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Leader Member Exchange, Social Comparison and Subjective Career Success: Envy and its Positive Outcomes as Explanatory Mechanism

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Dedicated to my loving Parents for their prayers and my husband for his dedicated partnership in my work

CERTIFICATE OF APPROVAL

This is to certify that the research work presented in the thesis, entitled "**Leader Member Exchange, Social Comparison and Subjective Career Success: Envy and its Positive Outcomes as Explanatory Mechanism**" was conducted under the supervision of **Dr. Sajid Bashir**. No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **Department of Management Sciences, Capital University of Science and Technology** in partial fulfillment of the requirements for the degree of Doctor in Philosophy in the field of **Management Sciences**. The open defence of the thesis was conducted on **15 July, 2019**.

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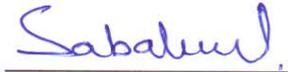
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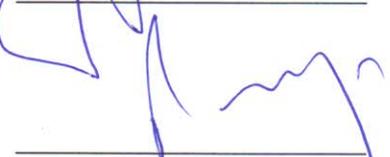
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Abstract

This study investigates the explanatory mechanisms (envy and its positive outcomes) between the leader member exchange and subjective career success. Using Affective Events Theory an integrated framework was developed by incorporating the study variables in it. The study extends the framework of Affective event theory by proposing two serial mediation models. One model serial mediation of social comparison, envy and achievement motivation between leader member exchange and subjective career success.The second model estimates the serial mediation of social comparison, envy ad thriving at work between leader member exchange and subjective career success.

Along with the mediating mechanism of envy and its functional outcomes like achievement motivation and thriving at work, moderating role of self-control was also examined. This dissertation incorporated social comparison as affective event at workplace. Furthermore, this study demonstrates how leader member exchange differentiation is associated with subjective career success and social comparison.

In this study fifteen hypotheses were developed, fourteen were supported while one failed to meet the acceptance criteria.Data were collected in five time lags from a sample of 414 respondents working in Fast moving consumer goods organizations, telecommunication organization, Healths sectors and banks as envy is universal phenomena. The sample of study were working employees of these sectors under the supervision of leaders. Data was collected by using survey based questionnaires.

Findings of hypotheses indicate that leader member exchange has positive relationship with subjective career success, while it is negatively associated with social comparison as per expectation. This study also investigated the impact of social comparison on envy which showed positive and significant relationship, envy in turn leads to achievement motivation and thriving at work.Regarding explanatory mechanisms, social comparison mediates between the relationship of leader member exchange and envy.

In addition, mediating role of envy, thriving at work and achievement motivation was also established. Results showed that envy mediates between social comparison and outcomes including achievement motivation and thriving at work. Moreover, mediating role of achievement motivation between envy and subjective career success was supported and role of thriving at work as mediator between envy and subjective career success was also established in this study. Contrary to expectation, self-control does not moderate between the relationship of social comparison and envy. The serial mediations of social comparison, envy and achievement motivation between leader member exchange and subjective career success and of social comparison, envy and thriving at work between leader member exchange and subjective career success were established.

The results have theoretical implications regarding contribution of envy and its functional outcome at workplace due to differential treatment of leader. Practical implications were also discussed for leaders and management at workplace. The study has few limitations as well that were also discussed in detail. Future direction regarding investigation of other negative emotions and leadership styles were suggested.

Keywords: Leader member exchange, social comparison, envy, achievement motivation, thriving at work, subjective career success and self-control

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Abbreviations

LMX	Leader Member Exchange
SC	Self Control
SCOM	Social Comparison
TW	Thriving at Work
AM	Achievement Motivation
SCS	Subjective Career Success
AET	Affective Event Theory
CFA	Confirmatory Factor Analysis
ANOVA	Analysis of Variance

Chapter 1

Introduction

1.1 Background

Leadership is the major workplace interpersonal relationship (Dulebohn et al., 2017) as it influences the lives of followers, groups, organizations and societies (Tuncdogan et al., 2016). Due to its significance, leadership has attracted plethora of studies for almost a century (Antonakis, 2017). Since it involves key organizational activities like goal settings, goal alignment, adaptation, efficiency and effectiveness (Batistic et al., 2016) and organizations invest large amount of time, energy and monetary resources for leadership development (Leonard & Kridar, 2014).

The major attributes of leadership which made it a hot area for academic research are decision making (Useem et al., 2005) and integrity (Krylova et al., 2016). Additionally, Eberly et al (2013) emphasized on leadership as social relational process and multilevel phenomena, which connects members of dyad i.e leader and followers. This makes the dyadic role as an important attribute in the workplace settings. Accordingly, leadership researchers are continuously utilizing network based approaches to investigate leadership processes connecting members of dyad and larger groups (Lester et al., 2017).

The importance of this relationship was highlighted in the seminal work by Dansereau, Graen and Haga (1975) when they introduced the concept of Vertical dyadic

linkage (VDL) theory. In this theory they proposed supervisors will communicate with subordinates differently, which are further classified as in group and out group. According to Liden and Graen (1980) in group subordinates are chosen on the basis of their skills, competence, trust and motivation level while considered rest as out group members. This background provides a strong foundation for majority of studies in leadership literature discussing dyadic relationship between leaders and follower (Cashman, Dansereau, Graen, & Haga, 1976; Graen & UhlBien, 1995).

This dyadic relationship has been found to have a profound impact on attainment of organizational objectives (Chemeers, 2014). There are three broad categories of leadership which include task-oriented, relationship-oriented and participative leadership (Yukl, 2002). All these types require a dyadic relationship which actually developed over a period of time through series of interactions between leader and followers (Graen & Cashman, 1975). These exchange relationship helps to explain the extent to which mutual respect, support in a dyadic relationship motivates subordinates to engage in positive behaviors (Ansari et al., 2007 & Volmer et al., 2012). If we specifically relate dyadic relationship of leaders in encouraging the positive attitudes and behaviors and motivating followers to move ahead in careers, we find a dearth of knowledge in this domain.

Later the vertical dyadic linkage (VDL) was refined as Leader Member Exchange theory (Graen & Ulbien, 1995). It is follower based theory (Dansereau, Graen, & Haga, 1975) which holds that leader forms differentiated relationship with subordinates commonly referred to as quality of relationship (Park et al., 2015). In leader member exchange quality of relationship is defined as either high or low depending upon follower's status being part of in-group or out group. High quality LMX relationship is developed when individuals are of identical mind on key responsibilities and hold common perspective, receptiveness and liking (Basu & Green, 1996). In contrast, low quality LMX relationship is solely based on formal obligation and job requirement (Graen, 2003). Dansereau et al (1975) contended that quality of exchange in relationship is labeled as in-group and out-group members.

This differentiation leads towards various consequences which can ultimately affect effectiveness of the group following a leader (Anand, Liden & Vidyarthi, 2014).

The leader member exchange affects various organizational outcomes (Liden et al., 1997; Bauer & Green, 1996)) including performance improvement, satisfaction, innovation, engagement and team spirit augment organizational effectiveness (Jha & Jha, 2013). Additionally, Wang and Wong (2011) proposed that leader member exchange is related with OCB. According to Epitropaki et al (2016) LMX is related with task performance and job satisfaction while, Huang and Weng (2015) worked on political skills and their relations with LMX quality. Despite all this exhaustive work on LMX, studies (Boies & Howell, 2001; Pelligrini & Scandura, 2006; Hooper & Martin, 2008; Harris et al., 2014) suggest that still much more is to be learned and explored.

There have been number of employee related outcomes of LMX, but nothing received more attention than career success which is hierarchal progression in an occupation (Seibert & Kraimer, 2001). Career success is personal interest of employee for his/her promotion and salary as employee wanted to increase their employability (Boomaars, 2008). Leaders have important role in employee's development as they facilitate learning and career advancement (Feldman & Moore, 2001). As a result, employees try to make good relationship with supervisor for advancement in career. Social exchange theory (Homan, 1961) endorses this argument, as it says relationships are based on cost benefit analysis. Just as employee try to maintain high quality relationship with leader in order to achieve promotions and career advancement. Furthermore, social exchange theory provides a conceptual framework to understand the effect of leaders on career success (Ensher et al., 2001) as employee weigh potential benefits and risks associated with this relationships.

The career success is generally characterized by two dimensions (Judge et al., 1999). The progress in the term of rewards and promotions is termed as objective career success whereas one's own perception about career development is called as subjective career success (Stumpf & Tymon, 2012). Moreover, LMX affects job satisfaction, retention, creativity and career success (Han, 2010; Cogliser et

al., 2009; Schyns & Croon, 2006; Kacmer et al., 2003). Parker and Liao (2016) suggested that proactive personality, positive energy, and high motivation are major predictors of career success. Additionally, perceived support from leader is linked with competency development which ultimately leads towards subjective career satisfaction (Vos et al., 2011) that is represented as job Satisfaction (Guan et al., 2018).

According to recent study of Carnevale et al (2019) leader's behavior is associated with various follower outcome including high level of commitment, engagement, performance and career satisfaction. Since employees having high quality leader member exchange enjoys benefits in the form of stronger professional development which transformed into better career outcomes (Volberg, 2012). Kheir (2001) claimed that for long term career satisfaction the high quality relationships act as vital feature. Similarly, Fisk and Friesen (2012) argued that LMX influence follower's reaction and high quality relationship of supervisor and subordinate is related to higher intrinsic career satisfaction. Hussami et al (2018) also revealed that organizational changes are affected by leadership behavior and their relationship with work related career success.

In order to explain various areas of organization including leadership, affective reaction, stress, and work environment (Greenberg et al., 2007) worked on social comparison process by the help of equity theory. They give an insight that various organizational phenomena i.e leadership and affective reaction are also linked together while taking social comparison as underlying process. Equity theory (Adam, 1965) suggested that fairness and justices always motivate human beings but if they feel inequity in reward system based through comparison on input-output ratio they become de motivated and can indulge in negative emotions and counter behaviors.

Similarly, Vidyarthi et al (2010) revealed LMX is positively associated with different outcomes when social comparison is taken as mediator. Stapleton et al (2017) also studied social comparison as mediating mechanism between cognitive responses. As, leader member exchange is a phenomenon that is developed over a

time, leader develops different forms of relationship with subordinates in work setting (Madan, 2016). Schyns and Day (2010) revealed that behavior of leader can enhance or hinder the development of LMX excellence. According to Lunenberg (2010) subordinates with high quality LMX receives attention while low quality LMX subordinates always remain outside the circle of leader. Consequently, these differences trigger the need for social comparison with other group members.

Choi (2013) argued that subordinates always evaluate of being fairly treated by their supervisor through social comparison with others. Bolino and Turnley (2009) studied how low quality leader member exchange quality can result relative deprivation among employees. They reported that low quality relationship with supervisor causes frustration and negative emotions upon comparison with peers. Furunes et al (2015) also claimed that low quality relationships associated with higher levels of negative emotions and low level of career satisfaction through mediating mechanism of social comparison.

In try to understand what actually happens after social comparison, Kim et al (2010) suggests that relationship quality triggers emotions and most prominent of them is workplace envy. Similarly, Li and Ye (2015) argued that individuals compare LMX with other members through series of interactions, conversation and events which results triggering of emotions. Dunn and Schweitzer (2006) further proposed that leader involves in making decision regarding resource allocation and if these decision are judged as unfair through social comparison by subordinates, then it induce feeling of envy among them.

Envy is a social phenomena that stems out from social comparisons with superior standards (Lange & Crusius, 2015). Since, social comparison is main shoot of envy and leads to various emotional, cognitive and behavioral changes in order to balance the status between envied and envier (Lange, 2016). In everyday life envy has been considered as the root of all evil (Bailey, 2013) causes social comparison as core process for being envied or feel envy (Lang & Crusius, 2014). In the domains of generative success uncomplimentary social comparisons provoke emotional response of envy (Hill & Buss, 2008).

Generally, envy is treated as negative emotion associated with negative outcomes (Feather et al., 2002; Cikara & Fiske, 2012; Wobker et al., 2013; Smith et al., 2014) scahdenfreude, dissatisfaction, unhappiness, low self-esteem and counter work behavior. Moreover, in exisiting studies the harmful consequences of envy remained the focus of researchers (e.g see Shoeck, 1966; Rawls, 1971; Parrot, 1991). But, the study of (Lang, 2016) explored that envy is a social functional emotion syndrome, having two very distinct kinds of envy i.e malicious & benign. First one is fuelled by enthusiasm to achieve excellent standard while second one is trigger by eagerness to avoid falling short of excellent standard. In this regard, Ven et al (2011) worked on envy and acknowledged that although it is frustrating but motivates other for self-improvement and can activates challenge oriented action tendencies (Tai et al., 2012).In the same lines after examining cognitive reaction of envy (Pekrun, 2006) further showed concern for integration of emotions cognition and motivation in advanced paradigms.

Pekrun (1992) studied influence of emotions on motivation and acknowledge the effect of emotions depends on the interplay of different motivational mechanisms. In a competitive situation to achieve the certain tasks people will behave according to two motives which involves need for success and fear of failure (McClelland, Atkinson, Clark & Lowell, 1953). Moreover, when people are aware of how they are feeling whether positive or negative, they become better able to chase the upcoming opportunities of learning with full energy (Sonnentag & Fritz, 2007). Employee feel energetic and high level of psychological functioning when they thrive at work, more specifically they bloom at work. Thriving is also associated with reduced job stress, enhance health, promotes wellbeing further it should be promoted at workplace to reduce stress related emotions (Porath et al., 2012). Thriving fuels positive feelings and energy and leads toward meaningful activities at work.

Smith (2011) suggests that individual becomes more inclined towards need to achieve when they feel challenged. As a result, they work hard and control their emotions rather than reacting negatively because they are aware of the outcome in the form of success (Higgins, 1997).There are studies which examined role of

self-control with various outcomes including envy. Various personality traits determine that how particular individual reacts toward different emotion. The main function of self is self-control and deliberate part of self-regulation (Moffitt et al., 2011) it leads toward success and human development by depleting ego and behaving appropriately for future interest of our social life, wealth, physical and mental health. As high personal control translates into perception of ability to change current circumstances while low personal control translates into perception of inability to change current circumstances (Roseman, 2013).

Inzlicht et al (2013) stated that self-control allows people to override thoughts and emotion for adapting to changing behavior, people strive to gain a fines balance between different goals and this self-control exertion in managing emotions will be new addition to extant literature. On the hand, Haggers et al (2010) reported significant impact of self-control on negative emotion. A study by Fox and Calkins(2003) proposed to study self-control in relation to emotions but limited studies addressed the issue. Moreover, it is capacity of individuals to alter and override their response in order to bring them in line with social and moral standards to reach particular goal (Baumeister, Vohs, & Tice, 2007).

Hence, taking lead from these important informations, this study extends the LMX framework to employee outcomes using the theoretical lens of the AET. At the same time the role of emotions at workplace in form of the Affective Events Theory (AET) is being studied in multiple research as this theory suggests that human beings are emotional, their attitudes and behavior are guided by emotions (Weiss & Cropanzano, 1966). Recently, Ashkanasy and Dorris (2017) worked on emotions at workplace with integration of affective event theory (AET) and claimed that AET is at the core of every levels of human interactions like leader member exchange which are fundamental to understand the antecedents and consequences of emotions at workplace.

1.2 Gap Analyses

1.2.1 Relationship between Leader member exchange and Subjective career success

Although many scholars (e.g. see Pelligrini & Scandura, 2006; Hooper & Martin, 2008; Harris et al, 2014) worked on Leader member exchange phenomena with different consequences but the link of LMX with career success is rare and still needs further exploration. This gap seems more relevant in light of findings which suggest that leadership should also be linked with career studies (Boehm & Lyubomirsky, 2008). In response to recent calls this study associate some recent evidences where LMX and career success were linked like Yang and Chau (2016) found that LMX has direct link with objective career success but there is still little known about LMX and its relationship with subjective career success (Jung & Takeuchi, 2016; Park et al., 2017). Thus more investigation is required to study role of subjective career success and LMX (Dai & Song, 2016).

Most of the studies on career success focused external rewards, promotions and achievements like objective success while internal perspectives seem ignored subjective career success (Ng et al., 2005;Day & Allen, 2004;Abele & Spurk, 2009;Colakoglo, 2011). Bravo et al(2015) give future call to investigate career beyond the importance of instrumental benefits. Raghuram et al (2016) also suggests that leader member exchange is linked with career which provides new avenue for future studies linking LMX with career success. Bhal et al (2009) suggested the incorporation of LMX enhancement interventions to improve commitment level, which ultimately results in reactions like career satisfaction.

Koh (2016) also contended that it will be fruitful to study the effect of intrinsic values within person to explore the importance of subjective career success of employees in organizations. A recent study by Spurk, Hirschi and Dries (2019) give future call to further investigate the antecedent and consequences of subjective career success. Moreover, few explorative studies have been steered on the subjective career success, famous studies on leadership like Bass (1985) also gave

indications that leadership helps in career development of followers. Despite some recent evidence which suggest that LMX has direct link with objective career success (Yang & Chau, 2016) little known that LMX can also be a stronger predictor of subjective career success (Jung & Takeuchi, 2016; Park et al., 2017).

Based on this background the first major theoretical gap this study is going to address is a study of dyadic relationship between LMX and subjective career success.

1.2.2 Social Comparison as Mediator

Social comparison is the most studied phenomena in social psychological research over the fifty years (Corcoran et al., 2011). A study by Holland (2015) claimed that subordinates compare their LMX quality with peers and this social comparison influences feelings of subordinates about LMX triggering emotional response. He further calls for additional work on LMX related to different negative emotions while considering social comparison in between them. A recent study acknowledged that the risk of rejection and interpersonal biasness through social comparison will lead towards emotional responses of depression, anxiety, envy and fear (Cardi et al., 2017).

Gaurana et al (2014) suggest future work is needed to evaluate social comparison due to low quality leader member exchange. On the other hand, Lam and Lau (2012) also concluded that out group employee comparison with in group counterpart showed lower quality leader member exchange at work. Recently, Matta and Dyne (2018) also studied consequences of LMX differentiation through social comparison mechanism and give future call to explore when and why this differentiation leads to negative or positive emotions and behaviors.

Spence et al (2011) integrate social comparison with affective events and claimed that social comparison has direct and indirect effect on emotion at workplace. A host of studies (e,g, see Smith, 2004; Abrams et al., 2007; Hughes, 2007; Charash, 2009; Hartline & Yan, 2011; Hill et al., 2011; Kransova et al., 2013) identified various antecedents of negative emotions however we feel a dearth in knowledge

regarding the part of social comparison as intermediary between LMX and envy. Despite these findings, there are little evidences regarding mechanism underlying the occurrence of social comparison.

Moreover, the impact of social comparison on various negative emotions is still not fully explored (Noerhardiyanty & Abraham, 2015). From above debate we came to know that social comparison is fundamental intermediate psychological mechanism influencing leader's judgment and affective experience of employees. Hence, based on these recent findings, which either treats only under researched aspects or show ranges of discrete emotions including envy as an outcome of social comparison (Nabi & Keblusek, 2014). They further suggest future work on relationship between social comparison and emotions along with behavioral motivation outcomes.

This study moves a step ahead by contributing in extant literature by specifically taking LMX as predictor of social comparison and linking it with envy. This is the second theoretical contribution of the present study

1.2.3 Envy and its Positive Outcomes

Workplace events like social comparison are perceived differently by different employee, which leads to contrasting discrete emotions (Totterdell & Niven, 2014). These emotions are important driving forces to motivate, develop negative or positive attitudes and behaviors (Barclay & Kiefer, 2014). There is an array of negative emotions like sadness, disappointment, disgust, regret, jealousy, hatred, however a new in this is an aversive negative emotion i.e. envy (Fan, 2016; Charash, 2016; Smith, 2016) which is most joyless of all deadly sins (Tomlin, 2014).

Recently there is shift in this focus towards the functional outcomes of envy (Gilbert et al., 2014). Charash and Mueller (2007) proposed to work on productive reactions to envy. A recent work of Shu and Lazatkhan (2016) also suggested

to work in future on envy through social comparison in order to explore functional outcome of envy and to inspect the way in which envy is generated while comparison.

Yaman et al (2015) proposed further studies to examine how a negative emotion can affect self-regulation mechanism ultimately enhancing achievement motivation. These debates when linked with studies like Lim and Bekker (2014) provide a new direction which suggests that asylum from envy is not a solution rather thriving can buffer the negativity associated with envy. When people thrive, tend to be more creative, more persistent and motivated which buffers the negative effect of psychological emotions.

Basinska (2017) shed light on the association of thriving with individual psychological functioning and subjective well-being in work context. He proposed that there is a need for future inquiry to generalize the impact of emotions on thriving at work and its ultimate results in subjective wellbeing of individual and career success of employees. Thriving serves as internal gauge used by the individuals to assess their well-being at work (Spreitzer & Porath, 2014). They suggested to link motivation and thriving in order to build integrative model for human growth, as central goal of minimizing such psychological issues at work.Moreover, the research on thriving at work in social sciences is quite scant and there is a need for further studies with employees with a wider range of emotional demands and tasks (Niessen et al., 2012).

This debate encourages further studies as highlighted by Lange & Crusius, 2015; Lange 2016; Morgan et al., 2016; Evan & Warrens, 2015; Tandoc et al., 2015 to examine positive outcomes associated with envy, however so far this area generally lacks clarity. Thus an important gap this study is going to address is examination of the positive outcomes of envy at workplace.

1.2.4 Role of Self Control as Moderator

Self-control is the ability to hinder destructive Impulses and behaving in a difficult way (Baumeister et al., 2007). The tendency of self-control is dispositional but can be situational as well (Oetan & Cheng, 2005). Keller et al (2017) examined self-control as mediating mechanism and reported that low level of self-control increases psychological and physical negativity. Self-control also has been found to be significant mediator between stressor like emotional exhaustion, anxiety and depression (Diestel & Schmidt, 2012). They further suggested testing the mediating role of self-control as personality trait.

Despite the role of self-control as mediating variable in above mentioned studies (Keller et al., 2017; Diestel & Schmidt, 2012) it also been used as moderator between various constructs. Gerson et al (2016) supported the personality traits as moderator and acknowledged their part in incitation and suppression of emotions. A study by Watson and Milfont (2017) conducted study on self-control and delaying gratification suggest exploring the impact of self-control on future consequences to assess the more generalizable results.

Self-control has not only strong association with physical and mental outcomes but it also act as strong protective moderator among negative events and their outcomes (Liu et al., 2018). Schimdt and Diestel (2015) employ self-control capacity as moderator between self-control demand and work strain. A recent study of Eerde and Venus (2018) also explored the self-control trait as moderator and discovered that high self-control employee shows high level of immunity and vice versa.

Despite the clear rationale for the role of self-control as moderator between various stressors, it is not yet empirically tested between social comparison and envy. This study address the gap of how personality with high self-control buffers the effect of negative events and resulting negative emotions while how low self-control incites them both psychologically and physically.

This study answers these unanswered questions by taking self-control as moderator between social comparison and envy at workplace.

1.2.5 Application AET Framework

There are certain gaps in LMX literature which have not been fully explored related to employment of theory, that is why meta-analysis of Martin et al (2016) encouraged scholar to extend work on LMX by examining theory guided mechanisms. Merlo et al (2002) give future call to study leadership in the framework of AET. The proponents of AET (Cropanzano, Dasborough & Weiss, 2016) suggested integrating AET with LMX literature and inquiring future research for conceptual growth of this theory.

Affective events theory (AET) also contended that everyday negative events are likely to lower both daily work engagement and enhancing negative events (Demerouti & Cropanzano, 2016). Using framework of AET this study deploy social comparison as mediator between work environment LMX and emotions like envy. Integration of self-control with AET has been a call in studies like Carlson et al (2011) and Wenzel et al (2016) who consider that the facilitating role of self-control provides an avenue to minimize the unfavorable impact of daily negative events.

The application of framework of Affective events theory into envy process is the fifth contribution of proposed study.

1.3 Problem Statement

Envy can be viewed in positive and negative both terms. If envy becomes a persistent pattern in the organizations it causes negativity and undesirable outcomes. No consensus exists among researchers whether to encourage or discourage envy since it is associated with negative and positive outcomes both. The ambivalent nature of envy makes it an interesting phenomenon for investigation. However, we find a dearth of knowledge regarding positive outcomes. Furthermore, there is no doubt in the fact that negative emotion can affect the quality of relationship with leader but we know little how specific negative emotions can be beneficial for employee and the organizations.

Most of the emotions at workplace are studied using the Affective Events Theory. Though, recent findings specify a necessity to incorporate AET with additional main theories including the Leader Member Exchange Theory (LMX). However we find limited evidence that how these theories can be converged into a single model by linking the quality of LMX with emotional reactions. According to recent trend of positive psychology, people thrive when they are happier. Moreover, positive psychology at workplace creates an environment that is relatively enjoyable, productive and does not lead to emotional or physical distress. Keeping in view this recent discovery of positive psychology our focus will be on functional outcomes like thriving at work and achievement motivation.

Continuing with various calls, LMX affects various outcomes including employee attitudes and behaviors, still its link with certain variables like subjective career success is almost unexplored. In additions the paths and mechanisms of some recently studies emotions like envy at workplace have been rarely studied in AET. This issue also becomes more critical, as handful studies studying envy under the umbrella of AET, only examined negative outcomes ignoring the potential positive outcomes of envy at workplace. The dominant context of AET studies has remained the western and US context while Asian countries especially Pakistan remained ignored in the extant literature.

1.4   Research Questions

The present study plans to seek answers based on the above stated problem statement, for the following questions:

Question 1: Does LMX have relationship with subjective career success, social comparison, envy, achievement motivation and thriving at work.

Question 2: Does social comparison has relationship with envy, achievement motivation, thriving at work and subjective career success.

Question 3: Does Self Control Moderates the relationship between social comparison and envy?

Question 4: Does envy has an effect on Achievement motivation, thriving at work and subjective career success.

Question 5: Does envy mediates between social comparison, Achievement motivation and thriving at work.

Question 6: Does achievement motivation and thriving at work mediates between envy and subjective career success.

Question 7: Does Achievement motivation and thriving at work have an effect on subjective career success.

Question 8: Does leader member exchange predicts social comparison and if social comparison would in turn predict envy which leads to achievement motivate and thriving at Work as predictor of subjective career success.

1.5   Research Objectives

The overall objective of this study is the incorporation of Affective event theory to produce framework of Envy and employee positive reactions. Some more objectives of the study are as follow:

1. To find relationship Leader member exchange and subjective career success along with social comparison, envy, achievement motivation and thriving at work.

2. To discover if envy can lead employees to develop positive outcomes in the form of Achievement motivation and Thriving at work..

3. To find out that Self-control moderates the relationship between social comparison and envy.

4. To find out mediating effect of social comparison, envy, achievement motivation and thriving at work.

5. To find out leader member exchange predicts subjective career success through mechanism of social comparison, envy, achievement motivation and thriving at work

1.6   Significance of Study

In organizational life, competition for resources and recognition is inevitable. When one falls short in comparison to coworkers, then emergence of negative emotions i.e envy becomes eminent (Smith et al.,2016). Envy has been studied recently in a multiple studies using various theoretical paradigms. However, in the organizations this line of the research has received relatively limited attention, regardless of the fact that negative emotions like envy is quite prevalent within the organizational settings. This thesis intended to bridge the gap by addressing the theme of envy at work from the perspective of management. As it may affects the advancement of company's human and relational capital and value creation potential.

Due to variety of envy inducing organizational practices and policies, envy is natural to occur. Therefore, practitioners and scholars are unable to suggest elimination of envy, but rather should provide possible antidotes to envy (Yu & Duffy, 2016). This study examined the functional outcomes by focusing on self-directed behavior. This study will focus on the positive impacts of envy at workplace that involve achievement motivation and thriving at work with enhancement in Subjective career success rather than harming others. It will be helpful for the management to develop and give rise to healthy competition in the form of Envy which ultimately will be beneficial for the organization along with employee advancement.

Moreover, the role of leadership in management has occupied the attention of both practitioners and theorists equally. Leadership is an emotional process, as leader not only display his/her emotions towards subordinates but can also evoke emotions in them (Dasborough & Ashkanasy, 2002) through social comparison. In the term of social or psychological theories, leaders and members both are sources of affective events (Cropanzano, Dasborough & Weiss , 2016) and can affects the overall job performance, job satisfaction and success. Hence, utilization of LMX as antecedent of affect through event of social comparison will be effective contribution in extant literature.

Another imperative significance is integration of Affective Event Theory (AET) to have comprehensive insight of the study. The phenomena of leader member exchange is included as an antecedent of event like social comparison which leads to negative emotions as envy and ultimately to positive outcomes. The whole theoretical framework is the mapping of Affective events theory (AET) and all concepts of antecedents and processes are based on this theory, which focuses on leader member exchange, social comparison and envy with novelty of its positive outcomes.

In the developing countries like Pakistan, organizations vary in culture and management processes. Due to high power distances the employees are hesitant to communicate with leaders and become indulge in envy rather than talking for their rights, when feel treated unfairly. Furthermore, due to prevalence of favoritism in Pakistan the leader makes in group and out group of subordinates which give rise to comparison and generates envy. A study by Lillemor and Neila (2014) based on envy comparison in two different cultures. They characterized envy as mixed feelings that are not easy to verbalize and discovered that malicious envy is more prevalent in western Culture while benign envy is more present in Eastern culture due cultural difference. As in eastern Culture benign is more dominant due to collectivism because a single individual has to support his/her family. As a result he/she tries to work hard to reach the level of envied instead of involving in negative behavior. These facts speak to the interest of study in examining the leader member exchange, social comparison, envy and positive outcome in Pakistan. Hence, the context of this draft will be also a contribution in exploration of leader member exchange, social comparison, envy and its positive effects in the developing countries.

Although there is enormous amount of work on leadership, emotions and their outcomes with various data collection techniques. But this study employs time lag approach for data collection by giving new insights to the study of emotions and their outcomes due to leaders behavior at different time points.

1.7 Theory Supporting Research on the Topic

1.7.1 Affective Event Theory

After the Affective revolution in organizational behavior the role of affect came under consideration and transformed our understanding regarding the role of emotions in organization behavior and organization psychology. This transformation was later on termed as paradigm shift in psychology (Barsade et al., 2003). Positive psychology focuses on what works, what is right and what is improving while positive organizational behavior intended to develop and manage human resource in positive way (Luthans et al., 2007). Hence, this study is going to explore the positive outcomes of negative emotions at workplace by taking in account the concept of this paradigm shift in psychology.

The Affective Event Theory (Weiss & Cropanzano, 1996) with its strong focus on events, affective changes, discrete emotions, and so forth, is a strong framework for articulating the role of negative emotional workplace. Most organizational theories look at the relationship between features of the work and work outcomes. But, Affective Event Theory argues that certain types of events more frequent and events are the proximal causes of affect states. Ohly and Schmitt (2015) also provide an integrative approach and basis for future research to further investigate the relationship proposed by AET. Affective events theory provides a theoretical justification regarding the negative events and support our framework regarding operationalization of LMX as antecedent of negative emotion envy moreover, this theory also supports mediating role of social comparison as workplace hassle, moderating role of self- control as personality disposition and the positive outcomes.

Shaw (2004) studied role of emotions among professionals by using frame work of Affective events theory. He acknowledged that emotions are outcome of workplace events that employee face every day and AET holds promise in explaining job outcomes at workplaces. On the other hand, James and Ashkanasay (2008) examined the impact of emotions in decision making based on principle of affective events theory. They concluded that emotion that employee experienced in respond to negative and positive event has an impact on decision making. Hence,

our study employs social comparison as workplace event and emotion like envy as its outcome at workplace.

Booth et al (2017) studied the causes and consequences of with aim to test emotional breadth of AET. The findings clearly offer track for impending research that could contribute in the enhancement of model in the workplace. Moreover, Lewis et al (2017) also call for using affective events theory with stress related emotion to create empirical evidence. Currently, Buyukgozi and Ozdemir (2017) studied the relationship between job satisfaction and performance within Affective events theory and suggested its extension in literature with different framework. This study supports above discussion by articulating positive outcomes in response to negative emotion.

Nael and Catherine (2002) argued that the study of emotions in organizational settings provided new insights regarding people's behavior and advice management to mold emotions and behaviors in to positivity in organizational settings. Affective Event theory (Wiess & Cropanzano, 1996) provides the framework for studying causes and consequences of affective experiences at workplace and presented most individuals encounter affective events and react to them with discrete emotions, such as anger, envy and happiness regardless of their affective dispositions which ultimately leads towards certain behaviors.

Moreover, Wegge et al (2006) tested central assumption of Affective events theory and stated that affective events theory is strong framework to understand how and why some meticulous strategies affect employees wellbeing. In AET framework positive outcomes are mapped as affect driven attitude. Positive psychology also believed that people wanted to live fulfilling life and try to nurture best in them. Seligman (2014) also predicts that the next century will come to understand the significance of positive factors in various professions that allow employees and employer to groom and embellish.

Furthermore, Huang (2017) also acknowledged that there is little discussion regarding various environments and their impact on psychological wellbeing. He worked on it by applying Affective events theory and contended that workplace environment had greater impact on psychological wellbeing and can be used in

future studies. Weiss & Beal (2005) calls the critical role played by leaders and attitudinal outcomes of members in the development of LMX relationships as "Underappreciated". AET, with its strong focus on events, affective states and attitudinal or behavioral outcomes is a strong framework for articulating the role of leader in these stages. This effort is in line with the Elanain (2013) call for research to explore the impact of LMX on attitudinal and behavioral outcomes. Hence, we are going to mount our model in the frame work of AET by putting LMX as work environment and subjective career success as its attitudinal outcome

Hence it can be said that framework of Affective events theory has been used widely and also according to above scholars (Huang, 2017; Buyukgozi & Ozdemir, 2017; Lewis et al., 2017; Ohly & Schmitt, 2015; Carlson et al., 2011) it is suggested further to utilize the framework of Affective events theory for exploration of different research arenas. To date most of the work by using AET focused on job behaviours but this study is also going to discover the impact of workplace environment in the form of leader-member exchange on psychological wellbeing in the form of subjective career success.

Affective events theory has dispositional personality trait as moderator which provoke either positive or negative affect. According to Almlud et al (2011) personality traits are not fixed but are situational specific which also have positive impact on cognitions. Weiss and Cropanzano (1996) also suggest that individual difference in personality has an influence on interpretation of emotion in the form of negative or positive outcomes. Since, this study takes self-control as personality trait which acts as moderator between workplace social comparison and envy. As, the difference in the self-control level of each individual determine the interpretation of negative events and influence the reaction which occurs due to negative emotion like envy at workplace.

As this study is utilizing Fig 1.1 the frame work of Affective events theory, it is necessary to recast the variables according to this particular thesis context. Although, the global nature of each variable remain same but this study contextualized the AET model according to the context which this study is going to address. The

AET original model is depicted below in Fig 1.1 and its adaptation is shown in Fig 1.2.
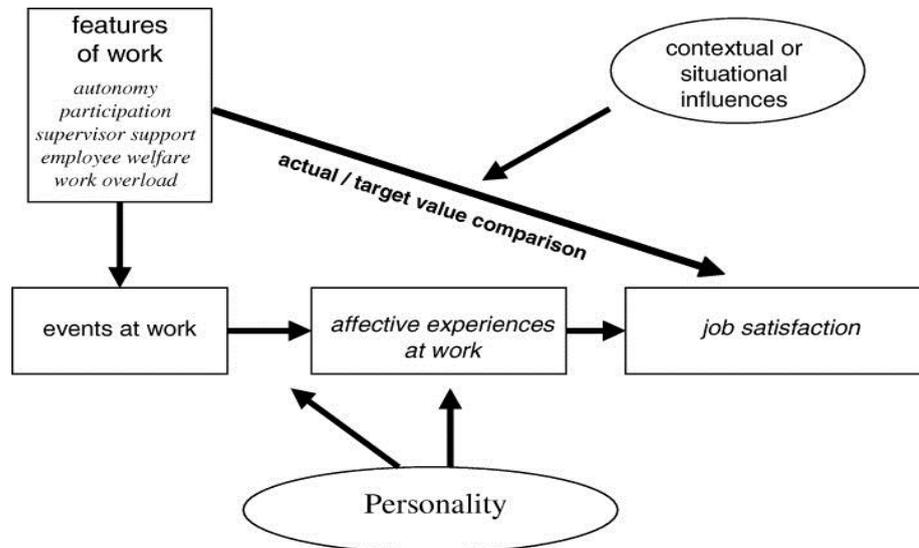
FIGURE 1.1: Affective Events Theory (Weiss & Cropanzano, 1996)
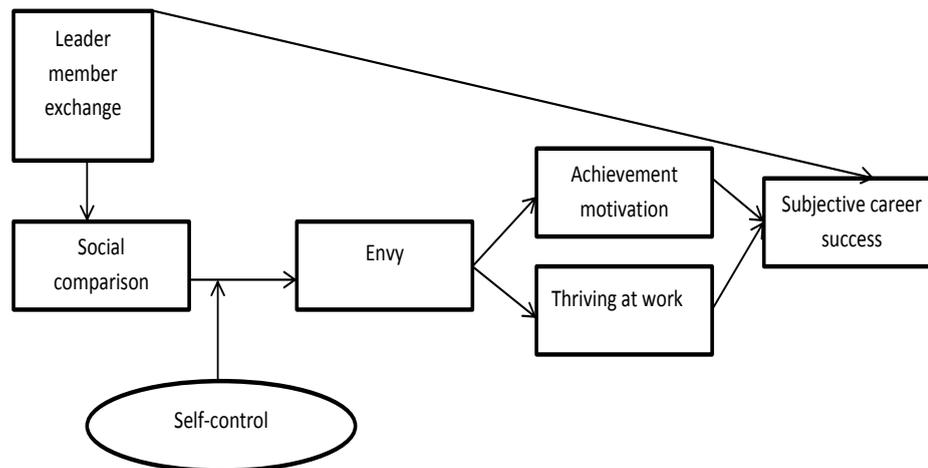
FIGURE 1.2: Adaptation of Affective Events Theory variables

In the figure 1.2 a comprehensive framework of Affective event theory is mapped according to study variables like leader member exchange, social comparison, envy, self-control, achievement motivation, thriving at work and subjective career success. The first variable is leader member exchange which includes supervisor support, employee welfare, participation and autonomy all of these features ultimately converged under umbrella of LMX. LMX plays the role of work environment in the framework of AET.

The second variable in AET is event at work which is rephrased as social comparison in the current study. Social comparison patent in event related activities (Luo et al., 2015) and arises through daily interactions depending upon the various situations at work (Krizan ,2018). As per AET the person-environment interaction generates certain emotions (Mignonac & Herrbach,2004) which involves environmental forces like situation or people (Corcoran et al.,2007). Hence, event is based on person environment interaction and social comparison occurs through interactions of person with environment (people or situation) which is an external stimulus. The study of Gerber, Wheelers and Suls (2018) acknowledge social comparison as event by claiming that the occurrence of an event such as social comparison provokes self-evaluation which generates certain type of emotions.

The third variable in AET is emotion experienced by the employees as a result of affective event, here envy is negative emotion that is placed in the field of emotion in AET. According to Weiss and Cropanzano (1996) the conceptualization of event can be both moods and emotions but this study is concerned with role of emotions as outcome of affective events. Hence, it includes envy as emotion.

Once negative emotion generated, the employee adopt a coping response in the form of achievement motivation and thriving at work. This study extends the framework of AET by including achievement motivation and thriving at work as response to negative emotion at work. Ultimately these internal states lead to job satisfaction which is rephrased in the form of intrinsic jobs satisfaction i.e subjective career success.

The last variable of AET was termed as personality trait which has been relabeled as self-control. Self-control acts as moderator between social comparison and envy which influence the interpretation of emotions.

This chapter comprehensively summarizes the introduction of the study variables and their relationships in the light of recent work of scholars. It also considers the recent calls showing unfilled gaps and insisted the need of further work related to study variables and their relationships. The research questions that are needed to answer were also discussed along with the main objectives of the study. Furthermore, every research is intended to provide a solution for particular problems,

this chapter also demonstrated the detailed problem statement by presenting the condition to be resolved. An overarching theory was also discussed in this chapter which provides the theoretical base to the study and helps the integration of study variables. The significance of the study in the organizational context with respect to the role of leader in envy management has been discoursed. Additionally, the significance was also conversed in the context of developing countries like Pakistan.

Chapter 2

Literature Review

A Literature review is basically a procedure to review, search and evaluate the existing literature regarding selected topic. It implicates the scholarly published papers that having theoretical and empirical contribution with substantive findings on particular topic. According to Webster and Watson (2002) an effective review forms firm base for knowledge advancement, facilitate theory development, supports areas where research is already done and uncover areas where further research is needed.

Moreover, by doing detailed literature review the proposed relationships got comprehensive support from these already existing papers. On the basis of these literature reviews various hypotheses are formed and tested further. This chapter is comprises of literature review in the support of proposed relationships, hypothesis formulation and a comprehensive theoretical framework to be tested.

2.1 Leader Member Exchange and Subjective Career Success

2.1.1 Leader Member Exchange

Leadership is the ability to influence your subordinates, peers and bosses in organizational context (Yukl, 1981). Different scholars define leadership differently

depending upon their area of study. Northhouse (2007) claimed that leadership is process in which leader influences a group of individuals in order to attain certain common goals. On the other hand, Yukl (2006) argued that leadership is a way of swaying other to make them comprehend what and how to do to achieve organizational goals. Moreover, leadership is needed to handle change as leaders set direction, align people and motivate them (Kotter, 1998). Bennis and Nanus(1985) express their thought about leadership and stated that leaders are people who do the right things.

There is a continuous movement in the field of leadership in social sciences, and a book of Burns (1978) published the concept of two forms of leadership i.e transactional vs transformational leadership. Transactional leadership is about setting goals, monitor performance and deliver rewards while transformational leadership is about inspiring others in order to achieve organizational goals (McCall, 1986). According to Jung and Sosik (2002) transformational leadership has ability to inspire his followers to perform beyond expectation for better performance. On the other hand, transactional leadership is exchange system in which followers are rewarded on the basis of performance (Hollander, 1978).

Despite these two dominant leadership styles many other also prevail in social and business studies including autocratic leadership (Kushell & newton, 1983),charismatic leadership (House, 1971), safety leadership(Mullen & Kelloway, 2009), Paternal leadership (Aycan, 2001), Ethical leadership(Brown et al., 2005) and much more. But the most promising avenue to understand leadership is VDL approach (Graen & Cashman, 1975). The key emphasis of vertical dyad is on the way in which leader behaves towards subordinates (Vecchio & Gobdel, 1984).

Later on, Graen (1970) gave the concept of LMX initially referred as vertical dyad linkage. LMX is relationship based approach which determines quality of relationship among supervisor and subordinates (Yammarino et al., 2005). LMX has been defined as the quality of exchange relationship between supervisor and his followers (Dinesch & Liden, 1986). Empirical studies have supported most of the predictions of leader member exchange theory giving it a prominent place

in leadership research. The focus in this approach has been on the quality of exchanges in leader-member dyads (Graen, Novak, & Sommerkamp, 1982).

2.1.2 Subjective Career Success

Career success is defined as accumulated achievements as a result of work experience in one's life (Judge et al., 1995). According to Seibert et al (1999) career success is cumulative outcome of long term performance at work. On the hand, Becker (1975) contended that career success is the amount of all human assets with quality, which they fetch in to their work. But, Gould and Penley (1984) stated that it the prospect career plans, interpersonal strategies and tactics of human being that contributed towards career success. Employees who use these all tactics and strategies tend to have better performance evaluation than their peers and which ultimately leads to career success.

Researchers divided career success in to two forms including intrinsic and extrinsic, extrinsic success is visible and noticeable i.e pay, reward promotions (Jaskolka et al., 1985). Mostly employees in collectivist culture prefer to have objective career success due to joint family systems and burden of responsibilities. Instead intrinsic success is defined as subjective achievement and in the form of recognition, praise, career advancement and life satisfaction (Gattiker & Larwood, 1988). This sort of success is prevalent and more common among individuals who have meet all their basic needs and no more get satisfied with monetary benefits. Moreover, according to Judge and Bretz (1994) these both type of career success are independent and different and having different outcomes.

Majority of people are predisposed to evaluate their career in the means of objective career success (Baruch & Bozionelos, 2011). It is common nature of human being to assess each and everything in the terms of money and tangible benefits. Judge et al (1999) argued that objective career success is about prestige or financial stability and can be measure quantitatively. According to human capital view organization give reward according of task accomplishment and this ability

depends upon relevant competencies. Hence we can say that employee struggle for rewards but few become prosperous in their career (Brown & Hesketh, 2004).

Furthermore, intrinsic career success also called as subjective career success and is an intangible form of career success. Subjective career success in particular can be divided into self referent success and others success. Selfreferent subjective career success is considered a career satisfaction (Bozionelos, 2004), whereas the other referent success compares the employees' career to the national standards. According to Aryee et al (1994) subjective career success is about perception and feelings of employees regarding their career. As time passes, employees become more eager to pursue jobs that seems meaningful to them and that satisfied them intrinsically (Arthur & Rousseau, 1996). Furthermore, Sturges et al (2002) internal motivation is main cause for the achievement of long term career goal which ultimately leads to subjective career success. Although there is many factors which give rise to subjective career success, one is leader member exchange. As leader is responsible for task assignment, resource allocation, mentoring, guiding and directing the subordinates, they can have direct impact on career advancement of subordinates' specifically subjective career success (Wayne et al., 1999).

2.1.3 Leader Member Exchange and Subjective Career Success

As in leader member exchange, leader makes different relationship with subordinates depending upon quality of exchange. This leader member exchange variability is against to the principle of equivalence that is important to maintain social harmony among employees and leads towards negative reactions at workplace (Hooper & Martin, 2008). It is diverse global phenomena with the essence of moral answerability and modification with earnest of pursuit in contemporary organizational life (Fairhurst & Connaoughton, 2014). Boundaryless career also highlighted the importance of network, workplace relationships and embeddedness in shaping career development and identity at work(Guest & Rodrigues, 2014).Consequently,

this new trend of career success give rise to the importance of studying subjective career success as outcome of situational factors.

Career success can be achieved through high level of performance and it is a critical managerial activity that leads towards decisions making regarding subordinates (Smither 1998). Usually performance is measured on the basis of objective terms in organization like pay, reward and promotions. Moreover, this performance evaluation is done by supervisors and can be biased on the basis of in group and out group differentiations (Ilgen et al., 1993). It is plausible that LMX contributed towards biased evaluation of in group member by marking their objective performance as high than actual performance (Feldman, 1986). The reason behind this is the close relationship of leader with in group members which makes leader to feel empathy for them (Graen & Schiemann, 1978).

Many studies (House & Aditya, 1993; Liden et al., 1997; Wayne et al., 2004) find empirical evidence regarding strong link of subjective performance than objective measure. As per Duarte et al (1993) supervisor evaluate out group on the basis of objective performance while in group on the basis subjective performance due to personal attachments. Moreover, if subordinate have good relationship with supervisor, they will receive significantly positive evaluation than they actually deserves (Gerstner & Day, 1997). Russel (2008) highlighted subjective well-being as beneficial for the both employees and employers. Hence, it can be said that LMX has strong relationship with subjective performance which ultimately leads towards subjective career success.

Langford (2000) examined the association among leader member exchange and outcomes like objective and subjective career success. He showed that relationship quality contributed to subjective career success but showed no relationship with objective career success. Networking behavior contributed directly to objective career success and indirectly to subjective career success, mediated by both relationship quality and social support. Byrne et al (2008) examined the role of mentoring in employee's career success with factors like employee engagement and management strategies. They also considered moderating role of career motivation, proactive personality and mediating role of career self-efficacy. Finally,

acknowledged the moderating role of career motivation as positive and self-efficacy as intervening predictor of subjective career success.

Brunetto et al (2016) employ LMX theory which compare supervisor and subordinate. They identify that LMX affects teh team work, role ambiguity and wellbeing. Volmer et al (2011) concentrated upon the vitality of LMX quality and its reciprocal relationship. They argued that job satisfaction can enhances quality of LMX and lead towards various outcomes. Moreover, Sagas and Cunningham (2004) revealed that high quality LMX relationships resulted in significantly higher level of job and career satisfaction than being in lower LMX dyad. Although, Joo and Ready (2012) studied the impact of LMX on career satisfaction. They concluded that contextual factors are more important than personal factors as leader plays essential part in refining professional gratification using coaching and mentoring.

Erdogan et al (2004) hypothesized LMX and perceived organizational support and results contributed to the intrinsic job satisfaction. Moreover, the role of political skills was examined in dynamics of supervisor and subordinate relationship in Chinese firm (Wei et al., 2009). As Chinese subordinates utilize political skills to influence the supervisor subordinate guanxi in order to promote their career development. They found that LMX mediated the relationship of political skills and career fulfillment of subordinates.

The changes in nature of job and career development are becoming dominant feature of all organization (Vianen et al., 2008). They stated that individual can develop themselves in several ways including training, broadening of abilities and job enlargements. These career management techniques can affect career development which will be dominant characteristics of most companies in the future. Waldron and Sanderson (2011) examined the role of relationship quality in shaping perception in different contexts. They also acknowledged that quality of LMX is substantive predictor of subjective career satisfaction but in various contexts.

Furthermore, Hwa et al (2005) posited that LMX and organizational support affects the career outcomes. They reported that organizational support did not

influence career outcome but LMX appeared to influence career satisfaction. Malik et al (2015) examined relationship of LMX with job satisfaction, stress, empowerment, motivation and turnover intention. They claimed that high quality relationship are linked with career satisfaction positively, motivation and empowerment while negatively with turnover intention and stress. Hence these finding leads to hypothesized the positive link of LMX with subjective career success as:

H$_1$: Leader member exchange has positive relationship with subjective career success.

2.2 Leader Member Exchange and Social Comparison

2.2.1 Social Comparison

The theory of social comparison (Festinger, 1954) states that we individuals seek to compare with others to evaluate our own level of success . Social comparison has two types including upward social comparison and downward social comparison. Social comparison is essential component of individual's perception and employees engaged in social comparison routinely and automatically (Mussweiler, 2003). According to Wills (1991) downward social comparison involves comparison with those we perceive to be less fortunate than ourselves. This sort of comparison enhances our moods and feelings in positive ways. On the other hand, upward social comparison is comparing with those who we perceive are better than us and these comparison generates negative moods and feelings (Gibbons & Gerard, 1989; Wheeler & Miyake, 1992).

Moreover, Stormer and Thompson (1996) found that woman with comparison of their physique with others have more dissatisfaction than others. Furthermore, Tiggemann and McGrill (2004) studied the people who were engaged in social comparison will prone towards negative emotions, more body dissatisfaction and eating syndrome (Field et al., 1999) along with reduction in their beliefs of self-attraction (Martin & Gentry, 1997). In order to understand human interaction and

behavior at workplace, social comparison processes are appreciated (Greenberg et al., 2007).

According to Goodman and Haisley (2007) the social comparison in workplace arises through informal interaction among employees. Mollenman et al (2007) contended that social comparison emerges out when different work groups worked closely together. In workplaces, the employees mostly rely on their coworker as they need to comprehend their daily work tasks, evaluate their performance, and compare compensations and trajectories under ambiguous conditions (Shah, 1998). As individual wanted to reduce uncertainty, they get interested in social comparison with these coworkers (Festinger, 1954). According to Brown et al (2007) the possible antecedents of individual engagement in direct social comparison are situational and dispositional factors that are related to uncertainty. To reduce this uncertainty they seek additional information through communication with their supervisors, which give rise to social comparison (Hogg, 2000).

According to Mussweiler (2007) comparison when based on similarity testing often lead towards assimilation effect and when for dissimilarity testing it leads towards contrast effect. Based on contrast effect employees tend to evaluate themselves from inferior others (Suls & Wheeler, 2008) and on the basis of assimilation effect people seek to recall Moreover, when employees perceive similarity with other in organizations they tend to inclined towards career progression which is directed upward (Rhoades et al., 2001). Moreover, in order to obtain an understanding of their capabilities and social situation, employees become indulged in social comparison (Bonefeild & Cole, 2008).

Moreover, social comparison theory provides valuable perspective to understand interpersonal relationships rooted in Leader member exchange (Greenberg et al., 2007). Leader member exchange among employees send signal concerning whether their capabilities are recognized by leader than the other team members. As per Bandura (1986) the information regarding social comparison among employees are perceived through direct interaction. Hence when leader interact with subordinates in different way depending upon their capabilities, then this phenomena generated the social comparison. As, a result we can say that LMX is the cause

of social comparison and gain importance in social psychology literature (Staple & Balnton, 2005). Thus LMX makes employees to consciously or unconsciously compare themselves with others.

2.2.2 Leader Member Exchange and Social Comparison

Gururaj and Schat (2016) worked on LMX differentiation and negative reaction of aggression at workplace. They revealed that quality of LMX is closely linked to individual task performance through decreasing workplace aggression. Moreover, LMX differentiation negatively contributed to task performance of employees through eliciting workplace aggression. Despite, Harris and Kacmar (2006) also acknowledged that lots of studies practically reinforced the associations among leader member exchange and undesired consequences.

Moreover, Kim and Barak (2015) also identify the role of LMX, perceived organizational support with role stress and turnover intention. They claimed indirect effect of LMX and POS on the role stress turnover intention relationship with their importance in managing employees at work. Tandon et al (1989) focused on the aspect of mutuality in dyadic exchanges which forms the crux of any social exchange and relationships quality of leaders and members. The leader's interaction with the in-group subordinates (positive LMX) shows influence without authority and interaction with the out-group subordinates is primarily contractual and is deeply rooted in the formal employment contract. The vertical dyad linkage (VDL) model (Dansereau et al., 1975) was originally suggested to explain how leaders differential treatment of multiple subordinates in a work group influences activity within the group. Moreover, group members share a common leader and thus LMX relationships are nested within a group (Henderson et al., 2009).

According to Gibbons & Buunk (1999) social comparison is the process of influencing one another as well as competitive behavior in social interaction that occurs due to the need to evaluate and assess oneself. They further argued that social Comparison focus on how others are doing one's own performance rather than on self-improvement and it is essential to investigate individuals with high

comparison tendencies to develop future intervention. Moreover, social comparison is pervasive social phenomena involved comparing oneself with others in order to evaluate or to enhance some aspects of the self (Suls, Martin & Wheeler, 2002).

Thomas and Lankau (2009) investigated LMX as a source of support and its effect on socialization, role stress and burnout. They suggested that high quality LMX and nonsupervisory mentoring reduces burnout and role stress by increasing socialization. So the high quality LMX leads to reduces social comparison and negative emotions with high level of socialization. Xiao, Ping and Lee (2015) argued that LMX is not an isolated construct but embedded in wider social context. They worked on LMXSC and focused on coworker's comparison with each other regarding their relationship with leader. They further claimed positive association between lmxsc and job performance with managerial implication for leaders to effectively use LMX differentiation to motivate the subordinates in their teams.

Singh (2014) hypothesized the association between perceived organizational support, leader member exchange and leader member exchange social comparison to various outcomes. He acknowledged the positive relationship regarding mediating role of LMX and social comparison between i-deals and outcomes. Moreover, Hogg (2001) also revealed that leaders of cohesive groups (ingroup) should pay attention to how prototypical they are to remain in power, and leaders of less cohesive groups (outgroup) to pay attention to how well they match task and situation specific leader schemas. Moreover, relationship between, leader-member exchange (LMX) and organizational citizenship behavior (OCB) was measured by Dyne et al (2008) with moderated role of employee role perceptions and voice. They demonstrated that IRB buffers the negative effect of low-quality LMX on helping. In contrast, voice (aimed at the supervisor or the organization), results demonstrate an enhancer effect of high-quality LMX.

H$_2$: Leader member exchange (LMX) quality has negative relationship with social comparison.

2.3   Social Comparison and Envy

2.3.1   Envy

In today's competitive world where expectations are high and resources are low, emotional outburst seems like norm rather than exception (Fisher & Ashkanasy, 2000; Ashkanasy & Daus, 2002; Bono et al., 2007; Ashkanasy et al., 2002; Gopinath, 2011).The benefits of learning emotions go beyond knowledge transfer and grab greater attention towards the growth of self-awareness and meaningful skill development at workplace (Evans & Warren, 2015). Researchers have been continuously showing how decisions and actions of employees are related with emotions at all levels of human behaviors (Vacharkulksemsuk et al., 2011).

The concept of dispositional envy was given by (Smith et al., 1999) they developed scale for the measurement of dispositional envy named as scale for dispositional envy DES, and associate envy with the combined feelings of inferiority, unhappiness, frustration and injustice. It is predisposed in every individual and emerges out as a reaction to something. It is one of the widespread bad emotions and more easily institutionalized than joy (Schoeck, 1969) because of its unpleasant and reprehensible nature. He acknowledged the dark side of envy and also mentioned that envy motive can lead towards destructive as well as constructive consequences depending upon circumstances.

According to Russel and Fehr (1994) envy is subcategory of anger and a negative emotion characterized by the feeling of shame , failure , self-dissatisfaction and craving for what other had and you lack (Haslam & Bornstein , 1996) furthermore they differentiated envy and jealousy and concluded that these two emotions are synonymous but have little distinction depending upon situation as jealousy is characterized by feelings of betrayal, dis- trust, rejection, threat and loneliness. The core distinction between envy and jealousy is lack and loss as Envy involves the lack of some possession, skill and quality while jealousy implies assumed loss or threat of loss already possessed by jealous party (Miceli & Castelfranchi, 2007).

Envy is negative response towards other superior qualities, achievements and possessions, as a result the person who envy i.e envier desires to have all these or internally wishes that other lack it (Parrot & Smith, 1993). It is negative emotion and characterized differently in various cultures (Stein, 1997). The envious person becomes irritated and discouraged which give rise to damaging behavior at workplace and remain unable to alter the situation. But it can be minimized only if employee tried to focus on his/ her achievement rather than focusing on other's qualities and possession (Hartline & Yan, 2011). Moreover, employees experience different propensity of social comparison and same will be the case with the experience of envy.

In literature (Gold, 1966, Smith et al., 1999, Veselka et al., 2014) this fact is also supported that envy is dispositional phenomena and existed in almost every individual with low or high intensity. Dispositional envy is comparison based personality trait and lead towards frustration when people are confronted with upward social comparison. This dispositional envy has two types named as dispositional malicious envy and dispositional benign envy. Both types have different names and different behavioral outcomes as well (Smith et al., 1999). In both forms envier is concerned to achieve standard of excellence either in a good or bad way.

Envy gained more attention as a state, also considered as most joyless of all sins and is also differentiated into two forms i.e benign and malicious envy. Initially envy was treated as malicious only but later on scholars like Rawl (1999) discover another form of envy and named it as benign envy. The first form is about upward comparison and hostile form but second one demonstrated as motivation for achievement. On the other hand, malicious envy is the from in which envier wanted to level down the envied person and decreases the advantage of other and supported the fact that envy can cause schandenfreude (Dijk et al., 2014) and hostility (Duffy et al., 2012). Envy is always results from social comparison if it is directed towards similar tasks, rank or position and high relevance to self (Salovey & Rodin, 1984). According to (Foster, 1972) this social comparison explains clearly why envy is common and culturally experience phenomena in the world

2.3.2 Social Comparison and Envy

Taylor and Lobel (1989) argued that Social comparison processes include the desire to affiliate with others, the desire for information about others, and explicit self-evaluation against others. Foley et al (2016) also recently conducted study on effect of uncertainty and social comparison. They found that perceived organizational support, an antecedent that lowers uncertainty in the workplace and is related to upward social comparison, whereas psychological entitlement, an uncertainty-raising antecedent, is related to downward social comparison. Upward social comparison positively affected organizational commitment, whereas downward social comparison positively impacted job satisfaction. Hence it can be concluded that uncertainty related antecedents can emerge due to social comparison among employees and there is a strong link between psychological uncertainties and social comparison both upward and downward social comparisons. Meanwhile, Haferkamp and Kramer (2011) concluded that online profile in social media sites offer perfect basis for social comparison and emergence of envy. Moreover, negatively comparing oneself with others in social media sites provokes depressive symptoms (Feinstein et al., 2013).They suggested to continued emphasis on examining the specific processes that take place in the context of social comparison and negative emotions.

Smallets et al (2014) describes the differentiation between benign and malicious envy by keeping in focus self-esteem. They discovered that implicit and explicit self esteem is predisposed in every individual and can be cause of malicious or benign envy. People with discrepant high self- esteem are more defensive and indulge in compensatory activities when they feel threat to their self-esteem and are more inclined to malicious envy while people with congruent self-esteem are self-confident and prone to benign envy when face with social upward comparison. Allan and Gilbert (1995) argued that when people do more poorly than expected they change their social comparison strategies by becoming more self-protective, demoting relevant domains and try to avoid upward comparison. They further presented that propensity to link identity unfavorably to others is associated with psychological difficulties including depression, envy, jealousy , stress in performing

roles and indulge in neuroticism. Hence, social comparison not only leads toward psychological ambiguities but also creates difficult and poor behaviors.

This comparison with social standards may arouse envy and shame, along with stress regarding role at job and these emotions manifesting in actions or intentions. According to Heider Attribution theory (1958), individuals interpret events according to their own thinking and try to determine why other do what they do and try to blame other for defending their attacks and admire themselves for every success as a result of some events and react in envious way in certain situations. Thus, process of information exchange and social comparison, persons may become more convinced of the fact that their situation is bad and develop more negative feelings.

Furthermore, others may not only influence the perception of stressors, and thereby the stress reactions, but may also have a direct influence upon these reactions by acting as models showing certain symptoms that are imitated (buunk, 1990). Such an explanation illustrates the close relationship between social comparison and stress, and on the stress-alleviating role of social support. Nevertheless, the links between social relationships and stress are far more complicated and clues toward psychological outcomes. Brown et al (2007) examined social comparisons on various dimensions, and included three uncertainty-related antecedents: role ambiguity, task autonomy and core self-evaluations. They argued that if an antecedent lowered uncertainty, then individuals increased both upward and downward social comparisons and vice versa. Successful organizational socialization increases emotional attachments toward the organization. Individuals involved in organizations are subject to conflict, whether conscious or unconscious, and the impact of conflict is unavoidable (Judeh, 2011).

Micheal (2014) examined the mediating role of role ambiguity and supervisor support in association among leader member exchange and attitudinal outcomes. They revealed the role ambiguity and supervisor support were expected to mediate positively with LMX. Kopp et al (2007) argued that social cohesion helps to balance the fissure in substantial situations, not only in social situation but particular experiences of relative disadvantages and protracted negative emotive

state like chronic stress regarding work including role ambiguity are important risk factors. Hence it can be said that these chronic stresses regarding role ambiguity at work , workload , low social support, low control at work can contribute towards jobs insecurities , envy and jealousy. Therefore, practitioners should train employees to use coping skills with stressful condition to minimize harmful reactions at work. Social comparison processes and new arguments provided by the other group members both seem to play a role in such situations (Meertens, 1980**).**

H$_3$: Social comparison has positive relationship with Envy.

2.4   Social Comparison as Mediator

Social comparison is a common phenomenon and face by every individual in the world, as it involves comparing oneself with others. Previously, we focused on social comparison as phenomena its antecedents and outcomes with various variable in social sciences and psychology. But, this social comparison phenomena act as mediator in literature is still needed to explore. Bessenoff (2006) examined the social comparison as mediator and suggested future exploration of issues related to body appearance for more generalized results. Gibbons (1999) argued that significant life events can prompt social comparison and place social comparison s mediator between life events and self-perspective. He gives implications of this mediation mechanism and suggested further intervention.

Furthermore, VanderZee et al (1999) also studied the role of social comparison as mediator between objective health status and subjective evaluations. They suggested woman reported more level of social comparison than man and felt health issues. Interestingly social comparison has more impact on subjective wellbeing of woman than man. On the other hand, Huang et al (2015) examined the impact of LMX on organizational deviance and revealed the negative relationship among them. They further contended that leader wanted to balance the double edged sword effect of leader member exchange social comparison and organizational embodiment.

Now a day, the utilization of social media is most common among all ages specifically among young people. Consequently, this social media trap is becoming cause of showing someone's wealthy attitudes which leads to negative emotions among others, when they compare themselves with others. Steers et al (2014) also supported the hypothesis regarding social comparison as mediator, they worked on usage of facebook and its impact on people. They came out with results that facebook is linked with depressive symptoms through mediating role of social comparison. They also developed new scale regarding facebook comparison and named new scale as Comparison Orientation Measure-Facebook (COM-F). Lup et al (2014) also examined the impact of social comparison as mediator between self-presentation and depression. They also found positive correlation among these relationships. On the other hand, Uhlir (2016) studied the impact of self-presentation and time spent on social media with depressive symptoms as outcome. They also take social comparison as mediator and discovered that spending time on social media is likely to be correlated with depression, mediated by social comparison.

Body dissatisfaction is also prevalent phenomena among males and females and associated with unhealthy physical and psychological outcomes. Karazsia and Crowther (2016) investigated the impact of social comparisons as mediator they uncovered and revealed the positive association among these variables. On the other hand, some researchers explored role of social comparison as moderator as well. Smolak and Stein (2006) investigated social comparison as potential moderator between relationship of social influence and body dissatisfaction. They found the significant relation of social comparison with body dissatisfaction but no evidence regarding moderation. Instead, they acknowledged the fact that social comparison that empirical support for social comparison as mediator was more robust with several studies. Additionally, numerous examinations with other variables support the role of social comparisons as a mediator. between social influences and internalization of a thin ideal (e.g., Halliwell & Harvey, 2006; Keery et al., 2004; Shroff & Thompson, 2006).

H$_4$: Social Comparison mediates the relationship between LMX and Envy.

2.5   Self-control as Moderator

Self-control refers to the ability to alter one's response for future consequences (Baumeister & Exline, 2000). Hence, it is key to success and personal well-being with reduction in social problems. Self-control is form of cognitive behavioral intervention as given by Bandura and Kanfar, 1991). According to Mezo (2005) self-control is ability of an individual to exert control on probability of targeted behavior in future by effective monitoring and evaluation of stimuli associated with that behavior.

Self control determines the capacity of efforts over responses as per Strength model (Baumeister, 2007). Employees are increasingly facing concentration requirements (qualitative work load) and high work pressure (quantitative work load) combined with demands on self control (impulse control, resisting distractions, and overcoming inner resistances. Diestel and Schmidt (2009) focuses on self-control processes through which high work load increases job strain, thus having a debilitating effect on the employee. They proposed that demands on self-control moderates the adverse impact of high work load on indicators of job strain with different stressor of role ambiguity and causes psychological anxiety.

Moreover, Babar et al (2009) conducted study on time perspective and academic achievement with moderating role of self-control and came to conclude that there is empirical support for the importance of self-control as a mechanism that influences the link between dispositions and behavioral outcomes. Chi et al (2016) examined impact of leader's customer interaction and his behavior with subordinates and peers with moderating role self-control.They also considered the antecedents of abusive leadership and their behavior with subordinates as emerging area for research.

Kiewitz et al (2012) inspected the part of self-control between supervisor undermining behavior and subordinates perception of abusive supervision as moderator. Besides, a very recent study conducted in Pakistan by Ishaq and Shamsher (2016) examines revenge attitude as a moderator of the relations between the breach of the psychological contract and work place deviant behaviors. They contributes that

an employee having low self-control more frequently execute deviant behaviors on the breach of the psychological contract than employee with high self-control.

Envy is stigma of being a vicious sin is going to change as the current evidences support conceptualization of envy as a social-functional emotional syndrome, which points adaptive benefits of most joyless of all sin (Lange, 2016).Moreover, envy not only foster by unjust situations but systematically determined by dispositional and situational moderators like personal control. Similarly, it has also been found that revenge attitude strengthens the relationship of psychological contract breach and work place deviant behaviors. Likewise, self-control positively moderates the relationship between intention and action, and that it counters the rise of action-related fear, doubt, which can leads to negativity like envy (Gelderen et al., 2015).This study further signal the importance of studying moderators of the intention–action relationship. Hence, Self-control weakens the relationship between social comparison and Envy such a way that when self-control is high then the relationship between social comparison and envy will be weaken and when self-control is low then the relationship between social comparison and envy will be strong.

H$_5$: Self-control acts as a moderator between the relationship of social comparison and envy in a way that high self-control will weakens the relationship of social comparison and envy but low self-control will strengthen the relationship of social comparison and envy.

2.6 Envy and Achievement Motivation

2.6.1 Achievement Motivation

Mcclland gave achievement motivation theory which states that all motives are learned. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external (Mcclland, 1961). Belk (2011) developed the concept of benign envy and analyze

the forces which can be helpful to replace malicious envy with benign envy. Besides he concluded that benign envy has less destructive outcomes but it is competitive as it makes other envious and make them to work hard and achieve what they admire and respect. He also focused on different cultures and shows the different words used by these cultures for malicious envy. In Russia, white and black envy, in Spanish good envy (healthy envy) and envida are terms used for two types of envy like benign and malicious envy.

Moreover, achievement situations such as a challenging task may elicit feelings of pleasure, and ultimately a person may be characterized by having strong achievement motivation (Mcclland, 2015). Achievement motivation refers to motivation needed to accomplish activities that have standards of excellent performance (Wigfield, 2015; Heckhausen, 2013; Takeuchi et al., 2014; Fong, Acee & Winstein, 2016). Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Moreover, the structure of intellectual to the subtleties of sensation and act is also related with level of achievement motivation (Devaki, 2015).

2.6.2 Envy and Achievement Motivation

As envy is characterized injustice and unfairness thus people finds way to re-labeled or reframe envy and hostile feeling (Smith, 2004).The main purpose of envious person is to reduce the gap between himself and envied person by equalizing the position of self and envied person. Despite the previous work on envy with detrimental outcomes, it is important to consider certain benefits of negative emotions. The existing research (Smith, 2004; Abrams et al., 2007; Hughes, 2007; Charash, 2009; Hartline & Yan, 2011; Hill et al., 2011; Kransova et al., 2013) narrow down its scope towards various outcomes.

Regardless of all above facts, literature does not comprehensively explain the link of LMX with envy and its functional outcomes in organizations and empirical study on functional effects of envy is still at nascent stages and. Moreover, the emergence of positive psychology also gives new avenues towards the study of

functional outcome of emotions at workplaces. Because, the purpose of the positive psychology is to repair the worst things, building the best qualities and prevent mental illness in life (Seligman, 2005).Khan et al (2013) worked on episodic envy and counterproductive work events they came to decision that perception of justice also has an effect on role ambiguity which ultimately leads to envy.

Recent research regarding two forms of envy investigated similarities and differences malicious and benign envy and revealed that both are caused by equal level of frustration (Crusius & Lange, 2014) but they differ with respect to their affective, cognitive, and motivational aspects. These prerequisites are also found in research on the amplification of social comparisons in general. Such a situation develops into after comparison. If the envier appraises the other's advantage as deserved and evaluates control over personal outcomes as high, it increases the motivation to do better and achieve the desired goals. Furthermore, It develops into malicious envy if the envier appraises the others advantage as undeserved and evaluates control over personal outcomes as low (Corcoran, Crusius & Mussweiler, 2011).

Besides, Achievement behavior is denned as behavior directed at developing or demonstrating high rather than low ability. It is shown that ability can be conceived in two ways like ability can be judged high or low with reference to the individual's own past performance or knowledge (Nicholss, 1984). Lyman (1978) contended as benign and malicious envy is very likely parts of a continuum where the middle state is a combination of benign and malicious envy. Thus rather than two types of envy, it is more useful to consider third point mixed envy.

Weiner (2014) hypothesized the antecedents of self and other directed achievement related emotions and highlighted that achievement motivation is result of emotions which are triggered when witnessing others succeed and fail. Ultanir & Irkoruku (2017) presented FEASP (fear, envy, anger, sympathy, pleasure) model to study emotions and their link with learning and motivation. They proposed that the studies on efficiency of emotions, achievement motivation and thriving at work are quite few and suggested researchers for empirical studies to figure out emotions and its association with learning and achievement motivation. Hence, these all

findings shed light on the importance to study emotions and psychological states with significance of thriving at work and achievement motivation.

Pekrun et al (2002) examined role of emotions in academic, they acknowledged that emotions are meaningfully connected to student's achievement motivation and learning strategies. They further highlight the importance of the study of emotions and its relationship with achievement in various academic setting in future. Moreover, Masse and Gagne (2002) also explored that student showed more envy toward peers based on their achievement. Hence there is still need to find out various antecedents and outcome of envy at workplace. Although gratitude and envy are both predominant in every human life but these social emotions still need to explore (Poelker et al., 2016).Moreover, envy provokes social comparison that can either diminish self-worth or provides impetus for improvements.

Stearns (1999) documents how during the early twentieth century, the moral condemnation of envy in the west gave way to embracing envy as a healthy motivator of consumption and a strong competitive work ethic. Rawls (1971) recognizes benign envy as well as the related constructs of emulative envy and excusable envy. His emulative envy, in which the envier is motivated to achieve what the other has achieved, is closest to the current use of benign envy. Thus, envy can have distinct motivational consequences. Benign envy increases the motivation to invest more effort to improve one's own position. In contrast, malicious envy increases the motivation to harm an envied person's success (Crusius & Lange, 2014; Van de Ven, Zeelenberg, & Pieters, 2009).

H$_6$: Envy has positive relationship with achievement motivation.

2.7   Envy and Thriving at Work

2.7.1   Thriving at Work

The concept of thriving receives attention in the most recent area of positive organizational learning and behavior movements. (Feenay & Collins, 2015). Most of

the studies have been conducted on learning and vitality independently but thriving at work considered them jointly with their positive impacts on organizational outcomes (Paterson et al., 2014). Thriving at work is a positive psychological state characterized jointly by learning and vitality(Spreitzer & Sutcliffe, 2007;Spreitzer, Sutcliffe ,Dutton, Sonenshein, & Grant, 2005).Thriving is essential for employee health and personal development ,employees are less susceptible to emotional reactions and take an active role in developing a successful career path(Hall, 1998). Thriving at work is linked with organizational relevant work outcomes including courtesy, altruism and civic virtue. As, when people are thriving in organizations, they feel development in their work (Carmeli & Spretizer, 2009).

Spretizer and Sutcliffe (2007) argued that leader is responsible for managing emotions at work and for bringing out best from employees. Despite enormous research on emotions at workplace there is still considerable scope to study emotions and their outcome in organizational life. Likewise, thriving is increased when leader give job autonomy, treated like important part of team, met psychological needs and role clarity. These all can happens with high quality leader member exchange which buffer negative emotions and give rise to thriving at work (Liu & Klug, 2013). Moreover, addressing these aspects is needed further to contribute an increase sense of thriving at work.

2.7.2 Envy and Thriving at Work

Jordan and Chalder (2013) investigate the outcome of malicious envy and focus on cognitive, emotional as well behavioral components from the point of envier. They settled that envy is not simple emotion but it is a sequence of emotions that are influenced by fairness, self worth and lacking of desired object. Moreover they believed that envy motivates hostile thoughts and action which can lead toward avoidance or withdrawal. Research has also reported the following constructs to be related to workplace bullying: high negative affect, low self-esteem, high role conflict, high role ambiguity, and high job insecurity. In terms of work role situations, overt signs of frustration that are rooted in employees' feelings of role conflict, role ambiguity, or job insecurity could be interpreted by others as being provoked

(Samnani & Singh, 2015).Employees who have high levels of role conflict and role ambiguity tend to experience greater confusion and espouse lower confidence in their actions (Agervold and Mikkelsen 2004).

Johar (2011) worked on envy and role of perceived injustice in its augmentation by the help of two experiments. He came to conclude that perceived injustice does paly main role in envious hostility and he further associate envy with darker side of human nature and derogation of superior individuals .Consequently perceived injustice can be antecedent of role ambiguity and make employees confused regarding their role at job which ultimately points negative feelings of envy. Moreover, feeling of negative emotion strengthens when credit of others success and own catastrophe is inner, which are directly related with perceived threat self esteem (Mikulincer et al., 1989). Consequently, grudging individual are more inclined to self-esteem threat when the cause is internal attribution (i.e ability) rather than external attributes like injustice.

Reaction to envy can be classifed as emotional, behavioral, and cognitive which reduces the relevance of the comparison by changing the perception of the other.(Jordana & Chalder, 2013; Charash, 2009).The more closely and intensively envier compares himself with others the more he will thrown back in himself in self pity(Schoeck, 1969).When people feel fairly or advantageously treated they are more likely to be motivated; when they feel unfairly treated they are highly inclined to feelings of disaffection and demotivation. The way that people measure this sense of fairness is at the heart of Equity Theory (Adam, 1963).As equity and the sense of fairness which commonly underpins motivation, is dependent on the comparison a person makes between his or her reward/investment ratio with the ratio enjoyed (or suffered) by others considered to be in a similar situation.

Charash (2009) gave concept of episodic envy and designed a measure to assess and validate it. He defined envy as what you may feel in situations in which you desire something another has and you do not have. Furthermore, he conceptualized episodic envy as negative emotion which is experienced by negative social comparison and clarify that it predicts reactions to envy above and beyond dispositional envy ,showing behavioral and emotional reaction to other's good fortune.

He also conceptualized episodic envy having two components i.e feeling components and cognitive appraisal components and claim that envy can not be occur without the joint combinations of both components. As dispositional envy is unitary construct (Lange, 2011) rather episodic envy is composed of two components like feeling component and comparison component. Moreover, episodic envy is based on situation/circumstances rather than dispositional in nature, it can be experienced by any individual and give wide range of outcomes as a result. On the other hand dispositional envy is personality trait, find in some individuals and give same or almost same results mostly in negative practices.

From a functionalist perspective, the two forms of envy may reflect two different routes through which people can achieve the goal to level the difference between the self and a superior comparison standard (Van de Ven et al., 2009).They empirically supports the main distinction between two quantitative approaches of envy named benign and malicious envy. Their study revealed that experience of benign envy give rise to moving up motivation aimed at improvement of one's position while, the experience of malicious envy leads towards pulling down motivation aimed at damaging other's superior position. It reveals that the experience of benign envy leads to a *moving-up motivation* aimed at improving one's own position, whereas the experience of malicious envy leads to *pulling-down motivation* aimed at damaging the position of the superior other. They also focused on variables like cooperation, group performance and schadenfruede for future research to further analyze two types of envy.

Spacey (2015) worked on crab mentality, cyber bullying , name & shame ranking and defined crab mentality as a type of envy in which people try to pull others during their success, moreover he focused on students' performance in two situations one in when students expect that their achievement will be shown to other and one when students expects that their performance will remain confidential and examine the performance of them. They came to conclude that students trying harder and working more independently in response to increased ranking privacy.

Moreover, Van de ven et al (2009) also studied different names of two types in different culture like in Netherland , US and Spain and confirms the different

terms used for envy in different cultures. Subsequently, in different cultures envy is perceived with different mindset and has various outcomes. Besides culture, personality also a factor which affects envy and its responses in any organization. McGrath (2012) worked on interpersonal contact and well being as a consequence. They acknowledged that Positive contact, such as peer friendships, can provide an outlet for employees to express a range of different emotions, and their prevalence can increase employee retention. On the other hand, negative contact, such as bullying, can be toxic to wellbeing, and targets often experience anxiety and depression. From above discussion we hypothesized

H_7: Envy has positive relationship with thriving at work.

2.8 Envy as Mediator

Emotions have become an essential feature of organizational life (Izard, 2013; Glaso & notelaers, 2012; Stets & Turnar, 2014; Vranjes et al., 2016)because they categorize our experiences, directs our focus and guides our attitudinal and behavioral reactions. Nevertheless, emotions have a profound effect on how employees carry out their roles at the workplace (Nica & Molnar, 2014).Employees encounter dynamic experiences at work on daily basis and adjust their behavior to the demands of day-to-day living. Thus, there is a need of balanced approach at work that takes into consideration both the positive and the negative emotions (Luthans & Youssef, 2007).

According to Fredrickson (2016) positive emotions are feeling good and help to improve coping. Moreover, positive emotions not only alleviate negative emotion but also encourage people toward novel thoughts by cultivating positive emotions in them (Fredrickson , 2004).In contrast, due to staff layoff, budget cuts, low resources and high competition, negative emotions have always remained part of organizations and making it harder to manage emotions under stressful circumstances (Simon, 2014). Vecchio (2000) defined envy as a pattern of thoughts, emotions, and behaviors in response to other's obtainment of outcomes that one strongly desires. Furthermore, envy is more easily institutionalized than joy and

has been held to be harmful emotions and desire to deprive others for the qualities that other possess and one covet (Belk, 2011).

Arnocky et al (2015) examined the linkage of social comparison and variety of enhancement efforts i.e (positive desires, intentions and attitudes) through mediating role of envy .The findings of their study provide empirical support for the hypothesis that envy has evolved as a mechanism to motivate adaptive psychological responses to unfavorable social comparisons. They give future call towards the investigation of envy as mediator between unfavorable social comparison and various enhancement efforts in different cultures. Krasnova et al (2013) investigated the recent trend of social networking websites with incorporation of envy as mediator between passive following and life satisfaction. They revealed that social networking websites are transparent means for social comparison and prompting envy among members of SNS which ultimately affects the life satisfaction. They suggested future work on envy as mediator between unfavorable social comparison and various outcomes in other countries by saying envy as worldwide phenomena.

From an evolutionary point, unfavorable social comparison is superordinate mechanism which activates psychological mechanism in response of opportunities and threats (Arnocky et al., 2015) they further tested the framework by examining the mediating role of envy between women's social comparisons of physical appearance and their subsequent attitudes and intentions toward appearance enhancement behaviors. They found that social comparison causes increase in envy which in turn enhances women's effort and it mediates the relationship between unfavorable appearance comparison and appearance enhancement effort at both dispositional and state level. Moreover, these behaviors are different cross culturally. According to Lee (2015) People innately tend to compare themselves with others. They are likely to feel envy when they compare themselves with individuals who have superior qualities and advantages they desire but lack. Workplaces provide numerous triggers for envy such as performance appraisals, performance-based pay, and social interactions.

Eslami and Arshadi (2016) studied envy as an intervening variable. They revealed that competitive climate make people to compare themselves with other, which

lead towards envy and ultimately reduces prosocial behavior. A recent study by Ding et al (2017) examined envy as mediator between social networking site use and subjective well being. They revealed that envy mediates the relationship between SNS use and subjective well being when gender acts as moderator. On the other hand, Fan (2016) also studied the impact of Facebook check in on brand equity while taking envy as mediator. He concluded that envy plays role as mediator between these two variables. Another study by Appel et al (2016) again on facebook use, social comparison, envy and depression. They revealed that envy mediate a positive association between Facebook use and undesirable affective outcomes such as depression. Moreover, expose viable ideas for future research

Additionally, Noor ad Bashir (2014) examined the impact of procedural justice on two dimensions of organizational citizenship behavior with mediating role of envy. They encourage future work to study envy as mediator among various variable sin order to reduce its detrimental effects in the life of workplace professionals. A very recent study of Shu and Lazatkhan (2017) examined the role of leader member exchange (LMX) on employee envy and their outcomes like work engagement. They further suggested future research on envy with antecedent of LMX to examine upward social comparison and determine the positive features of employee envy at workplace.

H$_8$: Envy act as mediator between Social comparison and achievement motivation.

H$_9$: Envy act as mediator between Social comparison and thriving at work.

2.9 Achievement Motivation and Subjective Career Success

Career success may be conceptualized in terms of the desired work and psychological outcomes that individuals hold about their careers over the span of their lifetime. Furthermore, Career success signifies the accomplishments of individuals in their work histories and is viewed in both objective and subjective terms (Baruch & Bozionelos, 2011).Objective career success encompasses achievements

that are externally verifiable (e.g., promotions), while subjective success corresponds to individuals' own personal evaluations of their careers (Gattiker & Larwood, 1986). Ballout (2007) defined career success as the achievement that any employees wanted to attain during his work tenure. In any occupation tangible factors are considered as career success but in fact many researchers argued regarding another intangible career success.

Cameron (2005) assessed the impact of reward on achievement and learning. He find that rewards based on achievements increases intrinsic motivation Intrinsic motivation give rise to achievement motivation which ultimately leads toward subjective career success. Moreover, Komarraju et al (2009) worked on personality traits and their impact on achievement motivation leading to success in gpa scoring. They proposed that four types of personality trait (conscientiousness, openness, neuroticism, and agreeableness) shown an impact on achievement motivation towards gpa scoring. Wigfield and Eccles (2000) discuss expectancy –value model and assessed the impact of intrinsic motivation including achievement motivation and its ultimate effect on success. These consequences are led by achievement motivation in the form of subjective values and career success.

Schoen (2015) conceptualized that the employees who are high in achievement motivation exhibited higher organizational outcomes. Moreover he considered fear of failure as predictor of positive effects at workplace along with achievement motivation which leads towards career success with excellent performance. Another study by (Kahyalar, 2016) also gave future direction to work on self image. Although many studies already identified significant correlation between the achievement motivation and with lots of variables. Bergold and Steinmayr (2016) gave future call to study achievement motivation a s mediator between cognition and intelligence which ultimately leads to subjective career success.

Ergene (2011) also studied achievement motivation and academic success in Turkish school and came to conclude that there is positive association among them and there is further need to study achievement motivation on the basis of gender. Moreover, Wang and Eccles (2013) studied the mediating role of achievement motivation between environment and engagement which highlighted its role as

mediating mechanism and revealed that achievement motivation can be further helpful to discover effect of leader's help on emotion generation and organizational outcomes. Hence, these all findings shed light on the importance to study emotions and psychological states with significance of achievement motivation. According to Otto et al (2017) internal feelings of are beyond job position, promotions, and salary, while employees with high achievement motivation held need for intrinsic success. They focused on the inclusion of both path and quality of motivation from leaders to comprehensively explore their effect on intrinsic success

The studied on achievement motivation focused more on performance and neglect the interfering role of emotions. Hareli and Weiner (2002) claimed that emotions are inherent in achievement setting and examined the neglected emotions (envy, anger , pride ,arrogance etc) in the context of achiever and peer. They further concluded that achievement success and failure are source of emotions and belief about self, provide context for achievement strivings in order to influence achievement behaviors and achievement performance. On the other side, Busato et al (2000) integrate various antecedents as predictor of success. They revealed that rational capacity and achievement motivation were associated positively with success. A meta-analysis conducted by Stewart and Roth (2007) studied the contrasting effect of achievement motivation on entrepreneurs and managers. The results indicate prevalence of achievement motivation among entrepreneurs than managers because of high venture goals and objective instrumentation. Hence it can be hypothesized that emotions predicts achievement motivation which becomes the predictor of intrinsic career success.

H$_{10}$: Achievement motivation has positive relationship with subjective career success.

2.10 Thriving at work and Subjective Career Success

Workplace can be source of various emotions including joy, envy, pain , boredom, fulfillment or mixed of all (Wrzesniewski, 2003). He consider the ways in which people views their work as meaningful and satisfying. He concluded with the remarks that job attitudes and work relationship should be forged to recast in variety of ways by finding and celebrating deeper meaning in workplace. Thriving at work is procedure of employee development(Spreitzer & Grant, 2004). Moreover, thriving at work helps to understanding one's strengths is based on knowledge and value that make human capital which includes both objective career success and subjective career success (Radjenovic, 2017). Salary level and promotions act as indicator of objective career success while job satisfaction is acknowledged with exploration of various predictors of complex phenomena career success both objective and subjective. Russo et al (2014) study career success and explores the impact in future.

Moreover, Baruch et al (2014) explains the complex phenomenon of successful career with antecedent of thriving at the workplace. They characterized inner resources and supportive mechanism as a main drives for thriving at work and career success. Additionally, investigating the other antecedents of thriving at work in various work setting and professions in emerging market of Asia were recommended for future exploration. According to Jiang (2017) work on mediation mechanism and revealed that employees who are proactive are more inclined to thriving at work thus contributing towards career success. They also publicized that the mediation mechanism of thriving at work and give us an insights into the complex interplay of psychological emotion and career relevant aspects in various occupational roles.

According to Atwater and Carmeli (2007) leader member exchange is positively related with thriving at work which ultimately related with creativity. Hence, leader is responsible for managing emotion and creating positive work environment, there

is a need to explore other factors that leaders should take in consideration for promotion of thriving at work. Moreover, thriving at work is critically important for creating sustainable organizational performance (Walumbwa et al., 2017). Their findings suggest that work context and individual characteristics play role in facilitating thriving at work as it can improve employee well-being with organizational performance. Another recent work by Walumbwa et al (2016) also revealed that thriving at work positively related to employee health and lead by various attitude and emotions at work. They acknowledge that thriving at work is related to overall performance and employee well being.

Li (2015) examined the mediating role of job crafting and thriving between LMX and affective commitment. He acknowledged that high quality LMX leads to thriving at work and ultimately enhances affective commitment. Recently, Prem et al (2017) conducted study on thriving at work with its antecedents and consequences at workplace and argued that thriving at work not only advantageous for employees but also valuable for the organizations in which they work and positively associated with career development initiatives. They give call for future inquiry on antecedents and consequences of thriving at work in relation with learning and vitality which ultimately leads towards career success.

Jackson et al (2007) explore the concept of resilience as a strategy for thriving at workplace diversity. They linked resilience with thriving by arguing that resilience is ability to positively adjust to hardship through building positive professional relationships; maintaining positivity; developing emotional insight; achieving life balance. Moreover, they recommended the incorporation of resilience building strategies for professional support and better work environment which ultimately linked with subjective career success. Henenkam (2017) examined thriving with personality traits and found that neuroticism, extraversion and consciousness were related to thriving, while openness and agreeableness were not. Moreover, the link between thriving and self-perceived employability is positively related to subjective success in their career.

$\mathbf{H}_{11}$: Thriving at work has positive relationship with subjective career success.

2.11   Achievement motivation as Mediator

Employee motivation is vital factor of organizational life as it grants tangible benefits to employers. Organizations are operating in the interest of their employees, nurture their career, offer variety of planning programs for development throughout the world (Ramanauskienė et al., 2011).This will motivate employees and provides benefits to the organizations as well. In literature, many scholars defined motivation in various aspects as Maslow (1943) contended that basic need is food and then goes towards safety, relationships, self-esteem and finally self-actualization while Herzberg (1959) gave two factor theory and many others like Stoner (1999), Dessler (2001) and Vohs (2007) also worked on motivation' s importance in the organization. Motivation can be of different types like intrinsic and extrinsic motivation. Intrinsic motivation based on inner satisfaction while extrinsic based on monetary benefits (Vallerand et al., 1997).

The social cognitive model of motivation considered that motivation as dynamic and multifaceted phenomena (Printrich, 2000). Achievement is task oriented behavior that allows the evaluation of performance based on internal or external criteria like competition and standards of excellence (Spence & Helmreich, 1983). However, the imperative form of motivation is achievement motivation. It is level of one's motivation to engaged in achievement behavior (Harter & Connell, 1984). According to Dweck and Elliott (1983) achievement motivation consists of complex set of assumptions, predictions, values and standards. Heckhausen (1967) defined achievement motivation as striving to increase one's capabilities in all activities and execution of these activities will lead to either success or failure. There are six dimensions which are used to identify the percentage of employee's achievement motivation like status with experts, acquisitiveness, achievement via independence, status with peers competitiveness and concern for excellence (Jackson et al., 1976).

Mustafa et al (2010) proposed model of motivational influence on achievement, he considered motivation as combined force which influence academic achievement. They considered self-determination, self-efficacy, learning goals, achievement needs, future time reference and expectancy values as main triggers of

achievement in academia. On the other hand, Amrai et al (2011) worked on motivation and achievement relationship, They consider interest in task as high in grade I this relationship. They believed that tasks are worthy and valuable because these are concerned with cognitive activities for having achievement in academia. Hence, motivation is closely linked with achievement motivation in every field of life and can be considered as driving force for success and failure.

Recently, a study conducted by Arora (2015) on achievement motivation and resilience among student athletes to examine how they manage their various responsibilities. She found a positive linear relationship between these two variables and suggested counselors to design a program for enhancement of achievement motivation and resilience. In the next year another study was conducted by Magnano et al (2016) they investigated the role of resilience and emotional intelligence in achievement motivation. They also revealed the link of resilience with achievement motivation as positive when emotional intelligence worked as mediator.

Achievement motivation is crucial for success (Singh,2011) which helps other to pursue goals which are valuable for them. Awan et al (2011) also examined achievement and achievement motivation with self-concept, they acknowledged that achievement motivation and self-concept are positively related with achievement. Turner et al (2009) studied the influence of parenting style, achievement motivation and self-efficacy on academic performance. They found significant association between these variables and suggested to work on various ethnic group to analyze the level of achievement motivation among them and their parenting styles as well.

Polednova et al (2014) examined the link of achievement motivation with social position of students in class. They focused on implicit motives for getting unbiased results, because implicit motives are good predictors of free decision, spontaneous behavior and long term career development. They revealed the fact that achievement motivation level vary among individuals due to difference in motive and success level. Kapikiran (2012) also examined the relationship of achievement

goal orientation on the relationship of negative thoughts and achievement motivation. They revealed positive relationship between two variables when achievement goal orientation is taken as mediator.

Achievement motivation has been used as antecedent and outcome in many studies as above (Magnano et al., 2016; Arora, 2015; Mustafa et al., 2010; Singh, 2011; Turner et al., 2009) but as mediator it is taken rarely. Bernard et al (1987) studied the mediating role of achievement motivation between stimulus and achievement behavior. Moreover, job performance and personality traits are inter linked and discussed in many studies but exact mediating mechanism between them is studied narrow in scope (Halim & Zainal , 2015). They utilized achievement motivation as mediator between personality traits and job performance.

Achievement motivation was found completely mediated the relationship and they give implications to consider emotional stability and job performance with achievement motivation as predictor. As, achievement motivation encourages people to accomplish their own internalized standard of excellence (Lew et al., 1993). Recently, Karaman et al (2017) also investigated the mediation effect of achievement motivation among academic stress and life satisfaction. Although there are studied which focus on mediation effect of achievement motivation among variables, but our study will analyze the mediating mechanism of achievement motivation between negative emotion envy and subjective career success. Hence, we hypothesized

H$_{12}$: Achievement motivation act as mediator between Envy and subjective career success.

2.12 Thriving at Work as Mediator Between Envy and Subjective Career Success

According to Paterson et al (2013) thriving is one of the emerging strength and psychological capability in organizational life. Thriving is a positive psychological experience of development that refreshes and invigorates the individuals (Carver,

1998). It is considered as subjective experience which allow employees to evaluate their job (Spreitzer et al., 2005). Moreover, thriving is mixture of learning and vitality i.e it involves energy, motivation, value and learning of the task, as it induces feelings of satisfaction regarding one's work (Spreitzer et al., 2012). There are numerous benefits of examining thriving as learning and vitality represents important facets of human behavior i.e learning is cognitive aspect while vitality is affective aspect of human beings.

Various scholars worked on thriving at work with different antecedents and outcomes. Niazi (2011) studied thriving with various aspects and concluded that conductive and supportive environment can be determinant of various organizational outcomes and can reduces turnover intention. According to Weyland (2011) when there are growth opportunities in workplace then employees grow and perform well in the organizations. Subramaniam et al (2013) further supported the notion and stated that this sense of growth and progress helps employee to stay in organizations and remain satisfied with their jobs.

Zagenczyk et al (2010) contended perception of employees that how their organization is treating them and which if positive ultimately lead towards thriving. Supportive work environment enhances motivation for learning new things and feeling energized (Wiesenfeld et al., 2001). According to Carmeli and Spreitzer (2009) thriving at work provides impetus for innovative work behavior at workplace. Ronit (2016) investigated psychological capital and thriving at work and revealed that psychological capital does mediate the relationship between implicit person theories and workplace thriving.

Mortier et al (2015) examined the relationship between authentic leadership and two dimensions of thriving i.e learning and vitality while taking empathy as mediator. They revealed the positive relationship was existed between authentic leadership and vitality dimension of thriving with mediating effect of empathy. Recently, Jaiswal and Dhar (2107) investigated the impact of servant leadership on creativity while taking trust as mediator and thriving as moderator. They found positive direct relationship and revealed that thriving employees exhibit greater degree of creativity when they trust in their leader. Despite lot of above studies,

the work on thriving at work as mediator in our culture is still scant. A study conducted by Anjum et al (2016) examined thriving at work on some selected attitudes and behaviors in telecom sectors. They found negative relationship between thriving and attitude along with behavior and concluded that thriving is positive psychological resource can combat negative attitudes and behavior at work.

Prior studies revealed enormous benefits of studying thriving at organizational level but deployment of thriving at work as mediating mechanism is scant in literature. Recently, Farzier and Tupper (2016) examined the effect of supervisor pro social motivation and psychological safety on employee training and helping behaviors via thriving. The results of their study showed positive relationship between psychological safety and helping behavior when thriving act as bridge in between them. Li et al (2016) build link between empowering leadership and organization citizenship behavior by taking autonomy as moderator and thriving as mediator. The results indicated positive relationship between empowering leadership and thriving at work and ultimately with OCB. Drawing on self-determination theory, Wallace et al (2013) examined the effect of employee involvement climate and innovation via thriving, results demonstrated positive link between direct and indirect relationships.

Niessen et al (2017) also investigated the relationship of emotional exhaustion and Proactivity while working on mediated moderated model. They examined the mediating mechanism by captivating thriving as mediator and transformational leadership as moderator. The findings revealed that the transformational leadership supported thriving which in turn leads toward proactivity when emotional exhaustion is low and vice versa. Again in the same year, Zhai et al (2017) employ thriving at work as mediator between workplace support and life satisfaction. They found positive association between workplace support and thriving at work and also between thriving and life satisfaction and suggested that enhancement in workplaces support will be beneficial for both individuals and organization by improving thriving at work.

Although literature has massive studies on thriving at work with few on its mediating mechanism but work in Pakistan on thriving is still negligible especially as

mediating mechanism. We were able to find one study accompanied by Abid et al (2015) inspected mediating mechanism of thriving at work between perceived psychological support, innovative work behavior and turnover intention. The findings of study significantly contributed towards better understanding of incorporation of thriving at work for the betterment of employee and employers. Hence, from all above discussion we asserted that:

H_{13}: Thriving at work act as mediator between Envy and subjective career success.

2.13 Serial Mediation between Leader Member Exchange and Subjective Career Success

In spite the work on relationship of leader member exchange and career success, many questions remained un answer. Han (2010) also examined leader member exchange and career satisfaction. They showed concern for mechanism through which employee attitude regarding leader differentiation contribute to one's perception about career satisfaction. The current study claimed that leader member exchange differentiation leads to high social comparison due to uncertainty and discomfort among employees which creates social comparison. Therefore, it would be remarkable to investigate that the perception of leaders differentiation which creates cognitive conclusion and uncertainty, can elicit emotional reactions (Greenbaum, Mawrtiz & Piccolo, 2015) in the form of envy.

Furthermore, Sear (2005) tested the effect LMX quality with mediating role of cognitive, perceptual and affective variables which ultimately leads to career outcomes. Lim and Yang (2015) conducted study on envy, shame and social comparison in the context of social networking sites in which envy mediates the relationship between social comparison and psychological and behavioral outcome. They concluded that social comparison causes individuals to become stressed and can stimulate lower job satisfaction. Consequently, individuals express emotions by comparing their self to the social standards they share with other members of society.

Duffy et al (2012) explained how and when envy is associated with social comparison and give future direction to envy researchers for an extension of their model. On the other hand, Pila et al (2014) discussed envy within the framework of social comparison and also highlight the link between envy and behavioral motivation. Chan and Sengupta (2013) also revealed the fact that spontaneous process of comparing oneself with other trigger implicit negative reaction rooted in unpleasant sensation of envy. They call for future inquiry for informing literature on social comparison and envy.

As, positive psychology believed that people wanted to live fulfilling life and try to nurture best in them (Seligman, 2014).Furthermore, authors predict that the next century will come to understand the significance of positive factors in various professions that allow employees and employer to groom and embellish. Hence, we extend the work of (Lange & Crusius, 2015; Lange 2016; Morgan et al.,2016; Evan & Warrens,2015; Tandoc et al.,2015) by focusing on positive outcomes of envy and explore thriving at work and achievement motivation as functional consequences of negative emotion envy at workplace. In sum based on these links of leader member exchange with social comparison which predicts envy and envy leads to achievement motivation and thriving at work ultimately to subjective career success. The current study hypothesized serial mediation between leader member exchange and outcome like subjective career success.

H$_{14}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with achievement motivation which has positive relationship with subjective career success.

H$_{15}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with thriving at work which has positive relationship with subjective career success.

2.14 Theoretical Framework

Work environment

Job satisfaction
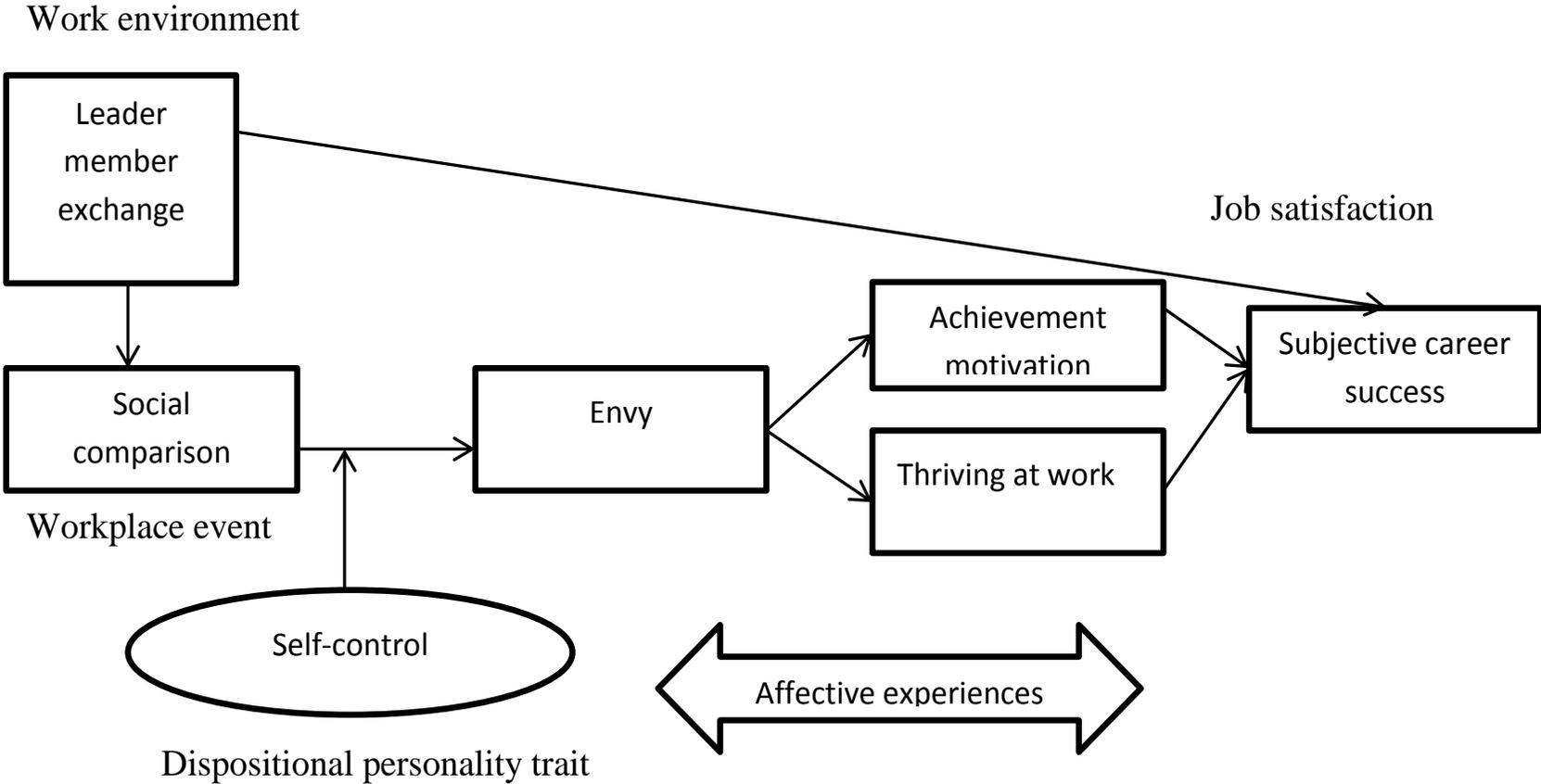
FIGURE 2.1: Leader member exchange, Social comparison, Self-control, Envy, Achievement motivation, thriving at work, Subjective career success.

The above theoretical framework is proposing a comprehensive detail regarding variables of thesis and their relationships. This framework is based on Affective Events Theory (AET) which is the overarching theory of the study. This framework will be operationalized in further steps including selection of population and sample, data collection and data analysis. Although lots off research had been conducted on the basis of Affective events theory but current study incorporated the variables like leader member exchange, social comparison, envy , achievement motivation, thriving at work, subjective career success and self-control. These variables and their relationships in correspondence with Affective events theory will be new addition in the extant literature.

2.15 Research Hypotheses

H$_1$: Leader member exchange (LMX) has positive relationship with subjective career success.

H$_2$: Leader member exchange (LMX) quality has negative relationship with social comparison.

H$_3$: Social comparison has positive relationship with Envy.

H$_4$: Social Comparison mediates the relationship between LMX and Envy.

H$_5$: Self-control act as moderator between the relationship of social comparison and envy.

H$_6$: Envy has positive relationship with achievement motivation.

H$_7$: Envy has positive relationship with thriving at work.

H$_8$: Envy mediates between social comparison and achievement motivation.

H$_9$: Envy mediates between social comparison and thriving at work.

H$_{10}$: Achievement motivation has positive relationship with subjective career success.

H$_{11}$: Thriving at work has positive relationship with subjective career success.

H$_{12}$: Achievement motivation mediates between Envy and subjective career success.

H$_{13}$: Thriving at work mediates between Envy and subjective career success.

H$_{14}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with achievement motivation which has positive relationship with subjective career success.

H$_{15}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with thriving at work which has positive relationship with subjective career success

Chapter 3

Research Methodology

3.1 Research Methods

The section of methodology is comprises of details regarding type of study, data collection, time horizon, unit of analysis, research design, sample size, population, instrumentation and questionnaire procedures. Besides providing information about all above procedures, methodology section guides researchers regarding data analysis (Gombos & Pardi, 2016). In social sciences there are two basic approaches to research methods including positivism and interpretivism. Positivist prefers quantitative methods while interpretivism favors qualitative methods. This study employs the philosophy of positivism as research paradigm to guide research methods and analysis. According to Ryan (2018) positivism originates from empiricism, it values objectivity and proving or disproving hypotheses. It involves use of existing theory to develop hypotheses for analysis. Furthermore, the role of researcher in positivism is to collect data and interpret it in objective way with observable findings (Aliyu et al., 2014).

Generally, for data analysis two ways of research have been employed in social sciences named as qualitative and quantitative, the distinction between these two has a remarkable breakthrough in social sciences (Allwood,2012). This study use quantitative research method as it emphasized upon the analysis and capacity of relationship among constructs in the framework based on prior theory (Yilmaz,

2013). In social phenomena the quantitative research method is type of empirical research, it tests the theory and analyzed it statistically (Gay & Airasian, 2000). According to Kaplan (2014) quantitative research methodology is specialized and challenging field to work, especially when concepts are conveyed in the language of mathematic and statistics.

3.2   Research Design

A research design addresses the main research problem of study by establishing the and conceptual frame of investigation, processes of decision making and analysis methods (Labaree,2009). The research design helps the researchers to attain desirable results and supports in the improvement of effectiveness. According to Vaus (2001) the dominant design of research in management and social sciences is quantitative, it has potential to generate reliable and validated data. It requires researchers to use pre constructed standardized instruments and demands randomly selected large representative sample for generalization of findings (Patton,2002).

The research survey designs are of two main types including relational and descriptive survey designs. Descriptive survey design depicts respondents in accurate way it includes observation, case study and interviews (Lambert & Lambert, 2012). Relational survey design measures relationship between variables and also known as correlation studies (Denzin, 2017). This study employs relational survey design as collection of data is done from particular sample, estimation is formed regarding entire population.

Hence, in this study relational survey design is applied for the inspection of variables. As quantitative research practices questionnaires, survey and number based systematic measurements (Yilmaz,2013; Patton,2002; Vaus,2001). Collection of information regarding actions, opinions and characteristics of large group of people is done by means of survey. (Kraemer, 1991). Survey can be in verbal and written forms i.e interviews and questionnaires (Glasow,2005). The self-administered questionnaires are used in this study to gain feedback in the form of completely filled questionnaires from targeted respondents.

3.2.1 Type of Study

This study is inclined to test proposed hypotheses and based on cause effect relationship of variables. The hypotheses were developed and test using statistical tools. Data was collected using survey based questionnaires.

3.2.2 Setting of Study

This study is comprises of the leader and subordinates connotation with affective events and outcomes. As leader and subordinate working in an organizations interacted with each other on daily basis due to which subordinates closely observe the behavior of their leaders. Hence, the workplace of employees is the best natural setting to conduct current study.

3.2.3 Unit of Analysis

For the current study the unit of analysis were employees of fast moving consumer good, telecommunication sectors and banks.

3.3 Population and Sample

3.3.1 Target Population

The organizations are characterized by strong competition and eagerness to move ahead in developing countries specifically in Pakistan (Andrew & Hedley,2016). Due to various hard hitting business environment and overwhelming challenges, the domains of Fast moving consumer goods, Banks, Telecommunication, Health and Education witness huge competition for making tremendous growth in their revenues. Moreover, the competition in these industries demands to be more innovative to deal with fast changing environment to meet the rapidly changing demands of the customers and clients (Taghizadeh, 2015). These sectors are not static but are continuously advancing to meet the need of their customers and

to beat the competition. These sectors are growing day by day and have huge competition because on daily basis the competitors are offering new and innovative services and products. Hence, targeting these mounting sectors will provide clear picture regarding their coping strategies with facets like leader member exchange i.e impact on relationship of supervisor and subordinate, negative emotions like envy and their outcomes.

In the context of budget constraints, high unemployment rate and competition, organizations are becoming crucial and negative emotions are unavoidable (Borgonnovi & Wharton, 2014). Khan et al (2009) did investigation in telecommunication sectors of Pakistan with envy and organizational justice and their impact on counter work behavior and suggested to explore further these sectors with different cultures for generalizability of research. According to Brunetto et al (2011) there is need of more investigation regarding the quality of leader subordinates relationships and their outcomes. Thus, in order to examine the viewpoint of these employees regarding their supervisor's behavior with them the employees of FMCG (Fast- Moving Consumers Good), Banks, Telecommunication, Health and Education were targeted. This study utilized self-administered questionnaire from the officers, salespersons, Clerical staff, Technical staff, nurses, cashiers, customer service and front line employees working under the particular supervisor. The minimum qualification requirement for these level employees is intermediate and bachelors hence, it was not difficult for them to understand the designed questionnaire. But, respondents were briefed all the items comprehensively to avoid the misperception and confusing of employees regarding items.

Furthermore, in developing countries like Pakistan there is a huge distance between supervisor and subordinate due to high power distance culture (Hofstede, 1980). This cultural norm creates communication gap which causes lack of role clarity, job specifications and work duties. This deprivation leads to social comparison among employees and social comparison is considered as stem of negative emotion like envy (Waseem, 2016). Therefore, the contemporary study will grasp the focus of attention on the differential treatment of leader with subordinates which provokes social comparison and leads to envy. Moreover, how the employees of

these competitive sectors respond to negative emotion in the form of achievement motivation and thriving at work in the collectivist culture (Hofstede, 1980) of Pakistan.

3.3.2 Sampling Methods and Sample

Sample is subgroup of population, in which a particular representative is selected from a population and collected data used as statistical information (Frey et al., 2000). As per Latham (2007) sampling is the ability to select portion of population that represents said population. Sampling is a process for data collection from number of individuals in such a way that they represent larger group from which they are selected. The main types of sampling are probability and non- probability, the probability sampling technique is unbiased and objective. It designates that every subject has equal chances of selection from the population (Henry, 1990) and useful when researcher is completely done through data collection. However non-probability sampling uses subjective methods to decide which element to include in the sample, it involves researching participants that can be accessible easily and wiling to contribute in the research.

Both types of sampling have strengths and weakness at the same time depending upon type of study, type of data and research objectives. This study employs non-probability sampling technique because to use probability sampling makes it impossible to approach every unit of population due time limitation and scarce resources. For collection of data in this study, convenience sampling technique was used in which samples are selected on the basis of their easy availability to researchers. This is procedure of case selection instead of random assortment (Singleton & Starits, 2005) that provides more chances of selection of targeted population members. The convenience sampling has few merits and demerits, it is readily available, affordable and easy but also vulnerable to biasness. This type of sampling is attained in a convenient manner because of data availability, holds time and money of the researchers. But at the same time this technique has few demerits which involves biasness in data gathering, possibility of sampling errors, problem of outliers and less generalizability.

According to Sekaran (2006) the non- probability sampling technique is a type of sampling where the sample subjects do not possess the exact probability to be chosen. Furthermore, sample frame comprised of FMCG (Fast- Moving Consumers' Good), Banks, Telecommunication, Health and Education employees which involved different areas of Pakistan. This study is interested to assess phenomena of negative emotion like envy, differential treatment of leader and to assess how and when negative emotion converted in to positive motivation. Hence, data were collected from all targeted sectors which have prevalence of supervisor-subordinates based work structure that leads to social comparison and ultimately negative emotion like envy.

3.3.3   Sample Size

According to a rule of thumb when using the sample size there should be at least 5 observations per variables (Hair et al., 2010).Therefore, data on variables of interest was collected from FMCG (Fast- Moving Consumers Goods), Banks, Telecommunication, Health and Education sectors with equal or almost equal strength of male and female employees.

Printed, online as well as email based questionnaires were used on case to case basis. The questionnaires were self-reported and unit of analysis was individual, employees. The current study takes employees as the staff that assembles merchandise, manufacture consumer products and provide customer service that are paid less but are integral part of any organization as they carried out important basic tasks. The target sample of this study was 600 and convenience sampling technique was administered. The total collected sample was 414 that is large enough to be used on structural equation modeling (SEM) to attain reliable results.

3.3.4   Procedure

The procedure for the collection of data was based on self-administered questionnaire using survey. Questionnaire was distributed personally, through emails and via online sources. The pre constructed instruments were used to get responses for

leader member exchange, social comparison, envy, self-control, achievement motivation, thriving at work and subjective career success. Moreover, the data were collected from FMCG (Fast- Moving Consumers' Good), Banks, Telecommunication, Health and Education sectors.

As it is impossible to reach maximum employees without references, efforts were made to use contacts. Employees were ensured that data will be used for only educational purpose and there is no link of the leaders and employer with it. The heads of departments, General Managers, HR department, Superintendents were contacted and informed regarding this study. After the agreement supervisors were contacted to obtain data for research. Moreover, the employees were requested and consent was taken for data collection, ensured about their confidentiality and privacy through cover letter.

3.3.5 Research Ethics

According to Mallah (2006) social sciences research face dilemmas as researcher in developing countries like Pakistan, because of less work on research methodology and research ethics. The research ethics are required in all conditions and it is mandatory for a researcher to keep in mind the ethics of research while data collection procedure as a social norm. Moreover, research ethics activated resource person and minimizes the uncertainty and distrust.

Hence, the participants of the study were treated with anonymity and their identity was protected at the time of data retrieval. They were ensured that their relationship with their leader will not be affected at all and their data will be kept secret. They were also guaranteed regarding their job security and privacy of their emotions. However, the main challenge for data collection was the amalgamation of time lagged study in this thesis. Data was to be collected in five waves i.e time lag 1, time lag 2, time lag 3, time lag 4 and time lag 5 from same employees. In this regard, the cooperation from employees and the organization is appreciated.

3.3.6 Data Collection in Five Time Lags

The time lagged study is implied in order to restrain from common method bias which is inevitable in cross sectional studies. The time lag is a time period between cause and effect or stimulus and response. Time lag study examines the responses of participants at different point in time (Salkind,2010). There is a little research regarding time duration of time lag and statements like not too long or short are normal (Hertzog & Nesselroade, 2003). Though there is no specific argument but according to West and Aiken (2003) a rule of thumb is that the effect of study declines with longer time duration. Dormann and Griffin (2015) suggested researchers to give greater attention to short time lagged studies because substantive changes between cause and effect can be observed in short time duration. Additionally, the time lag studies have strengths along with certain limitations at the same time. These studies are more powerful than cross sectional studies, highly flexible, ensure clear focus, effective in determining the cause and effect over time and provide clear observation of the study. Besides, time lag studies have few limitations and weaknesses as these kinds of studies requires huge amount of time and money, entail larger sample and experience attrition sometimes due to longer period of time.

Hence, on the basis of this discussion regarding time lag this study employs short time lag because it is dealing with affect and its responses which might not take too much time to be expressed and can be obscured if take too much time. Moreover, in the most of the accurate models the change appears after some time rather than at the same time and rate of change of the variable does not occurs immediately (Karmesh,2016). Therefore, data was gathered in five time lags and each time lag was of four weeks approximately. The whole procedure of data collection went smooth, the only challenge arose was to take consent of organizational heads/leaders to allow employee to fill the questionnaires. This challenge was met by showing them university cards and details of the thesis and its requirements. Also, the study employs convenience sampling technique which reduces the emergence of unadorned challenges. To generate the true and honest responses from the employees their anonymity and secrecy of the information was fully ensured. To

make sure that each questionnaire was done by the same employee, their employee Id/num was marked on the questionnaire which was issued by their HR/Admin departments. Both Female and male respondents were ensured to provide a fair representation in filling the questionnaire.

Time Lag 1-T1: In Time lag 1, the data regarding independent variable Leader member Exchange (LMX) was measured.

Time Lag 2-T2: After four weeks, the questionnaire regarding mediator social comparison as well moderator self-control was floated among same respondents in Time lag 2.

Time Lag 3-T3: After again four week, the similar employees were requested to fill the forms for negative emotion like envy in the third time lag.

Time Lag 4-T4: In fourth time lag, employees were required to fill the questionnaire regarding achievement motivation and thriving at work.

Time Lag 5-T5: In Time lag 5, employees were requested to fill the questionnaires of last variable subjective career success. Data was retrieved back after four week.

Thus, 600 forms in the questionnaire pattern were given to targeted employees in the first time lag and 563 were received back. This retrieved sample of 563 was again distributed among same respondents in second time lag and 520 questionnaires were retrieved back.In the third time lag this sample of 520 were circulated among same respondents and 498 were received back. these 498 questionnaires were then distributed again and 460 were retrieved. In the end, total 414 questionnaires were found complete in all aspects, yielded 60% response rate.

Therefore, in the time duration of five months from May 2017 to October 2017, the procedure of collection of data was completed.

The steps followed during data collections are:

1. The employees were approached by contacting their HR departments, Managers and Department Heads who guided us to particular department supervisor for gaining data from their subordinates.

2. The questionnaire of each employee was marked with their employee ID and organization.

3. The employees were ensured about their confidentiality.

3.4   Questionnaire Management

The most widely used way for the collection of data is questionnaire and many researchers associate their research with questionnaires development and validation. To collect the data that answer your research question, contact exact required population, and attract sufficient response rate is not an easy job for researcher (Rowley, 2014). The main advantage of the questionnaire is its capability to make contact and gain feedbacks from large and dispersed group of people throughout the country. There are many ways to manage questionnaire which are used by researchers including conducting interview, by-post sending of questionnaire, through emails, via telephone through online survey and by hand.

For the generation of good response rate, questionnaires were distributed face to face by hand, through emails, through social media sites and by using online survey. Indeed for maximum response rate questionnaires were distributed by all these means. As, data collection was in time lags, it was keenly focused to distribute the subsequent questionnaires timely. Moreover, for online data collection respondents were directly contacted through social media sites, whatsapp links and groups. After gaining required response all the questionnaires were checked thoroughly, incomplete and non-serious responses were discarded. Rests of responses were entered and analyzed using statistical tools.

3.5   Instrumentation

All the instruments that were used in this study were self-reported. The following questionnaires were adopted and distributed to the targeted employees as per study scope.

3.5.1 Leader Member Exchange

Graen and Bien (1995) 7 item scale was employ to measure the Leader member exchange This instrument of LMX deals with supervisor and employee relationship. It is the most widely used questionnaire by researcher to explore the relationship of leader and subordinates. The upper range indicates good and high Leader member exchange while low ranges show low quality relationship between leaders and subordinates. This questionnaire provides both opinion in one scale either low quality or high quality. The response scale comprises of five point Likert scale with different words of expression. Sample items are" Do you know how satisfied is your leader with what you do" and "How well your leader understand your problems and needs".

3.5.2 Social Comparison

The instrument by Schneider and Schupp (2011) was used to measure the social comparison. The employees were encouraged to answer about their tendency of comparison within organization while acknowledging it as natural social phenomena. The response scale has five point Likert scales extending from strongly disagree to strongly agree. There is 1 reverse item in the scale of social comparison. This instrument comprised of total 6 items. The sample items are "I always compares how I am doing socially with others" and reverse item like " I am not type of person who compares with others".

3.5.3 Self-Control

Tangnay et al (2004) developed 10 items scale for self-control. This scale measures level of self-control in different individuals by portraying various questions. The response scale is composed of 5 point likert scale fluctuating from not at all to mostly. The maximum score on this scale is 5 like extremely self-controlled and the lowest scale is 1 like not at all self-controlled. The sample items included items like "I have a hard time breaking bad habits." and "I am good at resisting temptation".

3.5.4 Envy

Envy was measured by Vecchio (2000) 5-Item scale. It is the most widely used scale to determine envy among employees. The response scale has five point Likert scales ranging from 1 to 5 including strongly disagree to strongly agree. There is no reverse item in the variable of envy. Sample items included "My supervisor values the efforts of others more than she/he values my efforts" and "Most of my coworkers have it better than I do".

3.5.5 Thriving at Work

Thriving at work was measured by Porath et al (2012) 10-Item scale. This scale measures the tendency of employee to thrive and flourish at workplace. The response scale has five point Likert scales ranging from 1 to 5 including strongly disagree to strongly agree. There are two reverse items in the variable of thriving at work. Sample items including "I see myself continually improving" and reverse item like "I am not learning".

3.5.6 Achievement Motivation

Achievement motivation was measured by using Lang and Fries (2006) 10 items scale. The scale measures level of achievement motivation including hope of success and fear of failure in the employees towards particular task and goal. The response scale consists of five point Likert scale ranging from 1 to 5 including "Not at all true of me" to "Completely true of me". Sample items included "I like situations, in which I can find out how capable I am" and "I enjoy situations, in which I can make use of my abilities".

3.5.7 Subjective Career Success

Subjective career success will be measured by using Shockley et al (2016) 24 items subjective career success inventory (SCSI). The scale evaluated the feelings of

subjective career success at employee's workplace. The response scale has five point Likert scale including "Not a bit" to "A great deal". Moreover, there are no reverse items in the scale of subjective career success. The sample items include "I am proud of the quality of the work I have produced" and "I have met the highest standards of quality in my work".

3.6 Sample Characteristics

The sample represents the characteristics of the population from which it is drawn. It includes the demographics of sample i.e age, gender and experience, given below in detail.

3.6.1 Gender

The table below represents the percentage of males and females participated in our study.

Table 3.1

TABLE 3.1: Gender of Sample

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	237	57.2	57.2	57.2
Female	177	42.8	42.8	100

The information regarding gender of employees was gathered and reported to ensure proportion of males and females in the study. The table shown above provides the complete picture regarding gender involvement. It predicts that 57% of the employees were male while 42% were female.

3.6.2 Age

The following table shows that 62% employees were between 25- 30 in age , 25% belongs 31-35 years of age, only 8% were between of 36-40 years , 2% were between the age group of 41-45 years while rest 3% were in the age of 50 years.

TABLE 3.2: Age of Sample

Age	Frequency	Percent	Valid Percent	Cumulative Percent
25-30	257	62.1	62.1	62.1
31-35	104	25.1	25.1	87.2
36-40	31	7.5	7.5	94.7
41-45	8	1.9	1.9	96.6
Other	14	3.4	3.4	100

3.6.3 Experience

The experience of employees related to HR/Marketing/Finance Officers, customer sale representatives, cashiers, production workers and operators were gathered and reported for the effectiveness of study. The table below shown that 49 % of employees were having 1-3 years of experience, 17.6% were among the experience of 4-6 years, 22% were account for 7-10 years of experience, 6% were having 11-13 years of experience while 5.8% of employees were having greater than 13 years of experience.

Table 3.3: Experience of Sample

Experience (in years)	Frequency	Percent	Valid Percent	Cumulative Percent
1-3	203	49.0	49.0	49.0
4-6	73	17.6	17.6	66.7
7-10	89	21.5	21.5	88.2
11-13	25	6.0	6.0	94.2
Other	24	5.8	5.8	100.0

3.6.4 Education

The table below predicts that all respondents were literate enough to understand the questionnaire and provide fair feedback. The majority of the respondents was intermediate and graduated while few were Master's degree holder and rare were having diplomas. Hence, the employees with intermediate and graduation degree are educated enough to understand and respond he questionnaire.

Table 3.4: Education of Sample

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Matric	21	5.1	5.1	5.1
Intermediate	124	30	30	35
Graduation	201	48.6	48.6	83.6
Masters	45	10.9	10.9	94.4
Diploma	23	5.6	5.6	100

3.7 Scale Reliabilities

To check the reliability of the questionnaires, Cronbach alpha was analyzed to determine whether all the values of items were up to the mark or not. The reliability of the variables in this study are given below.

TABLE 3.5: Reliability Analysis

Research Variables	No. of Items	Cronbach's Alpha Reliability
Leader-member exchange	7	0.841
Social comparison	6	0.873
Envy	5	0.858
Self-control	10	0.779
Achievement motivation	10	0.898
Thriving at work	10	0.89
Subjective career success	24	0.949

3.8 Control Variables

Although demographic variables provides important information regarding sample characteristics so as they have impact on proposed relationship. The demographic variables can be of many types including age, gender, experience, marital status and qualification that can affect proposed relationship. In social science research these demographics need to control in order to conduct detailed analysis of hypotheses (Allworth & Hesketh, 1999). The demographic differences have statistically significant impact on employment outcome specifically when these differences are between leaders and employees (Giuliano et al., 2006). They further

revealed that the basic cause of in-group preferences in leader member exchange is that leader holds preference for working with the members having same group of demographics.

The taste-based discrimination theory (Becker, 1957) also predicts the existence of preference for member of one's own group as similarity promotes interpersonal communication, identity reinforcement, compatibility (Byrne, 1971). Giulaino et al (2006) recommended controlling demographic variables of employee because employee outcomes are highly correlated with employee demographics. Such controlling stimulates the generation of authentic results as employees were able to answer questions on the basis of differences in age, gender, experience and education.

TABLE 3.6: Analysis of Variance (ANOVA)

Variables	Gender		Age		Experience		Education	
	F	**P**	**F**	**P**	**F**	**P**	**F**	**P**
Social comparison	19.1	.000	2.80	.025	.386	.819	.409	.802
Envy	9.43	.002	.424	.791	1.98	.099	.405	.805
Achievement motivation	.848	.358	2.39	.050	.138	.968	.503	.734
Thriving at work	4.58	.033	.173	.952	.067	.992	.404	.806
Subjective career success	.001	.969	.340	.851	.144	.966	2.35	.063

To check the control variables of study one-way ANOVA was performed to compare subjective career success across demographics. The result of one way ANOVA shows insignificant differences in subjective career success (F=.001, P>0.05) gender, age (F=.340, P>0.05), experience (F=.144, P>0.05) and change through education (F=2.35, P>0.05). Hence, all demographic variables were non-significant thus it is not necessary to control these variables.

To compare social comparison one way ANOVA was performed through demographic variables. The results represented significant differences in social comparison across gender (F=19.1, P<0.01), age (F=2.80, P<0.05), but insignificant

difference across experience (F=.386, P>0.05) and education (F=.409, P>0.05). Hence, gender and age are control variables here.

For envy the results depicts significant across gender (F=9.49, P<0.01), but insignificant difference across age (F=.424, P>0.05), experience (F=1.98, P>0.05) and education (F=.405, P>0.05). Here, only gender is termed as control variable.

Moreover, one way ANOVA was also carried to compare achievement motivation across demographics. The results showed non-significant differences in across gender (F=.848, P>0.05), experience (F=.138, P>0.05) and education (F=.503, P>0.05) but significant across age (F=2.39, P<0.05). Hence, age will control variable here.

Furthermore, thriving at work depicts significant results across gender (F=4.58, P<0.01), but non-significant across age (.173, P>0.05), experience (F=.067, P>0.05) and education (F=.404, P>0.05). Here, only gender is control variable.

3.9 Data Analysis

In the research of management and social sciences, two kind of software for generating the proposed hypothesized constructs are used most widely. The statistical pacakage for social sciences (SPSS) and analysis of moment structure (AMOS) were used for the purpose of structural equation modeling (SEM). In the first step, data was entered in a coded form on SPSS-Software to assess reliability like internal consistency and correlation between variables and later on it was regained to run SEM on AMOS-Software for the purpose to analyze relationship of variables. These statistical softwares have some advantages and limitation, that is why the main task is to choose tool that is closely linked with the type of research, objectives, model and data including qualitative or quantitative.

In our study, the data was analyzed using SPSS 21and AMOS 21, initially reliability test was run by using SPSS 21 for analyzing the internal consistency of items. Then the Pearson Correlation was conducted to check the relationship between all variables again using SPSS 21. Later on, CFA (confirmatory factor analysis) was

performed to analyze the data fitness and validity using AMOS21 of measurement model. Furthermore, SEM (structural equation modeling) was employ to evaluate the relationships among latent and observed variable as replacement of multiple regression because it is proficient and helpful to analyze that proposed model is constant with empirical data.

In SEM (Structural equation modeling), there are few rules regarding statistical results that assist to understand the relevance of propose model. For instance in confirmatory factor analysis, researchers agreed to obtain RMSEA (root mean square error of approximation) less than 0.05 CFI(comparative fit index) should not be less than 0.8, TLI (tucker lewis coefficient) and IFI(incremental fit index) should be closer to 0.9. Hence, this study considered the values of RMSEA, CFI, TLI and IFI to interpret outcomes of CFA (confirmatory factor analysis) according to above mentioned rules of thumb.

In present study, the analysis of data was finalized in three steps. The first step included the descriptive statistics of demographics variables i.e age, gender, experience and reliability analysis of all variables including leader member exchange, social comparison, envy, achievement motivation, thriving at work, self-control and subjective career success have been assessed. According to Ume Skeran (2003) reliability of items between 0.6 is acceptable, 0.7 is good and above 0.8 is very good. In this study reliability of all variables are almost in good to very good range. Moreover, Pearson Correlation was conducted to assess the relationships between all variables. It also has been calculated using SPSS 21 in first step of analysis.

In second step the direct associations between theoretical variables like leader member exchange, social comparison, envy, achievement motivation, thriving at work, self-control and subjective career success have been assessed through Structural Equation Modeling (SEM).

In the last third step the mediation and moderation of the variables have been examined. The moderation role of self-control and mediating, mechanism of social comparison, envy, achievement motivation, thriving at work were tested.

3.10 Multicollinearity Diagnostic

It is a phenomenon in which one predictor variable linearly predicted from other variable with considerable amount of accuracy. Hence, to examine multicollinearity among the variables of the study the value of VIF (variance inflation factors) and tolerance were analyzed. According to Rogerson (2001) the values of VIF is less than 5 and Tolerance is greater than 0.20 which shows there is no multicollinearity. In this study there was no value greater than 5, hence depicted no issue of multicollinearity as shown in table 4.3.

TABLE 3.7: Multicollinearity Diagnostics

Variables	VIF	Tolerance
Leader-member exchange	1.18	0.84
Social comparison	1.16	0.85
Envy	1.32	0.75
Achievement motivation	1.18	0.84
Thriving at work	1.23	0.80

3.11 Convergent and Discriminant Validity

In order to investigate the convergence and discrimination among variable of study convergence (convergence or junction among two variables) and discriminant (discriminant among unrelated construct) validity was tested. The convergent validity shows that constructs that are expected to be related are in fact related while discriminant validity shows that all constructs no overlapping with each other. According to blow table 4.4 Average Variance Extracted is greater than Maximum Shared Squared Variance for our study variables. These values will be proof

for the establishment of discriminant validity among study variables (Hair et al., 2010).

The below table 4.4 also shows composite reliability of theoretical variables, which are also greater than Average Variance Extracted, as per the threshold value of AVE that is greater than 0.5. Thus it these results show the establishment of convergent validity among variables of study. Furthermore, Composite reliability is also greater than 0.7 for all variables and designating uni-dimensionality of all theoretical variables of study (Hair et al., 2010).

TABLE 3.8: Convergent and Discriminant Validity

Variables	CR	AVE	MSV	Sqr AVE
Leader-member exchange	0.87	0.63	0.07	0.699
Social comparison	0.87	0.63	0.14	0.796
Envy	0.86	0.55	0.13	0.74
Self-control	0.95	0.63	0.02	0.794
Achievement motivation	0.94	0.51	0.1	0.713
Thriving at work	0.88	0.51	0.14	0.646
Subjective career success	0.96	0.64	0.05	0.691

3.12 Validity of Measurement Model

To analyze the validity of measurement model, exploratory and confirmatory factor analysis was conducted before hypothesis testing. EFA was performed to show that all items have good construct validity.

TABLE 3.9: Confirmatory Factor Analysis of measurement model

	Chi-Square	df	CMIN/DF	RMSEA	IFI	TLI	CFI
Initial Model	5305	2606	2.036	0.05	0.88	0.88	0.88
Modified Model	4285	2551	1.68	0.041	0.91	0.9	0.91

CFA was performed using AMOS and model fitness was evaluated through number of measurements. Confirmatory factor analysis was performed by SEM approach, it is quantitative data analytical technique which specifies estimates and tests theoretical relationships between observed and latent variables (Byrne, 2001). The SEM approach starts with model specification that links variables under study that are supposed to affect each other in specific direction (Kline, 2005). The specification is the way of visual representation of theoretical hypotheses according to relevant theory, which ultimately develop a model. After that SEM proceeds estimation process and produces regression weight, variance, covariance, correlation and fit statistics to evaluate whether model is fit or not, and whether any modification is required to increase fit.

There are different types of fit indices and in each type there is a rule of thumb regarding minimum level of score for good fit (Arbuckle, 1999). Different scholars report different fit in their research articles and suggest that one which they prefer to analyze overall model fit. McQuitty (2004) suggested fit indices that are less sensitive to sample size and recommended to report. These includes Tucker Lewis coefficient (TLI) suggested by Marsh et al (1988) , "incremental fit index (IFI)" "Tucker-Lewis coefficient (TLI)" "comparative fit index (CFI)" recommended by Bentler (1999) and "root mean square error of approximation (RMSEA)", "comparative fit index (CFI)", "Tucker-Lewis coefficient (TLI)" advised by Fan et al (1999).

However, it is unlikely to report all fit measures that is why a set of fit indices from major categories to assess overall fitness of measurement model is reported. In this study the combination of different fit indices including model chi-square,

incremental fit index (IFI), root mean square error of approximation (RMSEA), and comparative fit index (CFI) and Tucker-Lewis coefficient were used to assess the model fitness. These are commonly used and reported fit indices in the literature (Hulland et al., 1996). It includes seven latent variables i.e leader member exchange, social comparison, envy, achievement motivation, thriving at work and subjective career success.

The overall proposed model has seven variables in total including one independent variable, one dependent variable, four mediating variables and one moderator.

TABLE 3.10: Confirmatory Factor Analysis of measurement model

	Chi-Square	df	CMIN/DF	RMSEA	IFI	TLI	CFI
Initial Model	5305	2606	2.036	.050	.883	.878	.882
Modified Model	4285	2551	1.680	.041	0.907	0.900	0.906

From above table it can be said that the original model was also meeting the minimum criteria of model fitness because the value of chisquare was 5305, degree of freedom was 2606, RMSEA was .050, IFI was .883, TLI was .878 and CFI was .882 reasonable. But for getting good fit of data little modification have been performed. After that modification the values become able to meet threshold proposed by (Hair et al., 2009).

The value of modified model was RMSEA=.041 which indicates good fit. it is considered as more interested among the evaluation of fit indices due to its unique power of combination of properties and it is the more informative criteria in co-variance structure modeling (Byrne, 2001). Its value less than 0.05 is indicates good fit and high value 0.08 is regarded as reasonable error of approximation in the population. Additionally, values from 0.06 to 1.00 are considered as mediocre but values greater than 1.00 depicts poor fit (MacCallum et al., 1996).

Furthermore, values of IFI was 0.907, TLI was 0.900 and CFI was 0.906 that are greater than 0.90 and supports good model fitness. These values are meant to lie between zero to one but close to 0.90 indicates good fit and greater thn0.95 depicts very well fit model (Hullan et al., 1996). On the other hand, values close to zero indicates model is not good fit than independent model but closer to one shows good fit to evaluate incremental fitness of the model (Holmes-Smith at al., 2004). The values of IFI, CFI, TLI were the interest from baseline comparison and reported to show good model fitness.

Additionally, this study also compares other six models including 6 factor model, 5 factor model , 4 factor model, 3 factors model, 2 factors model and 1 factor model to justify the model fitness of our 7 factor measurement model. The below tables compare the fit statistics of each model and depicts better model fitness of our hypothesized 7 factor model.

TABLE 3.11: Summary of Confirmatory Factor Analysis Models

Measurement models	Chi-Square	df	CMIN/DF	RMSEA	IFI	TLI	CFI
Threshold values			<3	<.05	>.90	>.90	>.90
Initial Model	5305	2606	2.036	0.05	0.883	0.878	0.882
Modified 7 factor Model	4285	2551	1.68	0.041	0.907	0.9	0.906
(6factor) Model 1	5901	2612	2.25	0.055	0.823	0.816	0.822
(5factor) Model 2	6851	2617	2.61	0.063	0.771	0.763	0.77
(4factor) Model 3	1084	2624	4.13	0.087	0.556	0.541	0.554
(3factor) Model 4	1167	2627	4.44	0.091	0.512	0.496	0.51
(2factor) Model 5	1270	2631	4.82	0.096	0.456	0.439	0.454
(1factor) Model 6	1575	2633	5.98	0.11	0.292	0.271	0.289

Model 1 is composed of 6 factors, in which leader member exchange and social comparison were combined because leader member exchange is the cause of social comparison. The result of this 6 factor model shows the values of RMSEA = .055, IFI= .823, TLI= .816 and CFI= .822. These values are marginally acceptable but not good fit.

In Model 2 three factors social comparison, self-control and envy were combined because self-control moderates between social comparison and envy in order to weaken the relationship between these two variables. The statistical values of RMSEA= .063, IFI= .771, TLI= .763 and CFI= .770. These values do not show good fit of measurement model.

In Model 3 four factors envy and its outcomes achievement motivation, thriving at work and subjective career success were combined. Because envy causes achievement motivation, thriving at work and subjective career success, and proposed that negative emotions at workplace can generates positive and healthy outcomes. By combining four factors the values become RMSEA= .087, IFI= .556, TLI= .541 and CFI= .554. The statistical values are much different from threshold values hence, depicting no model fitness of model 3.

Furthermore, Model 4 was constructed by combining 5 factors including social comparison, envy and positive outcomes achievement motivation, thriving at work and subjective career success. Envy stems from social comparison and gives rise to positive outcomes. The statistical values are RMSEA= .091, IFI= .512, TLI= .496 and CFI= .510 which depict model is not at all good fit.

For analyzing Model 5, 6 factors including leader member exchange, social comparison, envy and positive outcomes achievement motivation, thriving at work and subjective career success were combined. Leader member exchange differentiation is the cause of subjective career success through mediating mechanism of social comparison, envy, achievement motivation and thriving at work. The result of Model 5 shows RMSEA= .096, IFI= .456, TLI= .439 and CFI= .454 hence, again model 5 is not at a good fit.

In the last 7 factors were converged in one factor to analyze one factor Model 6. All variables were combined into one main factor to check model fitness. The result

depicts values of RMSEA= .110, IFI= .292, TLI= .271 and CFI= .289 hence, showing poor model fitness in one factor model.

Therefore Table 3.9 reports the fit statistics of each model and its comparison with our hypothesized 7 factor measurement model. Examination of the difference between statistical values highlights the better fit of our 7 factor model. Overall, the results of CFA gave us confidence in the discriminant validity of our constructs and allow us to proceed further hypothesis testing for analysis.

Chapter 4

Results

The study analyzes data using software like SPSS and AMOS. To check the relationship between variables various tests including Descriptive statistics, Pearson correlation analysis were performed using SPSS. Moreover, Confirmatory factor analysis (CFA) was performed by employing AMOS to confirm that each variable is a unique construct. The Structural Equation Modeling analysis was conducted for the analysis of data like mediation and moderation.

4.1 Descriptive Statistics

The descriptive statistics of all variable under study like Leader-member exchange, social comparison, envy, self-control, achievement motivation, thriving at work and subjective career success was analyzed. The descriptive statistics and correlation analysis of the variable examined in the study are shown below.

The values of mean and standard deviation of all variables are shown in table 4.1. The mean values shows represent the feedback of respondents ranging from strongly disagree to strongly agree on given question. Hence, higher values of mean demonstrate the inclination of respondents towards strongly agree while lower values depicts inclination towards disagreement on statement.

TABLE 4.1: Descriptive Statistics

	Mean	Std. Deviation
Leader-member exchange	3.56	0.78
Social comparison	3.17	0.99
Envy	3.07	0.93
Self-control	4.13	0.50
Achievement motivation	3.46	0.67
Thriving at work	2.92	0.83
Subjective career success	3.59	0.85

The mean value of Leader-member exchange was (Mean=3.56, SD=0.78), mean value of social comparison was (Mean=3.17, SD=0.99) indicating that respondents are indulge in social comparison with each other. The mean value of negative emotion envy (Mean=3.07, SD=0.93) reveals that respondents are agreeing to possess negative emotions like envy. The mean value of Achievement motivation (Mean=3.46, SD=0.67) shows consent of respondents towards achievement motivation. The mean value of Thriving at work (Mean=2.92, SD=0.83) depicts the disagreement of respondents to learning and vitality at work. The mean value of subjective career success (Mean= 3.59, SD=0.85) reveals that respondents are inclined toward agreement regarding subjective career success at work. Moreover, the mean values of self-control (Mean=4.13, S.D=0.50) depicts respondents shows consent towards self-control.

4.2 Correlation Analysis

Correlation analysis is account for showing association among all theoretical variables of study. It shows direction of relationship either positive or negative between variables. In this study, correlation analysis shows that almost all variables are correlated as per hypothesis. Most of the hypotheses are positively correlated and few are negatively correlated. The correlation table below shows correlation values among all variables.

TABLE 4.2: Correlation Analysis

	1	2	3	4	5	6	7
1.Leader member exchange	1						
2. Social comparison	-.110*	1					
3.Envy	-.182**	.285**	1				
4.Achievement motivation	.221**	.148**	.275**	1			
5.Thriving at work	.150**	.375**	.427**	.319**	1		
6.Subjective career success	.340**	.067	-.179**	.295**	.147	1	
7.Self-control	.104*	-0.085	-.160**	.075	.097*	.113*	1

*p<.05, **p<.01, p<.001***

Leader-member exchange was negatively and significantly correlated with social comparison (r= -.110, p<.05) and with envy (r= -.182, p<.01). On the other hand, Leader-member exchange was positively and significantly correlated with subjective career success (r=.340, p<.01), achievement motivation (r=.221, p<.01), thriving at work (r=.150, p<.01) and self-control(r=.140, p<.05). The correlation

between leader member exchange and subjective career success is positive and significant while with social comparison it is negative and significant, these results are relevant with proposed hypotheses of study.

Social comparison was positively and significantly correlated with envy (r=.285, p<.01), achievement motivation (r=.148, p<.01), thriving at work (r=.375, p<.01) but positively and non-significantly correlated with subjective career success(r=.067, p>.05). Moreover, social comparison was negatively and non-significantly correlated with self-control(r=-.085, p>.05). The above values depict positive and significant correlation between social comparison and envy, hence showing consistency with proposed hypothesis.

Envy was positively and significantly correlated with achievement motivation (r=.275, p<.01) and thriving at work (r=.316, p<.01) while negatively and significantly correlated with subjective career success(r= -.170, p<.01) and self-control (r= -.160, p<.01). Here envy is positively correlated with both achievement motivation and thriving at work by supporting proposed hypotheses.

Furthermore, Achievement motivation was positively and significantly correlated with thriving at work (r=.192, p<.01) and subjective career success(r=.172, p<.01) while positively but non significantly correlated with self-control (r=.075, p<0.05). Achievement motivation is positively and significantly correlated with subjective career success which supports projected hypothesis.

Thriving at work was positively and significantly correlated with subjective careers success(r=.147, p>0.05) and self-control(r=.097, p<.05). Here thriving at work is negatively and no significantly correlated with subjective career success, these results are contrary to expectation.

In the end, results of correlation depict that subjective career success was positively and significantly correlated with self-control (r=.113, p>.05).

4.3 Regression Analysis of Hypotheses H1-H2-H3

H$_1$: Leader member exchange (LMX) has positive relationship with subjective career success.

H$_2$: Leader member exchange (LMX) quality has negative relationship with social comparison.

H$_3$: Social comparison has positive the relationship with Envy.

TABLE 4.3: Standardized coefficient for structural paths (H1-H3)

Structural Path	Estimate	S.E	C.R	P-value
Leader-member exchange → Subjective career success	0.366	0.050	7.34	***
Leader-member exchange → Social comparison	-0.119	0.062	-1.95	0.052
Social comparison → Envy	0.249	0.044	5.50	***

***=p<0.001, β = standardized regression coefficient, B=unstandardized regression coefficient, S.E=standard error

In Table 4.6, regression coefficients and significant values (P-value) have been reported. The beta coefficient is the degree of change in the dependent variable for every 1-unit of change in independent variable. On the other hand, the p value shows whether the beta coefficient is statistically significant or not. The criteria of hypothesis acceptance and rejection have been determined on the basis of above mentioned statistical values like ß and p values. The further details of above table are illustrated below:

H$_1$: Leader member exchange (LMX) has positive relationship with subjective career success.

According to the results shown in Table 4.6, Leader-member exchange is positively and significantly related with subjective career success. Because here the β coefficient is positive and significant value of p is less than 0.05 (ß =.366, p<0.001). Hence, the results of data supported proposed hypothesis by predicting positive and significant relationship between leader member exchange and subjective career success. These values show that hypothesis H1 i.e Leader member exchange (LMX) has positive and significant relationship with subjective career success as accepted.

H$_2$: Leader member exchange (LMX) quality has negative relationship with social comparison.

According to above results in Table 4.6 the Leader-member exchange is negatively but significantly associated with social comparison. It is interpreted from the values (β= -.140, p<=.024) where beta coefficient is negative while p value is statistically significant.Moreover, gender and age were controlled here and values of R square was 0.055.The proposed hypothesis is supported by the data. Hence, hypothesis H2 Leader member exchange (LMX) quality has negative relationship with social comparison is accepted.

H$_3$: Social comparison has positive the relationship with Envy.

The statistical values of above table regarding hypothesis H3 depicts that social comparison is positively and significantly associated with negative emotion envy (β= .249, p<.000). Moreover, gender was controlled here and values of R square was 0.090.The beta coefficient is positive and significant which confirms that hypothesis is supported by the data. Thus hypothesis H3 Social comparison has positive the relationship with Envy is also accepted.

4.4 Mediation Analysis of Hypothesis H4

H$_4$: Social Comparison mediates the relationship between LMX and Envy.

TABLE 4.4: Mediation Analysis (H4)

Hypothesis	Direct Effect	Indirect Effect	LL 95%CL	UL 95%CL	Results
Leader-member exchange → Social comparison →	-0.288	-0.071	-0.059	-0.009	Mediation
Envy	P<0.05				

Note: Bootstrap sample size 2000, LL=lower limit, CI=confidence interval, UL=upper limit

H$_4$: Social Comparison mediates the relationship between LMX and Envy.

The table 4.7 shows values regarding mediating role of Social comparison between Leader-member exchange and envy. The results depict that the indirect effect via social comparison on the relation between LMX and envy fell between -.059 and -.009. Furthermore, there is no zero present in the 95% confidence interval. Hence, hypothesis H4 Social Comparison mediates the relationship between LMX and Envy is accepted with partial mediation.

4.5 Moderation Analysis of Hypothesis H5

H$_5$: Self-control moderates the relationship between social comparison and Envy.

TABLE 4.5: Moderation Analysis (H5)

Structural Path	Coefficient	P-value
Social comparison → Envy	-.233***	.555
Self-control → Envy	-.659**	0.049
INT(Social-comparison*Self-control)	0.118	0.211

H$_5$: Self-control moderates the relationship between social comparison and Envy.

Hypothesis H5 is regarding moderation and it proposed that Self-control moderates the relationship between social comparison and Envy. This hypothesis anticipated that high self-control will weaken the relationship between social comparison and envy. As per expectation based on literature, the interaction term is non-significant which depicts that there is no moderation in the relationship of social comparison and envy. Moreover, the coefficient value is (β=0.118, p>0.05) which supports that self-control does not moderates the relationship between social comparison and Envy.

4.6   Regression Analysis of Hypotheses H6-H7

H$_6$: Envy has positive relationship with achievement motivation.

H$_7$: Envy has positive relationship with thriving at work.

TABLE 4.6: Standardized coefficient for structural paths (H6-H7)

Structural Path	Estimate	S.E	C.R	P-value
Envy $\rightarrow$ Achievement motivation	0.196	0.034	5.80	***
Envy $\rightarrow$ Thriving at work	0.373	0.040	9.33	***

***=p<0.001, β = standardized regression coefficient, B=unstandardized regression coefficient, S.E=standard error

H$_6$: Envy has positive relationship with achievement motivation.

Rendering to above statistical results envy has significant and positive relationship with achievement motivation (β=.275, p<.000). The control variable of age shows R squre value of .083. The beta coefficient here is positive and p value is significant which supported proposed hypothesis. Thus, hypothesis H6 Envy has positive relationship with achievement motivation is supported.

H$_7$: Envy has positive relationship with thriving at work.

The above statistical table represents that envy has positive and significant relationship with thriving at work as per regression coefficient and significant value (β=.379, p<.000). The control variable of gender shows R squre value of .184.Thus the result of proposed hypothesis is also supported by the data. Hence, hypothesis H7 Envy has positive relationship with thriving at work is also supported.

4.7 Mediation Analysis of Hypotheses H8-H9

H$_8$: Envy act as mediator between social comparison and achievement motivation.

H$_9$: Envy act as mediator between social comparison and thriving at work.

TABLE 4.7: Mediation Analysis (H8-H9)

Hypothesis	Direct Effect	Indirect Effect	LL 95%CI	UL 95%CI	Results
Social comparison →	0.076	0.072	0.040	0.119	Mediation
Envy → Achievement motivation		P<0.05			
Social comparison →					
Envy → Thriving at work	0.275	0.099	0.068	0.142	Mediation
		P<0.05			

Note: Bootstrap sample size 2000, LL=lower limit, CI=confidence interval, UL=upper limit

H$_8$: Envy act as mediator between social comparison and achievement motivation.

The above values depict mediating role envy between social comparison and achievement motivation through different values. Results show that the indirect effect via envy on the relation between social comparison and achievement motivation fell between .040 and .119 at confidence interval which is significantly different from

zero. Hence, hypothesis H_8 Envy act as mediator between social comparison and achievement motivation is accepted with full mediation.

H_9: Envy act as mediator between social comparison and thriving at work.

Hypothesis H_9 proposed that envy act as mediator between social comparison and thriving at work. The above statistical values show results regarding mediating effect of envy. According to above the indirect effect via envy on the relation between social comparison and thriving at work fell between .068 and .142 at confidence interval which is significantly different from zero. Thus, hypothesis H_9 envy act as mediator between social comparison and thriving at work is accepted with partial mediation.

4.8 Regression Analysis of Hypotheses H10-H11

H_{10}: Achievement motivation has positive relationship with subjective career success.

H_{11}: Thriving at work has positive relationship with subjective career success.

TABLE 4.8: Standardized coefficient for structural paths (H10-H11

Structural Path	Estimate	S.E	C.R	P-value
Achievement motivation → Subjective career success	0.372	0.059	6.26	***
Thriving at work → Subjective career success	0.149	0.050	3.01	0.003

***=p<0.001, β = standardized regression coefficient, B=unstandardized regression coefficient, S.E=standard error

H_{10}: Achievement motivation has positive relationship with subjective career success.

The above table depicts that Achievement motivation has positive relationship with subjective career success as depicted by regression coefficient (β=.372, p<0.05). The beta coefficient is positive and significant which confirms that hypothesis is supported by the data. Hence, hypothesis H10 Achievement motivation has positive relationship with subjective career success is accepted.

H$_{11}$: Thriving at work has positive relationship with subjective career success.

The results of above table reveal that Thriving at work has positive and significant relationship with subjective career success (β=0.149, p<0.05). The beta coefficient is positive and p value is significant which depicts that the result of hypothesis is not supported by the data. Hence, hypothesis H11 Thriving at work has positive relationship with subjective career success is accepted.

4.9 Mediation Analysis of Hypotheses H12-H13

H$_{12}$: Achievement motivation act as mediator between Envy and subjective career success.

H$_{13}$: Thriving at work act as mediator between Envy and subjective career success.

TABLE 4.9: Mediation Analysis (H12-H13)

Hypothesis	Direct Effect	Indirect Effect	LL 95%CI	UL 95%CI	Results
Envy → Achievement motivation →	-0.254	0.092	0.044	0.137	Mediation
Subjective career success		P<0.05			
Envy → Thriving at work →	-0.267	-0.105	0.077	0.197	Mediation
Subjective career success		P>0.05			

Note: Bootstrap sample size 2000, LL=lower limit, CI=confidence interval, UL=upper limit

H$_{12}$: Achievement motivation act as mediator between Envy and subjective career success.

The hypothesis H$_{12}$ proposed that achievement motivation act as mediator between envy and subjective career success. According to above statistical values the indirect effect via achievement motivation on the relation between envy and subjective career success fell between .044 and .137. Furthermore, there is no zero present in the 95% confidence interval. Thus, hypothesis H$_{12}$ Achievement motivation act as mediator between Envy and subjective career success is supported as per expectation.

H$_{13}$: Thriving at work act as mediator between Envy and subjective career success.

The hypothesis H$_{13}$ proposed the mediating role of thriving at work between envy and subjective career success. Results reveal that the indirect effect via thriving at work on the relation between envy and subjective career success fell between .077 and .197, there is no zero present in the 95% confidence interval. Therefore, hypothesis H$_{13}$ Thriving at work act as mediator between Envy and subjective career success is supported.

4.10 Serial Mediation Analysis of Hypotheses H14-H15

H$_{14}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with achievement motivation which has positive relationship with subjective career success.

H$_{15}$: Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with thriving at work which has positive relationship with subjective career success.

TABLE 4.10: Serial Mediation Analysis (H14-H15)

Hypothesis	Indirect Effect	LL 95%CI	UL 95%CI	Results
Leader member exchange → Social comparison → Envy →	-0.0028	-0.0057	-0.0006	Mediation
Achievement motivation → Subjective career success		P<0.05		
Leader member exchange → Social comparison → Envy →	-0.0020	-0.0047	-0.0003	Mediation
Thriving at work → Subjective career success		P<0.05		

Note: Bootstrap sample size 2000, LL=lower limit, CI=confidence interval, UL=upper limit

H$_{14}$:Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with achievement motivation which has positive relationship with subjective career success

In Table 4.10 the results of serial mediation through PROCESS (model 6) shows indirect effect of leader member exchange on subjective career success with mediating mechanism of social comparison, envy and achievement motivation. According to the indirect effect of leader member exchange on subjective career success via social comparison, envy and achievement motivation fell between -0.0057 and -0.0006 at confidence interval which is significantly different from zero. Thus, hypothesis H14 regarding serial mediation of social comparison, envy and achievement motivation is supported.

H$_{15}$:Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with thriving at work which has positive relationship with subjective career success

In Table 4.10 the results of serial mediation through PROCESS (model 6) shows indirect effect of leader member exchange on subjective career success with mediating mechanism of social comparison, envy and thriving at work. According to the indirect effect of leader member exchange on subjective career success via social comparison, envy and thriving at work fell between -0.0047 and -0.0003 at confidence interval which is significantly different from zero. Thus, hypothesis H15 regarding serial mediation of social comparison, envy and thriving at work is supported.

4.11   Full Model Analysis

The model of the current study is mapped on Affective vent theory (Weiss & Cropanzano,1996) which shows serial mediation along with a moderator. Based on explanatory mechanisms of farmworker full model has been analyzed as well. The full model framework with estimation is as below:
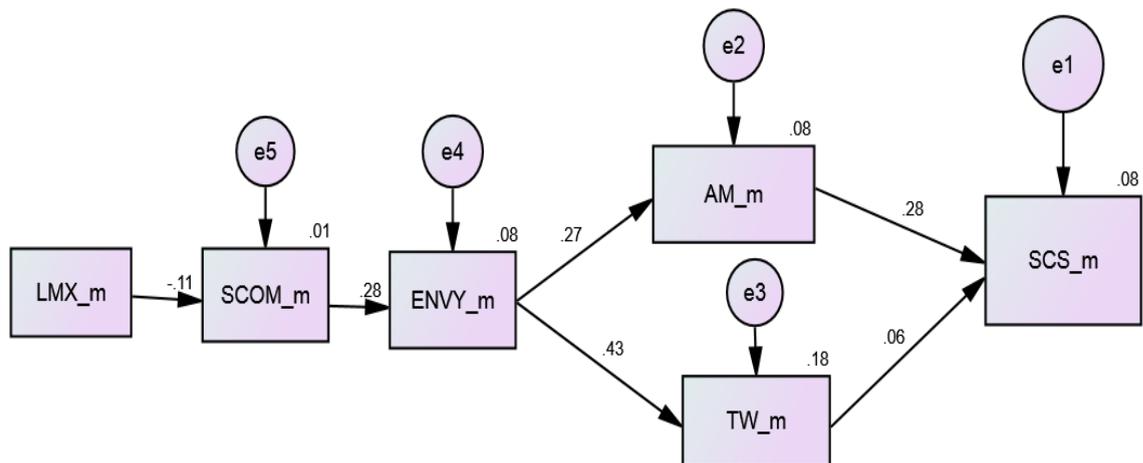
FIGURE 4.1: Full Model Analysis

4.11.1 Results of Full Model Analysis

TABLE 4.11: Standardized coefficient for Full Model

Structural Path	Estimate	S.E	C.R	P-value
Leader member exchange → Social comparison	-.140	.062	-2.253	.024
Social comparison → Envy	.268	.044	6.036	***
Envy → Achievement motivation	.196	.034	5.800	***
Envy → Thriving at work	.379	.040	9.589	***
Achievement motivation → Subjective career success	.348	.060	5.831	***
Thriving at work → Subjective career success	.060	.048	1.240	.215

***=p<0.001, β = standardized regression coefficient, B=unstandardized regression coefficient, S.E=standard error

The results of the full model analysis shows negative and significant relationship between leader member exchange and social comparison as per regression coefficient (β=-.140, p<0.05). The relationship between social comparison and envy is positive and significant as depicted by regression coefficient (β=.268, p<0.05). The relationship of envy and achievement motivation is positive and significant as per regression coefficient (β=.196, p<0.05). Moreover, envy and thriving at work shows positive and significant relationship by regression coefficient (β=.379, p<0.05). The relationship of achievement motivation and subjective career success is significant and positive (β=.348, p<0.05) but the relationship between thriving at work and subjective career success is non significant and positive (β=.060, p>0.05).

4.11.2 Multi-group Moderation for All Path

TABLE 4.12: Multi-group Moderation for All Path.

			Low SC		High SC		z-score
			Estimate	P	Estimate	P	
SCOM_m	←	LMX_m	-0.129	0.160	-0.142	0.090	-0.109
ENVY_m	←	SCOM_m	0.276	0.000	0.245	0.000	-0.350
AM_m	←	ENVY_m	0.189	0.000	0.218	0.000	0.429
TW_m	←	ENVY_m	0.333	0.000	0.444	0.000	1.386
SCS_m	←	AM_m	0.445	0.000	0.261	0.000	-1.526
SCS_m	←	TW_m	0.080	0.257	0.031	0.630	-0.509

The Table 4.12 shows moderation of self-control on full model. Self control does not moderates in simple moderation analysis. Same is the case with full model moderation analysis. The values of z-score are insignificant between all paths of model which supports that self-control does not moderates the full model as well.

In sum, the all above results revealed that direct relationships of the proposed framework are supported. Moreover, the moderation is not supported in this study as self-control does not moderate the relationship between social comparison and envy. Meanwhile the proposed serial mediations between the leader member exchange and subjective career success were supported. The full model analysis was conducted and results are as per expectation with no moderation.The summary of results of all hypotheses is presented below.

4.12 Summary of Accepted/Rejected Hypotheses

Hypotheses	Statement	Result
H1	Leader member exchange (LMX) has positive relationship with subjective career success.	**Accepted**

Hypotheses	Statement	Result
H2	Leader member exchange (LMX) quality has negative relationship with social comparison.	**Accepted**
H3	Social comparison has positive the relationship with Envy.	**Accepted**
H4	Social Comparison mediates the relationship between LMX and Envy.	**Accepted**
H5	Self-control moderates the relationship between social comparison and Envy.	**Rejected**
H6	Envy has positive relationship with achievement motivation.	**Accepted**
H7	Envy has positive relationship with thriving at work.	**Accepted**
H8	Envy act as mediator between social comparison and achievement motivation.	**Accepted**
H9	Envy act as mediator between social comparison and thriving at work.	**Accepted**
H10	Achievement motivation has positive relationship with subjective career success.	**Accepted**
H11	Thriving at work has positive relationship with subjective career success.	**Accepted**
H12	Achievement motivation act as mediator between Envy and subjective career success.	**Accepted**
H13	Thriving at work act as mediator between Envy and subjective career success.	**Accepted**
H14	Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with achievement motivation which has positive relationship with subjective career success.	**Accepted**

Hypotheses	Statement	Result
H15	Leader member exchange has negative relationship with social comparison, which has positive relationship with envy and envy has positive relationship with thriving at work which has positive relationship with subjective career success.	**Accepted**

Total Hypothesis:	15
Accepted:	14
Rejected:	1

Chapter 5

Discussion, Conclusion, Implication, Limitation and Future Direction

The main objective of this study is to comprehensively analyze the association among Leader member exchange and the Subjective career success with various mediating mechanism including social comparison, envy, achievement motivation and thriving at work along with self-control as moderator. Integrating Affective events Theory with literature on these variables, a model was framed and tested it through statistical analysis tools. The main contribution of the study is its answer to the questions of how and when negative emotions can be functional and constructive. For hypotheses formation and literature review questions have been formulated comprehensively. Overall there are mixed results, out of 13 hypotheses 3 are rejected while other 10 are accepted. In the following section, each result is discussed with proper justification.

5.1 Discussion of Results

5.1.1 Discussion of Research Question 1

To check the whether leader member exchange has positive relationship with subjective career success and negative with social comparison, hypothesis H1 and H2 were tested. According to statistical results hypothesis H1 and H2 are accepted. The results for hypothesis H1 show that the Leader member exchange is positively associated with the Subjective career success. According to the Leader member exchange theory of (Graen & Uhl-Bein ,1995) the leaders make different type of relationships with their subordianes and deals them accordingly on the basis of in-group and out-group status. We have diverse findings in literature regarding leader member exchange and quality of relationships. Some studies suggest that relationship quality of leader and member does not have any impact on subordinates while majority of findings report otherwise. For example studies suggest that unjust treatment with his/her subordinate can be cause of injustice and inequity in the workplaces (Maslyn & Uhl-Bein, 2001). This inequity and injustice lead towards differentiation in reward system, performance appraisal, promotions speed(Wakabayashi & Graen, 1984) salaries increment (Scandura & Schriesheim, 1994) and other benefits of employees. Although these all factors are major contributors towards objective career success of any employee but leader's behavior and inequity also reduces the level of intrinsic satisfaction of employees which has harmful impacts subjective career success. The results of the study are also matched with the work of Kraimer et al (2011) who also supported this fact and state that leader member exchange is positively associated with the development of career development along with job satisfaction (Joo & Ready, 2012).

Another reason for the acceptance of hypothesis is the context of the study which is quite unique and this uniqueness is due to different ways of interaction, values and norms which ultimately develop into a culture. Therefore, the hypothesis that leader member exchange has positive relationship with subjective career success also hold few cultural boundaries. In Pakistan, high power distance culture is prevalent, where individuals accept power of their superiors. Leaders in developing

countries are more autocratic and there is always a huge communication gap among leader and his subordinates. In such cultures, the members with high quality relationship enjoy more benefits including better appraisal and career success. The discretion of leader is rarely challenged, hence if they allow advancement to in group members, it is easily accepted by out group members due to high power distance.

The result from statistical values also shows that leader member exchange has negative linked with social comparison. Moreover, various organizational limits The range of organizational constraints often mitigate the effective role of leaders in the workplaces and makes leaders to develop distinct relationships with subordinates (Liden et al.,2006) that causes detrimental working consequences. These outcomes can be in the form of workplace conflicts (Hooper & Martin,2008), low level of organizational citizenship behavior and high level of social comparison (Hu & Liden,2013). Although social comparison is inevitable in social life, it is the most prevalent phenomena in our homes as well. Even siblings compares each other and try to make themselves more better, we can also say that it is the era of survival of the fittest. Hence, by making comparisons individuals get to know where they stand and where they should be in order to compete with the fast paced world.

This study suggests existence of social comparison among followers of a particular leader. Here leader is a salient referent for comparison. In organizations of developing countries like Pakistan the collectivist culture is more rampant, there is always preference of team work and team goals, and desire for good relations with their leader is more common. A recent study in Pakistani context by Ullah et al (2018) also supports importance of teamwork in achieving team goals. They acknowledged that team work plays integral role for smooth functioning of the organizations and helps in attaining team goals by improving quality of services and products offered. Employees when encounter with differential relationships of their leader then they feel underappreciated and indulge in social comparison.

A likely explanation for this effect is that when working in organizations, where all members are treated equally, valued, regarded, respected and backed up by

leader and member will be less involved in social comparison. For employees who are strongly recognized and praised, social comparison is not meaningful and the objective benefits become secondary choice. These findings fits well the Social comparison theory of Festinger (1954) that states, people do self evaluation through comparison with others across a varieties of domain. These comparison leads to reduction of uncertainty in the domains of success and achievement, if the leader is supported and unbiased and consider subordinates equally. Hence, on the basis of these findings the Hypothesis H2 is also supported both theoretically and empirically.

5.1.2 Discussion of Research Question 2

On the basis of second research question the hypothesis H3 was formulated regarding mediating effect of social comparison between leader member exchange and envy. The workplace envy stems out of social comparison (Lange,2016) and it is the natural phenomena which prevails in every aspect of human life. If social comparison is upward then it will leads to various negative feelings and emotions like anger, revenge, depression and envy as individual attempts to raise their positions to the level of target (Ven et al,2009). Social comparison provides fertile ground for the cultivation of envy in various domain at the workplace including reward system, achievements, promotions and interpersonal relationship of employee with his/her leader.

Employees may socially compare themselves with their coworkers on the basis of accumulated resources, such as promotions, salary and opportunities which often become the subject of envy by others (Hill &Buss, 2008; Wobker, 2015). Findings of this study are consistent with work of Appel et al (2015) they reported that social comparison give rise to envy and is root cause of it. Hence, the hypothesis H3 is also supported by as per above discussion.

The statistical results also show that social comparison mediates the relationship between Leader member exchange and envy. LMX theory assumes that leaders treat their subordinates in differentiated way that can be classifies in high quality

(in group) and low quality (outgroup) (Liden et al.,2006). Leader can make close relationship with few employees and ignore the rest on the basis of resources and time availability. High quality LMX employee receives tangible and intangible benefits in the form of rewards , recognition, promotions while low quality LMX employee remain deprive of all these benefits. This differential treatment of leader give rise to conflict among in group and out group subordinates (Li & Liao,2014) and may induce envy among them. Kim et al (2009) argues that low quality LMX notices and compares the superior benefits of high quality LMX employees and as a result experience envy.Therefore, the hypothesis is consistent with above literature and regard as accepted/supported.

Hence, it is established that LMX could be an indicator which negatively affects the emotions of employees at work. Particularly, workforce is sensitive to discriminating treatments of supervisor, which lead toward non-productive supervisor and employee relationships due to differential treatment of supervisor and evoke conflict between in group and out group employees (Yukl, 2009). These results also support the research of Tse, Lam, Lawrence, and Huang (2013), which exposes that when coworkers develop different levels of LMX with their supervisor, an imbalance may arise in the interpersonal relations and leads towards intimidating emotions among coworkers.

5.1.3   Discussion of Research Question 3

The third research question was about Self Control as Moderater between the social comparison and envy. This research question was addressed through hypothesis 5, which is rejected on the basis of statistical results. Contrary to expectation we could not find support for the moderation of self-control. Self-control is the exertion of control over the self and is a way in which we control own responses rather than allowing these responses to proceed in normal desired way. According to strength model of self-control by Baumeister et al (2007) the exertion of control over self depends on limited resources. Self-control works like muscle just as muscle gets tired from exertion, acts of self-control also causes short term impairment in the form of ego depletion even in subsequent unrelated tasks.

According to Muraven & Baumeister (2000) self-control consumes energy because it is a psychosomatic effort which involves both mental and muscular effort. Exerting self-control consumes self-control strength and minimizes the level of energy of required for task completion. Self-control is required for coping with stress and negative affect but these self-control effort are more likely to fail because it degrade over time. This decrement in self-control is due to continuously happening events and behaviors that consumes energy and cognitive resource. Social comparison is a natural phenomenon and prevails in every aspect of human life either work or home. Therefore, employees avoid spending energy in self-control effort and try to focus on task achievement in order to meet targeted level of envied. These observations are linked with Action Regulation Theory by Hecker (1980) which posits that stressors affect goal directed behavior due to volitionally demands to control cognitive and emotional processes.

The findings of Baumeister and Alquist (2009) also acknowledged that utilization of cognitive resources leads to impairment or depletion of these resources just like physical muscles. This utilization of self-control tendency can diminished capacity of further self-control for performing other psychological acts including decision making, logical reasoning and taking initiatives. These arguments are further strongly supported by renowned theory of stress i.e Conservation of resource (COR) by Hobfall (1989) which also accredited the loss of personal resources and their worst outcomes as individual always desires to obtain, retain and protect their resources. Moreover, Miller et al (2015) revealed this fact by medical research and forecasted that although individuals with high self-control has better psychosocial health, less depression and aggression but it can be cause of more rapid immune cell aging where external gauges of accomplishment can disguise evolving glitches with health. These findings suggest that self-control act as double edged sword in which it facilitates success and in the meanwhile undermines the cardio metabolic health and immune system.

Another reason is a culture of restrain, which states delaying of gratification (Hofstede,1980), due to which people try to control over their impulses and desires. People exert self-control when they follow rules or inhibit immediate desires to

delay gratification (Hayes, 1989; Hayes, Gifford, & Ruckstuhl, 1996).Due to which employee's control over themselves regarding everyday events at workplace including time pressure, to deal with supervisor's mood swings and to work hard for work achievement. This consumes their cognitive resources (Hobfall,1989) and employees feel burdened and stressed. In this situation if they suppress their negative emotion, it may lead to undesirable outcomes triggering negative emotions.

Since self-control is a personality trait acquired during the first few years of life, through the socializing practices of the family. Romero et al (2003) suggested than if someone has low self-control then he/she may be antisocial r of volatile temper and at the same time can exhibit traits like extraverted and openness to experience.

5.1.4   Discussion of Research Question 4

To examine the relationship of envy with achievement motivation and thriving at work, hypotheses H6 and H7 were formulated. According to statistical analyses hypothesis H6 and H7 are supported. The results depict that envy is positively associated with achievement motivation and thriving at work. Although envy is characterized as negative emotion with detrimental consequences, this study suggests that this negative emotion can have positive outcomes. This is in line with earlier studies which reported that in competitive situations, envy is a social functional phenomenon (Lange & Crusius, 2015) According Zeelenberg and Pieters (2007) employees who experience envy regularly are more likely to become motivated.

Envy in certain situations motivates individuals to focus on positivity (Johnson & Stapel, 2007). Some people when feel envy try to indulge in leg pulling, negative thoughts regarding envied one , back biting and discouragement but if they focus on themselves and become committed towards achievement of goals this negative emotion can work as a tool towards self enhancement. Moreover, recalling one's own positive aspects likely to alleviate the feelings of envy and save the oneself from the cost of losing the extra motivation to perform better.

In addition social compassion also begets positive outcomes of envy (Lange, 2016). People who want to move ahead generally do upward comparison and try hard to reach the level of that compared ones (Markman et al.,1993). On the other hand, people who do downward comparison are less likely to achieve higher targets and do not perform better. Moreover, consistent with the discussion many other studies (e.g see Epstude & Roese, 2008; Markman & McMullen, 2003; Markman, McMullen & Elizaga, 2008) negative emotion causes increase in motivation after comparison. They reveal that there is always a pain that activates the drive to perform better admitting the phrase no pain no gain.

In developing countries like Pakistan there is collectivist culture and only one member of family is responsible for feeding the whole family. Therefore, employee tends to ignore the negative emotions and thoughts and tries to focus on their organizational goals. According to study conducted by Pakistani scholars Quratulain et al (2018) the economy of Pakistan is undergoing through a transition phase due to political disputes which causes high inflation and increasing unemployment. If employees keep on reacting on negative emotions then they will definitely lose their job which they do not want due to unemployment. Hence, by keeping in mind these bitter realities employees tend to overcome their negative emotions by activating achievement motivation and by thriving at work in order to move with fast paced competitive environment of organizations and to excel in their career.

5.1.5   Discussion of Research Question 5

To check the whether envy acts as a mediator between social comparison and achievement motivation and thriving at work, hypotheses H_8 and H_9 were formulated. According to statistical results mediation hypothesis H8 and H9 are supported. The mediating role of envy between social comparison and achievement motivation shows that employees wanted to buffer their negative emotions in order to remain courageous and strong at work, while pursuing unique way to respond to negative events and emotions. These findings are supported by Weiner (2014) who highlighted that achievement motivation is result of emotions which are triggered when witnessing others succeed and fail. Envy is negative emotion

and accompanying mixed feelings (Lyman,1978) hence, employees tend to deploy positive side of the continuum in order to achieve targeted goals.

Furthermore, the role of envy as mediator between social comparison and thriving at work is also supported, as employees tend to learn those tricks and ways that can lead to success. Rather than wasting time, energy and cognitive resources in negative thinking like revenge, leg pulling, back biting and hatred. Employees prefer to work hard by utilizing their full energy in learning new skills to reach the target of envied. Hence, social comparison is the root cause of envy and envy is buffered with positive feelings and constructive outcomes.

The reason behind these results is contextual factors like social context, comparison context and organizational context which give rise to envy. The comparison context focuses on reference group which includes comparison of ones performance with other employees, while social context is about social network of referent groups which includes relationship with the supervisor. Moreover, organizational context takes in to account the organizational justice as mode of comparison with referent groups it also takes the concept of equity of theory. These all contextual factors shape emotions of employees and trigger positive outcomes in the form of better performance or negative in the form of deviant work behavior.

5.1.6 Discussion of Research Question 6

This question address the hypotheses whether achievement motivation and thriving at work has positive relationship with subjective career success,in this regard hypotheses H_{10} and H_{11} were formulated. According to statistical analyses hypothesis H_{10} is supported while H_{11} is rejected. These findings are consistent with the work of Cameron (2005) that achievement based rewards always enhance intrinsic motivation and satisfaction. Employees who recognize that achievement motivation will lead to some reward either tangible or intangible and will be more motivated and work hard, which ultimately shapes attitude like subjective career success. Achievement motivation refers to tendency and motivation to deal with exterior obstacle by exerting internal power to do something valuable (Michou et

al., 2014). This motivation two substructures, hope for success and fear of failure both have different standards. The high hope for success and low fear of failure generates stringer achievement motivation (Benjamin et al., 2014).

The findings are also consistent with studies of Elliot et al (2006) who reported that achievement motivation affect people's subjective well-being and correlated with happiness which ultimately lead to subjective career success. On the other hand, the hierarchal theory of need by Maslow also states that human beings employs need of self-fulfillment to evoke internal motivation in order to achieve goals including achievement motivation. As a result it provokes individuals to meet the need of self-actualization (Taormina & Gao,2013). Moreover positive feelings are produced after the accomplishment of goals that are positively associated with subjective career success (Carvar, 2006).

On the other hand, contrary to expectation thriving at work has negative connection with subjective career success. The reason behind these findings is appropriately supported by Process model of thriving (Spreitzer et al.,2004) that includes different pathways for thriving to occur. These pathways are organizational norms, individual mindset, working behavior and renewable social resources that contribute to thriving at work. Here thriving is outcome of envy and envy is social functional process which of course affects social relations of employees due to its negative nature. Hence, this pathway of socially renewable resources is not fully incorporated, employee may thrive at work for goals achievement but at the same time he loss social relations with coworkers. According to (Nabi,2001) peers support is strong predictor of subjective career success and quality of relationships also contributed to subjective career success(Langford, 2000). Because, envy generates competition among coworkers and competitors always have rivalry which may not overtly but definitely exists covertly.

5.1.7   Discussion of Research Question 7

To check the whether achievement motivation and thriving at work mediates between envy and subjective career success, hypotheses H_{12} and H_{13} were formulated.

According to statistical results mediation hypothesis H12 is accepted. The mediating role of achievement motivation between envy and subjective career success shows that employees admire to remain positive in order to excel in their career. The findings are supported on the basis of work by Peng et al (2018) that subjective career success can be significantly predicted through achievement motivation. According to Singh (2011) achievement motivation is crucial for success, as it is subjective and internal psychological drive which helps other to pursue goals which are valuable for them. Moreover, employees experience rich diversity of emotion in work setting and these emotions are source of achievement motivation and learning for professional career success (Scherer et al.,1986). Hence, it can be stated that emotions influence cognitive processes which triggers achievement motivation and ultimately leads to subjective career success. Emotions seemed to be closely inter wined with self regulated motivation and learning which predicts achievement motivation and foster psychological well being in the form of subjective career success.

Furthermore, hypothesis H_{13} entails the intervening part of thriving at work between envy and subjective career success, it depicts that employees tries to utilize their energy to foster positive work outcomes for themselves by defending the effects of negative emotions. Baruch et al (2014) explains the complex phenomena of career success by focusing on antecedents of thriving at work. Emotions are psychological feeling and psychological safety is important part of work environment (Kark & Carmeli, 2009). This psychological safety influences the human ability to feel secure and makes them capable of learning (Edmondson, 2004). Contrary with the expectation this hypothesis is rejected as individual's perception regarding importance of psychological safety generates sensations of vitality and learning which in turn result in subjective career success(Dutton,2003).But if employee faces negative emotion at workplace then he /she will be less able to concentrate on learning and may lose the vitality of his tasks and performance.

Over again the reason is cultural differences that make individuals to response in certain way upon negative emotions like envy. For instance, in both pleasant and negative situation there is more dialectical emotionality and mixed emotions

in eastern cultures than western (Miyamoto & Uchida,2010). Moreover, negative emotions more commonly leads to stress and psychological suffering in collectivist culture as compared to individualistic cultures (Kormi-Nouri et al.,2017).

The context of this study is collectivist culture (Hofstede,1980) that exists in Pakistan, in which one individual is the sole bearer of the whole family. Employees working in organizations encounter lots of negative events and emotion on daily basis but they have to continue their job in order to feed their families.Moreover, envy is also a powerful motivator to overcome negative events and constraints (Khan et al.,2017).Regardless of the fact that envy motivates them to achieve the envied target and to get career satisfaction these employees feels drained due to continuous effort of suppressing negative emotions in favor of feel good thing. These situations ultimately lead to striving state of mind, which is paradoxical to feel peaceful and energetic. Hence, it is undeniable fact that envy has negative characteristics and affects the mental state of any individuals. Individuals may keep on working physically to achieve envied targets but they feel mentally tired and become unable to flourish at work. This powerlessness of embellishment at work ultimately affects the career success and more specifically subjective career success that is linked with individual's inner satisfaction regarding his/her career.

5.1.8   Discussion of Research Question 8

The hypotheses H14 and H15 of serial mediation in order to extend the framework of Affective event theory (Weiss & Cropanzano,1996) are supported.The results shows there is negative relationship of leader member exchange and social comparison which has positive relationship with envy and envy leads to achievement motivation and thriving ta work. These relationships ultimately leads to attitudinal outcomes like subjective career success.

As, social comparison originates from leaders differential behavior as leader is main agent who connects employees with organization (Erdogan & Bauer,2010). Employees strive for equitable relationships with leaders and when they receive unfair feedback in the terms of favoritism and inequity from their leader they get

frustrated and prone to negative emotions like envy(Gerstner & Day,1997). If the employee is able to find his or her right balance it would lead to a more productive outcome in the form of achievement motivation and thriving at work.

5.2   Conclusion

The overall statistical results of the study demonstrate that proposed model that is based on Affective Events Theory is supported as most of the hypotheses are accepted. Furthermore, integration of our model with affective events theory enables us to better understand the relationships of these study variables. This study shows how envy can have functional outcomes at workplace. Moreover, it elaborates the social interaction processes which arouse envy and remained under examined in the extant literature. Furthermore, extend our knowledge on the recongnization and management of emotions at work and specify the role of leaders in transforming harmful effects of negative emotions into beneficial outcomes.

The results of study strengthen the two way association between supervisor and subordinates in the organizations of Pakistan. The outcomes reveal that high leader member exchange leads to subjective career success. According to a good number of studies high leader member exchange provides tangible benefits including increment in pay, promotions and rewards. But this study investigated the other side of career success i.e subjective career success that how high leader member exchange leads toward intangible benefits and intrinsic satisfaction. The results depict that high level of leader member exchange causes subjective career success if it is in the form of recognition, acknowledgment, praise, appreciation and verbal encouragement. This subjective career success ultimately leads to more energy and better performance, that will be beneficial for both employee and the organization.

The influence of LMX on social comparison is also examined in this study and showing negative relationship between these two variables. These findings are consistent with Li and Ye (2015) that foresees the negative association of leader member exchange and social comparison. Because, the subordinate who lack strong

bond with their supervisor try to find reason behind this tragedy by comparing themselves with those who have strong relationship with their leader. According to Equity theory employee compares his input with input of others and his output with output of other, which make them feel good or bad. If they become satisfied then they will perform better and I not then can be indulging in negative feelings and thoughts. Hence, if employee has high leader member exchange then there will be less social comparison and vice versa.

This social comparison leads to outcomes in the form of negative feelings and emotions. This study explored the relationship of social comparison with envy in the workplace and find positive association between them. According to Lange (2016) envy stems from social comparison and it is the ultimate source which gives rise to negative emotion at workplace. Thus, employees compare themselves with other coworkers who are having good relationship with leaders and indulge in envy and try to achieve to achieve target level possessed by envied.

In order to achieve the target which generates envy in employees who are having poor relationship with leaders, these employees will work hard. This study proposed that envy has positive outcomes in the form of achievement motivation and thriving at work, which are supported by our findings. Traditionally, it have been understood that envy always leads to detrimental outcomes and envier try to bring down the envied one. But this study presented a different concept by exploring positive outcomes of negative emotion like envy. The findings sufficiently supported the recommendation of Shu and Lazatkhan (2016) that envy generates positive consequences and envy is activated by social comparison. Thus, subordinates are able to regulate their emotions in order to achieve desired outcome and to reach the level of envied one. Spreitzer et al (2005) proposed that stable work characteristics, such as discretion and climate,more dynamic resources such as positive meaning, sense of knowledge, relational resources promote thriving at work.

These positive states ultimately cause internal satisfaction and feelings of enlightenment. This study hypothesized the subjective career success as ultimate outcome of achievement motivation and thriving at work. Moreover, achievement

motivation and thriving are internal states that encourage and motivate employees internally to reach the desired position. Hence, as a result these states give rise to subjective career success that is different from objective success and enables employees to have feelings of highs self-esteem and self-actualization. According to Maslow's hierarchy (1943) these two needs are at higher level and not concerned with basic objective benefits. Therefore, subjective career success induces feeling that are far beyond basic benefits and that can boost energy at work in the form of better performance. As per above discussion, association among achievement motivation and subjective career success is find supported but contrary to expectation the connection amongst thriving at work and subjective career success is not supported.

Halbesleben et al (2009) reported that too much energy at work creates work family conflict which ultimately have effect on employee subjective well-being(Bakkar &Oerlemans,2011). Because most of the resources become associated with work and utilized at work and family get neglected. According to role theory every individual has to keep balance between multiple roles. The amount of energy and time which individual is having is fixed and constant (Marks, 1977) and an increase in one role causes decrease in other role. This scarcity of resources causes anxiety and has negative repercussions for the employee well-being (Googins, 1991). Likely, thriving is a state of positive energy at work and is associated with learning and vitality (Spreitzer & Sutcliffe,2007; Spreitzer, Sutcliffe ,Dutton, Sonenshein, & Grant, 2005). If employee becomes more involved in learning at work then he will be more absorbed and devoteextra time in work which also consumes vitality and as a result there will be no time for other roles which will ultimately affect well-being. This role conflict give rise to psychological conflict (Grant-Valonde and Donaldson,2001) and affects subjective career success as employees become stressed and anxious due to high role conflict and low energy.

Furthermore, the self-control moderates the relationship between social comparison and envy , but contrary to expectation it does not moderates the held relationship. The findings shows that self-control is a part of cognitive resources and costs of self-control stem from limited nature of these resources. If human

beings are endowed with abundant resource then it can be speculated that human life is better and happier, because every one's capacity for self-control is much greater. But, the glass of self-control is both half full and half empty and every individual's perception regarding various emotions and event provokes them to react accordingly. Due to competitive environment of the organizations employee avoid deploying self-control resources and trying to compete with challenging situation rather than suppressing them. Thus, utilization of cognitive resources and enforcement of self-control to avoid social comparison and to suppress negative emotions are not preferred by employees.

5.3 Theoretical and Practical Implications

5.3.1 Theoretical Implications

Although research on Leader member exchange has focused on benefits of high LMX and its outcomes including job performance, promotions, reward and objective career advancement but this study discussed impact of LMX on subjective career success. As we all know that leader's in group subordinates always get tangible benefits for being in leader's favorite list but according to Maslow (1943) after fulfilling of basic needs every individual wants recognition and respect in order to have intrinsic satisfaction. Hence, this study work on impact of LMX on intangible intrinsic benefits like subjective career success by adding a new concept of focusing on intrinsic job satisfaction as a result of leader's behavior.

On the other hand, this study also suggest that the cost of low LMX may be greater than expected because abandoned groups are likely to indulge in negative behaviors and events including social comparison, that undermines both the leader and the organization (Jones,2009). Therefore one of the theoretical contributions in extant literature is giving new avenue toward the study of Leader member exchange i.e to deviate focus on low LMX from high LMX and its undermining effects like social comparison.

In the same time the study focuses on negative emotions as a result of social comparison, many scholars worked on it already (Foster, 1972; Parrott, 1991; Salovey & Rodin, 1984; Silver & Sabini, 1978; Smith, 1991; Smith et al., 1999). But the main contribution of the study in the literature is to reveal the functional properties of envy. The positive effect of negative emotion envy is rarely studied concept in social science literature and specifically in our context. Therefore, this study uncovers the positive outcomes of envy in the form of achievement motivation and thriving at work that ultimately leads to subjective careers success. As envy is negative emotion and internal feelings so these feelings can be buffer by positive internal feeling of achievement motivation and thriving at work in order to achieve desired outcome. This exploration of positive outcomes of negative emotion envy is the new theoretical addition in the extant literature.

Last but not the least, major theoretical implication of the study is the utilization of Affective Events Theory (AET) by Weiss and Cropanzano (1996). The theory incorporates different variables and proposed that employee reacts differently to various negative emotions at workplace that results from some specific and meaningful unfavorable events.
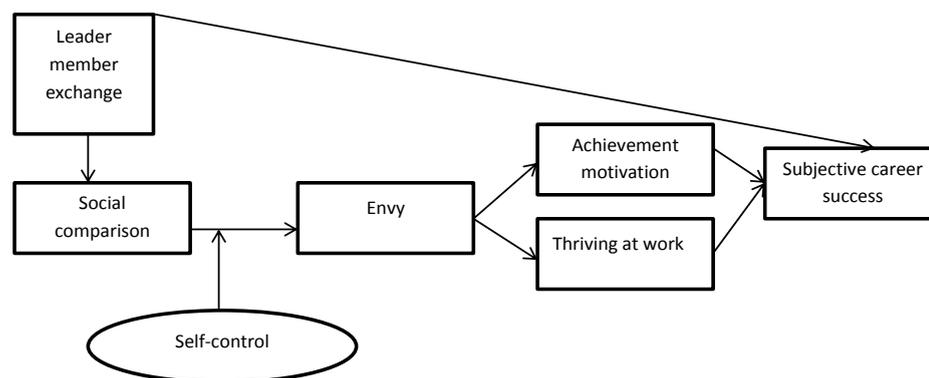
FIGURE 5.1

This study employs Affective Events Theory (AET) in the context of developing countries like Pakistan. Although many researcher have been continuously exploring the importance of emotions, events, behaviors and satisfaction at workplace. But this study extend the theoretical research in the collectivist culture (Hofstede,1980) like Pakistan by incorporating all study variables in the frame work of Affective Events Theory. Due to the collectivist and high power distance culture

(Hofstede,1980) in Pakistan, the prevalence of aggressive and negative emotion is highly acceptable and normal. Moreover, transactional leadership is also more prevalent in developing and high power distance countries which sometime lead to discrimination among subordinates. By conducting this study in Pakistan, a theoretical and empirical evidence is contributed in the existing literature regarding transferability and generalizability of emotions oriented research at the workplace(Khan et al , 2013).

5.3.2 Practical Implications

The discoveries of the present study helps in understanding the reasons and significances of negative emotions like envy and Leader member exchange differentiation among subordinates in developing countries like Pakistan. Moreover, this study investigated the mediating mechanism which leads to envy and ultimately positive outcomes. Hence, below mentioned Practical implications for the management particularly leaders will be helpful to create positive environment, control their biased treatment and to develop healthy competition by minimizing worst effects of negative emotions like envy and utilizing them as power to excel.

1. Leaders should practice disciplinary approaches to handle with LMX differentiation and try to eliminate barriers for the development of better leader member exchange and they should also provide assistance to cope with negative emotions and engaging in self-control demands.

2. Leaders routinely operate in the workplaces for career development of subordinates, thus they perform key role in determining the career progression of their subordinates.

3. Additionally, formal and informal employee development engrossments are needed to provide by the organizations. Specifically, for the low quality subordinates to manage their deficiency of support and growth opportunities.

4. Finally, this study suggested incorporation of training and development system in organizations. Research of leader member exchange emphasized the

training that focus on the improvement of relationship between leader and followers (Graen et al., 1982). This training helps to detect biases in judgment and direct leadership behavior to enhance follower performance.

5. Management should follow effective approach of interventions like training programs and counseling to strengthen self-control capacity (Schmidt et al.,2012).

6. Management should try to socialize employees i.e envier and envied that will enhance self-actualization and emulate work behaviors.

7. Moreover, Envy is natural phenomena and it is the responsibility of leaders to cultivate a functional environment where envy can be perceived as healthy competition and its potent benefits can be realized.

8. Another duty of management or leaders is to make subordinates to presume that envy is normal to occur and plays a functional part in organization (Bies & Tripp, 2002; Schaubroeck & Lam, 2004). Leaders are encouraged to be prudent and strive to create environment that facilitate envy's positive consequences.

9. Moreover, low LMX can be cause of social comparison among subordinates hence leaders should create conditions for enhancing core self-evaluation and foster supportive environment.

5.4   Limitations

Although the findings and results of this study are clearer and discussed in detail above but this study still have few limitations.

1. First of all data is collected from limited sample that is obviously not representative of all population. There are many top industries in Pakistan which are further needed to examine the prevalence of negative emotions like nurses staff in the hospital (Fida et al., 2018).

2. Given the contemporary emphasis on horizontal approaches to organizing work and work events (Ilgen, 1999), it is critically important to consider the effects of LMX and LMX differentiation across multiple levels of analysis.

3. In this study self-report survey was used that can be biased because of self-reporting, which can leads employee to under report their level of negative emotions about others and specifically about leaders.According to Donaldson and Grant-Vallone (2002)self reported survey lurk the validity of research and endanger the theory development.

4. This study focused on only two positive consequences of envy, there can be many other attitudinal and behavioral outcomes which are needed to explore further.

5. This study incorporated the framework of Affective events theory to explore relationships between variables, other theoretical frameworks can be used to further explore these relationships.

6. To make results and findings more generalizable the random sampling approach can be used (Stuart et al.,2018) in future, by clearly mentioning the sectors and their sub offices/industries in proper list.

5.5   Future Research Directions

There are several issues which are needed to resolve in future for improvements in organizations and industries. Some are listed below for future work both theoretically and practically:

1. Envy is not only the negative emotion that exists in the organization but many other emotions like hatred, aggression, jealousy, fear and frustration are breed of daily events and prevail in the organizations. These negative emotions are also needed to handle carefully to avoid destructive consequences.

2. This study investigated the relational leadership in the form of leader member exchange but paternal leadership can be analyzed to minimize social comparison and its outcome. Because envy is natural phenomena and exist in our homes as well among siblings. Hence, it can be explored in the organizations that how paternal leadership can be effective in generating positive environment.

3. Future studies may investigate how workers from other sectors respond to social comparison and envy wherein such findings shed light on how other workers are influenced indifferent settings.

4. There is a need to explore why leader differentiate between subordinates and what are the factors that makes in group and out group members. As this differentiation is the stem of negative events and emotions in the workplace.

5. Moreover, leader member exchange can be incorporated as outcome rather than predictor (Martin et al, 2016). This will helpful to find how LMX differentiation emerges and what the causes of this differentiation among subordinates are and how these should be dealt.

Hence, the current study is a valuable addition not only in the extant literature but also in upcoming practices. The utilization of affective events theory framework as overarching theory with variables like leader member exchange, social comparison, envy, achievement motivation, thriving at work, subjective career success and self-control is a novel contribution of the study. This study also provides an insight to the management of organizations to deal with negative emotions wisely and generate healthy competition. Heretofore the occurrence of negative emotions in the organizations was avoided by the management or leaders remained unaware of these evils. But the current studies and literature insisted to promote negative emotion like envy to develop healthy competition among employees and to make them more self-controlled. As a result these negative emotion lead towards positive outcomes including hope for success and becoming more energetic at work which ultimately provokes intrinsic mental and physical satisfaction. The positive

outcomes discussed in this study are achievement motivation and thriving at work which eventually incites subjective career success.

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Appendix

Questionnaire

I am a student of **Phd (HRM) in Management Science at CUST**. I am conducting a research on **Leader Member Exchange (LMX) and Subjective Career Success: Envy and its Positive Outcomes as Explanatory Mechanism. A Prospective Study Using Affective Events Theory** Your valuable time in completing this questionnaire will help me to identify the required outcomes of this study. Your sincere response is required for effectively and efficiently filling of this questionnaire.

<div align="center">

Personal Attributes

</div>

Employee Id: ―――――――――――――――――――――――――――――――――――――

Gender: (Tick Relevant Box)   1. Male= ☐   2. Female= ☐

Your age: ―――――――――――――――――――――――――――――――――――――――

Work Experience: ―――――――――――――――――――――――――――――――――――

Education: ―――――――――――――――――――――――――――――――――――――――

Your Organization: ―――――――――――――――――――――――――――――――――

<div align="center">

Time lag 1

Leader member Exchange (LMX)

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Instructions: This questionnaire contains items that ask you to describe your relationship with either your leader or one of your subordinates. For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader and do you usually know how satisfied your leader (follower) is with what you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	**2**	**3**	**4**	**5**

2. How well does your leader understand your job problems and needs?

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

3. How well does your leader recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	**2**	**3**	**4**	**5**

4. Regardless of how much formal authority your leader has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?

None	Small	Moderate	High	Very High
1	**2**	**3**	**4**	**5**

5. Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would "bail you out" at his or her expense?

None	Small	Moderate	High	Very High
1	**2**	**3**	**4**	**5**

6. I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

7. How would you characterize your working relationship with your leader?

Extremely Effective	Worse than Average	Average	Better than Average	Extremely Effective
1	2	3	4	5

Time lag 2

Social Comparison (SCOM)

Instructions: Here are a number of characteristics/behaviors that may or may not apply to you. Please write a number next to each statement to indicate the extent to which **you agree or disagree with that statement**.

1. I always pay a lot attention to how I do things compared with how other do things?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

2. I often compare how i am doing socially with other people?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

3. I am not a type of person who compares often with other?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

4. I often try to find out what others think who face similar problem as i face?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

5. I always like to know what others in a similar situation would do?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

6. If I want to learn more about something I try to find out what other think about it?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

Self-Control (SC)

Instructions: The maximum score on this scale is 5 (extremely self-controlled), and the lowest scale on this scale is 1 (not at all self-controlled).

1. I have a hard time breaking bad habits.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

2. I get distracted easily.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

3. I say inappropriate things.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

4. I refuse things that are bad for me, even if they are fun.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

5. I'm good at resisting temptation.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

6. People would say that I have very strong self-discipline.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

7. Pleasure and fun sometimes keep me from getting work done.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

8. I do things that feel good in the moment but regret later on.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

9. Sometimes I can't stop myself from doing something, even if I know it is wrong.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

10. I often act without thinking through all the alternatives.

Not at all	A little	Somewhat	Mostly	Very Much
1	**2**	**3**	**4**	**5**

Time lag 3
Envy (ENVY)

Instructions: Here are a number of characteristics/behaviors that may or may not apply to you. Please write a number next to each statement to indicate the extent to which **you agree or disagree with that statement**.

1. My supervisor values the efforts of others more than she/he values my efforts.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. It is somewhat annoying to see others have all the luck in getting the best assignments.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3. I don't know why, but I usually seem to be the underdog at work.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4. I don't imagine I'll ever have a job as good as some that I've seen.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5. Most of my coworkers have it better than I do.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Time lag 4

Achievement Motivation (AM)

Instructions: For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. I like situations, in which I can find out how capable I am.

Not at all	Slightly	Moderately	Very	Completely
true of me	true of me	true of me	true of me	true of me
1	**2**	**3**	**4**	**5**

2. When I am confronted with a problem, which I can possibly solve, I am enticed to start working on it immediately.

Not at all	Slightly	Moderately	Very	Completely
true of me	true of me	true of me	true of me	true of me
1	**2**	**3**	**4**	**5**

3. I enjoy situations, in which I can make use of my abilities.

Not at all	Slightly	Moderately	Very	Completely
true of me	true of me	true of me	true of me	true of me
1	**2**	**3**	**4**	**5**

4. I am appealed by situations allowing me to test my abilities.

Not at all	Slightly	Moderately	Very	Completely
true of me	true of me	true of me	true of me	true of me
1	**2**	**3**	**4**	**5**

5. I am attracted by tasks, in which I can test my abilities.

Not at all	Slightly	Moderately	Very	Completely
true of me	true of me	true of me	true of me	true of me
1	**2**	**3**	**4**	**5**

6. I am afraid of failing in somewhat difficult situations, when a lot depends on me.

Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me
1	2	3	4	5

7. I feel uneasy to do something if I am not sure of succeeding.

Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me
1	2	3	4	5

8. Even if nobody would notice my failure, I'm afraid of tasks, which I'm not able to solve.

Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me
1	2	3	4	5

9. Even if nobody is watching, I feel quite anxious in new situations.

Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me
1	2	3	4	5

10. If I do not understand a problem immediately I start feeling anxious.

Not at all true of me	Slightly true of me	Moderately true of me	Very true of me	Completely true of me
1	2	3	4	5

Thriving at work (TW)

Instructions: For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. I find myself learning often.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

2. I continue to learn more as time goes by.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

3. I see myself continually improving.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

4. I am not learning. R

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

5. I am developing a lot as a person.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

6. I feel alive and vital.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

7. I have energy and spirit.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

8. I do not feel very energetic. R

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9. I feel alert and awake.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

10. I am looking forward to each new day.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Time lag 5

Subjective Career Success (SCS)

Instructions: For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. My supervisors have told me I do a good job.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

2. The organizations I worked for have recognized me as a good performer.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

3. I have been recognized for my contributions.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

4. I am proud of the quality of the work I have produced.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

5. I have met the highest standards of quality in my work.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

6. I have been known for the high quality of my work.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

7. I think my work has been meaningful.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

8. I believe my work has made a difference.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

9. The work I have done has contributed to society.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

10. Decisions that I have made have impacted my organization.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

11. The organizations I have worked for have considered my opinion regarding important issues.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

12. Others have taken my advice into account when making important decisions.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

13. I have been able to pursue work that meets my personal needs and preferences.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

14. I have felt as though I am in charge of my own career.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

15. I have chosen my own career path.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

16. I have been able to spend the amount of time I want with my friends and family.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

17. I have been able to have a satisfying life outside of work.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

18. I have been able to be a good employee while maintaining quality non-work relationships.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

19. I have expanded my skill sets to perform better.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

20. I have stayed current with changes in my field.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	2	3	4	5

21. I have continuously improved by developing my skill set.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

22. My career is personally satisfying.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

23. I am enthusiastic about my career.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

24. I have found my career quite interesting.

Not a bit	A little bit	A fair amount	Quite a bit	A great deal
1	**2**	**3**	**4**	**5**

APPENDIX II

Index of items Coded

Leader member Exchange   lmx1,lmx2,lmx3,lmx4,lmx5,lmx6,lmx7

Social Comparison   scom1, scom2, scom3, scom4.scom5,scom6

Envy   envy1, envy2, envy3, envy4, envy5

Achievement motivation   am1, am2, am3, am4, am5, am6, am7, am8, am9, am10

Thriving at work   tw1, tw2, tw3, tw4, tw5, tw6, tw7, tw8, tw9, tw10

Subjective Career Success   scs1, sc2, scs3, scs4, scs5,scs6, scs7, scs8, scs9, scs10, scs11, scs12, scs13, scs14, scs15, scs16, scs17, scs18, scs19, scs20, scs21, scs22, scs23, scs24

Self-Control   sc1, sc2,sc3, sc4,sc5, sc6, sc7, sc8, sc9,sc10