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HR-differentiation and envy

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Human Resource Differentiation (HRD) in training is often carried through by organizations to promote competition and enhance motivation in the workplace. However, research on the outcomes of HRD in training is scarce. By suggesting HRD in training as an antecedent to malicious and benign envy, this study seeks to set focus on the outcomes of differentiating between employees. The purpose of this study is to explore the relationship between Human Resource Differentiation in training and malicious and benign envy, as well as the buffering effect of HQLMX on the relationship between HRD in training and malicious envy. A cross-sectional survey among 221 respondents showed that HRD in training has a positive relationship with malicious envy. However, the study failed to show a relationship between HRD in training and benign envy. The study also failed to show a moderating effect of HQLMX on the relationship between HRD in training and malicious envy. The findings suggest that HRD in training should be carried through with caution, as malicious envy may lead to employee behavior negatively influencing the organization. Further, the findings suggest that managers should be transparent with employees in developmental processes, and provide frequent feedback on employee performance. This study also contributes to research arguing for the separation of the envy construct into malicious and benign types of envy, as well as presenting HRD in training as a new antecedent to malicious envy.

Table of content

1.0 Introduction	4
2.0 Theory and hypotheses	8
2.1 Malicious and benign envy	8
2.2 Human Resource Differentiation	12
2.3 HRD in training and its influence on malicious and benign envy	13
2.4 LMX	15
2.5 Connecting LMX to HRD in training and malicious envy	16
2.6 Research model	17
2.7 Our contribution	17
3.0 Method	18
3.1 Research model, sample and data collection	18
3.2 Measures	19
3.2.1 Measure of HRD in training	19
3.2.2 Measure of malicious and benign envy	19
3.2.3 Measure of LMX	20
3.2.4 Measure of distributive justice perceptions	20
4.0 Analysis	20
5.0 Discussion	24
6.0 Limitations, implications and future research	27
6.1 Limitations	27
6.2 Theoretical and practical implications	29
6.3 Future research and conclusion	30
7.0 References	31
Appendix A: Exploratory Factor Analysis	
Appendix B: Survey	

1.0 Introduction

Envy is a common human emotion that some of us might have experienced at least once, regardless of culture, language or society (Schoeck, 1969). The very existence of envy as a feeling and its psychological process is completely dependent on “the co-existence of two or more individuals” (Schoeck, 1969, p. 6). The occurrence of envy is dependent on a comparison happening between individuals. One of the most accepted definitions of envy is by Parrott and Smith (1993, p. 906) stating that “envy occurs when a person lacks another’s superior quality, achievement, or possession, and either desires it or wishes the other lacked it”. Envy is an unpleasant and strong feeling, which Schoeck (1969, p. 3) describes as lying “at the core of man’s life as a social being”. In day-to-day language, envy is often confused with the term jealousy. However, the two terms are distinct. Jealousy occurs in the context of people and relationships, when one individual is fearful of losing someone to another individual (Smith & Kim, 2007). Jealousy focuses on the social aspect in personal relationships, while envy happens when someone else possesses something you desire to have.

Literature distinguishes between two distinct types of envy, *malicious* and *benign* (van de Ven, Zeelenberg & Pieters, 2009). Malicious envy is feeling unjustified and frustrated that the envied has something the envier does not. Benign envy is admiring the envied and becoming more motivated to achieve what the envied has. Benign envy also proposedly lacks hostility (Smith & Kim, 2007; van de Ven et al., 2009). Not all theories separate between the two types of envy, as some authors (Cohen-Charash & Larson, 2017) argue the distinction being unjustified and confusing to literature on the subject. However, based on several studies reinforcing the separation between malicious and benign envy (e.g. Belk, 2011; Lange & Crusius, 2015; Lange, Crusius & Hagemeyer, 2016), the present study will do the same. The construct of envy will from here on be described as either malicious or benign when discussing previous research. This description will be based on the positive or negative characteristics we perceive the different authors to ascribe to the construct of envy when presenting their studies.

On one hand, some psychologists claim that the occurrence of malicious envy and its comparing mechanism is quite common in the workplace (Dagens Perspektiv, 2011). It is especially so among colleagues who are equal in age, education and

work tasks (Dagens Næringsliv, 2011). Further, organizational psychologists claim that malicious envy at work is a taboo subject, and an emotion employees do not want to admit feeling (Ringgaard, 2017). Moreover, malicious envy is described as potentially destructive, as it may negatively impact the organization and take its toll on both the envier and the envied (Menon & Thompson, 2010). Examples of this negative impact is higher turnover intention, irrational decision making, as well as lower group satisfaction and group performance (Beckman, Formby, Smith & Zheng, 2002; Duffy & Shaw, 2000; Hoelzl & Loewenstein, 2005; Parks, Rumble & Posey, 2002; Vecchio, 1995). On the other hand, the positive effects of benign envy have also been discussed in previous research, as well. For example, Van de Ven et al. (2009) argues for the emotion being a positive driving force stemming from an upward social comparison. On the base of this, benign envy can lead to increased job motivation, performance and self-improvement of the envier.

Previous studies have suggested various antecedents of malicious and benign envy, such as controllability (e.g. Smith & Kim, 2007), perceived fairness (e.g. Lind & Tyler, 1988) and sense of injustice (Smith, Parrot, Ozer & Moniz, 1994). However, little research exists exploring differentiation as an antecedent to malicious and benign envy. We therefore wish to investigate *Human Resource Differentiation (HRD) in training* as a precedent to the emotions of malicious envy and benign envy.

HRD can be defined as applying HR-practices differently across employees (Marescaux, De Winne & Sels, 2013). Differentiating in the HR-practice of training means offering employees different levels, types and amounts of training and development opportunities. Goldstein and Ford (2002) define training and employee development as a systematic approach to learning and development to improve effectiveness on an individual, team, and/or organizational level. When referring to training and its practices in the present study, we refer to developmental HR-practices such as training, courses, seminars, conferences, developmental practices and individual talent management programs. When organizations practice HRD in training, it means the investment in employee development varies between individuals. We suggest that HRD in training at the workplace might trigger the upward social comparison process

between employees (Festinger, 1954; Heider, 1958; van de Ven et al., 2009; Fischer, Kastenmüller, Frey & Peus, 2009). Accordingly, we wish to investigate whether HRD in training will lead to malicious and benign envy.

The role of the leader may be important to how employees might react to HR-practices, we therefore include the role of the leader in this investigation. The theory of Leader-Member Exchange (LMX) assumes that leaders have different relationships with each of their employees (Graen & Uhl-Bien, 1995). LMX-relationships can be of varying quality, ranging from high to low. Subordinates with high-quality LMX-relationships (HQLMX) get both tangible and intangible resources from their leader (e.g. support, information, trust and respect) that subordinates with a low-quality LMX-relationship (LQLMX) will not get (Li & Liao, 2014; Liden, Wayne, & Sparrowe, 2000; Shu & Lazatkhan, 2017).

Studies show how LMX is related to factors such as employee attitudes, performance, job satisfaction, well-being and leader satisfaction (Erdogan & Bauer, 2010; Hooper & Martin, 2008; Gerstner & Day, 1997). This study will discuss previous theory arguing how HQLMX is shown to have a moderating role in the relationship between various work-related variables. Examples of studies is the one by Gelens, Dries, Hofmans and Pepermans (2013) which investigates HQLMX as a moderator of distributive justice perceptions of talent management and employee outcomes, and a study by Pichler (2012) which found that HQLMX buffered the impact of negative feedback performance on motivation. On the base of this, the present study will investigate HQLMX as a moderator of the relationship between HRD in training and malicious envy.

There has been done research areas and subjects related to HRD as well as employee outcomes and emotions. However, to the best of our knowledge, there is no research done on HRD in training as a possible antecedent of malicious and benign envy. Furthermore, the role of the leader has not previously been investigated as a moderator in the relationship between HRD in training and malicious envy, which is why we propose the following research question:

How is Human Resource Differentiation in training related to malicious and benign envy, and is the relationship between HRD in training and malicious envy moderated by the high quality of the relationship employees have with their leader?

Hence, this thesis seeks to contribute to current research by increasing the understanding of malicious and benign envy as constructs, and proposing HRD in training as a possible antecedent to malicious and benign envy. We see it as important to investigate if HRD in training may be an antecedent to malicious and benign envy. On the base of this we hope that the present study will contribute with a better understanding on how to reap the potential benefits and/or prevent the negative influences of HRD in training on employees and on the organization.

Furthermore, based on the ongoing debate between researchers on whether differentiation is beneficial (Collings & Mellahi, 2009, Lepak & Snell, 1999) or harmful (Gallardo-Gallardo, Dries & González-Cruz, 2013; Meyers & van Woerkom, 2014), and how some authors (Greenberg, Roberge, Ho & Rousseau 2004; Marescaux et al., 2013) promote how standardization is best in developmental HR-practices such as training, we see a gap that needs to be filled in this area of research. Thus, based on theories that will be presented on upward social comparison (Festinger, 1954; Heider, 1958; van de Ven et al., 2009; Fischer et al., 2009) and tournament theory (Lazear & Rosen, 1989), we see room for investigating the relationship between the action of differentiating between employees and investments in their development, and malicious and benign envy. Also, we believe that investigating HR-differentiation, as well as employee attitudes and behaviors, is related to what authors such as Schaubroeck and Lam (2004), Becker and Huselid (2006), Huselid and Becker (2011) and Jackson, Schuler and Jiang (2014) propose as an area for future research. Finally, the current study may be a contribution to previous research and theory (Pichler, 2012; Gelens et al., 2013) on the moderating role of LMX and its buffering impact in relation to work-related variables.

To answer our research question we present the main concepts of the thesis; starting with malicious and benign envy. We review previous research on the antecedents and outcomes of both malicious and benign envy, in addition to the

distinction between the two constructs. We define HRD in training, as well as present previous research and HRD in training's relation to malicious and benign envy. After this, the first and second hypotheses are presented. Moreover, we will discuss research on LMX both as a construct and HQLMX as a moderator in previous studies. HQLMX is then connected to HRD in training and malicious envy, before the third hypotheses is presented. Further, the research model is presented. In the method chapter we present the sample and data collection in addition to the measures used for the constructs. Moreover, the results of the study will be presented followed by a discussion of our findings. Finally, the limitations and implications of the current study will be discussed, in addition to suggestions for future research.

2.0 Theory and hypotheses

2.1 Malicious and benign envy

Literature distinguishes between two different types of envy, *malicious* and *benign* (e.g. van de Ven et al., 2009). The two are distinct from each other, and provide the envier with two different types of experiences and expressions of behavior. On one hand, benign envy is where the envier admires the envied. After compares oneself to the envied, the outcome is that the envier becomes more motivated to achieve what the envied has. Thus, benign envy becomes a positive driving force, where one wishes to pull oneself up to the level of the envied (van de Ven et al., 2009). On the other hand, malicious envy is a purely negative experience. After comparing oneself to the envied, the envier feels unjustified and frustrated over the fact that the envied is able to have something the envier does not. Malicious envy leads to the envier wanting the envied to fail and degrade to their own level. It may lead to the envier behaving in a hurtful and sabotaging manner towards the envied (van de Ven et al., 2009), even to the point where the envier will destroy things for him/herself if it leads to the envied not being able to have it (Smith & Kim, 2007). Whereas benign envy has resemblances with admiration, malicious envy resembles resentment.

Some authors (e.g. Cohen-Charash & Larson, 2017) argue that the distinction between malicious and benign envy is unwarranted, and therefore advocate for the use of envy as a unitary construct. However, as the research from van de Ven et

al. (2009) has been highly cited, and their theory has been reinforced several times in later studies (e.g. Belk, 2011; Lange & Crusius, 2015; Lange, Crusius & Hagemeyer, 2016), we find support for separating these concepts. Based on van de Ven's (2009) findings we will therefore separate the envy construct in the present study.

Positive outcomes of benign envy may be an increase in job motivation and performance, as well as self-improvement (van de Ven et al., 2009). Malicious envy, on the other hand, can have a negative impact on team dynamics. Duffy and Shaw (2000) state that respondents who report higher levels of malicious envy toward their teammates also demonstrate lower group cohesiveness. This negatively influences group satisfaction and group performance. Vecchio (1995) found that malicious envy was related to turnover intention as well as job and supervisor dissatisfaction. Schaubroeck and Lam (2004) argue that malicious envy is the primary cause of behaviors that undermine the reputation and effectiveness of others at work. Malicious envy is also the reason employees might dislike colleagues who have a promotion advantage. Additional research shows that malicious envy at work promotes irrational decision-making and hinders cooperation (Beckman et al., 2002; Hoelzl & Loewenstein, 2005; Parks et al., 2002). Schoeck (1969) proposes that the fear of being maliciously envied hinders individuals from working towards excellence, and thus blocks overall progress. Malicious envy may also lower the rate of high-quality information sharing (Fischer et al., 2009). Feather and Sherman (2002) found that malicious envy can lead to resentment towards a person who has achieved more than the envier. However, the authors also argue for how benign envy may lead to the envier feeling admiration and pride toward the envieds' achievement.

Festinger (1954) states that we tend to compare ourselves to people close to our own abilities or opinions. Heider (1958) further explains how we expect similar people to experience the same outcomes as ourselves. If a person (p) sees someone similar to themselves (o) attain something of value that p does not attain, p will feel an uncomfortable imbalance. van de Ven et al. (2009) show how malicious and benign envy originate from the concept of social comparison, and that narrowing the gap between oneself and the envied individual may reduce

these two emotions. The narrowing may happen by the envier moving upwards towards the level of the envied, or pulling the envied down to the envier's position. People can, by upward social comparison, see themselves as similar to people who are more successful than themselves (Fischer et al., 2009). This may lead to malicious envy toward the superior co-worker as a result of the comparison being threatening to the envier's psychological well-being (Fischer et al., 2009; Schaubroeck & Lam, 2004; Sapegina & Weibel, 2017).

However, the social comparison process can also have positive outcomes. Although benign envy entails experiencing a frustrating feeling over the fact that the envied has something the envier does not, the envier will in this case turn the frustration into motivation to improve their own performance (van de Ven, Zeelenberg & Pieters, 2011). This may also be seen in the light of tournament theory (Lazear & Rosen, 1981), which argues how individuals are motivated to increase effort and performance to advance their careers. In sum, research argues for how both malicious and benign envy result from upward social comparison (Greenberg, Aston-James & Ashkanasy, 2007; Tai, Narayanan & McCallister, 2012; Thompson, Glasø & Martinsen, 2016; van de Ven et al., 2011).

There has been done extensive research on malicious and benign envy and their several triggers and precedents, both with regards to decreasing and increasing the two emotions. Some studies show how perceived fairness with regards to one's colleagues may lead to feelings of malicious envy (Lind & Tyler, 1988; Smith, 2004). Organizational rules (Thompson et al., 2016) and competitive reward structures (Vecchio, 2005) are also found to lead to greater feelings of malicious envy, as they encourage differentiation between employees. Moreover, a study by Inoue, Hoogland, Takehashi and Murata (2015) provide evidence for how expectations of sharing, and resource divisibility, has an impact on whether malicious envy arises with regards to the resources of a superior. In other words, malicious envy may result from the belief that a superior colleague will not share his/her resources.

Further, span of supervision is shown to be positively associated with malicious envy through a supportive leadership style (Thompson et al., 2016). This means that if a leader has a larger supervision span, difficulty arises with regards to

providing subordinates with different types of support, making it easier for malicious envy to rise among them. Cohen-Charash and Mueller (2007) conducted a study showing how moderate to high levels of perceived fairness in the workplace led to high levels of malicious envy. Smith et al. (1994) argue that an individual's sense of injustice fuels malicious envy. Furthermore, Reh, Tröster and van Quaquebeke (2018) report how employees feel malicious envy towards a coworker when the envied has a more favorable development path than the envier. This signals the envier's potentially lower future status, leading to maliciously envious feelings and poor behavior toward the envied employee. Additionally, a study by Schaubroeck and Lam (2004) shows how employees become maliciously envious of a person being promoted from their own work unit, and how this malicious envy reaches its peak when the envier regards the promotee as being similar to oneself.

The aspect of controllability has been identified as an important antecedent to both malicious and benign envy (Dege, Wendong & Wenjing, 2017; Smith & Kim, 2007, van de Ven et al., 2011). People who feel that they have high control to change their behavior in order to obtain a desired attribute tend to have feelings of benign envy. On another note, malicious envy is triggered in those who feel they have less amounts of control. A study by Smallets, Streamer, Kondrak and Seery (2016) shows how participants with discrepant high (high explicit, low implicit) self-esteem have a higher likelihood of rating an upward social comparison target negatively, indicating malicious envy. However, the participants with congruent high (high explicit, high implicit) self-esteem endure longer when solving a difficult task after comparing upward, which might be consistent with benign envy. Feather and Sherman (2002) promote how malicious and benign envy only appears in social comparison processes where an advantage or a disadvantage is involved. Further, the feelings of benign and malicious envy have been associated with whether a situation is being perceived as either deserving (benign) or undeserving (malicious) (Dege et al., 2017; van de Ven et al., 2011). In sum, the area of both benign and malicious envy antecedents still has room for investigation. As such, this study will therefore investigate HRD in training as a possible new antecedent to both benign and malicious envy.

2.2 Human Resource Differentiation

Research exists arguing for both more and less HRD. On the supportive side, Lepak and Snell (1999) suggest that to get a better return on investment, differentiation between individuals should be done on the base of the employee's uniqueness in knowledge, skills and abilities. These claims have been supported, by for example Collings and Mellahi (2009, p. 304) who state that it is important to “develop a differentiated human resource architecture to facilitate filling key positions with component incumbents”. They stress how this will lead to organizational performance by enhancing commitment, motivation, and extra-role behavior.

On the critical side, research has considered standardization to be the best form for HR-practices, such as training, in the workplace (Marescaux et al., 2013). On the base of this, HRD has been described as a double-edged sword as its positive outcome can be decreased, neutralized or even diminished by the possible negative influences. Additionally, Marescaux et al. (2013) argue that HRD may lead to employee perceptions of favorability, seen through the lens of social comparison. Greenberg et al. (2004) promote standardization of HR-practices as a way of establishing employee trust, as well as reducing the variability in employee behavior. Marescaux et al. (2013) supports this with their study showing that developmental practices, such as training, are the least suited for differentiation across employees, and thus is a practice best kept standardized.

An example of an HR-practice where training and development opportunities and investments are differentiated between employees is talent management. Talent management has been criticized for focusing on the “star”-employees who have high potential, and therefore neglecting the rest (Gallardo-Gallardo et al., 2013; Meyers & van Woerkom, 2014). Sapegina and Weibel (2017) argue how differentiation creates internal competition in the organization, leading to employees being envious (malicious) of their peers who receive advantages. Despite the fact that differentiation is implemented by organizations with the intention to foster a healthy ground for competition between employees, and possibly attract talent to higher ranks of the organization, HR-differentiation practices have been shown to contribute to problematic outcomes. Examples can

be job strain, work overload and emotional exhaustion (Sapegina & Weibel, 2017).

Further authors (Gallardo-Gallardo et al., 2013; Meyers & van Woerkom, 2014) argue how exclusive talent management, or a strong focus on developing employees of higher potential, is linked with a negative interdependence and relative neglect of others. Differentiating in HR-practices may lead to employees comparing themselves to each other, which poses a threat to the individual's self-concept by realizing that reaching the level of the better-ranked peer is unlikely. The emotional response of this comparison is malicious envy (Smith, 2000; Smith & Kim, 2007). On the base of this, Sapegina and Weibel (2017) suggest that organizations may at best keep competition less prepaved, more even-handed and free of extreme favoritism for employees with the status of “stars”.

As of today, research on how employees perceive and react to strategic human resource differentiation is scarce (Schmidt, Pohler & Willness, 2018).

Additionally, when considering potential costs and benefits with differentiating, Schmidt et al. (2018) stress that organizations often do not take the possible psychological and behavioral costs of employees into account. Moreover, Schaubroeck and Lam (2004) advise future studies to test how variables may increase if for example employees who are favored in an organization receive their recognition.

2.3 HRD in training and its influence on malicious and benign envy

As suggested by Marescaux et al. (2013), research on the outcomes of HRD is scarce. Further, HRD is criticized for only focusing on potential benefits without considering what negative effects it may have on the neglected peers (Marescaux et al., 2013). With regards to theory by Schmidt et al. (2018), the psychological and behavioral cost as a result of differentiation is advised to be further looked into. Based on this, we argue the need for directing the focus on both the potential negative outcomes, as well as the benefits (Lepak & Snell, 1999; Collings & Mellahi, 2009).

Based on research investigating fairness (Cohen-Charash & Mueller, 2007), we see an interesting parallel between HRD and perceived fairness. This is based on

how HRD gives an advantage to one employee, but not the other. This may be perceived by employees as an unfair procedure. We argue that the same parallel may be drawn from sense of injustice, shown in the study of Smith et al. (1994). Additionally, we see a common theme between the topics presented by Reh et al. (2018), Schaubroeck and Lam (2004) and HRD in training, as HRD in training leads to some employees having the advantage of training and development, while others do not. Furthermore, the influence of fostering internal competition has been shown to correlate with undesirable employee outcomes as a result of contrastive comparison, the emotional response of this being malicious envy (Sapegina & Weibel, 2017; Smith, 2000; Smith & Kim, 2007). In other words, an individual in a disadvantaged position may feel envious of those who benefit from an advantage they do not have.

However, we also see the possibility of benign envy resulting from HRD in training. This is based on research (van de Ven et al., 2011) showing how upward social comparison may lead to a motivation to improve one's own performance, as a result of benign envy. Additionally, Lazear and Rosen (1981) argue for how employees are motivated to advance their careers and improve performance based on tournament theory.

As previous research argues for both positive and negative outcomes of upward social comparison process when HRD is present, we see the possibility of both malicious and benign envy increasing when HRD in training is present. As previously discussed, there are contrasting views on the outcomes of HRD. Some studies (Collings & Mellahi, 2009, Lepak & Snell, 1999) argue that HRD fosters healthy competition leading to employees having more motivation and working harder. Others (Gallardo-Gallardo et al., 2013; Meyers & van Woerkom, 2014) argue against it, saying HRD has negative outcomes such as employees feeling neglected, having perceptions of favorability and experiencing negative emotions. We thus propose the following hypotheses:

H₁: There is a positive relationship between HRD in training and malicious envy.

H₂: There is a positive relationship between HRD in training and benign envy.

With high levels of HRD in training we refer to an employee who has a lower amount of hours in developmental HR-practices compared to his/her colleagues. Based on our presented theory showing different authors disagreeing on HRD and its outcomes, we see the need to investigate both benign and malicious envy. As such, we assume a positive relationship between HRD in training and both malicious and benign envy, as there is a possibility for both types of envy to increase. We argue that the less training and developmental practices an employee receives compared to his/her colleagues (high HRD in training), the more envy he/she will experience, either malicious or benign. This relationship can be explained through social comparison theory, where upward comparison will lead to the employee feeling an uncomfortable imbalance. By investigating both types of emotions related to HRD in training, we aim to contribute to current research on HRD and its possible positive (benign envy) and negative outcomes (malicious envy).

2.4 LMX

Research throughout the years has indicated how the HQLMX-relationship positively influences employee attitudes at work and thus work performance (Erdogan & Bauer, 2010). HQLMX has been related to fast advancement with regards to organizational and salary progression, in addition to a positive influence within the organization (Lam, Huang & Snape, 2007; Tierney, Farmer & Graen, 1999; Hooper & Martin, 2008; Gerstner & Day, 1997). Further, HQLMX is also associated with positive outcomes such as subordinate job satisfaction, motivation, organizational commitment, well-being, organizational citizenship behavior and leader satisfaction. Gelens et al. (2013) describe how HQLMX can moderate the relationship between distributive justice perceptions of talent management and employee outcomes. They further discuss that if LMX is high-quality, perceptions of injustice will decrease, and the adverse effect of distributive justice on employee outcomes will be reduced (Gelens et al., 2013).

Pichler (2012) found that when employees receive negative performance feedback they usually tend to demotivate, but if they have HQLMX, they are not

demotivated. With this, Pichler (2012) argues that employees who have a good relationship with their leader, are likely to give said leaders the benefit of the doubt, for example when the employee experiences unfair practices in talent management. This mechanism can be argued to display the intangible benefits such as trust, motivation and commitment that HQLMX-relationships can foster. Kim, O'Neill and Cho (2010) found that individuals with LQLMX-relationships were more likely to show higher levels of malicious envy compared to those with HQLMX-relationships. Vecchio (1995) claims that feelings of malicious envy among subordinates are triggered when supervisors explicitly differentiate support among employees, and how a supportive leadership style may reduce malicious envy.

2.5 Connecting LMX to HRD in training and malicious envy

As mentioned, research has shown the positive outcomes of employees having HQLMX-relationships with their leader (e.g. Erdogan & Bauer, 2010; Lam et al., 2007). Moreover, HQLMX is shown to have a moderating role on different variables such as distributive justice perceptions of talent management and negative performance feedback (Gelens et al., 2013; Pichler, 2012). We argue that a parallel may be drawn from this to HRD in training, as differentiating between employees with regards to developmental HR-practices may raise the matters of justice and fairness. Further, Vecchio (1995) promotes how malicious envy may be reduced by a supportive leadership style. As support is a characteristic of a HQLMX-relationship (Liden et al., 2000), we draw a parallel to the possible moderating impact that HQLMX may have on the relationship between HRD in training and the negative emotion that is malicious envy. As previously mentioned, benign envy is related to increased motivation and self-improvement. Thus, investigating HQLMX' buffering role on this positive outcome is unnecessary as we do not wish to lower the potential benefits of this type of envy.

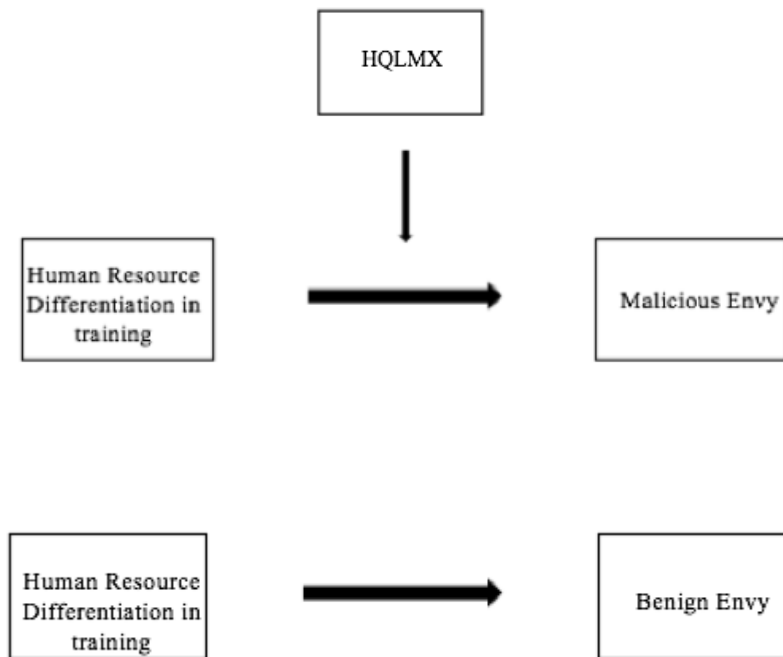
We argue that employees having a LQLMX relationship when there is a low amount of perceived differentiation in training will not experience malicious envy. Employees having a LQLMX relationship when there is a high amount of perceived differentiation in training will experience malicious envy. Employees having a HQLMX relationship when there is a low amount of perceived differentiation in training, will not experience malicious envy. Finally, the

employees with a HQLMX-relationship when there is a high amount of perceived differentiation in training will experience low levels of malicious envy as a result of the buffering effect of the HQLMX-relationship. Based on this, the following hypothesis is proposed:

H₃: HQLMX moderates the relationship between HRD in training and malicious envy in such a way that it reduces the negative relationship between HRD in training and malicious envy.

2.6 Research model

Our research model is presented below. The first model represents H₁ and H₃, while the second one represents H₂.



2.7 Our contribution

The current study advances both theoretical and empirical literature in the following ways. First, several mentioned antecedents have been shown to induce both benign and malicious envy in the workplace. We think benign and malicious envy as variables have become increasingly important as constant technological advancement calls for rapid change, development and enhanced performance in the workplace (Thompson et al., 2013). Thus, companies may choose to use HRD

at an increasing rate, perhaps without being fully aware of how to reap the potential benefits, but also perhaps without knowing how to avoid potential pitfalls and negative outcomes of this practice. Based on this, the present study aims to identify whether HRD in training leads to malicious and benign envy.

Second, there is an ongoing debate on whether or not envy should be separated into two categories; malicious and benign (Cohen-Charash & Larson, 2017; van de Ven et al., 2009). Several studies (Shu & Lazatkhan, 2017; Schaubroeck & Lam, 2004; Tai et al., 2012; Veiga, Baldrige & Markóczy, 2014) suggest the examination of respectively the potential positive and negative outcomes of benign and malicious envy in a work context related to employees being differentially rewarded. Hence, as benign and malicious envy respectively represent positive and negative outcomes, our study may provide insight on this subject. To address this issue, we apply van de Ven's (2009) theory on malicious and benign envy, and separate between the two types in our measures. Doing this may enforce the notion of dividing the construct of envy and shed a light on HRD in training's potential positive and negative outcomes. Combined, our contributions may lead to an additional understanding of the underlying mechanisms of malicious and benign envy by introducing HRD in training as their new antecedent. The current study may further contribute to research on LMX as a moderator and its buffering role with regards to work-related variables, and the positive impact of a HQLMX relationship with one's leader.

3.0 Method

3.1 Research model, sample and data collection

This study used a quantitative method and a cross-sectional design to conduct the research on an individual level. The survey was collected through convenience sampling, as an electronic link to the survey was posted openly on our social media pages. This allowed individuals both inside and outside our networks to share the survey on their own pages and groups. Each respondent was only able to take the survey once as the survey registered their IP-address, which prevented re-takes.

A total of 363 individuals took the survey. After filtering out incomplete responses and our own previews, 222 were left. Further, one response had to be deleted as the individual's reported age (150) was invalid. The study therefore consists of 221 participants with complete responses (34% men and 66% women). The age distribution of the respondents is quite even, with 58 respondents in the age group 19-29, 28 respondents in the age group 30-39, 51 respondents in the age group 40-49, 67 respondents in the age group 50-59, and 17 respondents in the age group 60+.

3.2 Measures

All measures were assessed on a 5-point Likert scale. The items can be found in appendix B.

3.2.1 Measure of HRD in training

When measuring HRD in training in this study we asked respondents on a scale from 1 to 5 how many hours of developmental HR-practices they estimate to have had the last 12 months compared to their colleagues, where 1 is *Much less than my colleagues*, 3 is *About the same as my colleagues* and 5 is *Much more than my colleagues*. This measure is similar to the one used by Marescaux et al. (2013). As such, those who may report *lower* levels of hours in training compared to colleagues (HTA = Hours of Training compared to Average), indicate a *high* perceived HR differentiation in training. In the chapter reporting the analysis, the term HTA will be used to describe the measure of HRD in training.

3.2.2 Measure of malicious and benign envy

This study used a measure on malicious and benign envy developed by van de Ven et al. (2009), which was tested in Spain. The scale consists of a total of eight items, where four items measure benign envy and four items measure malicious envy. The original Likert scale was 3 points. We use a 5-point Likert scale to give the respondents a possibility for a wider variation in answers. The 5-point scale ranges from *Not at all/to a very low degree* to *To a very high degree*. In the original study by van de Ven et al. (2009) the measures were used in experimental settings in which malicious and benign envy was primed. As this is not the case in the present study, we modified some of the questions in order to ensure that we also capture variation from respondents who might not feel envious at all. An

example of this may be employees with high amounts of training and development compared to their colleagues. Hence, we changed the word *envied* in the questions by van de Ven et al. (2009) to *a co-worker who receives more developmental HR practices than I do*.

3.2.3 Measure of LMX

To measure the quality of the LMX relationship we used a 7-item scale developed by Graen and Uhl-Bien (1995).

3.2.4 Measure of distributive justice perceptions

As there may be variance in how respondents perceive the distribution of HRD in training, a measure of distributive justice perceptions was used as a control variable. This variable was therefore held constant to ensure that the variance in our results was not due to the participant's perceptions of distributive justice. The measure we used consisted of four items and is developed by Leventhal (1976, referred to in Colquitt, 2001).

4.0 Analysis

First, the reliability of the scales was tested to ensure that they are good. Pavot, Diener, Colvin and Sandvik (1991) state how a Cronbach's alpha coefficient of .85 is of good internal consistency. The Cronbach alpha coefficient for malicious envy was .69, .70 for benign envy, .89 for LMX and .92 for distributive justice perceptions. After this, we tested the assumptions underlying parametric tests. To get a better understanding of our data with regards to kurtosis, skewness and possible any outliers, we ran descriptive statistics on our dependent variables. No outliers were detected. Both malicious envy and benign envy violated the assumption of normality, and malicious envy was skewed. We therefore applied the Logarithm formula to correct it. Preliminary analyses were conducted to ensure no violation of the assumptions of multicollinearity and homoscedasticity. We conducted a Durbin-Watson test to investigate both benign and malicious envy for multicollinearity. The VIF scores for neither benign (HTA = 1.1, LMX = 1.0, distributive justice perceptions = 1.1) or malicious envy (HTA = 1.1, LMX = 1.0, distributive justice perceptions = 1.1) were above 10, indicating that multicollinearity is not present. Further, the residuals in the scatter plot for especially benign envy appeared to be higher on one side compared to the other, possibly suggesting a violation of homoscedasticity. However, by building a

linear regression model and conducting the Breusch-Pagan test, the values for both benign (sig. .052) and malicious envy (sig. .099) indicates no violation of homoscedasticity as $p > .005$.

An exploratory factor analysis was performed to retrieve information with regards to the relationships between our set of variables (Appendix A). The 24 items in the study (malicious and benign envy, LMX, HRD in training, distributive justice perceptions, age and gender) were included in a principal components analysis. The Kaiser-Meyer-Olkin value was .845, exceeding the minimum recommended value of .6 for a good factor analysis, in addition to the Bartlett's Test of Sphericity being statistically significant ($p < .05$) (Pallant, 2013). Further, with the use of Kaiser's criterion, six components recorded an eigenvalue above 1 (6.20, 3.49, 2.30, 1.59, 1.40, 1.03). These six components explained a total of 66.37% of the variance. However, after inspecting the scree plot, we decided that four components should be investigated further. The four-solution explained only 48.31% of the variance compared with over 65% explained by the six-factor solution. Component 1 contributed 24.25%, component 2 contributed 12.41%, component 3 with 6.97% and component 4 with 4.66%. Further, an oblimin rotation (Promax) was performed, which revealed that all variables only loaded considerably on one component, and are free from cross-loadings. The one item measuring respondent's hours of training compared to colleagues (HTA) had loadings less than .4 on all components, which may suggest it is unreliable. However, based on the fact that the measure only consists of one item we choose to move forward with it in our analysis.

Correlational analyses were performed to get an understanding of the relationship between the different variables in the study. The relationship between the variables HTA, LMX and malicious and benign envy was investigated using the Pearson product-moment correlation coefficient. The control variables distributive justice perceptions, age and gender were also included. Moreover, the effect size of our significant findings were medium or small, making it important to interpret the results with caution. The results are presented in table 1.

Table 1 Descriptive statistics and correlations.

Variable	Mean	SD	1	2	3	4	5	6	7
1. Hours of training compared to colleagues	3.02	0.757	1						
2. Malicious envy Log	0.152	0.148	-0.222**	1					
3. Benign envy	2.757	0.761	0.148*	-0.065	1				
4. LMX	3.589	0.899	0.189**	-0.0317**	0.100	1			
5. Distributive justice perceptions	2.957	0.983	0.303**	-0.101	0.382**	0.261**	1		
6. Age	42.47	13.139	0.071	-0.144*	-0.104	-0.042	-0.156*	1	
7. Gender	1.34	0.475	0.033	-0.056	-0.108	0.075	-0.156*	0.118	1

Notes. N = 221

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Further, two hierarchical multiple regressions were performed. The first regression assessed the ability of HTA to predict the level of malicious envy. Further, it also investigated the moderating effect of LMX (H_3), as well as controlling for the influence of distributive justice perceptions, age, gender and benign envy. The second regression assessed the ability of HTA to predict the level of benign envy, while controlling for the influence of distributive justice perceptions, age, gender and malicious envy. The results for both regressions are presented in table 2.

In the first regression, with malicious envy as the dependent variable, gender, age, distributive justice perceptions and benign envy were entered at step 1, explaining 4% of the variance in malicious envy ($R^2 = .041$, F change (4,216 = 2.319, $p > .001$). After entering HTA at step 2, the variance explained by the model was 7.2%. This indicates that HTA explains an additional 3.2% of the variance in malicious envy $R^2 = .072$, F change (1,215 = 7.181, $p > .001$). After entering LMX and the interaction term of LMX and HTA (LMX*HTA), an additional 8% of the variance in malicious envy was explained ($R^2 = .152$, F change (2,231 = 10.003, $p < .001$). This means the total variance explained by the model as a whole was 15.2%, (F (7,213) = 5,447, $p < .001$). With regards to H_1 , HTA was found to be statistically significant ($\beta = -.187$, $p < .05$) in the coefficients model, supporting the hypothesis. With regards to H_3 , age was the only variable found to be significant ($\beta = -.152$, $p < .05$), rejecting H_3 .

In the second regression, with benign envy as the dependent variable, gender, age, distributive justice perceptions and malicious envy were entered at step 1, explaining 15.1% of the variance in benign envy ($R^2 = .151$, F change (4, 216 = 9.616, $p < .001$). After entry of the HTA at step 2, HTA explains an additional 0.2% of the variance in benign envy $R^2 = .153$, $p > .001$). This means the total variance explained by the model as a whole was 15.3%, (F (5, 215) = 7,738, $p < .001$). In the final coefficients model, only distributive justice perceptions was statistically significant ($\beta = .351$, $p < .001$), which rejects H_2 .

Table 2 Regression analyses predicting malicious and benign envy

	Malicious envy			Benign envy		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Gender	-0.061	-0.047	-0.019	-0.048	-0.050	
Age	-0.160*	-0.138*	-0.152*	-0.047	-0.050	
Distributive justice perceptions	-0.119	-0.060	0.009	0.363***	0.351***	
Benign envy	-0.043	-0.034	-0.030			
Malicious envy				-0.038	-0.031	
HTA		-0.187*	0.022		0.040	
LMX			-0.111			
LMX x HTA			-0.279			
ΔR^2	0.041	0.031*	0.080***	0.151***	0.001	
R^2	0.041	0.072	0.152	0.151	0.153	
F	2.319	3.344*	5.447***	9.616***	7.738***	

Notes. N = 221
 * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

5.0 Discussion

This study aims to investigate how HRD in training is related to malicious and benign envy, and if the relationship between HRD in training and malicious envy is moderated by the HQLMX-relationship employees have with their leader. The results from the first regression show a negative relationship between the levels of hours of training compared to colleagues and malicious envy. This means that when respondents report having more hours of training compared to colleagues (HTA), no upward comparison takes place, and they experience less malicious envy. This indicates a positive relationship between HRD in training and malicious envy. This gives support to H₁. Further, the results from the second

regression do not support the assumption in H₂, that there is a positive relationship between HRD in training and benign envy. Finally, as only age was found to be statistically significant in the multiple regression with malicious envy, H₃ was rejected.

Our results show that HRD in training has a positive relationship with malicious envy. This is in alignment with previously mentioned theory arguing how this type of envy arises toward employees who have a more favorable path of development (Feather & Sherman, 2002; Reh et al., 2018; Schaubroeck & Lam, 2004). As previously mentioned, we argue the mechanism of social comparison theory triggers malicious envy on the basis of upwardly comparing to someone who is more successful (Fischer et al., 2009). Thus, we argue that this theory is practiced in HRD in training, making it a new antecedent to malicious envy. Another interesting result with regards to malicious envy is how it appears to have a negative relationship with age, indicating that younger respondents tend to feel higher levels of malicious envy.

The study did not find support on HRD in training leading to benign envy. Reasons for this might be explained by theory arguing how some employees receiving more developmental HR-practices than others can lead to the rest of the employees feeling neglected. When employees feel this neglect we argue it overrides the possibility of feeling the motivation and admiration that benign envy may represent. This can be seen through the light of Marescaux et al. (2013) and Greenberg et al. (2007) arguing how the positive outcomes of HRD in training may be diminished by the negative influences. Hence, our findings contradicts Collings and Mellahi's (2009) theory arguing how differentiating in HR-practices enhance motivation. Finally, the results of this study imply that the suggested intentions of motivating employees that organizations have when differentiating, appear to be having the opposite outcomes. We therefore stand by the proposed theory by Sapegina and Weibel (2017), Marescaux et al. (2013) and Greenberg et al. (2004) of how differentiating in developmental HR-practices at work is not preferable, and how standardization is the best form for such practices in order to achieve the best results.

Another interesting result is how higher distributive justice perceptions is associated with higher levels of benign envy. In other words, it appears that the more fair you perceive a situation to be, the more benign envy you will feel. For example, if you feel that the hours of developmental practices you have compared to your colleagues is justified with regards to what you have contributed with in the organization, you might more easily be motivated by the ones you envy (benign). This can be seen in contrast to if employees feel a sense of injustice with regards to differentiation, which might contribute to less benign envy and less motivation by others (Smith et al., 1994).

With regards to our third hypothesis, our results did not show HQLMX to have a moderating effect on the relationship between HRD in training and malicious envy. Thus, our study was unable to draw a parallel to previous studies showing the moderating effect of LMX between different work-related variables (Gelens et al., 2013; Pichler, 2012; Vecchio, 1995). We can think of a few reasons for this result. We argue that HRD in training and its relationship with malicious envy might overlap the positive effects of a possible HQLMX-relationship (Marescaux et al., 2013). Possible reasons for this might be that when an employee feels neglected, a good relationship with his/her leader might not solve the problem or reduce the negative feeling resulting from HR-differentiation. Moreover, employees might possibly blame their leader for the HR-differentiation happening in the first place, and therefore feel that it is the leaders' responsibility to treat them equally to their colleagues.

Another possible reason this study did not find HQLMX to have a moderating influence, may be that having a HQLMX-relationship with your leader may be a neutral set point for many, meaning its a given and thus taken for granted by employees. On the base of this, employees may not even be aware of the quality of their relationship until it becomes dysfunctional or considerably LQLMX. This may lead employees with HQLMX to not acknowledge the perks or advantages of this type of relationship to their leader, and thus not allowing it the possibility to moderate negative experiences such as HRD in training. As a result, malicious envy arises despite of the HQLMX-relationship being present. This is because employees may expect to be fairly treated by their leader no matter what, which in

turn might be why the good relationship does not buffer negative outcomes such as malicious envy.

Lastly, we argue that another possible reason that we did not find HQLMX to have a moderating impact, can be that the respondents are gathered by convenience sampling. Because of this, respondents work in companies of different sizes, structure, leaders and etc. This might result in the respondents having different perception of HRD in training related to HQLMX. For example, a small company where the CEO is also the line manager, the employee may blame him/her for letting the differentiating between colleagues happen. Further, HRD in training may be more visible compared to a bigger company with more employees. If employees work in a bigger company, with more hierarchical distance between them and the closest decision maker with regards to HRD in training, employees might not blame their closest leader. Thus, we suggest that the buffering influence of HQLMX in a bigger company might be stronger compared to a smaller company, where the closest leader is the overall decision maker.

6.0 Limitations, implications and future research

6.1 Limitations

The convenience sample used in the study is extremely heterogeneous, with respondent's working in different organizations. This might lead to the respondents not having a common understanding of what HRD in training means. Even though we have attempted to include general descriptions of typical training and developmental concepts (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing), companies may differ a great deal from one another when it comes to types of programs, frequency of developmental courses, and their general view and necessity of employee training. This makes it difficult to talk about the generalizability of our findings.

This study is built on a cross-sectional research design, which also makes it challenging to make statements about the causality of our findings. As the data is only collected at a single point in time, it is unknown whether the results would be different if they were collected again in another time frame. Additionally, as it is unclear how long the effects of experienced malicious envy last, gathering data at

two points in time would be of interest. If the emotional responses to HRD in training are based on a current mood that changes shortly, the importance of our observed effects will be more open to question. It would also have been of interest to collect data on the LMX-relationship from both the employee and their leader, which might have resulted in a more complete perspective of the LMX-relationship.

Furthermore, to avoid common method bias (Podsakoff, MacKenzie, Lee & Podsakoff, 2003), we should ideally have collected data regarding the respondent's hours of training both from the HR-department in their respective organizations. This could for example have been collected in form of hours or budget spent on individual training, in addition to the respondents' own self-reported perceptions. Another possible bias resulting from the method of self-reports is social desirability, meaning that respondents may have given answers that are socially desirable rather than what actually reflects their true answers (Grimm, 2010). As malicious envy is an emotion which can be regarded as having an undesirable nature, the respondents might have let the social desirability bias influence their answers. However, as we were unable to gather data from each respondent's HR-department, self-reports were necessary. Additionally, considering malicious and benign envy are internal emotions, the use of self-reports in this study may be justified considering the nature of the variables (Cohen-Charash & Mueller, 2007). Furthermore, the use of self-report was the best suited method considering we were interested in the respondent's perceived hours of training compared to their colleagues, and also their perceptions of distributive justice.

Moreover, we performed two regressions on the same dataset, which can lead to an increased alpha-error. On the base of this, performing a multivariate data analysis (MANOVA) might have been more preferable. Another limitation may be that all scales used in the survey were originally in English. As they had to be translated to Norwegian, and somewhat modified to for example not specifically mention the word envy (to risk biasing the respondents), the reliability of the measures may have been influenced. Moreover, due to the translation, the options

in Norwegian such as *Noen ganger* and *Iblant* can be dependent on individual interpretation, and as such may have a very different meaning to each respondent. It can also be somewhat hard to separate some of the options from each other. For example, on the scales used to measure malicious and benign envy, two different alternatives are *I noen grad* and *I liten grad*. To avoid respondents not being able to differentiate between the options in the Likert scales, it might have been advantageous to just quantify the alternatives.

6.2 Theoretical and practical implications

The current study contributes to the literature on benign and malicious envy and the fact that the term envy can be distinguished into these two types. As there has been an ongoing debate in previous research on whether or not envy should be considered a unitary construct, the results of this study indicate that the division of this terminology should indeed be supported, and thus provides a theoretical contribution. Further, the current study contributes to envy literature by identifying HRD in training as a new antecedent and trigger to malicious envy. Also, this study sheds light on how benign and malicious envy appears to play an intervening role in how people respond to adverse social comparisons over and above the justice perceptions that have previously been the main focus of organizational research. Hence, the current findings suggest research and theory will benefit by giving more attention to the role of both benign and malicious envy in how people respond to organizational events such as HR-differentiation, but also to other work-related variables.

Furthermore, with regards to literature on HRD and possible positive consequences, our study did not find benign envy to be an outcome. Thus, the current study contributes with more insight into the subject of the ongoing discussion regarding whether or not differentiating is beneficial to organizations and employees. Further, as malicious envy was found to be related to HRD in training, the current study suggests that organizations should consider not only transactional costs when differentiating in training, but also the psychological and behavioral cost affecting the employees (Schmidt et al. 2018). With regards to measures that leaders and organizations can take in order to prevent the negative effects of differentiating, we argue that managers should make sure that

developmental processes are less differentiated. Further the fairness in these processes should be thoroughly communicated out to employees for a transparent process, as suggested by Schaubroeck and Lam (2004). We additionally underline the importance of leaders providing frequent feedback on employee performance and their chances of advancing in the short term to be a good method of handling HR-differentiation.

6.3 Future research and conclusion

We strongly suggest that future studies perform the same research in one organization or department where the training activities are similar for all respondents and thus keep the context more fixed to test the validity of our findings. Further, as the the current study provides support for how malicious envy can be stronger in situations of social comparison, we suggest that future studies focus on finding differentiation practices that may also trigger benign envy. As our study did not find support for the buffering role of the HQLMX-relationship on HR-differentiation in training, we believe a fruitful avenue for future research would be to investigate whether the relationship with a colleague (the envied) may work as a moderator in the same relationship.

We argue that investigating whether companies will do more harm than good by differentiating in developmental practices is an important subject to explore. By developing employees through for example development and talent management programs, organizations should ensure the satisfaction and improvement of said employee. However, the repercussions on the neglected peers are not to be ignored and should be taken into account by leaders and organizations. In that regard, we advise future studies to focus on developing methods that may hinder or moderate malicious envy and its negative outcomes, but at the same time be able to derive the benefits of trained employees.

7.0 References

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Appendix A: Exploratory Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,845
Bartlett's Test of Sphericity	Approx. Chi-Square	2494,750
	df	276
	Sig.	,000

Prior to rotation:

Total Variance Explained

Component	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,201	25,840	25,840	6,201	25,840	25,840
2	3,394	14,140	39,980	3,394	14,140	39,980
3	2,301	9,586	49,565	2,301	9,586	49,565
4	1,590	6,626	56,191	1,590	6,626	56,191
5	1,409	5,872	62,064	1,409	5,872	62,064
6	1,034	4,308	66,371	1,034	4,308	66,371
7	,937	3,903	70,274			
8	,763	3,178	73,452			
9	,723	3,012	76,464			
10	,683	2,847	79,311			
11	,598	2,490	81,802			
12	,529	2,205	84,007			
13	,489	2,039	86,045			
14	,451	1,881	87,926			
15	,425	1,770	89,696			
16	,403	1,681	91,377			
17	,342	1,424	92,801			
18	,338	1,408	94,209			
19	,315	1,314	95,523			
20	,269	1,121	96,644			
21	,229	,954	97,598			
22	,223	,927	98,526			
23	,183	,763	99,289			
24	,171	,711	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component					
	1	2	3	4	5	6
Oppgi ditt kjønn:	-,001	-,308	-,082	,137	,301	,187
Oppgi din alder i tall:	-,077	-,274	-,445	,176	,544	-,177
Hvor lenge har du jobbet på din nåværende arbeidsplass?	-,023	-,248	-,471	,157	,572	-,166
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene?	,545	,294	-,062	-,130	,092	,505
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene sammenlignet med kollegaer du jobber med på en daglig basis?	,392	,155	-,335	-,096	,284	,644
Det har følt bra når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,354	,265	-,392	,477	,030	-,091
Jeg har følt meg inspirert av en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,370	,488	-,054	,545	-,143	,119

Jeg har jobbet hardere for å nå mine mål når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,057	,494	,302	,489	-,108	,105
Jeg har gitt kompliment til en kollega, som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg, for hans/hennes suksess.	,227	,480	,070	,568	-,037	-,141
Jeg har oppført meg kaldt mot en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,265	,094	,556	,145	,409	-,138
Det har følt frustrerende når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,408	,350	,474	-,185	,138	,028
Jeg har håpet at en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg skal mislykkes i noe.	-,204	,097	,517	-,013	,456	,087

Jeg har klaget til noen andre om en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,363	,141	,616	,123	,290	,102
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene den innsatsen du har lagt i ditt arbeid?	,454	,577	-,070	-,246	,047	-,165
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene passende for arbeidet du har utført?	,612	,547	-,125	-,269	,140	-,172
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene det du har bidratt med til organisasjonen?	,540	,633	-,030	-,266	,177	-,177
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene rettferdig, gitt dine jobb-prestasjoner?	,542	,580	-,020	-,287	,126	-,157
Vet du som regel hvor fornøyd din leder er med det du gjør?	,740	-,379	,196	-,011	,050	-,163
Hvor godt forstår din leder dine utfordringer og behov på jobb?	,743	-,337	,159	,060	,048	-,121
Hvor godt anerkjenner din leder ditt potensiale?	,792	-,284	,165	,127	,031	-,055

Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder ville brukt hans/hennes makt til å hjelpe deg med å løse dine problemer på jobb?	,773	-,298	,248	-,049	-,030	,049
Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder vil redde deg ut av en situasjon på hans/hennes egen bekostning?	,687	-,345	,263	-,052	-,124	-,071
Jeg har nok tiltro til min leder slik at jeg ville forsvart/rettferdiggjort hans/hennes avgjørelser når han/hun ikke er tilstede.	,745	-,296	,151	,153	,033	,081
Hvordan vil du karakterisere ditt arbeidsforhold til din leder?	,708	-,325	,244	,001	,042	,092

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

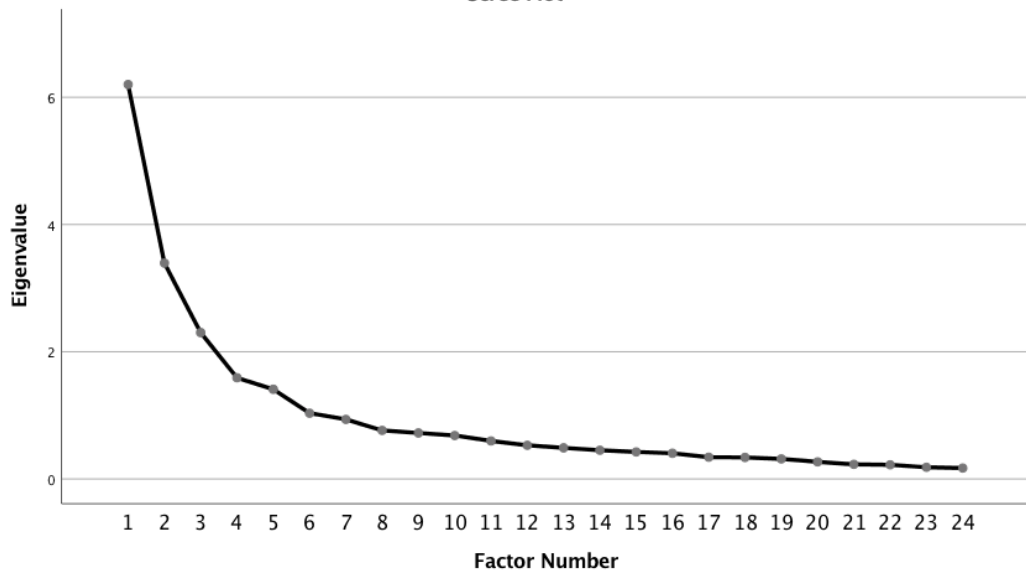
Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	6,201	25,840	25,840	5,822	24,259	24,259	5,257
2	3,394	14,140	39,980	2,979	12,412	36,671	4,051
3	2,301	9,586	49,565	1,674	6,975	43,647	2,517
4	1,590	6,626	56,191	1,120	4,667	48,314	2,441
5	1,409	5,872	62,064				
6	1,034	4,308	66,371				
7	,937	3,903	70,274				
8	,763	3,178	73,452				
9	,723	3,012	76,464				
10	,683	2,847	79,311				
11	,598	2,490	81,802				
12	,529	2,205	84,007				
13	,489	2,039	86,045				
14	,451	1,881	87,926				
15	,425	1,770	89,696				
16	,403	1,681	91,377				
17	,342	1,424	92,801				
18	,338	1,408	94,209				
19	,315	1,314	95,523				
20	,269	1,121	96,644				
21	,229	,954	97,598				
22	,223	,927	98,526				
23	,183	,763	99,289				
24	,171	,711	100,000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Scree Plot



Factor Matrix^a

	Factor			
	1	2	3	4
Oppgi ditt kjønn:	-,001	-,235	-,071	,043
Oppgi din alder i tall:	-,070	-,203	-,334	,050
Hvor lenge har du jobbet på din nåværende arbeidsplass?	-,022	-,180	-,350	,035
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene?	,499	,254	-,042	-,058
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene sammenlignet med kollegaer du jobber med på en daglig basis?	,350	,142	-,253	-,044
Det har følt bra når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,327	,245	-,325	,371
Jeg har følt meg inspirert av en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,356	,458	-,020	,544

Jeg har jobbet hardere for å nå mine mål når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,054	,421	,305	,404
Jeg har gitt kompliment til en kollega, som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg, for hans/hennes suksess.	,212	,416	,099	,443
Jeg har oppført meg kaldt mot en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,238	,063	,473	,033
Det har følt frustrerende når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,383	,298	,467	-,166
Jeg har håpet at en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg skal mislykkes i noe.	-,180	,066	,422	-,061

Jeg har klaget til noen andre om en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,338	,102	,581	,048
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene den innsatsen du har lagt i ditt arbeid?	,431	,537	-,041	-,185
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene passende for arbeidet du har utført?	,607	,561	-,111	-,270
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene det du har bidratt med til organisasjonen?	,536	,643	-,001	-,269
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene rettferdig, gitt dine jobb-prestasjoner?	,529	,570	-,002	-,261
Vet du som regel hvor fornøyd din leder er med det du gjør?	,729	-,367	,148	-,042
Hvor godt forstår din leder dine utfordringer og behov på jobb?	,725	-,323	,114	,035
Hvor godt anerkjenner din leder ditt potensiale?	,782	-,281	,129	,105
Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder ville brukt hans/hennes makt til å hjelpe deg med å løse dine problemer på jobb?	,764	-,298	,212	-,048
Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder vil redde deg ut av en situasjon på hans/hennes egen bekostning?	,666	-,330	,204	-,048
Jeg har nok tiltro til min leder slik at jeg ville forsvart/rettferdiggjort hans/hennes avgjørelser når han/hun ikke er tilstede.	,725	-,286	,116	,126
Hvordan vil du karakterisere ditt arbeidsforhold til din leder?	,687	-,313	,192	-,010

Extraction Method: Principal Axis Factoring.

a. 4 factors extracted. 10 iterations required.

Pattern Matrix^a

	Factor			
	1	2	3	4
Oppgi ditt kjønn:	,109	-,203	-,119	-,044
Oppgi din alder i tall:	-,103	-,182	-,377	-,051
Hvor lenge har du jobbet på din nåværende arbeidsplass?	-,092	-,133	-,394	-,056
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene?	,181	,424	-,056	,080
Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene sammenlignet med kollegaer du jobber med på en daglig basis?	,029	,297	-,276	,023
Det har føltes bra når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,058	,044	-,378	,486
Jeg har følt meg inspirert av en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,011	,043	-,051	,768

Jeg har jobbet hardere for å nå mine mål når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,022	-,019	,334	,600
Jeg har gitt kompliment til en kollega, som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg, for hans/hennes suksess.	-,012	,026	,096	,641
Jeg har oppført meg kaldt mot en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,047	-,118	,526	,066
Det har føltes frustrerende når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	-,224	,164	,601	-,074
Jeg har håpet at en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg skal mislykkes i noe.	,051	-,014	,477	-,028

Jeg har klaget til noen andre om en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) enn meg.	,009	-,149	,655	,093
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene den innsatsen du har lagt i ditt arbeid?	-,052	,713	,017	,039
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene passende for arbeidet du har utført?	,017	,870	-,063	-,028
I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene det du har bidratt med til organisasjonen?	-,026	,893	,073	,003
I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene rettferdig, gitt dine jobb-prestasjoner?	,014	,830	,059	-,015
Vet du som regel hvor fornøyd din leder er med det du gjør?	,837	,009	,002	-,085
Hvor godt forstår din leder dine utfordringer og behov på jobb?	,795	-,017	-,034	,009
Hvor godt anerkjenner din leder ditt potensiale?	,824	-,021	-,027	,104
Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder ville brukt hans/hennes makt til å hjelpe deg med å løse dine problemer på jobb?	,854	,072	,076	-,058
Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder vil redde deg ut av en situasjon på hans/hennes egen bekostning?	,798	,013	,075	-,081
Jeg har nok tiltro til min leder slik at jeg ville forsvart/rettferdiggjort hans/hennes avgjørelser når han/hun ikke er tilstede.	,780	-,061	-,036	,117
Hvordan vil du karakterisere ditt arbeidsforhold til din leder?	,799	,004	,059	-,033

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Factor Correlation Matrix

Factor	1	2	3	4
1	1,000	,310	-,330	,147
2	,310	1,000	-,154	,438
3	-,330	-,154	1,000	-,073
4	,147	,438	-,073	1,000

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser
Normalization.

Appendix B: Survey

Dette er en kort spørreundersøkelse om differensiering innenfor HR-praksis på arbeidsplassen. Det tar cirka 5 minutter å svare, og undersøkelsen vil gå igjennom tre ulike deler. Dine svar vil være helt anonyme, og dataene vil slettes 01.09.18.



Oppgi ditt kjønn:

Kvinne

Mann

Oppgi din alder i tall:



Hvor lenge har du jobbet på din nåværende arbeidsplass?

Mindre enn 1 år

1-2 år

2-4 år

4-6 år

6-8 år

8-10 år

Mer enn 10 år

Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) vil du anslå at du har vært igjennom de siste 12 månedene?

Mindre enn 10 timer

10-19 timer

20-29 timer

30-39 timer

40-49 timer

50+ timer

Hvor mange timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **vil du ansle at du har vært igjennom de siste 12 månedene sammenlignet med kollegaer du jobber med på en daglig basis?**

Mye mindre enn mine kollegaer	Mindre enn mine kollegaer	Cirka det samme som mine kollegaer	Mer enn mine kollegaer	Mye mer enn mine kollegaer
-------------------------------	---------------------------	------------------------------------	------------------------	----------------------------



Hvor enig er du i følgende påstander når du tenker på følelser du har hatt i arbeidssammenheng?



Hvor enig er du i følgende påstander når du tenker på følelser du har hatt i arbeidssammenheng?

Det har følt bra når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Jeg har følt meg inspirert av en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Jeg har jobbet hardere for å nå mine mål når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Jeg har gitt kompliment til en kollega, som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg, for hans/hennes suksess.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Jeg har oppført meg kaldt mot en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Det har føltes frustrerende når en kollega har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------

Jeg har håpet at en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg skal mislykkes i noe.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
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Jeg har klaget til noen andre om en kollega som har fått mer utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) **enn meg.**

Ikke i det hele tatt/ svært liten grad	I liten grad	I noen grad	I stor grad	I svært stor grad
---	--------------	-------------	-------------	-------------------



Du får nå et sett med 4 spørsmål.

Svar på disse med tanke på de antall timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) du har anslått at du har vært igjennom de siste 12 månedene.



Du får nå et sett med 4 spørsmål.

Svar på disse med tanke på de antall timer med utviklende HR-praksiser (opplæring, kurs/seminarer/konferanser, utviklingsprogram, individuell satsing) du har anslått at du har vært igjennom de siste 12 månedene.

I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene den innsatsen du har lagt i ditt arbeid?

I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
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I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene passende for arbeidet du har utført?

I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
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I hvor stor grad gjenspeiler timeantallet du har vært igjennom de siste 12 månedene det du har bidratt med til organisasjonen?

I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
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I hvor stor grad er timeantallet du har vært igjennom de siste 12 månedene rettferdig, gitt dine jobb-prestasjoner?

I veldig liten grad	I liten grad	I noen grad	I stor grad	I veldig stor grad
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Du vil nå få et sett med 7 spørsmål angående deg og din nærmeste leder.



Du vil nå få et sett med 7 spørsmål angående deg og din nærmeste leder.

Vet du som regel hvor fornøyd din leder er med det du gjør?

Sjeldent

Iblant

Noen ganger

Stort sett

Veldig ofte

Hvor godt forstår din leder dine utfordringer og behov på jobb?

Ikke i det hele tatt

Litt

Noe

Godt

Veldig godt

Hvor godt anerkjenner din leder ditt potensiale?

Ikke i det hele tatt

Litt

Moderat

For det meste

Fullt og helt

Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder ville brukt hans/hennes makt til å hjelpe deg med å løse dine problemer på jobb?

Ingen

Liten

Moderat

Høy

Veldig høy

Uavhengig av mengden formell autoritet din leder har bygd inn i sin stilling, hva er sjansen for at din leder vil redde deg ut av en situasjon på hans/hennes egen bekostning?

Ingen

Liten

Moderat

Høy

Veldig høy

Jeg har nok tiltro til min leder slik at jeg ville forsvart/rettferdiggjort hans/hennes avgjørelser når han/hun ikke er tilstede.

Veldig uenig

Uenig

Nøytral

Enig

Veldig enig

Hvordan vil du karakterisere ditt arbeidsforhold til din leder?

Ekstremt ineffektivt

Dårligere enn gjennomsnittet

Gjennomsnittlig

Bedre enn gjennomsnittet

Ekstremt effektivt

