Sułkowski, L., Wójcik-Chodorowska, J., & Trojan, L. (2026). Determinants of willingness to share knowledge in local government administration. *Journal of International Studies, 19*(1), 107-128. doi:10.14254/2071-8330.2026/19-1/6

Journal of International Studies

Centre of Sociological Research

Scientific Papers

Determinants of willingness to share knowledge in local government administration

Łukasz Sułkowski
Management Department, WSB University, Poland
lsulkowski@wsb.edu.pl
ORCID 0000-0002-1248-2743

Joanna Wójcik-Chodorowska
Management Department, WSB University, Poland
joanna.wojcikchodorowska@wsb.edu.pl
ORCID 0009-0004-9924-5899

Lubomira Trojan
Management Department, WSB University, Poland
ltrojan@wsb.edu.pl
ORCID 0000-0001-9883-1117

Abstract. The article analyses the determinants of willingness to share knowledge in local government administration, focusing primarily on the relational and organisational conditions of this process. The starting point is the assumption that the effectiveness of public organisations depends not only on formal structures and procedures, but above all on the quality of relationships and the conditions conducive to knowledge sharing. The study aimed to determine the importance of a climate of trust and psychological safety, as well as formal organisational support, for employees' declarative willingness to share knowledge. A quantitative study was conducted among employees of local government units located in southern Poland. The results indicate that a climate of trust and psychological safety plays a key role in shaping attitudes conducive to knowledge sharing, while formal support mechanisms are of secondary importance. At the same time, a declarative acceptance of knowledge sharing does not directly translate into employees' actual attitudes towards this process. The article emphasises the relational nature of knowledge management processes in the public sector and highlights the limited effectiveness of measures based solely on formal instruments

Received: July, 2025
1st Revision: January, 2026
Accepted: March, 2026

DOI: 10.14254/2071-8330.2026/19-1/6

Keywords: knowledge sharing, psychological safety, climate of trust, local government administration in Poland, public sector

JEL Classification: D83, H83, M12, M54

1. INTRODUCTION

The effectiveness of public objectives depends, among other things, on public entities' ability to learn and adapt in complex, uncertain environments. This ability does not result solely from the existence of formal structures, legal regulations or tools. It results from the processes of creating, processing and using knowledge (Laihonen et al., 2024; Berardi et al., 2025; Klijn et al., 2025). Despite the development of various systems that support the collection and dissemination of knowledge, the representatives of public entities have limited ability to apply this knowledge during the decision-making processes (Nguyen et al., 2024; Sun et al., 2023). This is not due to a lack of information or skills, but to social and organisational conditions.

From the perspective of organisational learning research, it is crucial to analyze the conditions under which personnel of public entities choose to disclose and share knowledge, a process that can be interpreted in multiple ways. In the public sector, knowledge is relational and it emerges through interactions among employees who assign meaning to it in a collective way (Laihonen et al., 2024). At the same time, the hierarchical nature of public administration is associated with formal accountability and low tolerance for errors, which means that knowledge disclosure is associated with increased interpersonal risk (Christensen & Lægreid, 2020; Christensen et al., 2020).

Research shows that fear of criticism, negative evaluation, and blame in public organisations limits employees' willingness to share knowledge (Bock et al., 2005; Shahzad et al., 2024). This makes the concept of psychological safety one of the key factors in explaining the mechanisms underlying knowledge disclosure and in interpreting behaviours that promote organisational learning. At the same time, representatives of the critical school emphasize that the formation and course of knowledge-sharing processes cannot be explained only by individual attitudes. It should also be seen from the point of view of power, hierarchy, and institutional rules (Figueiredo et al., 2025; Spicer & Alvesson, 2025).

An analysis of the literature reveals a clear research gap in the parallel consideration of the climate of trust, psychological safety, and formal organisational support in local government administration within a single empirical model. There is a lack of research that would allow for a simultaneous comparison of the impact of relational and formal factors in conditions typical of large local government units. This article attempts to fill this gap by integrating the relational and organisational dimensions. The novelty of this article lies in the simultaneous consideration of the climate of trust, psychological safety and formal organisational support in a single empirical model, the identification of the environment of acceptance of knowledge sharing as a separate cultural construct, and the comparison of the relative strength of relational and formal factors in local government administration.

The article aims to determine the importance of selected organisational factors and individually experienced aspects of the work environment for the declarative readiness of local government employees to share knowledge. To achieve the main objective, specific objectives were formulated, including: 1) analysis of the relationship between the climate of trust and psychological safety and the declarative readiness of employees to share knowledge, and (2) assessing the relationship between formal organisational support and employees' declared willingness to share knowledge, and determining whether this relationship is weaker than that of the climate of trust and psychological safety.

A quantitative study was conducted using the CAWI method among 308 employees of four local government units in southern Poland. Exploratory factor analysis, reliability analysis, Spearman's rank

correlation and multiple regression were used. The study has certain limitations. These result from several factors, including the purposive selection of participants, the lack of random sampling, the use of self-assessment measures, and potential systematic error resulting from the use of the same method. The results obtained should be interpreted in the context of the organisations studied. The main theoretical framework of the study was based on literature on knowledge management in the public sector (e.g. Laihonen & Mäntylä, 2017; Hislop et al., 2018; Kożuch et al., 2021; Berardi et al., 2025), social exchange theory (Blau, 1986; Bock et al., 2005), the concept of psychological safety (Edmondson, 1999; Frazier et al., 2017) and Critical Management Studies (Spicer & Alvesson, 2025; Figueiredo et al., 2025).

The first part of the article reviews the literature, the second presents the research methodology, and the results of empirical analyses are presented in sequence. In the fourth part, the results are discussed, and the article concludes with a presentation of theoretical and practical implications.

2. LITERATURE REVIEW

2.1. Knowledge sharing in public administration as a relational process

In public administration, knowledge management (KM) processes are treated as a strategic approach in which the creation and use of knowledge resources support the performance of public tasks and deliver values important to citizens. These include, among others, improving the quality of public services, streamlining decision-making processes and increasing the efficiency of public entities (Nguyen et al., 2024; Bartuseviciene & Butkus, 2024). Unlike the private sector, where knowledge management is mainly focused on maximising profits, in the public sector, KM supports the organisation's ability to learn, coordinate activities, and, critical in conditions of high complexity and uncertainty, make decisions (Berardi et al., 2025).

One of the key operational processes of knowledge management is knowledge sharing (KS). It is understood as a set of organisational activities that enable the flow, use, and creative processing of knowledge, treated as a strategic intangible resource of the organisation (Pandey et al., 2021; Fischer & Döring, 2022). Knowledge sharing involves the exchange of information, skills and knowledge that takes place between employees within teams and between teams (Mishchuk et al., 2016; Sun et al., 2023). This enables the effective mobilisation and use of knowledge-based resources, and their translation into practice within public organisations (Laihonen et al., 2024).

The importance of knowledge as a relational resource is particularly emphasised in the new public governance trend (Kożuch et al., 2021; Šalienė et al., 2024). Knowledge is created and used within cooperation and co-governance networks, not only within organisations, but also in interactions with other public and social entities (Osborne, 2010; Torfing, 2012; Klijn et al., 2025). This facilitates the coordination of activities, adaptation to changing conditions and better public decision-making (Hislop et al., 2018; Djalil et al., 2025). Research by Berardi et al. (2025) also indicates that effective knowledge sharing increases organisational innovation and, among other things, improves administrative procedures. In public sector decisions based on shared interpretations and findings can be made through team and can determine which content is considered relevant and used (Laihonen et al., 2024; Sun et al., 2023; Trojan et al., 2023).

An important point of reference for the analysis of knowledge sharing processes in public organisations remains the classic distinction between explicit and tacit knowledge proposed by Nonaka and Takeuchi (1995). Explicit knowledge includes content that can be formalised, recorded and communicated without direct contact, while tacit knowledge is personal and context-dependent. This type of knowledge is rooted in human experience, intuition and practice. The importance of this type of knowledge is particularly significant in public administration. Public organisations operate in an environment of complex legal regulations, extensive hierarchies and significant formal responsibilities. Employees face so-called wicked

problems, are required to constantly interpret rules, respond to unusual situations, and make decisions in conditions of low tolerance for error and, at the same time, exposure to criticism (Christensen & Lægreid, 2020). In such circumstances, real organisational efficiency must primarily rest on practical knowledge, experience, and informal problem-solving methods (Hislop et al., 2018; Kaczorowska-Spychalska et al., 2024; Belás et al., 2024). Employees rely on personal experience and knowledge of the social context (Laihonen et al., 2024) because formal procedures are not sufficiently effective (Laihonen & Mäntylä, 2017; Rajala et al., 2018). The transfer of tacit knowledge primarily occurs through social interactions, conversation, dialogue, negotiation, and joint meaning-making. The process of knowledge formation and transfer in public administration is therefore dynamic and interpretive, and, in addition to the institutional context of action, employees' personal interpretations and their mutual interactions are essential (Laihonen et al., 2024). Knowledge is not only an information resource, but also the result of social relations, organisational practices and the quality of communication. Research conducted on the participation of local government employees in organisational change processes indicates that the Appreciative Inquiry approach can support their involvement and promote knowledge sharing within organisational practice (Wójcik-Chodorowska, 2025a). This approach is consistent with the interpretive perspective in management science, which views organisations as spaces for constructing and negotiating meanings (Sułkowski, 2012; Zsigmond & Mura, 2023). Consequently, public organizations should be viewed as social systems in which knowledge is created, interpreted, and given meaning in the course of everyday interactions between employees, and whose nature is contextual, mainly and practically (Kożuch et al., 2021). This leads to the conclusion that knowledge in public administration entities is predominantly hidden and practical in nature. Effective knowledge sharing requires consideration of the context in which the organisation operates and the nature of its relationships, rather than relying only on formal channels of the flow of information. Consequently, knowledge sharing in public administration should be seen as a process embedded in social relations and conditioned by levels of trust, psychological security, and everyday practices related to employees' interactions with their environment. The analysis of these processes in public organisations, therefore, requires consideration of subjective interpretations, perceptions of the social risks associated with knowledge disclosure, and conditions conducive to openness and mutual learning.

2.2. Psychological safety as a condition for knowledge sharing

The relational nature of knowledge sharing means that this process is often analysed in the literature through the prism of Social Exchange Theory (SET). According to this theory, individuals' behaviour in organisations results from an exchange process in which participants seek to maximise perceived benefits while minimising potential costs associated with social interaction (Blau, 1986; Oparaocha, 2016). From the SET perspective, employees decide to share knowledge when they perceive the exchange relationship as fair and experience organisational support. Bock et al. (2005) highlight an important issue regarding the nature of knowledge disclosure. From their perspective, knowledge is a special resource because its disclosure can benefit individuals, but it can also involve the risk of losing position, reputation, or control over information.

Knowledge sharing, therefore, carries certain social risks, including the possibility of negative evaluation by colleagues, criticism from superiors, loss of status, or attribution of responsibility for errors arising from the disclosed knowledge (Bock et al., 2005). In public administration, this type of risk is sometimes further exacerbated by hierarchical structures, formal mechanisms that shape responsibility, and transparency issues in decision-making. This may encourage defensive behaviour and a cautious approach to knowledge disclosure. Zamiri and Esmaeili (2024) point to a phenomenon opposite to voluntary knowledge sharing. It is knowledge hiding, which results from the coexistence of psychological, communication, and contextual (including cultural) barriers. Key psychological barriers include fear of

judgment and criticism, competition between employees, and the perception of knowledge as a source of personal power (Booth, 2012). Lack of trust and psychological safety also play an essential role in reducing individuals' willingness to express opinions, ask questions, and raise concerns (Matsuo & Aihara, 2022).

Psychological safety is one of the primary theoretical constructs used to describe conditions conducive to knowledge sharing in organisations (Zhang & Xu, 2024). Edmondson (1999) defines it as a shared belief among members of a team or organisation that the work environment allows them to take interpersonal risks without fear of negative social consequences, such as ridicule, sanctions or marginalisation. The dangers of uncertain reception may include asking questions, raising doubts, admitting mistakes, and sharing incomplete or unstructured knowledge. Pandey et al. (2021) argue that recognising these barriers is a key element in building an environment conducive to knowledge sharing, and that it is essential to distinguish psychological safety factors from other related concepts in organisational culture, including the climate of acceptance for knowledge sharing. This refers to the normative level of organisational culture and includes declared values, official communications and expectations regarding desired behaviours that shape how public sector employees perceive the legitimacy of knowledge sharing (Schein, 2010; Siddique et al., 2025). Psychological safety, on the other hand, refers to the level of safety experienced in everyday human interactions. It also reflects how employees perceive their colleagues' and superiors' actual reactions to behaviours that carry interpersonal risk. Research indicates that even in organizations with a formal climate of acceptance of knowledge sharing and openness, a lack of genuine psychological safety can effectively inhibit behaviours conducive to knowledge sharing and learning (Frazier et al., 2017).

Empirical research confirms that psychological safety enables the processes of knowledge sharing. Employees are more willing to engage when they believe their contributions will be appreciated either by their colleagues or the organization and they will not be used against them (Shahzad et al., 2024; Zhang & Xu, 2024). In this sense, psychological safety reinforces the principle of reciprocity, which is central to social exchange theory.

Some researchers point out that psychological safety does not exhaust the catalogue of factors influencing knowledge disclosure, even in conditions of declared organisational openness (Figueiredo et al., 2025). This relationship has been criticised for oversimplifying the relationships between individuals, especially from the perspective of Critical Management Studies (CMS) (Zhang & Wan, 2021; Spicer & Alvesson, 2025; Visser, 2025). A narrow, individualised view of the role of psychological safety in knowledge sharing may marginalise the influence of social systems, power, control, and domination factors, reducing them to individual characteristics. Organisational culture, employees' competition, and hierarchical organisational structures are identified as factors which can influence relationships among psychological safety, knowledge sharing, and organisational learning (Figueiredo et al., 2025). To fully understand the dynamics of relationships in organisations, it is necessary to combine micro and macro perspectives (Cowen, 2022; Mishchuk et al., 2021).

In summary, the literature review concludes that psychological safety is an essential analytical category in research on knowledge sharing, including in public administration. At the same time, the Critical Management Studies perspective highlights the limitations of an approach that makes certain simplifications. Combining both perspectives allow us to treat psychological safety as a construct in an organisational context. These tensions between the approaches signal the need for research that goes beyond purely individual psychological determinants and integrates the relationships among the climate of trust, psychological safety, acceptance of knowledge sharing, and formal organisational support.

3. METHODOLOGY

The results presented in this article are based on research conducted in September 2025 among employees of four local government units.

The main objective of the research was to determine the importance of selected organisational factors and aspects of the work environment that are personally experienced for local government employees' willingness to share knowledge. As part of the main objective, the following specific objectives were formulated, including: (1) analysing the relationship between the climate of trust and psychological safety and the declared willingness of employees to share knowledge, and (2) assessing the relationship between formal organisational support and employees' declared willingness to share knowledge, and determining whether this relationship is weaker than that of the climate of trust and psychological safety.

Based on the research objective, the following hypothesis was formulated:

H1: Willingness to share knowledge in local government administration depends on selected organisational factors and individually experienced aspects of the work environment.

To operationalise this general hypothesis, two specific hypotheses were adopted:

H1.1: The climate of trust and psychological safety is positively associated with employees' declared willingness to share knowledge.

H1.2: Formal organisational support is positively associated with employees' declared willingness to share knowledge, but this relationship is weaker than that of the climate of trust and psychological safety.

The empirical study was conducted in four local government units in cities in southern Poland that are part of the Upper Silesian-Zagłębie Metropolis, each with a population exceeding 70,000. The selection of the analysed cities and the research area was deliberate. It resulted from their homogeneous structural characteristics, high levels of urbanisation, and the specific nature of the functioning of large public sector organisations.

The study was quantitative and conducted using the CAWI (Computer-Assisted Web Interview) survey method. The survey questionnaire consisted of 17 closed-ended single-choice questions, constructed on a five-point Likert scale, and a profile containing closed-ended and semi-open questions.

The use of the CAWI method allows for relatively quick and cost-effective access to a broad group of respondents, while maintaining standardization of the procedure and a high level of anonymity, which is particularly useful in researching attitudes and behaviours in organizations (Couper, 2000; Dillman et al., 2014; Callegaro et al., 2015). The CAWI method, however, has limitations: less control over the conditions under which the questionnaire is completed and the potential for coverage errors and self-selection among respondents, which may affect the generalisability of the research results (Bethlehem, 2010; Couper, 2000; Callegaro et al., 2015).

Latent variables, such as willingness to share knowledge, climate of trust, psychological safety, and formal organisational support, were operationalised using sets of measurement items developed from a literature review and the authors' adaptation of theoretical approaches to the specifics of local government administration. The constructs were measured using multi-item scales in which respondents rated their agreement with statements on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Examples of items included openness to sharing knowledge, a sense of security in expressing opinions, and the availability of formal mechanisms to support knowledge exchange.

The scale structure was then empirically verified using an exploratory factor analysis, with the results presented later in this article.

The research sample was selected purposively, with the entire population of employees in the surveyed units covered at the organisational level. A link to the electronic survey questionnaire was sent to all employees of the four administrative units covered by the survey. Participation in the study was voluntary

and anonymous, and the research sample consisted of individuals who chose to complete the questionnaire themselves. Thus, the selection procedure combined full distribution of the survey within the participating organisations with self-selection at the individual level. The research procedure adopted is consistent with commonly used solutions for CAWI surveys in the public sector. Thus, the final sample of 308 respondents was not drawn randomly, but consisted of those employees who voluntarily responded to the survey distributed across the four participating administrative units.

The advantage of this sample selection is the ability to reach the entire population of employees of the surveyed entities and to reduce selection bias at the stage of distributing the research tool, thereby increasing the internal reliability of the data obtained (Dillman et al., 2014; Bryman, 2016). In addition, the anonymous and voluntary nature of the survey may encourage honest responses, which is particularly important in studies on organisational behaviour and employee attitudes (Babbie, 2020). However, the limitation of the sample selection used is the lack of randomness and the possibility of the so-called self-selection effect of respondents, consisting in a greater participation in the study of people who are more involved or interested in the issue under study, which may limit the possibility of generalizing the results to the entire employee population (Bryman, 2016; Babbie, 2020). For reference, the theoretical margin of error for the sample size of 308 is approximately ±5.6% at the 95% confidence level ($p = 0.5$), assuming random sampling. Given the non-random and self-selected nature of the sample, this figure should be interpreted only as an approximate statistical indicator rather than a formal sampling error for the study. For this reason, the results obtained should be interpreted in light of the organisations surveyed and the research procedure adopted.

Finally, it is worth noting that using a single data source and the self-report nature of the measurement carry a potential risk of common method bias, which should be taken into account when interpreting the results (Podsakoff et al., 2003; Conway & Lance, 2010).

The study was conducted on a final sample of 308 respondents. The socio-demographic structure of the respondents was dominated by women (72.7%), people aged 35–44 (44.8%) and 45–54 (35.7%), and employees with a master's degree (74.4%). The most numerous groups were lower-level officials (72.7%), people with more than 15 years of work experience (34.1%), and those with 8–15 years of work experience (28.6%). A detailed breakdown of the respondents' socio-demographic data is presented in Table 1.

Table 1

Socio-demographic structure of respondents (N=308)

Personal details	**Category**	**Number of respondents**	**Percentage of respondents (%)**
Gender	Female	224	72.7
	Male	84	27.3
Age	Under 25	10	3.2
	25-34	22	7.1
	35-44	138	44.8
	45-54	110	35.7
	55 years and older	28	9.1
Education	Secondary	27	8.8
	Bachelor's degree/engineer	44	14.3
	Master's degree	229	74.4
	Other	8	2.6
Length of service in the surveyed unit	Less than 1 year	14	4.5
	1-3 years	44	14.3
	4-7 years	57	18.5

	8-15 years	88	28.6
	Over 15 years old	105	34.1
Position held in the surveyed entity	Support	24	7.8
	Lower-level clerical	224	72.7
	Senior civil servants	54	17.5
	Other	6	1.9
Total	**Total**	308	**100.0**

Source: own evaluation.

All calculations were performed using IBM SPSS Statistics, Version 29.0.2.0 (20) and RStudio version 2025.09.2+418. The statistical tests used were the Kaiser-Meyer-Olkin (KMO) test and Bartlett's sphericity test. Exploratory factor analysis (EFA), Varimax orthogonal rotation, Cronbach's alpha, normality tests (Kolmogorov-Smirnov and Shapiro-Wilk), Spearman's correlation, and a multiple regression model using aggregated indicators were used. A significance level of 0.05 was adopted in the analyses.

4. EMPIRICAL RESULTS

The analysis of responses indicates a very high level of approval for activities that promote knowledge sharing among respondents. The vast majority of respondents stated their willingness to share tips and best practices (94.8%) and to immediately share materials and templates upon request from colleagues (93.5%). Proactive attitudes were also common, with 86.0% of respondents indicating that they initiate knowledge transfer when necessary. There was slightly greater diversity of opinion regarding declarations to increase future knowledge sharing frequency, although approval still prevailed (77.3%). As expected, the majority of respondents rejected the attitude of instrumentally withholding knowledge for their own benefit (78.9%). Detailed data are presented in Figure 1.

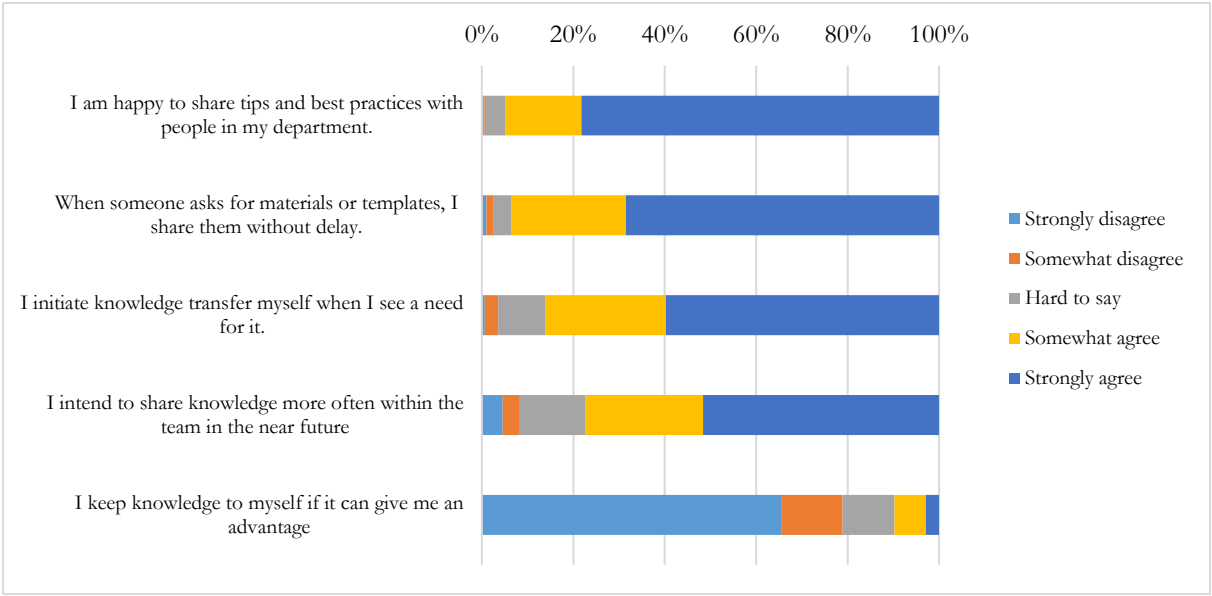


Figure 1. Attitudes towards knowledge sharing

Source: own evaluation

The survey results indicate an overall positive assessment of the climate of trust and psychological safety in teams. The highest level of approval was recorded regarding the ability to ask for help freely –

79.2% of respondents agreed with this statement. Other elements conducive to open knowledge exchange also received high ratings, such as the ability to contribute ideas without fear of negative consequences (71.1%) and the belief that mistakes are treated as opportunities to learn rather than as punishments (70.1%).

Opinions on the overall climate of trust within the team and support from superiors were slightly more varied. Although positive responses also dominated in these areas (66.6% each), a noticeable group of respondents denied the existence of such a climate or expressed a lack of support from management. An analysis of the negatively worded statement about refraining from expressing opinions for fear of being judged indicates that the majority of respondents distance themselves from such an attitude (56.8%). At the same time, a significant minority still experience uncertainty. Detailed data are presented in Figure 2.

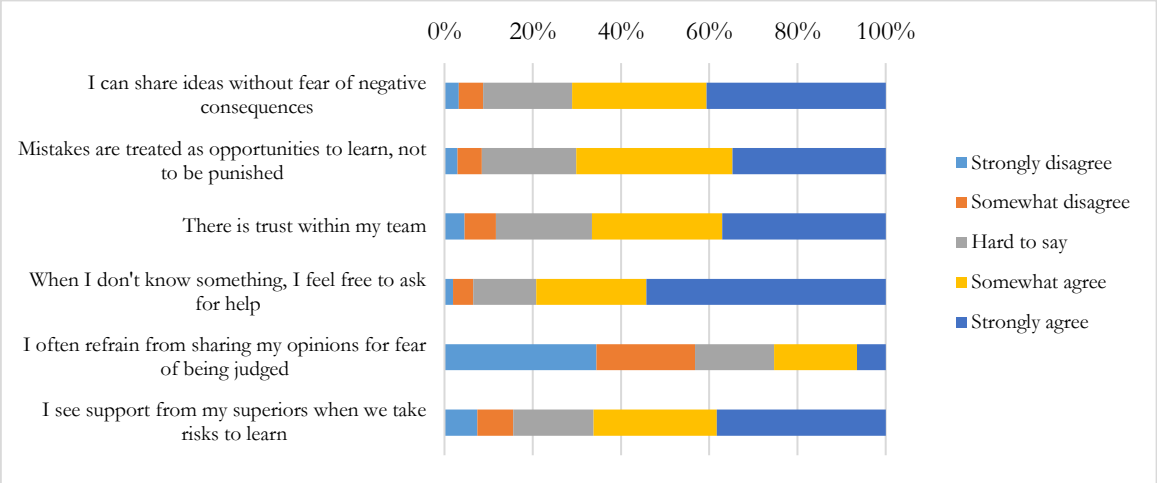


Figure 2. Climate of trust and psychological safety

Source: own evaluation

An analysis of responses regarding organisational support for knowledge sharing reveals varying trends across its individual aspects. Regarding the time allocated to knowledge transfer, there was a slight predominance of positive assessments (43%), with a relatively even distribution of responses: 29% of respondents expressed a negative opinion, and 28% remained neutral. Similarly, regarding the appreciation of knowledge sharing, positive responses prevailed (47%), but over 30% of respondents did not share this opinion, and 22% took a neutral stance.

Significantly more critical assessments focused on the absence of clear procedures and channels for knowledge exchange – in this case, negative responses prevailed (42.9%), with a relatively low percentage of positive assessments (32.1%). This was the only aspect analysed in which negative assessments clearly outweighed positive ones.

The most positive assessment was given to the encouragement of knowledge sharing by superiors – 52.6% of respondents agreed with this statement, with relatively low disagreement (22.7%). Responses to the negatively worded statement about the lack of acceptance of knowledge sharing indicate a favourable organisational climate: the majority (57.5%) disagreed, while only 24.0% agreed.

Respondents' opinions were clearly divided regarding the availability of tools supporting knowledge sharing: 39.3% gave positive responses, 33.4% negative responses, and 27.3% remained undecided. Detailed data are presented in Figure 3.

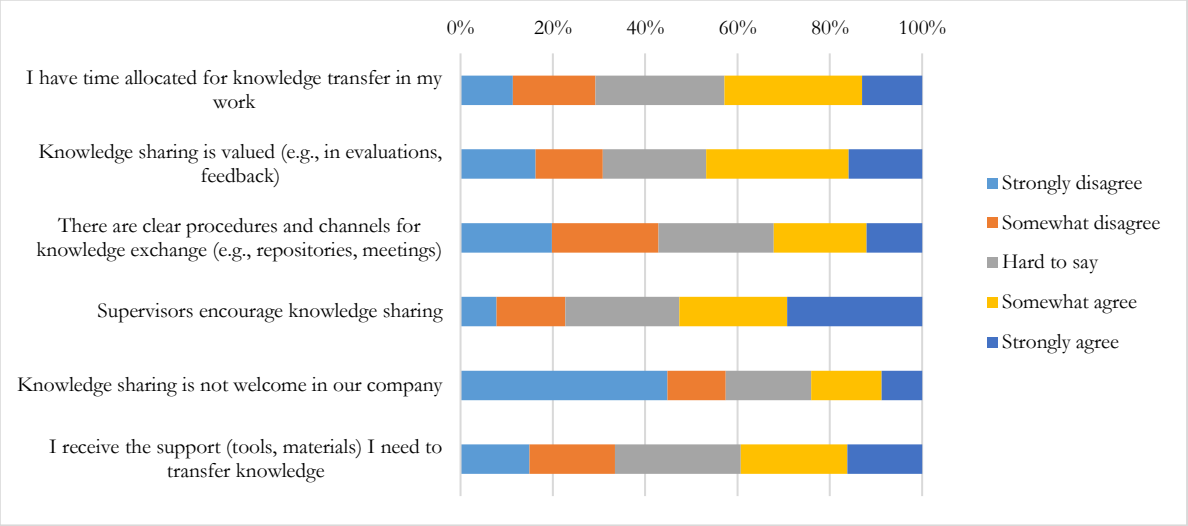


Figure 3. Organisational support for knowledge sharing

Source: own evaluation

Before further analysis, the statements were verified on a five-point Likert scale. For some of them, the scale was reversed to ensure a uniform direction of interpretation, so that higher values always corresponded to a higher level of the measured latent trait. Detailed results are presented in Table 2.

Table 2

Original statements and statements after scale reversal

Original statement	Statement after scale reversal
I keep knowledge to myself if it can give me an advantage	I am happy to share knowledge, even if it could give me an advantage
I often refrain from sharing my opinions for fear of being judged	I freely share my opinions without fear of judgement
Sharing knowledge is not welcome in our organisation	Sharing knowledge is welcome in our organisation

Source: own evaluation

Factor analysis is used to identify hidden variables that explain the relationships between observed indicators. Exploratory factor analysis (EFA) was used in the study to verify whether the questionnaire statements form separate latent constructs consistent with theoretical assumptions. Confirmation of the factor structure is a necessary step before further analysis and allows for the assessment whether thematically grouped questions measure different conceptual dimensions. The use of EFA is a standard procedure in survey research. It allows for the assessment of scale homogeneity, providing a basis for inferring the validity and reliability of latent variables.

The questionnaire was developed to measure constructs related to knowledge sharing, including attitudes towards knowledge sharing, climate of trust and psychological safety, and organisational support. The principal component method with Varimax orthogonal rotation was used to extract the factors, and the number of factors was determined using the Kaiser criterion (eigenvalues > 1).

The adequacy of the data for factor analysis was confirmed by the KMO test and Bartlett's sphericity test. For the five statements measuring attitudes towards knowledge sharing, the KMO value was 0.806,

indicating good sample adequacy. Bartlett's test was statistically significant ($\chi^2 = 538.917$; df = 10; $p < 0.001$), indicating sufficient correlations among the variables.

Exploratory factor analysis revealed a single-factor structure of the scale. The extracted factor had an eigenvalue of 2.889, accounting for 57.8% of the total variance, while the other factors had eigenvalues below 1. The factor loadings of all items were high (0.541–0.843), which indicates a strong relationship between the statements and the extracted latent dimension.

The communality values for four of the five items exceeded 0.5 (0.521–0.710), indicating that the main factor explained the variance well. The lowest communality value (0.292) was recorded for the statement concerning knowledge sharing despite the possible loss of advantage.

The results confirm the unidimensionality of the scale measuring the attitude (willingness) to share knowledge within the organisation. The lack of additional factors and the high consistency of the items indicate the construct's validity. The scale's reliability is confirmed by a Cronbach's alpha coefficient of 0.772. The psychometric properties of the scale justify its use in further statistical analyses, including regression models. Detailed results are presented in Tables 3 and 4.

Table 3

Communalities and factor loadings after extracting one factor

Statement	**Initial**	**After extraction**	**Factor 1**
I am happy to share tips and best practices with people in my department	1.000	0.710	0.843
When someone asks for materials or templates, I share them without delay	1,000	0.683	0.827
I initiate knowledge transfer myself when I see a need for it	1.000	0.682	0.826
I intend to share knowledge more often within the team in the near future	1.000	0.521	0.722
I am happy to share my knowledge, even if it could give me an advantage	1.000	0.292	0.541

Source: own evaluation

Table 4

Total explained variance

Component	**Initial eigenvalues**	**Initial eigenvalues**	**Initial eigenvalues**
Component	Total	% variance	Cumulative
1	2.889	57.787	57.787
2	0.817	16,344	74,132
3	0.592	11,839	85,971
4	0.384	7,687	93,658
5	0.317	6,342	100,000

Source: own evaluation

For six statements concerning the climate of trust and psychological safety, the adequacy of the data for factor analysis was confirmed by the KMO and Bartlett tests. The KMO value was 0.840, and Bartlett's test of sphericity was statistically significant ($\chi^2 = 730.801$; df = 15; $p < 0.001$), which justifies the use of factor analysis.

Exploratory factor analysis revealed a single-factor structure of the scale. The extracted factor had an eigenvalue of 3.307 and explained 55.1% of the total variance, while the other components had eigenvalues below 1 (the next one: 0.961).

Five of the six statements achieved high factor loadings (0.761–0.853), indicating a strong relationship with the trust and psychological safety factors. One item ("I freely share my opinions without fear of being judged") had a very low factor loading (0.262) and a low communality (0.069), indicating a poor fit with the extracted construct; it was excluded from further analyses.

The scale's internal consistency was good (Cronbach's alpha = 0.801), confirming its reliability. The results obtained justify using the scale, comprising five well-matched items, as a measure of the climate of trust and psychological safety in subsequent statistical analyses. Detailed results are presented in Tables 5 and 6.

Table 5

Communalities and factor loadings after extracting one factor

Statement	Initial	After extraction	Factor 1
I can suggest ideas without fear of negative consequences	1,000	0.605	0.853
Mistakes are treated as an opportunity to learn, not to be punished	1.000	0.579	0.850
There is trust within my team	1.000	0.727	0.778
When I don't know something, I feel comfortable asking for help	1.000	0.723	0.777
I freely share my opinions without fear of being judged	1.000	0.069	0.761
I see support from my superiors when we take risks in learning	1.000	0.604	0.262

Source: own evaluation

Table 6

Total explained variance

Component	Initial eigenvalues	Initial eigenvalues	Initial eigenvalues
Component	Total	% variance	Cumulative
1	3.307	55.115	55.115
2	0.961	16.024	71.139
3	0.566	9.442	80.580
4	0.490	8.173	88.753
5	0.444	7.403	96.156
6	0.231	3.844	100.000

Source: own evaluation

For six statements concerning organisational support for knowledge sharing, the adequacy of the data for factor analysis was confirmed by the KMO and Bartlett tests. The KMO value was 0.850, and Bartlett's test of sphericity was statistically significant ($\chi^2 = 743.937$; $df = 15$; $p < 0.001$), which justifies the use of factor analysis.

Exploratory factor analysis revealed a two-factor structure of the scale. Five statements related to formal organisational support loaded highly on the first factor (loadings 0.748–0.841), with negligible loadings on the second factor. One statement ("Knowledge sharing is welcome in our organisation") showed a different pattern, loading almost exclusively on the second factor (0.986), interpreted as a climate of acceptance for knowledge sharing.

The extracted communality values ranged from 0.563 to 0.983, indicating a good fit of the model. The lowest value was recorded for the item concerning the time for knowledge transfer (0.563), while the highest was for the statement measuring the climate of acceptance (0.983).

The two factors identified together explained 72.7% of the total variance in responses. The first factor had an eigenvalue of 3.337 and explained 55.6% of the variance, while the second had an eigenvalue of 1.025 and explained 17.1% of the variance; the remaining components did not meet Kaiser's criterion.

The reliability analysis showed that Cronbach's alpha for all six items was 0.798, while after excluding the statement on the climate of acceptance, it increased to 0.874. Therefore, based on the factor analysis results, two separate subconstructs were identified in subsequent analyses: formal organisational support and a climate of acceptance for knowledge sharing. Detailed results are presented in Tables 7 and 8.

Table 7

Communal resources (communality) and factor loadings after separating the two factors

Statement	Initial	After extraction	Factor 1	Factor 2
In my work, I have time allocated for knowledge transfer	1.000	0.563	0.841	-0.083
Knowledge sharing is appreciated (e.g. in evaluations, feedback)	1.000	0.692	0.830	-0.058
There are clear procedures and channels for knowledge sharing (e.g. repositories, meetings)	1.000	0.715	0.828	0.170
Supervisors encourage knowledge sharing	1.000	0.714	0.827	-0.104
Knowledge sharing is welcome in our organisation.	1.000	0.983	0.748	-0.055
I receive the support (tools, materials) I need to share knowledge	1.000	0.695	0.106	0.986

Source: own evaluation

Table 8

Total explained variance

Component	Initial eigenvalues	Initial eigenvalues	Initial eigenvalues
Component	Total	% variance	Cumulative
1	3.337	55.619	55.619
2	1,025	17,080	72,699
3	0.574	9,561	82,260
4	0.395	6,591	88,850
5	0.348	5,800	94,650
6	0.321	5,350	100,000

Source: own evaluation

Before estimating the regression model, the normality of the variable distributions and their mutual correlations were assessed. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used, and both indicated significant deviations from normality for all analysed variables. Detailed results are presented in Table 9.

Table 9

Normality tests

Variable	Kolmogorov-Smirnov	Kolmogorov-Smirnov	Shapiro-Wilk	Shapiro-Wilk
Variable	Test statistic	p-value	Test statistics	p-value
Attitudes towards knowledge sharing	0.193	< 0.001*	0.818	< 0.001*
Climate of trust and psychological safety	0.121	< 0.001*	0.918	< 0.001*
Formal dimension of support	0.082	< 0.001*	0.976	< 0.001*
Support as acceptance of knowledge sharing	0.273	< 0.001*	0.816	< 0.001*

Source: own evaluation

* statistical significance at the 0.05 level.

Because the distributions were non-normal, Spearman's rank correlation coefficient was used to assess the relationship. The results indicate that all independent variables are statistically significant and positively, albeit weakly, correlated with the dependent variable, suggesting that increases in each are associated with increases in the dependent variable. Detailed results are presented in Table 10.

Table 10

Spearman's rank correlation coefficient

Variables	Attitudes towards knowledge sharing	Climate of trust and psychological safety	Formal dimension of support	Support as acceptance of knowledge sharing
Attitudes towards knowledge sharing	1	0.350	0.313	0.163
Climate of trust and psychological safety	0.350	1	0.599	0.274
Formal dimension of support	0.313	0.599	1	0.134
Support as acceptance of knowledge sharing	0.163	0.274	0.134	1

Source: own evaluation.

* statistical significance at the 0.05 level.

Next, multiple regression was applied using aggregated indicators, where each aggregate was obtained as the arithmetic mean of individual items constituting the construct. Detailed results are presented in Table 11.

Table 11

Estimates of the coefficients of the multiple regression model using aggregated indicators

Variable	Coefficient	Standard Standard	t-statistic	p-value
Climate of trust and psychological safety	0.193	0.051	3.779	< 0.001*
Formal dimension of support	0.084	0.043	1.968	0.049*
Support as acceptance of knowledge sharing	0.026	0.025	1.054	0.293

Source: own evaluation.

* statistical significance at the 0.05 level.

The regression analysis aimed to explain attitudes towards knowledge sharing based on selected predictors: climate of trust and psychological safety, formal support, and support understood as acceptance of knowledge sharing. The results indicate that two variables significantly affect attitudes. The strongest predictor was the climate of trust and psychological safety ($\beta \approx 0.193$; $p < 0.001$), suggesting that higher levels of trust are associated with more positive attitudes towards knowledge sharing. The formal dimension of support also showed a positive but weaker effect ($\beta \approx 0.084$), statistically significant at the $\alpha = 0.05$ level ($p = 0.049$). The variable "support as acceptance of knowledge sharing" was not a significant predictor of attitudes ($\beta \approx 0.026$; $p = 0.293$). The model fit was moderate – the coefficient of determination R^2 was 0.1695 and the adjusted $R^2 = 0.1557$, which means that the model explains approximately 16–17% of the variance in attitudes. At the same time, the model as a whole proved to be statistically significant ($F(5,302) = 12.33$; $p < 0.001$), indicating that the predictors included significantly improve the explanation of the dependent variable compared to the zero model.

Based on the statistical analyses, it is possible to determine the extent to which the research hypotheses were confirmed. First of all, Spearman's rank correlation showed that all independent variables remained positively and statistically significantly related to willingness to share knowledge, preliminarily confirming the directions of the relationships predicted in H1.1 and H1.2.

The next stage was multiple regression analysis using aggregated indicators for each construct. The resulting regression model was statistically significant ($F(5,302) = 12.33$, $p < 0.001$) and explained approximately 17% of the variance in declarative readiness to share knowledge ($R^2 = 0.17$). The regression results indicate that, of the factors considered, only two remain statistically significantly related to this willingness.

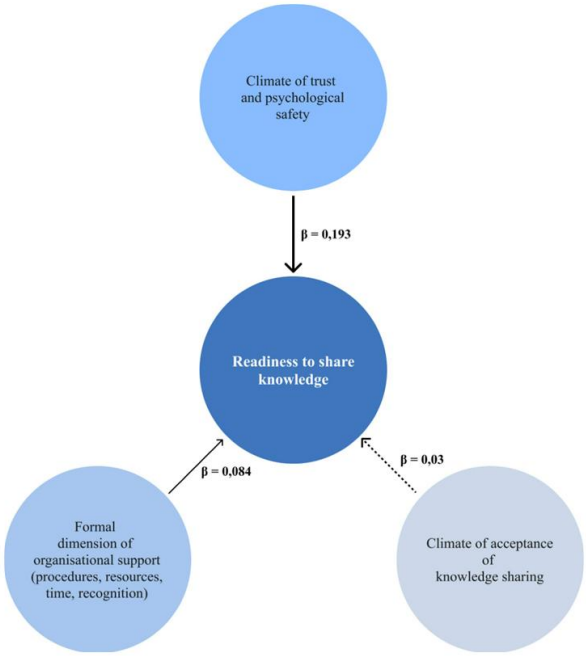
The first is a climate of trust and psychological safety, which proved to be the strongest factor in the regression model. A higher level of this construct is associated with greater declarative willingness among employees to share knowledge ($\beta = 0.193$, $p < 0.001$). This result confirms H1.1, which posits a significant, positive relationship between the climate of trust and psychological safety and the willingness to share knowledge.

The second factor showing a significant positive relationship with the willingness to share knowledge is the formal dimension of organisational support (e.g. procedures, resources, time, recognition). However, the strength of this relationship was small ($\beta = 0.084$) and reached statistical significance at the borderline of the accepted level ($p = 0.049$), which indicates the relatively weaker importance of this factor compared to the climate of trust and psychological safety. This result confirms H1.2.

The climate of acceptance of knowledge sharing as a separate cultural factor was statistically insignificant ($\beta = 0.03$, $p = 0.293$), with a regression coefficient close to zero.

A comparison of the above results allows us to verify H1, namely that the willingness to share knowledge in the field of local government administration depends on selected organisational factors and individually experienced aspects of the work environment. The results confirm this assumption, indicating that the model's factors are significantly related to employees' declared willingness to share knowledge, although to varying degrees.

The analysis results enabled us to develop a model of the relationships among the selected organisational factors, as shown in Figure 4.



Legend:

The thickness and style of the arrows reflect the relative strength and statistical significance of the relationship.

——————— The strongest of the analysed predictors – statistically significant effect ($p < 0.001$)

——————— A weak but statistically significant effect of the predictor ($p < 0.05$)

– – – – – – – No statistically significant effect of the predictor ($p > 0.05$)

β– standardised regression coefficient

Figure 4. Empirical model of readiness to share knowledge in local government administration

Source: own evaluation.

*statistical significance at $p < 0.05$.

5. DISCUSSION

The results of the empirical research confirm the assumptions emerging from the literature review, namely that the use and sharing of knowledge in public organizations are not a simple function of the existence of formal structures, regulations, knowledge transfer channels, or tools. It is a process embedded in the relationships that exist between employees and their superiors. These relationships constitute the framework within which knowledge is disclosed, interpreted, transferred, or defined, as applicable, in public administration entities. The study included a regression analysis, which showed that, among the predictors considered, the strongest influences on employees' declarative willingness to share knowledge are a climate of trust and psychological safety. The results also showed that formal organisational support is of limited importance, while an environment that accepts knowledge sharing has no significant impact.

The above results are consistent with observations of other researchers, including Laihonen, Kork, and Sinervo (2024), Berardi et al. (2025), and Klijn et al. (2025). Psychological safety as the most critical factor determining knowledge sharing appears in the literature on the subject, both in classic works such as those by A. Edmondson (1999) and in more recent publications (e.g. Christensen et al., 2020). The result obtained can be interpreted as empirically confirming the assumption that knowledge sharing is a form of behaviour that may be perceived as risky by employees. Edmondson points out that feeling psychologically secure makes it easier for individuals to take actions that may yield negative results, such as undermining human competence, status, or compliance with applicable norms. Knowledge sharing in public administration is associated with such situations, as these entities operate in conditions of high legalism, compliance with procedures and formal accountability.

As shown by a previous review of the literature on public management, knowledge sharing involves risk, may encourage passive behaviour and may limit employees' cognitive expression. Thanks to a sense of psychological security, elements of interpersonal risk, such as asking questions, sharing doubts or talking about mistakes, are perceived as less threatening. Research conducted in Polish public organizations indicates that perceptions of appreciation and acceptance of errors promote the development of quality relationships and strengthen open communication between supervisors and employees (Sułkowski et al., 2025; Wójcik-Chodorowska, 2025b). In light of the results, it can be inferred that psychological safety determines the transfer of knowledge from individual employees to the organization. It also serves as a mechanism that enables the organisation to reduce risk and lower the sense of pressure, control, and supervision. In the context of knowledge management theory, the result also confirms that a climate of trust and psychological safety activates hidden knowledge resources, which are particularly important in public administration. In public entities, knowledge is a dispersed resource, and it is only when employees feel psychologically safe that its transfer becomes possible, as Nonaka and Takeuchi (1995) point out. The regression coefficient from the research results confirms the theory of Laihonen, Kork and Sinervo (2024), namely that this mechanism, rather than the availability of formal tools and channels, determines employees' willingness to initiate and conduct knowledge-sharing processes. The results of the study therefore deepen the understanding of knowledge, as proposed by Laihonen and Mäntylä (2017) and Rajala et al. (2018), as a resource whose usefulness in organisations is revealed through social interactions. This also aligns with interpretations of an organization as a space where meanings and values are negotiated (Kożuch et al., 2021). The research confirms that knowledge sharing in the public sector is dynamic, a process in which participants negotiate the possibilities of interpreting and using the knowledge they possess.

At the same time, the relatively low variance observed during the research indicates that psychological safety is not the only factor influencing knowledge sharing in public administration. This result is consistent with the critical approach, which argues that one should not limit oneself to individual feelings when explaining attitudes toward declarative knowledge sharing, but should also consider other factors shaping organisational behaviour (Figueiredo, Rodrigues, & Diogo, 2025; Spicer & Alvesson, 2025). The result, which shows a weak influence of formal organisational support, confirms the literature review's findings that formal solutions proposed in knowledge management are an essential element of organisational structure. However, they are insufficient to trigger organisational processes (Hislop et al., 2018; Berardi et al., 2025).

The weak impact of formal organisational structure thus confirms the claims of the literature review, which holds that knowledge exchange systems, procedures, and channels enable knowledge sharing but do not determine employees' actual behaviour. This article demonstrates that, in the absence of factors that determine psychological safety, formal support mechanisms may be largely ineffective.

A significant result of the empirical research is the low level of influence of the climate of acceptance of knowledge sharing. The result confirms the existence of a difference between the level of normative

organisational practices and the actual practices undertaken in public administration entities. According to Schein's (2010) concept, organisational existence at a declarative level is not always reflected in everyday practices. These practices may even reinforce behaviours of a different nature. The results of the study indicate that employees' behaviours may be inconsistent with their declared values unless they are supported by the security they feel in their interactions with their superiors and colleagues (Schein, 2010; Siddique et al., 2025). The declared climate of acceptance, therefore, does not reduce the risk associated with knowledge disclosure to the same extent as the experience of security felt by employees. Based on the research results, it can be assumed that public administration employees respond primarily to the actual results of their behaviour.

This article contributes to the literature on public management and organisational studies by detailing the role of psychological safety in knowledge-sharing processes in public administration. The survey results highlight the relational conditions of knowledge sharing, underscoring the lesser role of declarative support, formal solutions, instruments, and channels. The article shows that these do not constitute a mechanism capable of initiating sufficient knowledge sharing among employees. This confirms the distinction Schein (2010) points out between declarative and actual practices within a given organisation.

The empirical research provided support for H1, H1.1, and H1.2, and achieved the study's primary objective: to determine the role of selected organisational and individual factors in shaping the willingness to share knowledge in local government administration. It has been shown that in public administration, where activities are highly formalised and hierarchy prevails, formal solutions are insufficient for effective knowledge sharing between employees and superiors. The transformation of individuals' tacit knowledge into an organisational resource for a broader group of employees can occur only through genuine psychological security. The article, therefore, contributes to a better understanding of the factors that cause many knowledge management initiatives in the public sector to remain at the declarative level and not be implemented in practice.

6. CONCLUSION

This article aimed to determine the importance of selected organisational factors and experiential aspects of the work environment for local government employees' willingness to share knowledge. Based on the research, the factors that most significantly differentiate the analysed attitudes were identified, and their relative influence was determined.

Based on the conducted research, it can be concluded that the climate of trust and psychological safety is the strongest predictor of attitudes towards knowledge sharing. This confirms that the willingness to disclose, transfer, and co-create knowledge is firmly rooted in the relational aspects of organisational functioning. The formal dimension of organisational support, including resources, time, and recognition, has a weaker but still statistically significant impact on willingness to share knowledge. This means that structural and formal solutions play a supporting and complementary role, but are not sufficient in themselves to foster knowledge sharing unless accompanied by a favourable climate of trust. By contrast, a climate of acceptance for knowledge sharing does not have a significant effect when the other factors included in the research are taken into account. This may suggest that official messages and declarative norms promoting knowledge sharing lose their significance when they are not embedded in a broader culture of organisational trust and psychological safety.

Despite the cognitive significance of the results, the study has certain limitations that should be noted when interpreting them. The most important thing to mention is that the study was cross-sectional and does not allow for causal conclusions or for analysis of changes in attitudes towards knowledge sharing over time. Furthermore, the use of the survey technique may increase the risk of common method bias and of

respondents providing socially desirable answers. This means that the observed relationships may be reinforced (to some extent) by the measurement method, which requires caution in interpreting the data, especially when drawing causal conclusions. Another limitation of the adopted perspective is the research sample selection. The final sample consisted of 308 respondents, and the theoretical margin of error for a sample of this size is approximately ±5.6% at the 95% confidence level (p = 0.5), assuming random sampling. However, due to the non-random and self-selected nature of the sample, this value should be treated only as an approximate statistical indicator rather than a formal sampling error for the study. The study also concerned a specific institutional context, and the research sample included only local government employees, which limits the generalisability of the results to other sectors of public administration. Another limitation to note is the model's omission of individual variables, such as personality traits, professional experience, or cooperation orientation, which may play an essential role in shaping attitudes towards knowledge sharing, including in local government administration.

The results obtained have essential implications for organisational practice. Foremost, they indicate that adequate support for knowledge sharing should focus on the foundations of trust and psychological safety, rather than on implementing formal procedures and tools based on control and the assumption that employee behaviour requires constant supervision. This requires, above all, an appreciation of the relational aspect of cooperation and a move away from overly formalised organisational practices. In this context, communication style, responses to mistakes, feedback practices, employee appreciation, openness to diverse perspectives, and the creation of space for dialogue, cooperation, and knowledge exchange become particularly important. Creating an inclusive work environment fosters trust and psychological safety, key determinants of willingness to share knowledge.

In future research, it would be valuable to use a longitudinal approach to analyse the dynamics of relationships among organisational climate, safety, and attitudes towards knowledge sharing. It is worth conducting research using mixed methods, which would allow for a comparison of quantitative results with the results of in-depth qualitative interviews. This would provide a better understanding of the mechanisms underlying the relationships under study. By examining how respondents interpret and experience knowledge-sharing processes in everyday organisational practice, the use of triangulation across research methods would reduce the risk of common-method bias and enable a deeper interpretation of the results by capturing respondents' perspectives. An interesting cognitive direction for research would also be to conduct a cross-sector analysis comparing the public and private sectors, which would allow for the identification of similarities and differences in the conditions for knowledge sharing and for an assessment of the degree of universality of the proposed empirical model across different organisational contexts.

ACKNOWLEDGEMENT

Publication funded under project no. FESL.10.25-IZ.01-078F/23 – "Comprehensive support for the development of the WSB University in line with the needs of the green and digital economy" implemented under the European Funds for Silesia 2021-2027 programme from the Just Transition Fund, Priority X European Funds for Transformation, Measure 10.25 Development of higher education in line with the needs of the green economy.

REFERENCES

Babbie, E. R. (2020). *The practice of social research* (15th ed.). Cengage Learning.

Bartuseviciene, I., & Butkus, M. (2024). The effect of digital governance to stimulate the antifragile capabilities of public sector organizations. *Economics and Sociology, 17*(3), 41-61. https://doi.org/10.14254/2071-789X.2024/17-3/3

Belás, J., Jr., Petráková, Z., Streimikis, J., & Kozová, K. (2024). Participative management style in SMEs: Influence of CSR factors. Empirical evidence from the Visegrad Group. *Journal of International Studies, 17*(3), 133-147. https://doi.org/10.14254/2071-8330.2024/17-3/7

Berardi, M., Cifolelli, S., Fontana, F., & Ziruolo, A. (2025). The contribution of knowledge management to the co-creation of sustainable public value. *European Conference on Knowledge Management, 26*, 97–106. https://doi.org/10.34190/eckm.26.1.3808

Bethlehem, J. (2010). Selection bias in web surveys. *International Statistical Review, 78*(2), 161–188. https://doi.org/10.1111/j.1751-5823.2010.00112.x

Blau, P. (1986). *Exchange and power in social life* (2nd ed.). Routledge. https://doi.org/10.4324/9780203792643

Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioural intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organisational climate. *MIS Quarterly, 29*(1), 87–111. https://doi.org/10.2307/25148669

Booth, S. E. (2012). Cultivating knowledge sharing and trust in online communities for educators. *Journal of Educational Computing Research, 47*(1), 1–31. https://doi.org/10.2190/EC.47.1.a

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.

Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. SAGE.

Christensen, T., & Lægreid, P. (2020). Balancing governance capacity and legitimacy: How the Norwegian government handled the COVID-19 crisis as a high performer. *Public Administration Review, 80*, 774–779. https://doi.org/10.1111/puar.13241

Christensen, T., Lægreid, P., Roness, P. G., & Røvik, K. A. (2020). *Organisation theory and the public sector: Instrument, culture and myth* (2nd ed.). Routledge.

Conway, J. M., & Lance, C. E. (2010). What reviewers should expect from authors regarding common method bias in organisational research. *Journal of Business and Psychology, 25*(3), 325–334. https://doi.org/10.1007/s10869-010-9181-6

Couper, M. P. (2000). Web surveys: A review of issues and approaches. *Public Opinion Quarterly, 64*(4), 464–494. https://doi.org/10.1086/318641

Cowen, A. P., Rink, F., Cuypers, I. R. P., Grégoire, D. A., & Weller, I. (2022). Applying Coleman's boat in management research: Opportunities and challenges in bridging macro and micro theory. *Academy of Management Journal, 65*(1), 1–27. https://doi.org/10.5465/amj.2022.4001

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). John Wiley & Sons.

Djalil, M. A., Chan, S., Putra, T. R. I., Tabrani, M., & Agustina, M. (2025). Unraveling the impact of collaborative competency on collaborative governance in public sector organizations. *Revista de Gestão Social e Ambiental (RGSA), 19*(1), e010755. https://doi.org/10.24857/rgsa.v19n1-030

Edmondson, A. (1999). Psychological safety and learning behaviour in work teams. *Administrative Science Quarterly, 44*(2), 350–383. https://doi.org/10.2307/2666999

Figueiredo, P., Rodrigues, R., & Diogo, A. (2025). From safety to sharing: A bibliometric mapping of psychological safety, knowledge management, and organisational learning. *Administrative Sciences, 15*(11), 427. https://doi.org/10.3390/admsci15110427

Fischer, C., & Döring, M. (2022). Thank you for sharing! How knowledge sharing and information availability affect public employees' job satisfaction. *International Journal of Public Sector Management, 35*(1), 76–93. https://doi.org/10.1108/IJPSM-10-2020-0290

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology, 70*(1), 113–165. https://doi.org/10.1111/peps.12183

Hislop, D., Bosua, R., & Helms, R. (2018). *Knowledge management in organizations* (4th ed.). Oxford University Press.

Kaczorowska-Spychalska, D., Kotula, N., Mazurek, G., & Sułkowski, Łukasz. (2024). Generative AI as source of change of knowledge management paradigm. *Human Technology*, *20*(1), 131–154. https://doi.org/10.14254/1795-6889.2024.20-1.7

Klijn, E. H., Koppenjan, J., Spekkink, W., & Warsen, R. (2025). *Governance networks in the public sector* (2nd ed.). Routledge. https://doi.org/10.4324/9781003402138

Kożuch, B., Sienkiewicz-Małyjurek, K., & Sułkowski, Ł. (2021). *Zarządzanie publiczne oparte na wartościach*. Wydawnictwo Społecznej Akademii Nauk.

Laihonen, H., Kork, A.-A., & Sinervo, L.-M. (2024). Advancing public sector knowledge management: Towards an understanding of knowledge formation in public administration. *Knowledge Management Research & Practice, 22*(3), 223–233. https://doi.org/10.1080/14778238.2023.2187719

Laihonen, H., & Mäntylä, S. (2017). Strategic knowledge management and evolving local government. *Journal of Knowledge Management, 22*, 219–234. https://doi.org/10.1108/JKM-06-2017-0232

Matsuo, M., & Aihara, M. (2022). Effect of a community of practice on knowledge sharing across boundaries: The mediating role of learning goals. *Journal of Knowledge Management*, 26(1), 1-16. https://doi.org/10.1108/JKM-08-2020-0604

Mishchuk, H., Bilan, Y., & Pavlushenko, L. (2016). Knowledge management systems: issues in enterprise human capital management implementation in transition economy. *Polish Journal of Management Studies*, 14(1), 163-173. HTTPS://DOI.ORG/ 10.17512/pjms.2016.14.1.15

Mishchuk, H., Samoliuk, N., & Yurchyk, H. (2021). *Decent work: evaluation and ensuring in human capital management:* monograph: Szczecin: Centre of Sociological Research. 140 p. HTTPS://DOI.ORG/ 10.14254/978-83-959336-5-3/2021 *Retrieved from* https://csr-pub.eu/?49,en_decent-work-evaluation-and-ensuring-in-human-capital-management

Nguyen, H., Drejer, I., & Marques, P. (2024). Citizen engagement in public sector innovation: Exploring the transition between paradigms. *Public Management Review, 26*(12), 3622–3642. https://doi.org/10.1080/14719037.2024.2347360

Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. Oxford University Press.

Oparaocha, G. (2016). Towards building internal social network architecture that drives innovation: A social exchange theory perspective. *Journal of Knowledge Management, 20*(3), 534–556. https://doi.org/10.1108/JKM-06-2015-0212

Osborne, S. P. (Ed.). (2010). *The new public governance: Emerging perspectives on the theory and practice of public governance*. Routledge.

Pandey, J., Gupta, M., Behl, A., Pereira, V., Budhwar, P., Varma, A., Hassan, Y., & Kukreja, P. (2021). Technology-enabled knowledge management for community healthcare workers: The effects of knowledge sharing and knowledge hiding. *Journal of Business Research, 135*, 787–799. https://doi.org/10.1016/j.jbusres.2021.07.001

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioural research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879–903. https://doi.org/10.1037/0021-9010.88.5.879

Rajala, T., Laihonen, H., & Haapala, P. (2018). Why is dialogue on performance challenging in the public sector? *Measuring Business Excellence, 22*(2), 117–129. https://doi.org/10.1108/MBE-06-2017-0032

Šalienė, A., Tamulevičienė, D., & Tvaronavičienė, M. (2024). Focus of performance audit recommendations on the approach of public value creation: The case of the National Audit Office of Lithuania. *Journal of International Studies, 17*(4), 1-28. https://doi.org/10.14254/2071-8330.2024/17-4/1

Schein, E. H. (2010). *Organisational culture and leadership* (4th ed.). Jossey-Bass.

Shahzad, F., Chilba, S., & Arslan, A. (2024). Tacit knowledge exchange among senior management educators: A qualitative study. *The International Journal of Management Education, 22*(2), Article 100973. https://doi.org/10.1016/j.ijme.2024.100973

Siddique, A., Liu, L., Farooq, S., & Mohi Ud Din, Q. (2025). Addressing work engagement in the presence of organisational politics: The roles of public service motivation and psychological safety climate in public-sector hospitals. *Acta Psychologica, 257*, Article 105069. https://doi.org/10.1016/j.actpsy.2025.105069

Spicer, A., & Alvesson, M. (2025). Critical management studies: A critical review. *Journal of Management Studies, 62*(1), 446–483. https://doi.org/10.1111/joms.13047

Sułkowski, Ł. (2012). Epistemologia i metodologia zarządzania. Polskie Wydawnictwo Ekonomiczne.

Sułkowski, Ł., Wójcik-Chodorowska, J., & Seliga, R. (2025). Perception of appreciative inquiry in managerial relations in Polish organisations. *Polish Journal of Management Studies, 32*(1), 196–211. https://doi.org/10.17512/pjms.2025.32.1.12

Sun, H., Fu, L., & Yang, S. (2023). What contributes to the government–citizen knowledge sharing: Analysis of 293 cities in China. *Journal of Innovation & Knowledge, 8*(2), 100362. https://doi.org/10.1016/j.jik.2023.100362

Torfing, J. (2012). Governance networks. In D. Levi-Faur (Ed.), *The Oxford handbook of governance* (pp. 99–112). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199560530.013.0007

Trojan, L., Kurowska-Pysz, J., & Taverner, C. (2023). Inter-organisational cooperation across the service design process based on intangible cultural heritage exploitation. *Polish Journal of Management Studies, 28*(2), 385-403. https://doi.org/10.17512/pjms.2023.28.2.22

Visser, M. (2025). New ways in critical management and organization studies: Honneth and the method of normative reconstruction. *Frontiers in Sociology, 10*, 1646745. https://doi.org/10.3389/fsoc.2025.1646745

Wójcik-Chodorowska, J. (2025a). Appreciative inquiry and the engagement of local government employees: A case study. *Scientific Papers of Silesian University of Technology- Organisation & Management Series*, 533-557. https://doi.org/10.29119/1641-3466.2024.236.32

Wójcik-Chodorowska, J. (2025b). The significance and role of appreciative discourse in organisational change management. Analysis based on the example of a military formation. *Przegląd Policyjny, 158* (2), pp. 129-151. https://doi.org/10.5604/01.3001.0055.2509

Zamiri, M., & Esmaeili, A. (2024). Methods and technologies for supporting knowledge sharing within learning communities: A systematic literature review. *Administrative Sciences, 14*(1), 17. https://doi.org/10.3390/admsci14010017

Zhang, X., & Xu, Z. (2024). Exploring the relationship between psychological capital, emotional intelligence, psychological safety, and knowledge sharing among e-commerce practitioners. *Frontiers in Psychology*, *15*, Article 1472527. https://doi.org/10.3389/fpsyg.2024.1472527

Zhang, Y., & Wan, M. (2021). The double-edged sword effect of psychological safety climate: A theoretical framework. *Team Performance Management: An International Journal, 27*(5/6), 377–390. https://doi.org/10.1108/TPM-01-2021-0005

Zsigmond, T., & Mura, L. (2023). Emotional intelligence and knowledge sharing as key factors in business management – evidence from Slovak SMEs. *Economics and Sociology, 16*(2), 248-264. https://doi.org/10.14254/2071-789X.2023/16-2/15