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Influences of Transformational and Inclusive Leadership on Knowledge Sharing Behaviors of Employees in Vietnamese SMEs

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Abstract

Given the decisive role of leadership in fostering knowledge sharing (KS) behaviors of employees, this paper aims to explore influence of transformational leadership and inclusive leadership on KS behaviors in term of tacit and explicit KS. The paper has developed a proposal research model and applied Structural Equation Modelling (SEM) to test research hypotheses using data collected from 199 participants in 35 SMEs in Vietnam. The findings of this study confirm the significant impacts of transformational and inclusive leadership on KS behaviors. It reveals that transformational leadership has a greater impact on tacit KS behaviors in comparison with its effects on explicit KS behaviors. In contrast, inclusive leadership has a greater impact on explicit KS behaviors in comparison with its effects on tacit KS behaviors. This study has significantly contributed to increasing awareness of a suitable pathway for Vietnamese firms to improve employee KS behaviors. In particular, the study has provided an effective mechanism and specific direction for SMEs to promote specific aspects of KS behaviors.

Keywords: Transformational leadership; Inclusive leadership; Knowledge sharing behavior; Tacit knowledge sharing; Explicit knowledge sharing

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Introduction

Knowledge is a key organizational resource that provides firms sustainable competitive advantage in a dynamic economy increasing customer needs (Le & Lei, 2019). To achieve competitive advantage, organizations must not only focus on implementing effective recruitment and developing training systems to help employees acquire specific knowledge, skills, abilities, or competencies, but also must pay attention to finding solutions to transfer expertise and knowledge among employees in the organization (Wang & Noe, 2010; Le & Lei, 2019). Accordingly, many firms attempt to identify appropriate and effective pathways to successfully improve knowledge sharing (KS) behaviors of employees.

Due to the potential benefits and positive impact of KS on key organizational outcomes such as improved innovation capabilities, performance, and competitive advantage (Le et al., 2024a.b; Nhung et al., 2024; Nguyen & Le, 2024), firms have invested significant time and money in knowledge management initiatives including the development of knowledge management systems

based on the use of advanced technology to facilitate the collection, storage, and distribution of knowledge. However, Wang and Noe (2010) stated that “despite these investments it has been estimated that at least \$31.5 billion are lost per year by Fortune 500 companies as a result of failing to share knowledge” (p. 115). Indeed, KS is essential for firms to increase their knowledge capital and improve their competitiveness, but KS activities do not occur naturally in organizations because it is a complex process arising from different perspectives and perceptions of knowledge givers and receivers (Le & Nguyen, 2023; Hoang & Le, 2024a). To overcome these barriers and challenges, effective leadership practices are considered optimal to help firms increase employees’ willingness to share knowledge (Srivastava et al., 2006; Islam, et al., 2018; Le & Nguyen, 2023; Hoang & Le, 2024a.b).

Originating from the important role and research gaps relating to influence leadership on KS behavior, this study focuses on exploring the effects of transformational leadership (TL) and inclusive leadership (IL) on KS behavior (Khan et al., 2019). This study is expected to bring deeper insight into the effective pathway for SMEs to stimulate KS behaviors by following motives.

First, current literature has spotlighted the influential roles of TL (Le, 2023; Le & Do, 2023; Gui et al., 2024) and IL (Swanson et al., 2020; Lei et al., 2024; Islam et al., 2025) in leadership practice to improve KS behaviors and key organizational outcomes. However, studies to explore the simultaneous influence of TL and IL on KS behaviors are still very sparse. This limits the understanding of managers and researchers by assessing the importance and impact of specific leadership style on KS behaviors.

Second, knowledge and knowledge management are the primary source of today’s organizational competitiveness (Le et al., 2018; Nguyen & Le, 2024). The sources of competitive advantage are mainly dependent on how well knowledge is shared between individuals in an organization (Le & Lei., 2019; Le & Vu, 2025). Emphasizing the crucial role of leadership in determining employees’ behaviors towards KS, however most previous studies examining the effects of leadership on KS behaviors in general and only a paucity of studies examined how leadership styles stimulate specific aspects of KS behaviors namely tacit and explicit KS (Lei et al., 2020). As a result, to bridge the research gaps addressed above, this study attempts to clarify the effect of TL and IL on aspects of KS behaviors in the context of Vietnamese SMEs by posing the research questions as follows.

RQ1. Does TL positively affect tacit and explicit KS behaviors?

RQ2. Does IL positively affect tacit and explicit KS behaviors?

To bring the answers to these research questions, this study will develop an integrated research model to investigate the effects of TL and IL on KS behaviors of employees. The paper utilizes the structural equations modeling (SEM) to examine the correlation between the research variables in the proposal research model using the data collected from 199 participants in 35 SMEs in Vietnam. This study is expected to provide theoretical and practical initiatives on leadership practices to foster tacit and explicit KS activities of employees.

Literature Review and Hypotheses Development

Theories of transformational leadership, inclusive leadership, and knowledge sharing

Knowledge sharing

Knowledge and knowledge management are key antecedents for firms to attain the success and competitive advantage (Le & lei, 2018a; Yang et al., 2018; Le & Lei, 2019; Than et al., 2024). KS activities are considered a key element in the organization’s process of managing knowledge, thus promoting knowledge sharing activities within the organization to contribute to enriching the organization’s knowledge capital, thereby contributing to improving performance and competitive advantage (Le & Lei, 2018b; Le & Do, 2023; Le & Ha, 2024; Le & Son, 2024). KS is defined as the activities of exchanging knowledge and experience among employees in organization (Le & Lei, 2019; Ha & Le, 2023; Le & Ha, 2023). KS activities help employees to complement their new and

valuable knowledge for achieving both individual and organizational goals (Le & Lei, 2017; Yang et al., 2018; Le & Lei, 2019; Phong & Thanh, 2023; Haque et al., 2024; Le, 2024). Current studies are interested in exploring KS behaviors in the form of explicit and tacit KS because tacit and explicit knowledge are two basic forms of knowledge, and the behaviors of sharing tacit and explicit knowledge will determine key organizational outcomes such as firm performance, organizational productivity, absorptive and innovation capacity, and sustainable competitive advantage (Le & Son, 2024; Le et al., 2025; Le & Vu, 2025). Tacit KS refers to the process of sharing knowledge possessed by individuals such as experiences and expertise, uncommon understandings, insights and intuitions (Le & Son, 2024; Le & Vu, 2025); and explicit KS is the process of sharing codified knowledge and formal information that can be captured and transmitted within an organization such as documents and reports, procedures and policies, or handbooks (Le & Son, 2024; Le & Vu, 2025).

Transformational leadership

TL has been generally admitted as an inspirational style that is positively associated with desired attitudes and behaviors of individuals in organizations (Van et al., 2018; Hui et al., 2018; Sengphet et al., 2019; Le & Tran, 2020; Le & Le, 2021; Le & Le, 2023; Son & Phong, 2023). Literature depicted TL with four attributes namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1999). Specifically, *idealized influence* refers leader's ability to provide a vision and perception of mission, instilling pride, gaining respect and trust; *intellectual stimulation* reflects leader's ability to promote intelligence, rationality and attentive problem solving; *inspirational motivation* expresses the leader's concern in communicating high expectations, using symbols to focus efforts, expressing important purposes in simple ways; and *individualized consideration* refers the leader's interest in personal attention, treating each employee individually, coaching and advising. Phong and Tung (2021) indicated that "the theory of TL has attracted much observation from scholars and emerged as one of the most powerful leadership theories" (p. 2).

Inclusive leadership

The definition of inclusive leadership was first mentioned by Nemphard and Edmondson (2006). According to Nemphard and Edmondson (2006), "leader inclusiveness, defined as words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions" (p. 947). Hollander (2009) systematically defined inclusive leadership as follower-centered, respectful of employees, and understanding of their needs. Carmeli et al. (2010) developed and introduced a more specific concept of inclusive leadership as "leaders who exhibit openness, accessibility, and availability in their interactions with followers" (p. 250). As argued by Carmeli et al. (2010), Inclusive leadership is a specific manifestation of relational leadership, in which leaders exhibit close attention to the behaviors of their followers and are good at listening to and understanding their needs. Tran and Choi (2019) indicated that inclusive leaders demonstrate a willingness to listen to followers' ideas, care about followers' needs, and support followers in completing their duties/tasks. Recently, Lei et al. (2024a) defined that "IL is a type of relational leadership style described leaders who are especially interested in building leader-employee relationship, willing to support and assistance employees on the basis of understanding their needs and suggestions as well as encouraged their involvement in organization activities" (p. 1471). This study uses the approach of Le et al. (2024a) because it clearly reflects the nature of inclusive leaders in their efforts to care for and support employees; make fair and reasonable decisions to encourage and motivate employees based on a thorough understanding of their needs and desires; and continuously build good leader-employee relationships.

The effect of transformational leadership on knowledge sharing

Transformational leaders are often considered the decisive and motivating factor in creating a favourable environment for KS activities, improving organizational competence and achieving important goals of an organization (Van et al., 2018; Nguyen et al., 2019; Le Ba, 2021; Le & Le,

2021; Phong & Son, 2020; Tung et al., 2022; Cao & Le, 2024). Current literature shows significant and positive influence of TL on KS. For example, Le and Lei (2018) showed direct and indirect effects of TL on employees' KS activities due to its positive impact on employee trust in leadership. These scholars argued that TL is positively related to forming an appropriate climate for cultivating employees' knowledge and skills and encouraging them to share knowledge and expertise with colleagues in the aspects of knowledge donating and collecting. As reported by Lei et al. (2019) under leadership by transformational leaders, employees are more willing to share their personal knowledge and expertise with others due to collaborative motivation for a common goal and the belief that a leader and colleagues are worth trusting. TL practices are beneficial in creating an atmosphere of trust and collaborative climate to foster the willingness of employees for sharing both tacit and explicit knowledge (Nguyen et al., 2021; Le & Nguyen, 2022). Recently, Hoang and Le (2024) presented empirical evidence affirming that TL directly and indirectly impacts KS through the positive influence of transformational leaders on the self-efficacy of employees. Based on these arguments, this study proposed the hypotheses as follows (see Figure 1).

H1a.b: TL positively affects tacit and explicit KS behaviors of employees

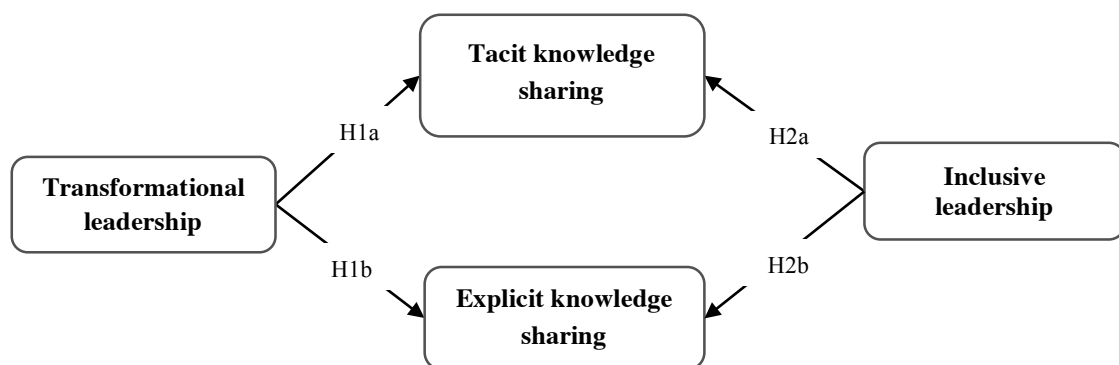


Figure 1. The proposed research model

2.3. The effect of inclusive leadership on knowledge sharing

Regarding the influence of IL on KS, previous studies have shown the positive and significant impacts of inclusive leaders on KS behaviors of employees. Indeed, according to Morinaga et al. (2022), inclusive leadership increases employees' expectations that they can gain certain benefits through knowledge sharing activities, which encourages employees to participate more in KS activities. Nguyen et al. (2022) argue that IL helps create an open and collaborative environment, thereby creating good opportunities to promote employees' willingness to participate in KS. Lei et al. (2024) applies Social Capital Theory to explain the positive impact of IL on KS, arguing that "by showing the openness and concerning for cultivating a bonding social relationship with followers, inclusive leaders might create a well-established network of internal relationships in their organization, thereby positively affecting a free flow of communication and sharing of both tacit and explicit knowledge among employees" (p. 173). Recently, Le et al. (2024) argued that "when IL functions, employees will be willing to share the knowledge they possess with colleagues to meet the expectations of inclusive leaders for achieving common goals and interests" (p. 624). In line with the above discussions, the following hypotheses are posed:

H2a.b. IL significantly affects tacit and explicit KS behaviors of employees

Research Methodology

Sample and data collection

The paper used a survey method to collect data from SMEs during the period from August to November 2024. The firms were diverse in terms of industry and size. We contacted the representatives of the personnel directly or via e-mail and addressed the research objectives and asked them to assist in distributing the questionnaire and collecting data. To meet the research objectives,

the research participants we needed were department heads and key employees from the main departments/offices of administration, marketing and research and development to ensure that they had a full understanding of the key results and strategic direction of the organization. This study distributed 250 questionnaires and received 226 questionnaires back during the formal data collection, of which 199 questionnaires were valid (79.6% valid). We used the method of Armstrong & Overton (1977) to assess potential non-response bias. Chi-square test and independent sample t-test used to estimate the first 70 and last 70 participants through demographic factors of age and gender. The results showed that there was no significant difference between the two groups of participants ($p > 0.05$).

Variable measurement

To ensure the validity and reliability of the study, the variables were measured using items developed and employed in previous studies. All items were measured via five-point Likert-type scales ranging from “1” (strongly disagree) to “5” (strongly agree) or from “1” (strongly unwilling to) to 5 (strongly willing to). This study uses eight items adapted from the study of Le (2023) and nine items adapted from Le et al. (2024) to measure TL and IL respectively. Finally, this study used 13 items adapted from the study of Lei et al. (2020) to measure tacit and explicit KS. In which, tacit KS is measured by seven items, and explicit KS is measured by six items (see Appendix 1).

Data Analysis and Results

Measurement model

This study tested the reliability of the measures of the constructs by examining the individual Cronbach’s alpha ($C\alpha$) coefficients (ranged from 0.95 to 0.97) were all higher than the recommended level of 0.7 (Nunnally and Bernstein, 1994). Performed confirmatory factor analysis (CFA) used to assess the convergent and discriminant validity of the overall measurement model (Table 1).

Table 1. Confirmatory factor analysis and scale reliability of measurement model

Construct	Items	Loading	t-value	C α	Reliability
Transformational leadership (TL)	TL1	0.875***	18.137	0.95	CR= 0.95 AVE= 0.73
	TL2	0.848***	16.948		
	TL3	0.876***	18.162		
	TL4	0.882***	18.474		
	TL5	0.855***	17.243		
	TL6	0.845***	16.824		
	TL7	0.766***	13.961		
	TL8	0.890***	17.243		
Inclusive leadership (IL)	IL1	0.899***	20.572	0.96	CR= 0.96 AVE= 0.77
	IL2	0.796***	15.535		
	IL3	0.914***	20.705		
	IL4	0.901***	20.705		
	IL5	0.884***	19.708		
	IL6	0.830***	16.989		
	IL7	0.915***	33.362		
	IL8	0.907***	21.118		
	IL9	0.859***	18.361		
Tacit knowledge sharing (TS)	TS1	0.906***	20.094	0.96	CR= 0.96 AVE= 0.81
	TS2	0.894***	21.594		
	TS3	0.930***	21.594		
	TS4	0.854***	17.498		
	TS5	0.890***	19.206		
	TS6	0.922***	21.070		
	TS7	0.935***	21.892		
Explicit knowledge sharing (ES)	ES1	0.930***	33.178	0.97	CR= 0.97 AVE= 0.84
	ES2	0.920***	23.185		
	ES3	0.928***	23.890		
	ES4	0.882***	20.391		
	ES5	0.925***	23.185		
	ES6	0.931***	24.126		

Notes: $C\alpha \geq 0.7$; $CR \geq 0.7$; $AVE \geq 0.5$; (-): Fixed items; *** Significant at $p < 0.001$.

We evaluate the convergent validity as recommended by Hair et al. (2006). Table 1 shows the model met the Hair et al.’s (2006) convergent validity criteria because (1) all factor loadings range from

0.766 to 0.935 (*larger than 0.6*; $p < 0.001$); (2) CR values range from 0.95 to 0.97 (*higher than 0.7*); and (3) the AVE values range from 0.73 to 0.84 (*greater than 0.5*).

Discriminant validity is the degree to which factors that are supposed to measure a specific construct do not predict conceptually unrelated criteria (Fornell and Larcker, 1981). This study used Fornell and Larcker's (1981) measure of AVE to assess discriminant validity (Table 2).

Table 2. Descriptive statistics and discriminant validity

Constructs	Mean	S.D	TL	IL	TS	ES
Transformational leadership (TL)	3.29	0.63	0.85			
Inclusive leadership (IL)	3.41	0.68	0.64***	0.87		
Tacit knowledge sharing (TS)	3.57	0.61	0.74***	0.68***	0.90	
Explicit knowledge sharing (ES))	3.67	0.66	0.63***	0.67***	0.66***	0.91

Notes: S.D: standard deviation; Diagonal elements (in bold) are the square root of the AVE.

The discriminant validity of the research instrument was assessed by comparing the square root of the AVE with the correlations among the latent variables. Table 2 shows that the square root of AVE for each construct (diagonal elements in bold) is greater than the correlations among constructs in the model. It, therefore, provided strong support for the construct reliability, as well as for the convergent and discriminant validity of the scales.

Regarding the satisfactory of measurement model, Table 3 shows that all fit indices of the measurement model were satisfactory; thus, the model fit the data.

Table 3. Overall fit index of the CFA model

Fit index	Scores	Recommended threshold value
Absolute fit measures		
CMIN/df	1.434	≤ 2 ; $\leq 5^a$
GFI	0.850	≥ 0.90 ; $\geq 0.80^b$
RMSEA	0.047	≤ 0.08 ; $\leq 0.10^b$
Incremental fit measures		
NFI	0.931	≥ 0.90 ;
AGFI	0.823	≥ 0.90 ; $\geq 0.80^b$
CFI	0.978	≥ 0.90 ;

Notes: a: Acceptable; b: Marginal; RMSEA: root mean square error of approximation; GFI: goodness of fit index; CFI: comparative fit index; NFI: normed fit index; AGFI: adjusted goodness of fit index.

Results

This study performs structural equation modelling to test the hypotheses using AMOS 22.0 and maximum likelihood estimation techniques.

Findings in Figure 2 and Table 4 show that all the standardized path coefficients of direct effects are found to be significant and in line with the stated hypothesis. Specifically:

Table 4. Results of the relationship among the constructs

Hypothesis	Relationship	Beta	t-value	Results
H1a	TL → Tacit knowledge sharing	0.523***	7.642	Supported
H1b	TL → Explicit knowledge sharing	0.294***	4.031	Supported
H2a	IL → Tacit knowledge sharing	0.347***	5.303	Supported
H2b	IL → Explicit knowledge sharing	0.489***	6.580	Supported

Notes: *** $p < 0.001$; ** $p < 0.05$.

Hypothesis H1a.b relating to TL-KS relationship, results in Table 4 show the effects of TL on tacit KS behaviors ($\beta = 0.523$; $p < 0.001$) is greater than its effects on explicit KS behaviors ($\beta = 0.294$; $p < 0.001$). Hypotheses H1a and H1b are supported.

Referring to H2a.b, results in Table 4 indicate that IL have significant impacts on KS behaviors. However, influence of IL on explicit KS ($\beta = 0.489$; $p < 0.001$) is greater than its influence on tacit KS ($\beta = 0.347$; $p < 0.001$). Thus, Hypotheses H2a and H2b are confirmed.

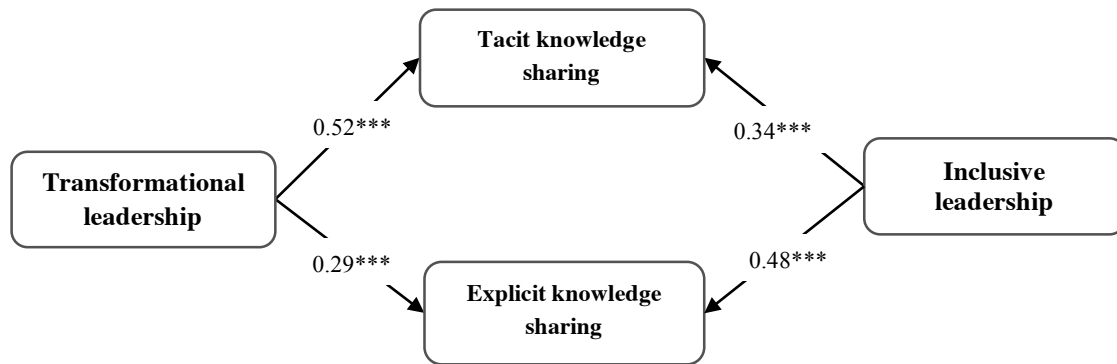


Figure 2. Path coefficients of the structural model

Note: *** $p < 0.001$.

This study also examines the control role of gender of employees to account for differences in KS. The results did not support the significant effect of this variable. So, gender does not reflect the differences in KS among employees.

Discussions and Conclusions

Discussions

The assessment of the hypotheses developed in this paper significantly increases the knowledge of the effective pathway by which CEOs and managers might follow make the right decisions to stimulate KS behaviors. In general, the findings of this paper have significantly contributed to expanding both theoretical and practical understanding in the field of leadership and knowledge management by following reasons.

First, the paper contributes to filling the theoretical gaps by proposing a model discussing the influences of transformational and inclusive leadership on tacit and explicit KS in a model. The empirical findings verified the positive relationships between latent variables of the theoretical model and all the hypotheses are statistically supported. In other word, the paper confirms that TL and IL are effective leadership styles in promoting employees' knowledge sharing behavior in Vietnamese small and medium enterprises.

Second, to bridge the research gap relating to exploring the simultaneous impact of TL and IL on KS, this paper developed an integrated model to explain the impact of TL and IL on KS. The empirical results showed that TL had a more significant impact on tacit KS than its effects on explicit KS behaviors. In contrast, IL has more significant effects on explicit KS than its effects on tacit KS. The results of the study are particularly meaningful in helping managers realize specific solutions in promoting tacit and explicit KS behaviors. Specifically, to enhance tacit KS behaviors, managers should focus on TL practices. Conversely, practicing IL has a positive effect in pursuing and promoting employees' explicit knowledge sharing behaviors.

Theoretical and practical implications

The findings of this paper have contributed significantly to the expansion of both theoretical and practical understanding in the field of leadership and knowledge management by the following aspects

First, TL is considered one of the most typical and suitable leadership styles for managers to promote employees' KS behaviors (Phong et al., 2018; Le & Do, 2023). However, the TL-KS relationship has received little research attention (Le, 2020). Furthermore, Lei et al. (2021) pointed out that there is a lack of research that has investigated the impact of TL on specific aspects of

knowledge sharing such as tacit and explicit KS behaviors. Therefore, to bridge the research gap, this study proposes a research model to link TL and the two aspects of KS behavior. The empirical findings verified the positive impact of TL on the two dimensions of KS and confirmed that under the leadership of transformational leaders, employees will be willing to engage in tacit and explicit KS activities to achieve organizational goals.

Second, a positive relationship was also found between inclusive leadership and both explicit and tacit knowledge sharing dimensions. This means that when individuals experience a more inclusive leader, they tend to share more knowledge. Therefore, to enhance KS behavior and motivate employees to engage in open discussions about different perspectives, managers should practice IL by creating an environment in which followers feel that different perspectives and ideas are genuinely heard and valued (Lei et al., 2024).

Finally, linked to the research context in emerging and developing countries like Vietnam, although there have been a number of studies conducted to explore the impact of TL and IL on KS behaviors. However, these studies often explore the relationship between TL-KS (Hoang & Le, 2024; Le et al., 2025) or IL-KS (Lei et al., 2024; Le et al., 2024) separately. Therefore, by simultaneously assessing the impact of TL and IL on KS, this study has shown that the impact level of each leadership style on certain aspects of KS is different. This helps bring practical significance for managers in Vietnamese small and medium enterprises to pursue promoting certain KS behaviors in specific environments and situations.

Research Limitation and Future Direction

In addition to the significant contributions, which help to fill the theoretical and practical gaps related to leadership practices in relation to KS, the paper also has certain limitations. First, this paper uses a cross-sectional design, so it may show cases of causal correlations that may change over a long period of time. Therefore, longitudinal studies are needed to overcome this limitation and strengthen the findings. Second, the sample size used in the study is not large, so the results of the study may have some differences from the overall. Future studies need to use larger sample sizes to examine the correlations between factors and confirm the research results. Finally, TL and IL are important factors that help companies enrich their intellectual capital through their positive effects on tacit and explicit KS. Future studies should continue to investigate the influence of these factors in relation to mediating and moderating factors in different contexts to provide a more accurate and comprehensive view of their impact on KS behaviors.

Conclusions

Overall, this study has contributed to academic development by proposing a conceptual model to explain the relationship between key leadership styles (TL and IL) on KS behaviors. In particular, the study has pointed out the important mechanism by which transformational and inclusive leaders influence specific forms of KS behaviors. In addition, the findings of this study have contributed to the understanding of the key determinants in enhancing employees' KS in the context of Vietnamese SMEs.

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Appendix 1. Scale of the latent constructs in the proposed research model

<i>Factors</i>	<i>Items</i>	<i>Source</i>
Transformational leadership		
TL1	My supervisor can understand my situation and give me encouragement and assistance	Le (2023)
TL2	My supervisor encourages me to take challenges	
TL3	I believe my supervisor can overcome any challenge at work	

<i>Factors</i>	<i>Items</i>	<i>Source</i>
TL4	My supervisor encourages us to make efforts towards fulfilling the company vision	
TL5	My supervisor encourages me to think about problems from a new perspective	
TL6	My supervisor encourages me to rethink opinions that have never been doubted in the past	
TL7	I believe I can complete my work under the leadership of my supervisor	
TL8	My supervisor spends time to understand my needs	
Inclusive leadership		
IL1	My supervisor is open to hearing new ideas	Le et al. (2024)
IL2	My supervisor is attentive to new opportunities to improve work processes	
IL3	My supervisor is open to discuss the desired goals and new ways to achieve them	
IL4	My supervisor is available for consultation on problems	
IL5	My supervisor is an ongoing “presence” in this team— someone who is readily available	
IL6	My supervisor is available for professional questions I would like to consult with him/her	
IL7	My supervisor is ready to listen to my requests	
IL8	My supervisor encourages me to access him/her on emerging issues	
IL9	My supervisor is accessible for discussing emerging problems	
Tacit knowledge sharing (TS)		
TS1	People in my organization frequently share knowledge based on their experience.	Le et al. (2020)
TS2	People in my organization frequently collect knowledge from others based on their experience.	
TS3	People in my organization frequently share knowledge of know-where or know-whom with others.	
TS4	People in my organization frequently collect knowledge of know-where or know-whom with others.	
TS5	People in my organization frequently share knowledge based on their expertise.	
TS6	People in my organization frequently collect knowledge from others based on their expertise.	
TS7	People in my organization frequently share lessons from past failures when they feel necessary.	
Explicit knowledge sharing		
ES1	People in my organization frequently share existing reports and official documents with members of my organization.	Le et al. (2020)
ES2	People in my organization frequently share reports and official documents that they prepare by themselves with members of my organization.	
ES3	People in my organization frequently collect reports and official documents from others in their work.	
ES4	People in my organization are frequently encouraged by knowledge sharing mechanisms.	
ES5	People in my organization are frequently offered a variety of training and development programs.	
ES6	People in my organization are facilitated by IT systems invested for knowledge sharing.	

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