                                                   |    |   |   |    |   |
| 14. Others at work treated you as if you were not there                                                     |    |   |   |    |   |
| 15. Others at work did not invite you or ask you if you wanted anything when they went out for coffee break |    |   |   |    |   |

**Sources:** Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008). The development and validation of the workplace ostracism scale. *Journal of Applied Psychology*, 93, 1348–1366. doi: [1037/a0012743](https://doi.org/10.1037/a0012743)

Ferris, D. L., Berry, J., Brown, D. J., & Lian, H. (2008). When Silence Isn't Golden: Measuring Ostracism In The Workplace. In *Academy of Management Proceedings* (Vol. 2008, No. 1, pp. 1-6). Academy of Management.

### Managerial Power

| <b>Reward Power</b>                                                           | SD | D | N | SA | A |
|-------------------------------------------------------------------------------|----|---|---|----|---|
| 16. My supervisor can give me extra time off.                                 |    |   |   |    |   |
| 17. My supervisor can write a strong letter of recommendation on my behalf.   |    |   |   |    |   |
| 18. My supervisor can make my work easier.                                    |    |   |   |    |   |
| 19. My supervisor can recommend me for continued funding.                     |    |   |   |    |   |
| 20. My supervisor can provide me with special benefit.                        |    |   |   |    |   |
| <b>Coercive Power</b>                                                         |    |   |   |    |   |
| 21. My supervisor can give me undesirable job assignments.                    |    |   |   |    |   |
| 22. My supervisor can make my work difficult for me.                          |    |   |   |    |   |
| 23. My supervisor can make things unpleasant here.                            |    |   |   |    |   |
| 24. My boss can make going to work unpleasant.                                |    |   |   |    |   |
| <b>Legitimate Power</b>                                                       |    |   |   |    |   |
| 25. My supervisor can make me feel like I have commitments to meet.           |    |   |   |    |   |
| 26. My supervisor can make me feel like I should satisfy my job requirements. |    |   |   |    |   |
| 27. My supervisor can give me the feeling I have responsibilities to fill.    |    |   |   |    |   |
| 28. My supervisor can make me recognize that I have tasks to accomplish.      |    |   |   |    |   |
| <b>Expert Power</b>                                                           |    |   |   |    |   |

|                                                                                     |  |  |  |  |  |
|-------------------------------------------------------------------------------------|--|--|--|--|--|
| 29. My supervisor can give me good technical suggestions.                           |  |  |  |  |  |
| 30. My supervisor can share with me his or her considerable experience or training. |  |  |  |  |  |
| 31. My supervisor can provide me with sound job related advice.                     |  |  |  |  |  |
| 32. My supervisor can provide me with needed technical knowledge.                   |  |  |  |  |  |
| <b>Referent Power</b>                                                               |  |  |  |  |  |
| 33. My supervisor can make me feel valued.                                          |  |  |  |  |  |
| 34. My supervisor can make me feel like he or she approves of me.                   |  |  |  |  |  |
| 35. My supervisor can make me feel personally accepted.                             |  |  |  |  |  |
| 36. My supervisor can make me feel important.                                       |  |  |  |  |  |

**Sources:** Nesler, M.S. Aguinis, H. Quigley, B.M. Lee, S.J., Tedeschi, J.T. (1999). The development and validation of a scale measuring global social power based on French and Raven's power taxonomy. *Journal of Applied Social Psychology*, Vol 29 Issue 4,. pp 750-771

### Knowledge Hoarding

|                                                                                              | SD | D | N | A | SA |
|----------------------------------------------------------------------------------------------|----|---|---|---|----|
| 37. Do employees here withhold information from each other?                                  |    |   |   |   |    |
| 38. I keep news about what I am doing secret from others until the appropriate time.         |    |   |   |   |    |
| 39. I avoid releasing knowledge to others in order to maintain control.                      |    |   |   |   |    |
| 40. I control the release of information in an effort to present the profile I want to show. |    |   |   |   |    |
| 41. Knowledge is a resource that needs to be carefully guarded.                              |    |   |   |   |    |

**Sources:** Evans, J.M., Hendron, M.G. and Oldroyd, J.B. (2015), "Withholding the ace: the individual- and unit-level performance effects of self-reported and perceived knowledge hoarding", *Organizational Science*, Vol. 26 No. 2, pp. [494-510](#)

Holten, A.-L., Robert Hancock, G., Persson, R., Marie Hansen, Å. and Høgh, A. (2016), "Knowledge hoarding: antecedent or consequent of negative acts? The mediating role of trust and justice", *Journal of Knowledge Management*, Vol. 20 No. 2, pp. [215-229](#). <https://doi.org/10.1108/JKM-06-2015-0222>

## PLAGIARISM REPORT

**THE IMPACT OF DESPOTIC LEADERSHIP STYLE ON  
WORKPLACE OSTRACISM AND MANAGERIAL POWER:  
A MEDIATION ROLE OF KNOWLEDGE HOARDING AS  
CASE OF BANK**

MADINA SADIKOVA

ORIJINALLIK RAPORU

%**9**

BENZERLIK ENDEKSI

%**7**

İNTERNET  
KAYNAKLARI

%**10**

YAYINLAR

%**3**

ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

|          |                                                                                                                                                                         |           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>1</b> | Hongdan Zhao, Qing Xia. "An examination of the curvilinear relationship between workplace ostracism and knowledge hoarding", <i>Management Decision</i> , 2017<br>Yayın | <b>%2</b> |
| <b>2</b> | <a href="http://journals.sagepub.com">journals.sagepub.com</a><br>İnternet Kaynağı                                                                                      | <b>%1</b> |
| <b>3</b> | <a href="http://www.hrbartender.com">www.hrbartender.com</a><br>İnternet Kaynağı                                                                                        | <b>%1</b> |
| <b>4</b> | <a href="http://www.authorstream.com">www.authorstream.com</a><br>İnternet Kaynağı                                                                                      | <b>%1</b> |
| <b>5</b> | <a href="http://scirp.org">scirp.org</a><br>İnternet Kaynağı                                                                                                            | <b>%1</b> |
| <b>6</b> | <a href="http://mafiadoc.com">mafiadoc.com</a><br>İnternet Kaynağı                                                                                                      | <b>%1</b> |
| <b>7</b> | Yiran Zhao, Xingchao Wang, Chen Chen, Kan Shi. "A moderated mediation model of workplace ostracism and task performance",                                               | <b>%1</b> |

## ETHICS COMMITTEE APPROVAL



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

06.10.2020

Dear Madina Sadikova

Your application titled “**Impact of Despotic Leadership Style on Workplace Ostracism and Managerial Power: A Mediation Role of Knowledge Hoarding in Banking Sectors in North Cyprus**” with the application number YDÜ/SB/2020/799 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.