

**KNOWLEDGE SHARING FROM A  
DIFFERENT APPROACH:**

THE INFLUENCE OF QUANTITY AND QUALITY OF  
KNOWLEDGE SHARING ON SATISFACTION, TRUST AND  
COMMITMENT WITHIN A NON-PROFIT ORGANIZATION.

Denise Neurink (S1257277)

A MASTER THESIS SUBMITTED FOR THE DEGREE OF MASTER  
OF SCIENCE IN COMMUNICATION SCIENCE

FACULTY OF BEHAVIORAL SCIENCE  
COMMUNICATION SCIENCE

**EXAMINATION COMMITTEE**  
1th Dr. Ardion Beldad  
2nd Dr. Joyce Karreman

## Preface

This master thesis forms the final part of my master program of communication sciences, at the University of Twente. During the (pre-)master courses, I became aware of my interest in organizational behavior, which has ensured that I have chosen to graduate within the specialization of corporate and organizational communication. Looking back, I can say that I am proud of the progress I made during my studies which culminated in the realization of this research report.

The research for this master thesis took place at a public non-profit organization, which made it possible for me to gain work experience in addition to writing this thesis. I have experienced this as valuable both for my personal development, and with regard to my future career within the communication field. Therefore I would like to thank Dini Schreurs for all the opportunities she gave me and my other colleagues for supporting me during my internship. I had a great time!

Last but not least, I would like to thank my supervisors for their helpfulness and guidance during the making of this thesis. First of all, Ardion Beldad, who always had a good and critical view. Your input has ensured that this study has an interesting research approach. Also, thank you for your quick responses! Joyce Karreman, thank you for your great commitment as second supervisor. You were present at the various arrangements, which I appreciated greatly. Thank you for your positive energy and critical advice.

Enjoy reading!

Denise Neurink

Enschede, 14 September 2013

## Abstract

A knowledge sharing environment enables organizations to improve innovation or even organizational performance. Knowledge sharing has already been studied by various academics to find out its antecedents. This study takes a different perspective and focuses on the outcomes of knowledge sharing behaviour within organizational groups. Organizations are quite dependent on the performance of these knowledge groups. The aim of this study was to explore the effects of knowledge sharing within groups on individuals' attitude and perspectives towards co-workers, their job and their commitment to the organization.

Questionnaires were used to measure the influence of frequency, quantity and quality of knowledge sharing within groups on the dependent variables; satisfaction with co-workers, satisfaction with the job, organizational commitment and ability- based trust, benevolence- based trust, integrity- based trust in co-workers. In total, 177 participants, employees of a nonprofit organization, filled in the survey. An exploratory factor analysis determined that the items did not properly measure the ten constructs. As a consequence, the independent variables frequency and quantity of knowledge sharing were combined into one construct. Also, the dependent variable trust in co-workers was divided into competence-based trust and goodwill trust, instead of the three trustworthiness factors. Additionally, the various relationships between the dependent variables were measured.

Linear regression showed that both quantity and quality of knowledge sharing have significant influence on the dependent variables, such as satisfaction with job and co-workers and trust in co-workers. These significant effects can be explained as a result of approaching knowledge sharing as a communication process, whereby communication is a requirement to share knowledge. The perceived openness and deployment of work-related information from co-workers can yield much for the employees as an individual and for the organization as a whole. Also, this study showed a significant influence of quality of knowledge sharing on organizational commitment. However, the influence of quantity of sharing on organizational commitment could not be found in this study.

This study's approach of knowledge sharing behaviour in terms of quantity and quality could be an useful approach in future studies. Implications of the findings and future knowledge sharing research directions are discussed.

*Keywords:* knowledge sharing, goodwill trust, competence-based trust, satisfaction co- workers, satisfaction with the job, commitment

## List of Figures

Figure 1: Conceptual framework research.....	21
Figure 2: Research model.....	32

## List of Tables

Table 1: Demographic characteristics of the research sample.....	22
Table 2: Factor Loadings for Exploratory Factor Analysis with Varimax Rotations .....	28
Table 3: Cronbach's alpha.....	30
Table 4: Regression analyses.....	31
Table 5: Linear regression of dependent variables.....	33

## Table of Content

Acknowledgement

Abstract

1. Introduction.....	7
1.1 Background of the study.....	8
1.2 Theoretical and practical relevance.....	9
1.3 Outline research report.....	10
2. Theoretical Framework.....	11
2.1 The concept of knowledge sharing.....	11
2.2 Knowledge sharing behaviour as predictor.....	12
2.3 Satisfaction with the job.....	14
2.4 Satisfaction with co-workers.....	15
2.5 Trust in co-workers.....	16
2.6 Organizational commitment.....	17
2.7 Commitment to the group.....	18
2.8 Research questions.....	18
2.9 Relationship among dependent variables.....	19
2.10 Conceptual framework.....	21
3. Method.....	22
3.1 Organizational setting and participants.....	22
3.2 Procedures.....	23
3.3 Measures.....	24
3.3.1 Independent variables.....	24
3.3.2 Dependent variables.....	25
4. Results.....	27
4.1 Exploratory factor-analysis.....	27
4.2 Reliability test.....	30
4.3 Influence knowledge sharing on dependent variables.....	31
4.4 Hypothesis testing of dependent variables.....	32

5. Discussion & Conclusion .....	34
5.1 Discussion .....	34
5.2 Conclusion .....	38
References .....	39
Appendices .....	45
Appendix A: Constructs .....	45
Appendix B: Questionnaire Dutch .....	47

## 1. Introduction

Effective management of knowledge is one of the most important challenges for organizations. Knowledgeable employees are valuable since the creation and application of new knowledge is important for organizational development and productivity (Gurteen, 1999; Ipe, 2003). In these days of rapid changes, employees should share their knowledge to enable organizations to improve innovation capability (Lin, 2007). Ipe (2003) described that “an organization’s ability to effectively leverage its knowledge is highly dependent on its people, who actually create, share, and use the knowledge” (p.341). A knowledge creating organization has to make personal knowledge available to others (Nonaka, Toyama & Konno, 2000). Several studies showed that knowledge is the key source for competitive advantages or even organizational performance (e.g. Cummings, 2004; Haas & Hansen, 2007). According to Davenport and Prusak (1998), knowledge has been recognized as the most important resource for organizations. Subsequently, it can be said that sharing knowledge is valuable for the organization, which makes it possible to extend new behavioral patterns within the organizations, such as particular work processes and social relations (Demirel, Seçkin & Özçınar, 2011). This study will delve into the individual and organizational outcomes of knowledge sharing behavior.

Knowledge could be shared at individual, unit or group, and organizational levels, within or across organizations (Ipe, 2003). This research focuses on knowledge sharing behavior among individuals at a group level within the organization, in which the various departments of the organization serve as the groups. The primary purpose of this study is to clarify the outcomes of knowledge sharing behavior of these groups. Organizations are greatly dependent on the performance of the various knowledge work groups (Reus & Liu, 2004). What are the effects of knowledge sharing behaviour within groups? The frequency, quantity and quality of knowledge sharing behavior may have an effect on several issues, such as satisfaction with the job, and co-workers and their commitment to the group and organization and trust in co-workers. These individuals’ attitudes are important to be examined. In general, these factors are valuable to create a healthy organizational climate (Muchinsky, 1977), organizational culture and to improve work experiences of individuals. Commitment is often a good predictor of turnover (Joo & Park, 2010; Porter, Steers, Mowday & Boulian, 1974) and studies suggest that highly satisfied and committed employees may perform better than less satisfied and committed employees (Fu & Deshpande, 2013; Mowday, Steers & Porter, 1979). Also, interpersonal trust in co-workers facilitates in social relationships and is an important component for effective decision-making, interpersonal cooperation and proactive work behaviors (Jones & George, 1998; Parker, Williams & Turner, 2006).

## 1.1 Background of the study

This study was conducted in the east of the Netherlands and the research population was restricted to employees of a non-profit organization. This organization, municipality office, will take steps when it comes to innovation, the structure and culture of the organization in short term. The municipality office introduce new developments, such as digitalization of various processes and a new way of working. Cooperation between employees will play an important role during these changes. The described 'new' employee has to be communicative and flexible. Also, this future employee should have an open attitude towards new ideas (Management model municipality, 2013).

Previous research in the field of internal communication within this organization suggested future research into the topic of organizational culture. Moreover, it suggests that more in-depth information is needed about attitudes towards the work environment and employees' behaviours. This previous research primarily focused on employees' satisfaction with regards to several communication means. And, this previous research did not focus on the relationship between the determinants job satisfaction, commitment, trust in co-workers and the frequency, quantity and quality of the specific behaviour of knowledge sharing between employees. The information about these issues is valuable for improving organizational innovativeness.

Reluctance to share information and knowledge between employees is experienced within this non-profit organization. Although information and knowledge sharing should be improved, the current situation of this organization will not contribute to that. Organizational changes are taking place with regards to the reorganization. Concerns among employees are experienced related to continuing their current occupation (Personal communication, February 11, 2013). During these times, employees will perceive a certain amount of risk and these perceptions can influence behaviours and decision making processes (Siegrist, Gutscher & Earle, 2005). Employees of the organization might experience job uncertainties and this reorganization and other changes can decrease the tendency of knowledge sharing behaviour within the organization. These possible risk perceptions can have an effect on the openness of communication and employees' confidence may affect the process of knowledge sharing. Subsequently, the reluctance to share information or knowledge and the creation and application of new knowledge may limit organizational development (Gurteen, 1999; Ipe, 2003). A knowledge sharing environment may affect organizational innovativeness (Lin, 2007; Shoham, Vigoda-Gadot, Ruvio, Schwabsky, 2012). And innovation capability involves an extensive process of knowledge sharing, which makes it possible to implement new ideas, processes, products, or services (Lin, 2007).

## 1.2 Theoretical and practical relevance

Knowledge sharing is approached from various perspectives in previous studies, from the intention or willingness to share knowledge (e.g. Chow & Chan, 2008; Holste & Fields, 2010; Ipe, 2003), to

actual knowledge sharing (e.g. Cabrera, Collins & Salgado, 2006). In contrast to the present research, most studies focused on identifying the factors that are likely to influence knowledge sharing, whereby the intention or willingness to share or the actual knowledge sharing is approached as dependent variable. Knowledge sharing is mainly considered as an outcome of employees perceptions on and attitudes about various issues. A number of studies have used the well-known Theory of Reasoned Action (TRA) of Fishbein and Ajzen (1981) to measure the attitude and intention to share knowledge (Bock, Zmud, Kim & Lee, 2005; Chow & Chan, 2008; De Vries, Van den Hooff & De Ridder, 2006; Holste & Fields, 2010). The assumption of these studies is that the more favourable the attitude toward knowledge sharing is, the greater the intention will be. TRA is applied in many studies, but the objective or actual situation is not included in these research models. The intention to share knowledge does not have to be the only predictor for the actual sharing behaviour. Subsequently, the value of including individuals' knowledge-sharing behaviours in future research has been recognized (Bock & Kim, 2002; Bock et al., 2005).

In contrast to the various research perspectives, a limited number of prior studies focused on the outcomes of knowledge sharing. In addition, knowledge sharing can be considered as a mean to achieve individual benefits and, thereby, positive organizational outcomes. The perspective of knowledge sharing in this study is aimed at collective knowledge sharing behaviors at group level (departments within the organization). Specifically, knowledge sharing behavior within groups can play a beneficial role in order to create positive outcomes for the organization as a whole.

There is no research that confirms the several specific individual outcomes of knowledge sharing behavior, for example, the empirical research of Mogotsi (2009), which demonstrated that knowledge sharing is unrelated to organizational commitment and job satisfaction. Although there are many studies on knowledge sharing, only a few have examined the role of emotions as an outcome of knowledge sharing (Cabrera & Cabrera, 2002), and, specifically, in relation with co-workers and organization. For example, Casimir, Lee and Loon (2012) showed that knowledge sharing is related to affective trust in co-workers. Nevertheless, the outcome of trust in co-workers, commitment and satisfaction with the job and co-workers is has never been measured in terms of frequency, quantity and quality of knowledge sharing as predictors.

Finally, this study is valuable and important for a variety of organizations. In particular, this municipality office has experienced that knowledge sharing within the department needs improvement. However, this is not confirmed by research. Employees are not likely to share knowledge without attention to personal motivation (Stenmark, 2001). Kotter (1995) pointed out that cultural transformation is a non-linear process and this will only change after benefits have been observed. In the context of the present research, it is important for the organization to identify the effect of knowledge sharing behaviour on employees' attitudes and behaviours, in order to take further steps and/or action.

### 1.3 Outline of the report

This paragraph gives an overview of the outline of this rapport. The next chapter presents a review of the literature in the field of knowledge sharing, satisfaction with the job and co-workers, trust in co-workers and commitment. Based on the literature review a conceptual model was constructed and research questions and also hypotheses were formulated. Knowledge sharing is measured in terms of frequency, quantity and quality, which concentrates on behaviour within the departments of the municipality office. The methodology of this study is described in chapter three. The results of the research are presented in chapter four. In this chapter, explanatory factor analysis and the reliability of the constructs are included. Finally, the discussion and conclusion of this study and are presented in chapter five. The limitations of the study and suggestions for future research are discussed in this last chapter.

## 2. Theoretical framework

This chapter presents a review of the core concepts of this study. First, the concept of knowledge sharing is discussed. The definition of knowledge sharing and the approach of knowledge sharing as a predictor are described in this first paragraph. Second, the dependent variables are presented in the second section of this chapter. The factors satisfaction with the job, satisfaction with the co-workers, trust in co-workers, organizational commitment and commitment to the group, which can affect organizational behavior, are described and considered as an outcome of knowledge sharing. After that, the conceptual framework of this study is presented. To conclude this chapter, the relationships among factors are highlighted.

### 2.1 The concept of knowledge sharing

There are several reasons why sharing of knowledge within an organization is important, such as organizational performance and its innovations. When sharing is limited, expertise and skills of employees are not exploited because organizations do not know what employees actually know (Gurteen, 1999). Subsequently, when individuals leave an organization, their knowledge will perish.

According to Gibbert and Krause (2002), knowledge sharing refers to the willingness of individuals in an organization to share with others the knowledge they have acquired or created. Sharing could be done directly via communication or indirectly. Yi (2009) defined knowledge sharing as a set of individuals' behavior, which involves sharing one's work-related knowledge and expertise. Finally, Chua (2003) pointed out that knowledge sharing is a process in which individuals collectively and iteratively share their thoughts, ideas or suggestions based on experiences. The aspect of these descriptions, which stands out, is that knowledge sharing is a process that occurs between individuals, which is broader than sending and/or receiving particular work-related information.

In order to understand the process of knowledge sharing, the concept of knowledge itself needs to be clarified. De Long and Fahey (2000) considered knowledge as something that is created and located in routines and systems. Employees' values and norms are essentials relating to effective knowledge use (De Long, 1997). Knowledge is contextualized in a hierarchy that begins with data, rises through information, and, finally, to knowledge and wisdom (Rowley, 2007). Data is viewed as a set of discrete facts (Davenport & Prusak, 1998), which can transpose into a message that can change the receivers' perception. Although data, information and knowledge are viewed as sequentially form each other as a linear relationship, the terms information and knowledge are often used as equal concepts in the literature. Despite the similarities in both terms, several authors make a distinction between the two. Information can be seen as the flow of meaningful messages (Nonaka & Takeuchi, 1995). It has been described as data that have context, relevance, and purpose (Becerra-Fernandez & Leidner, 2008). And, according to Davenport and Prusak (1998), knowledge can be defined as "a fluid

mix of framed experience, values, contextual information, and expert insights that provides a framework for evaluating and incorporating new experiences and information. It originates in and is applied in the minds of knowers” (p. 5). The authors described knowledge as something broader, deeper and richer than information. According to De Long (1997), the combination of information and human context that enhances opportunities for actions is the description of the concept of knowledge. It is valuable information from the human mind. Knowledge can change the receivers’ perceptions (Davenport & Prusak, 1998). Data and information are both useful aspects for creating new knowledge (Stenmark, 2001). Thereby, knowledge is seen as information that enables actions and decisions or information with a direction (Becerra-Fernandez & Leidner, 2008) and more insights and experiences (Davenport & Prusak, 1998). Knowledge is defined as the sharing of information, ideas, suggestions and expertise among individuals.

De Long and Fahey (2000) pointed out that types of knowledge can be differentiated as explicit (structured) or tacit (unstructured). Explicit knowledge is retrievable in documents, database, product and processes and formal rules. Tacit knowledge, however, is less tangible, it is related to personal experiences, actions and context. According to Borgatti and Cross (2003), other distinctions can be made among "know what", knowledge about content, "know how", knowledge about processes, and "know who". In addition, De Long and Fahey (2000) made a distinction between three types of knowledge: human, social and structured. This perspective of knowledge types consider human knowledge as a form that consists of explicit and tacit knowledge. The approach of explicit and tacit knowledge is the most common identification of knowledge types.

## 2.2 Knowledge sharing behavior as predictor

Various studies concentrated on individuals’ willingness to share knowledge and focused on the antecedents of knowledge sharing. In contrast to that, in this study knowledge sharing is approached from a group perspective and is regarded as a predictor of individual and organizational outcomes. Knowledge sharing is conceptualized with three components: frequency, quantity and quality. Employees can benefit from the quantity of knowledge sharing. Also, the frequency of specific behavior is often used as an indicator to measure attitudes or behaviors (e.g. Becerra & Gupta, 2003). In relation to knowledge sharing, a distinction is made between frequency and quantity, whereby frequency concentrates on how often it is shared and quantity is about the interpretation of the right amount of knowledge sharing. It can be assumed that frequency of sharing is not equal on whether sharing within the group is perceived as enough. Furthermore, the frequency and the quantity of knowledge sharing do not directly measure the provided quality of sharing (Usoro, Sharrat, Tsui & Shekhar, 2007). The quality can add value to the information and ensure that the information acquires more meaning (Simpson & Prusak, 1995) and that it becomes useful or helpful (Chang & Chuang, 2011). The overall quality of knowledge sharing refers to the completeness, credibility, accuracy, timeliness, and adequacy of sharing (Mohr & Sohi, 1995).

Knowledge sharing behavior is known to be positively related to organizational effectiveness and other related outcomes such as performance (Cummings, 2004). The outcome or efforts of knowledge management on groups are, for example, the successes or the performance of the group or even organization. Groups and/or organizations will become more adaptive, innovative and intelligent. Through the interaction between individuals collective knowledge sharing can be created. Sharing critical information and open communication are determinants of knowledge sharing (Mishra & Morrissey, 1990), whereby communication is a requirement for sharing knowledge. It could be stated that knowledge can only be shared through means of communication. Communication leads to the behavioural outcome of employees; stronger commitment to the organization, more satisfaction and loyalty and valuable trusted relationships (Allen, 1992; Becerra & Gupta, 2003; De Vries et al., 2006; Muchinsky, 1977; Vallaster & Chernatony, 2005). By using this communication approach, this study will explore the outcome of knowledge sharing within groups, in terms of frequency, quantity and quality, on satisfaction with co-workers, satisfaction with the job, commitment to the group and to the organization and trust in co-workers. These individuals' attitudes are valuable to create a healthy organizational climate (Muchinsky, 1977), organizational culture and to improve the work experiences of individuals. Committed employees are considered to be more stable within organizations (Mowday et al., 1979) and a trusted social relationship between employees is important for effective decision making, cooperation, and work behaviors (Jones & George, 1998; Parker et al., 2006). Those factors ensure improvement of the performance of those individuals and the organization itself. These various predicted outcomes of knowledge sharing are described in the following sections.

### 2.3 Satisfaction with the job

Satisfaction is a consequence of past events and experiences and is an indicator of organizational and individual well-being. Satisfaction with the job is the degree to which employees perceive their job, which can be positive or negative. According to Locke (1969) job satisfaction and dissatisfaction refers to "a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (p. 316). It is inferred from the individuals' attitude towards the job. A variety of instruments has been devised to measure job satisfaction. Some studies concentrate on the specific facets related to the job, which is also the approach of this research, whereas others view it as a broad concept. In this case, the level of satisfaction can be influenced by several factors, which could either be intrinsic or extrinsic. The policy of the organization, interpersonal relationships, work conditions and leadership behaviors are extrinsic factors which can influence job satisfaction. Intrinsic factors are related to the individual itself, such as the sense of appreciation, responsibility and progression. The external factors may affect individuals' feeling (Wernimont, 1972) and intrinsic factors may affect employees' motivation. Also, Knoop (1993) has

considered the phenomenon of job satisfaction as a broader concept. It is stated that job satisfaction consists of five dimensions: satisfaction with the work itself, work outcomes, the job itself, job outcomes and the people at work. Job dimensions and people dimensions are combined aspects of job satisfaction; it is more than the job itself. Satisfaction with the co-workers is measured in various studies as one of the external components of job satisfaction (e.g. Weiss, Dawis, England & Lofquist, 1967). In this study, satisfaction with co-workers is considered as a stand-alone construct and is described in the next section. Although job satisfaction is viewed in many studies as overall job satisfaction, some are focused more on the job itself. Kinicki, McKee-Ryan, Schriesheim and Carson (2002) indicated the role state, role ambiguity and role conflict as antecedents of job satisfaction. Specifically, this study focused on the feelings employees have regarding to the job itself, whereby the intrinsic elements of overall job satisfaction is included.

#### *Knowledge sharing and satisfaction with the job*

Various scientific studies showed the link between communication and satisfaction with the job itself (e.g. Muchinsky, 1977). Individuals' who have rewarding interaction with their co-workers, should also experience a greater meaning in their work. These interactions could also foster a sense of belonging. It is a significant predictor of engagement with work (May, Gilson & Harter, 2004). Knowledge could only be shared through using a form of communication. Building on these findings, it is reasonable to assume that an interactive environment in which knowledge is shared has a positive effect on employees' satisfaction with the job. The value of being able to use one's abilities and knowledge is identified as a contribution to satisfaction (Knoop, 1993). The influence of knowledge sharing behavior and satisfaction with the job as dependent variable, is not confirmed by previous research.

#### 2.4 Satisfaction with co-workers

Satisfaction with co-workers is the degree to which employees like their colleagues. Employees' colleagues play an important role when it comes to the satisfaction level of workers. Relationships at work influence both affective and behavioral outcomes. Kahn (1990) discussed the importance of co-worker relations. Harmonious relations can foster a sense of safety, which can lead to the feeling of security in exposing the employees' true selves. In contrast to that, poor relations may heighten defensiveness. Moreover, social support and cooperation within the work group are important for proper group processes (Campion & Medsker, 1993). Thereby, perceived (social) support is an important element influencing employees' satisfaction with co-workers. Also, Allen (1992) showed that perceived support mediated the co-worker communication-commitment relationships. Moreover, results of the study by Oh, Chung and Labianca (2004) suggest that social relationships of group members is a key concept of group social capital, which influences the effectiveness of the group.

*Knowledge sharing and satisfaction with co-workers*

Three functions of social support are described by Miller (2009): emotional, informational and instrumental support. Support from co-workers will typically come from informational and emotional support. An important aspect is that employees are helpful towards their co-workers in the workplace. From this point of view, this study assumes that shared work-related information, informational support, will enhance the level of satisfaction with co-workers. Communication is needed to share knowledge between employees. Various studies showed that employees are more likely to build relationships and experience satisfaction when their needs are met through satisfying communication (Ruben, 1993), which could be communication of work-related information. Previous research showed that the amount of received information from co-workers is not associated with peer relationships (Sias, 2005). Contrary to that, the quality of sharing was related in this study of Sias (2005). In many studies knowledge sharing is approached as an innovative behavior. According to the study of Janssen (2003), innovative behavior seems to lead to more conflicts and less satisfactory relationships with co-workers. A given explanation of this phenomenon by this study is that it is focused on work-related information instead of social information. However, it is suggested that employees who share knowledge with others are expecting to strengthen their social ties (Bock & Kim, 2002; Lin, 2007). This study presumed that the frequency, quantity and quality of communicating knowledge would positively influence employees' attitude, the level of satisfaction towards co-workers.

## 2.5 Trust in co-workers

Trust among members of an organization has been examined by numerous studies. The definition of Mayer, Davis and Schoorman (1995) explained trust in co-workers as “the willingness of a person to be vulnerable to the actions of fellow co-workers whose behavior and actions that person cannot control” (p. 46). Trust could be seen as a social phenomenon and a powerful lens when it comes to identifying social motives (McEvily, Perrone & Zaheer, 2003). In addition, trust is an important ingredient when it comes to the stability of the organization and the well-being of its members (Cook & Wall, 1980).

The model including the factors that can lead to trust is developed by Mayer et al. (1995). Trustworthiness factors such as ability, benevolence and integrity are recognized as important factors which are influencing the perceived trustworthiness of a person or organization. It is the trust that an employee puts in another employee. It is based on their beliefs about the trustee. Research on trust among co-workers has tended to focus on trustworthiness factors (Dar, 2010). These factors will influence trust and risk taking in relationships (Mayer et al., 1995). The first factor of the model by Mayer et al. (1995) is ability, which refers to the perceived expertise of the trustee in a certain area. It can be seen as a sort of competence to perform certain tasks. To illustrate, a trustee may be technically competent so that the trustor trusts the trustee with technical tasks (Mayer et al., 1995). Colquitt, Scot

and LePine (2007) referred to ability as expertise and skills related to a specific job. The second dimension is benevolence which refers to the perceived concern, loyalty and care that a trustee has (Mayer et al., 1995). It is the extent to which the trustor believes that the trustee will act in the best interests of the trustor. Furthermore, benevolence is also described as helping behavior that is beyond the guidelines (Lee, Sirgy, Brown & Bird, 2004). The last factor of trustworthiness is integrity, which refers to the perceived honesty, consistency and reliability of the trustee. It could be seen as a set of principles that both parties, the trustee and trustor, consider as acceptable (Mayer et al., 1995). Thereby, the consistency of the past actions and the belief of justice are important. Cook and Wall (1980) placed trust into two different dimensions, which correspond with the factors of trustworthiness from Mayer et al. (1995). The first dimension is the faith in the intentions of others and the second dimension refers to the confidence in the ability, which may affect the capability and the reliability.

#### *Knowledge sharing and trust in co-workers*

Communication plays an important role in the development of trust within an organization (e.g. Ruppel & Harrington, 2000; Zeffane, Tipu & James, 2011). Sharing critical information and open communication are determinants of knowledge sharing (Mishra & Morrissey, 1990), whereby communication is a requirement to share knowledge. Becerra and Gupta (2003) indicated that the frequency of communication has positive influence of the perceived trustworthiness and is needed to build trusted relationships (Daft & Lengel, 1986). Although various studies demonstrated the influence of communication on trust, little studies concentrate on effects of knowledge sharing. According to Thomas, Zolin & Hartman (2009), getting proper quality of information that is timely, accurate and relevant and getting enough information from co-workers would tend to reduce trustor's perception of vulnerability and make an individual more willing to rely on the trustee. The question arises why knowledge sharing behavior within a group affect individuals' perception of trust in co-workers. In this study it is posited that the frequency, quantity and quality of communicating knowledge positively influence trust in co-workers.

## 2.6 Organizational commitment

Organizational commitment is described in various ways (Meyer & Herscovitch, 2001). Mowday, Steers and Porter (1979) described it as 'the relative strength of an individuals' identification with and involvement in a particular organization'. Reichers (1985) highlighted that commitment is a process of identification: 'Commitment occurs when individuals identify with and extend effort towards organizational goals and values'. Meyer and Allen (1991) considered organizational commitment as 'a psychological state that binds the individual to the organization'. This concept refers to a persons' affective reactions to organizational characteristics and contributes subjective well-being at work

(Cook & Wall, 1980). Particular organizational behavior can be a result of being committed to an organization.

The most widely used measurement scale of organizational commitment is one by Porter and his colleagues (1974), see Mowday et al. (1979). This model incorporates three different ways to approach commitment; affective commitment, continuance commitment and normative commitment. Affective commitment refers to employees who want to belong to an organization. And employees can have the need for belongingness (*continuance commitment*). These particular workers stay at the organization because they considered it as necessary (*normative commitment*) (Meyer & Allen, 1991). All these perspectives are related to psychological status of the relation between the employee and the organization. Moreover, the level of commitment has consequences for the choice to continue or to quit their participation in the organization.

Furthermore, Cook and Wall (1980) also developed a scale to measure organizational commitment. They emphasized that the scale, developed by Porter, has been developed for American employees and it is often not appropriate for the present target population. Cook and Wall (1980) developed a scale based on the study of Buchanan (1974). Buchanan distinguished three components: identification, involvement and loyalty. These three components are quite similar accessed in comparison to the three components of the study of Porter; affective, normative and continuance commitment. The first component, *identification*, is described as one's pride in the organization, which is comparable to affective commitment. Kim, Lee, Lee and Kim (2010); Van Dick, Wagmer, Stellmacher and Christ (2004); Miller, Allen, Casey and Johnson (2000) indicated that identification with the organization can be considered as a part of organizational commitment. Second, *involvement* is described as the psychological absorption in the activities of one's role (Buchanan, 1974). Cook and Wall (1980) defined involvement as the willingness to invest personal effort as organization member for the successes of the organization itself. This components of Cook and Wall (1980) is comparable to normative commitment, which is developed by Porter. The last component of Cook and Wall (1980) is *loyalty*, which concentrates on the sense of belongingness (Buchanan, 1974). This last component is reasonably similar to continuance commitment.

#### *Knowledge sharing and organizational commitment*

In this study knowledge sharing is viewed as predictor for organizational commitment. Williams and Hazer (1986) showed that exchange processes are the primary mechanism that is assumed to influence commitment. Employees who are satisfied about the perceived communication, appears to be more committed to the organization (Postmes, Tanis & De Wit, 2001; Varona, 1996). Also, Zeffane et al. (2011) pointed out the influence of effective communication on commitment. It indicated that communication has a positive influence on organization commitment. This study presumes that the frequency, quantity and quality of knowledge sharing will increase organizational commitment.

## 2.7 Commitment to the group

In addition to organizational commitment, the concept of commitment can also be applied within a group. Group commitment can be defined as an individuals' identification and sense of cohesiveness with other organizational members (Randall & Cote, 1991). There are differences between group commitment and organizational commitment. The group size could be seen as a determining factor. Group commitment is more related to group cohesiveness, while organizational commitment focuses more on role conflict and met expectations (Zaccaro & Dobbins, 1989). Furthermore, affective commitment depends on the way groups have been formed and on the status on these groups. Ellemers, Kortekaas and Ouwerkerk (1999) pointed out that when people have self-selected their group or when the group has a high status, they are more committed to it. It should be noted that these effects are independent of each other. Hence, although a group has low status, people may be strongly committed to it when this group was chosen by themselves.

### *Knowledge sharing and commitment to the group*

Encouraging communication of information should increase the employees' sense of belonging to a knowledge-sharing community which should promote the feeling of commitment to the group. It is assumed that if more knowledge is shared within a group, a stronger in- group identity will be created and so more commitment to the group. The communication is playing a valuable role for establishing commitment (Cabrera & Cabrera, 2002; Postmes et al., 2001). Nevertheless, the effect of knowledge sharing, in terms of frequency, quantity and quality, on commitment to the group is not empirically studied. Against this background, it is presumed that employees are committed to the group when they perceive the right amount and good quality of knowledge sharing within their group.

## 2.8 Research questions

In this paragraph the research questions are introduced. As previously mentioned, knowledge sharing is used as a predictor for individual and organizational outcomes. The following conceptual research model should provide insights into the influence of frequency, quantity and quality of knowledge sharing. Also, relationships between various dependent variables were tested.

1. To what extent does frequency of knowledge sharing influence satisfaction with the job, satisfaction with the co-workers, trust in co-workers (competence, benevolence, integrity), organizational commitment and commitment to the group?
2. To what extent does quantity of knowledge sharing influence satisfaction with the job, satisfaction with the co-workers, trust in co-workers (competence, benevolence, integrity), organizational commitment and commitment to the group?

3. To what extent does quality of knowledge sharing influence satisfaction with the job, satisfaction with the co-workers, trust in co-workers (competence, benevolence, integrity), organizational commitment and commitment to the group?
4. To what extent are the various predicted outcomes of knowledge sharing related to each other?

## 2.9 Relationships among dependent variables

In addition to the outcomes regarding knowledge sharing, relationships among various factors are also considered in the conceptual research model, figure 1 (p.21). There are no research on the influence of quantity and quality of sharing on the various dependent variables, but there are several studies on the field of the dependent variables. In this section several hypothesis are developed based on existing literature.

A common relation between factors is the connection between satisfaction and commitment. Organizational commitment and job satisfaction are both particular attitudes that employees showed in the organizational workplace. These work attitudes are important in shaping employees' intentions to stay or leave (William & Hazer, 1986). Job satisfaction reflects how employees feel about their job and organizational commitment reflects the devotion and loyalty that an individual feels towards the organization. Organizational commitment refers to the organizational as a whole and job satisfaction to the work itself. Generally, job satisfaction occurs more quickly than organizational commitment, which takes time to develop and is also considered as more stable over time. Hereby, it is assumed that the level of satisfaction with the job influences the level of commitment towards the organization. Specifically, Eslami and Gharakhani's (2012), Fu and Deshpande (2013), Lambert and Hogan (2009), Lin and Lin (2011), Mowday et al. (1979) and Sagie (1998) indicated that job satisfaction have positive and significant effect on organizational commitments. Employees who are dissatisfied about their job may result in less commitment with the organization and reversed. Hence, the first hypothesis has been formulated:

*Hypothesis 1: Satisfaction with the job positively influences organizational commitment.*

According to Lin and Lin (2011), the co-workers' relationship has a positive effect on job satisfaction. They pointed out that when the co-workers' interaction is better, the level of satisfaction with the job is higher. Furthermore, the research findings of Ducharme and Martin (2000) showed that social support from co-workers has positive influence on job satisfaction. For example, perceived helpfulness can ensure that employees execute their job more easily. Perceived support is also one of

the variable of benevolence trust. Trust is considered as a key for organizational outcomes. Trust has a strong relationship with job performance. So, individuals who are willing to trust co-workers tend to engage in better task performance (Colquitt et al., 2007). Good relationships between co-workers are important to create a cooperative work environment and has been found to affect satisfaction with the job (Paoline, Lambert & Hogan, 2006). Against this background, hypotheses two and three have been formulated:

*Hypothesis 2: Trust in co-workers positively influences satisfaction with the job.*

*Hypothesis 3: Satisfaction with co-workers positively influences satisfaction with the job.*

Prior research showed the influence of satisfaction with co-workers on commitment. Lin and Lin (2011) pointed out that co-workers' relationships have a positive influence on job satisfaction and, through the intervention effect of job satisfaction, also on organizational commitment. According to Bishop and Scott (2000) satisfaction with co-workers were more strongly related to commitment to the group than organizational commitment. Within the work groups more social exchange occurs, thereby individuals experience satisfying relationships with group members and therefore more commitment. In this study, it is hypothesized that satisfaction with co-workers will positively influence organizational commitment and commitment to the group.

*Hypothesis 4: Satisfaction with co-workers positively influences organizational commitment.*

*Hypothesis 5: Satisfaction with co-workers positively influences commitment to the group.*

Furthermore, previous studies showed the relationship between trust and commitment (e.g. Ruppel & Harrington, 2000. According to Tan and Lim (2009), trust in co-workers is positively related to trust in organizations and trust in organizations fully mediated the relations between trust in co-workers and commitment. Furthermore, a trust-commitment model proposed by Hess and Story (2005) showed that trust has a positive influence on commitment. "When feelings of trust are established, there would be a greater chance for true feelings of loyalty and commitment to take place" (Zeffane et al., 2011, p.82). Based on the literature, the following hypotheses are conducted:

*Hypothesis 6: Trust in co-workers positively influences organizational commitment.*

*Hypothesis 7: Trust in co-workers positively influences commitment to the group.*

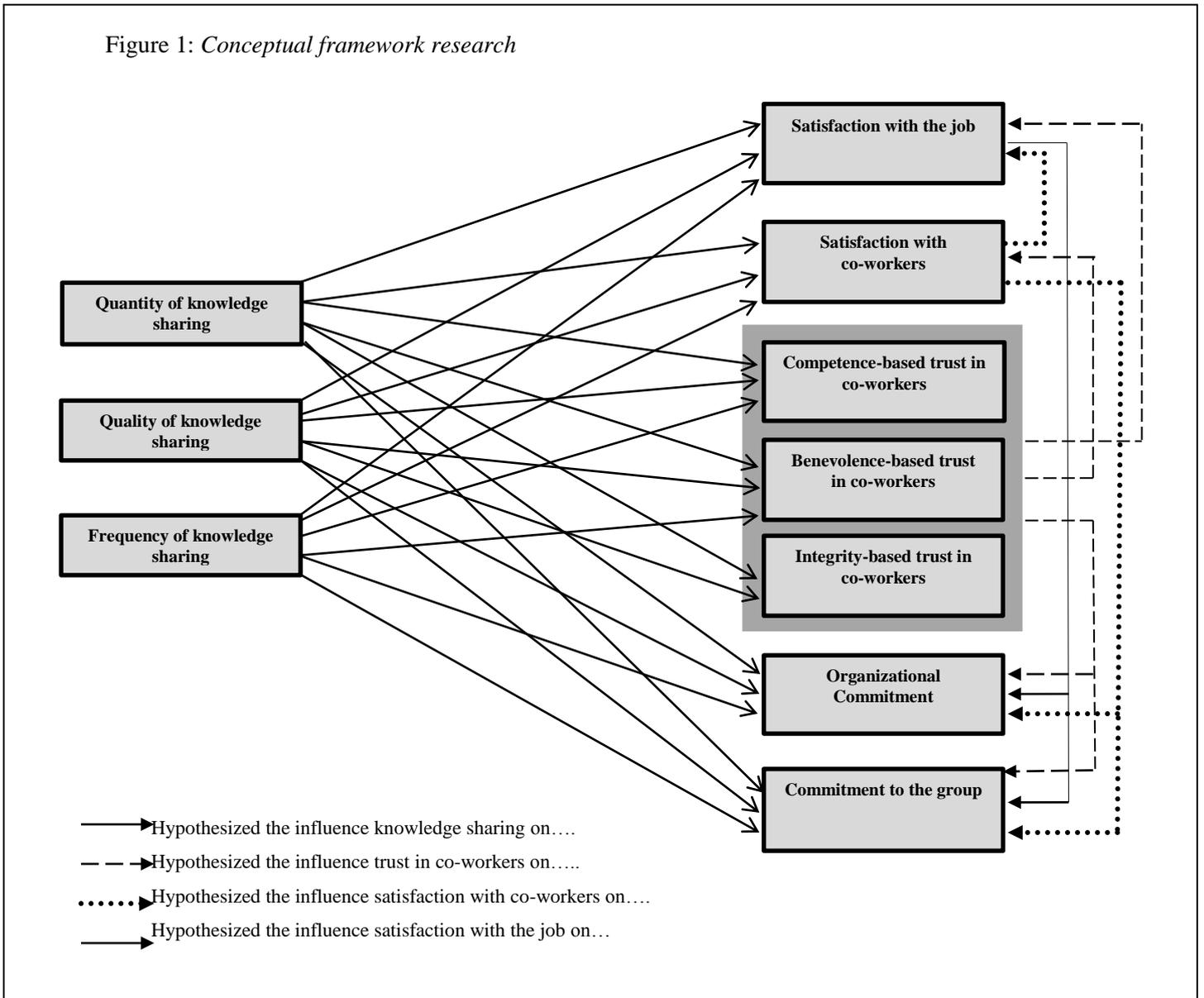
The research of Jones and George (1998) introduced a model that demonstrated the influence of trust on relationships and help seeking behavior, which lead to interpersonal cooperation and teamwork. These outcomes are important in order to create satisfaction with co-workers. Also, Muchinsky

(1977) pointed out that trust has influence on satisfaction with co-workers. Therefore, one more hypothesis has been formulated:

*Hypothesis 8: Trust in co-workers positively influences satisfaction with co-workers*

### 2.10 Conceptual framework

Figure 1: *Conceptual framework research*



### 3. Method

In this chapter, the research method and its measures are addressed. The chosen method, survey, helps to explore the deeper understanding of the outcome of knowledge sharing behaviors. First, the organizational setting and the participants of this study are described (§3.1). In paragraph 3.2 the procedure is discussed. Furthermore, the various used constructs are pointed out in the last section.

#### 3.1 Organizational setting and participants

The target group of this research were the employees of a non-profit organization. Around 280 employees were employed at the municipality at the time of the study. Of the total 260 employees (excluding managers/board members), 177 employees filled in the questionnaire. The total of 177 responses to the survey yield a response rate of 68.1 percent. This organization has several departments, with the council at the top with the mayor as chairman. Further, the departments of general businesses, financial affairs, facility affairs, public works, spatial and economic development, licensing and enforcements, public affairs, social developments, fire brigade and concern controller are positioned beneath the board. This municipality gave the opportunity to develop and execute research in this organization.

The largest group of the respondents is between the ages of 41 and 50 years and older than 50 years, with both 34.1 percent of the sample (Table 1). The smallest group of respondents are under the age of 31 years. 102 (60.0 %) respondents are working full time and 68 (40.0 %) part time. 56.7 percent of the employees are male and 43.3 percent female within the organization. The quite equal percentage of male and female in the sample of the present study is in accordance with the gender rate of the organization.

Table 1

*Demographic characteristics of the research sample*

Measure	Items	Frequency	Percent
Gender	Male	99	55.9
	Female	71	40.1
	Preferred not to indicate	7	4.0
Education	Primary Education	1	0.6
	Lower general continued education (Vmbo)	16	9.0
	Middle- level applied education (MBO)	54	30.5
	Higher general continued education (Havo)	8	4.5
	Higher professional education (Hbo)	77	43.5
	Scientific education (WO)	15	8.5
	Preferred not to indicate	6	3.4

Age	< 31	6	3.4
	31- 40	46	26.0
	41- 50	57	32.2
	>50	59	33.3
	Preferred not to indicate	9	5.1
Employment	Part time	68	38.4
	Full time	102	57.6
	Preferred not to indicate	7	4.0
Operational Period Organization (in years)	1-5	27	15.3
	6-10	37	20.9
	11-15	54	30.5
	16-20	12	6.8
	>20	39	22.0
	Preferred not to indicate	8	4.5
Department	General Businesses	23	13.0
	Facility Affairs	19	10.7
	Financial Affairs	10	5.6
	Public Work	38	21.5
	Licensing & Enforcements	21	11.9
	Spatial & Economic Development	15	8.5
	Public Affairs	13	7.3
	Social Development	8	4.5
	Work, Income & Care	15	8.5
	Other department.....	4	2.3
Preferred not to indicate	11	6.2	
<i>Total Respondent</i>		<i>177</i>	

### 3.2 Procedure

To test the proposed model, a paper-based survey method was adopted in this study. This was a useful way to measure the frequency, quantity and quality of knowledge sharing within groups. Thereby, it is difficult to observe this behavior from an external perspective due to the relation of information and the nature of knowledge (Davenport & Prusak, 1998).

The data collection took place during four weeks in April and May 2013. The questionnaire was distributed to all employees of the organization by placing the questionnaires on employees' offices and in boxes via managers. Initially, more respondents was expected. This is probably not achieved, because a relative large group of the employees work at other locations than the municipality office, or do not have an office-based job. Relevant background information of the study was attached to the questionnaire. Before the start of the data collection, an announcement was published on the intranet

of the municipality office and an e-mail was sent to all the employees. After the duration of one week a reminder was sent by e-mail. The language of the questionnaire was Dutch.

Prior to the distribution of the final questionnaire, a pre-test was executed in order to avoid ambiguities or other limitations of the statements within the questionnaire. The goal of this formative evaluation was to increase the comprehensibility of the statements. Three employees of the organization were asked to criticize the questionnaire. The following instruction was given: “change the word ‘work reports’ into ‘work documents’”. This improvement was made after the evaluation. Also, it was suggested to inform employees about this study before gathering the data.

### 3.3 Measures

For this study, the independent variables are frequency, quantity and quality of knowledge sharing, which may influence the dependent determinants of trust in co-workers, job satisfaction and commitment to the organization and to the group.

#### 3.3.1 Independent variables

*Quantity of knowledge sharing.* The items of knowledge sharing are operationalized based on the research of Bock et al. (2005). These items were further constructed based on the following description of quantity of information: “Quantity of information or information adequacy speaks to whether organization members feel adequately informed” (Thomas et al., 2009, p. 290). It is about getting enough information, the volume of information. The constructed items of information are transformed into knowledge sharing (e.g. the shared work-related information and expertise of co-workers within my department have the right amount). A five-point agreement scale was used to measure the amount of shared knowledge (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

*Frequency of knowledge sharing.* The six items of frequency of knowledge sharing did concentrate on how often knowledge is shared within the department. The knowledge sharing - items of Bock et al. (2005) were also input for the items for frequency of sharing. A five-point Likert scale was used to measure how often knowledge is shared within the group (1= never, 2= rarely, 3= occasionally, 4= frequently, 5= very frequently).

*Quality of knowledge sharing.* The quality of knowledge sharing was measured by six items, namely to what extent knowledge sharing within the department is timely, accurate, adequate, relevant, complete and useful. These items were used in a study of Chiu, Hsu and Wang (2006), whereby it has been applied towards a virtual environment ( $\alpha = .92$ ). Also in the study of Chang and Chuang (2011) four items were used to measure the quality of knowledge sharing ( $\alpha = .93$ ). The total of six items,

which were normally applied in studies concentrating on the communication and information (Forslund, 2007; Mohr & Sohi, 1995, Thomas et al., 2009) were converted to measure the quality of knowledge sharing (e.g. the shared work-related information and expertise is accurate). A five-point agreement scale was used to measure the quality of the shared knowledge within the department (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

### 3.3.2 *Dependent variables*

*Satisfaction with the job.* In order to obtain information about how employees think about their present job, the Minnesota Satisfaction Questionnaire (MSQ) was used (Weiss et al., 1967). The MSQ has a long form and a short form. The short form consists of twenty statements that are intended to assess a person's satisfaction with one's job. This measurement five-point Likert scale was used in this study (1= very dissatisfied, 2= moderately dissatisfied, 3= neither dissatisfied nor satisfied, 4= moderately satisfied, 5= very satisfied). These questions have three subscales: intrinsic satisfaction, extrinsic satisfaction and general satisfaction. Only intrinsic satisfaction, which concentrates on the job itself, was included in the questionnaire to measure satisfaction with the job.

*Satisfaction with co-workers.* Five items were used to measure the level of satisfaction with my direct co-workers within the department. These items were based on the studies of Deshpande (1996), Janssen (2003) and Vitell and Davis (1990). Respondents were asked to indicate how satisfied they are about e.g. the corporation with co-workers from the department and the support employees they get. Each item was rated on a five-point Likert scale, ranging from very dissatisfied to very satisfied (1= very dissatisfied, 2= moderately dissatisfied, 3= neither dissatisfied nor satisfied, 4= moderately satisfied, 5= very satisfied).

*Trust in co-workers.* Trust was measured based on the model of Mayer et al. (1995). The three concepts which may influence trustworthiness, ability, benevolence and integrity were used. The items of Mayer and Davis (1999) were modified to reflect co-workers as the intended referent. Also a five-point agreement scale was used to measure the level of trust in co-workers (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

*Organizational commitment.* The commitment towards the organization was measured with the scale of Cook and Wall (1980). These items were divided into three sorts of commitments: organizational identification (items 1,5,7), organizational involvement (items 3,6,9), organizational loyalty (items 2,4,8). The items 2,3,7 and 8 were negatively phrased and were reverse coded. The item 'Even if the firm were not doing too well financially, I would be reluctant to change to another employer' was converted into measurement item which suits to the context of this study. A five-point agreement

scale was used to measure organizational commitment (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

*Commitment to the group.* The used measurement items of Ellemers et al. (1999) were input for this measurement scale of commitment to the group. They used items as ‘I would rather belong to the other group’ and ‘I dislike being member of my group’. In the article of Bisshop and Scott (2000), the concept of group commitment is used as the occasion of organizational commitment model of Porter et al. (1974). The organization is replaced by the group. In total, five items were used to measure group commitment (e.g. I feel very little loyalty to my direct co-workers within the department), whereby the department functioned as the group. The items one and five were negatively phased and are reverse coded. Also, a five-point agreement scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree) was applied to measure group commitment.

## 4. Results

This study investigated the relationship between knowledge sharing behavior within the group and satisfaction with the job and co-workers, commitment to the group, organizational commitment and trust. The results of this study are presented in this chapter. First, the exploratory factor- analysis is described in section 4.1. After recording several measurement items, a reliability test was conducted in order to explore how consistent and stable the constructs are (§4.2). Finally, the influence of knowledge sharing on the dependent variables are described and the results of the hypothesis tests are presented.

### 4.1 Exploratory factor analysis

The items measuring the constructs were subjected for exploratory factor analysis to assess scale validity and to demonstrate that the scales are independent, even though in correlation analysis they may be in association. Unfortunately, the factor analysis proves that the two constructs of frequency of sharing and quantity of sharing are strongly related to each other. Although it was expected that frequency could be seen as a separate construct from quantity of knowledge sharing, both constructs are combined to only one construct, namely quantity of knowledge sharing. The average volume of sharing is often measured by how often knowledge is shared, which indicates the frequency of sharing (e.g. Chiu et al., 2006). Therefore, only quantity of sharing is used as construct for further analysis.

Furthermore, this exploratory analysis proves that commitment to the group is poorly developed with various items, which are loading on different factors. The two remaining items had a Cronbach's Alpha of .50. As a consequence, the construct of commitment to the group was not included in further analysis and hypothesis 4 and 7 were removed.

Moreover, the three constructs of trust in co-workers are not extensively independent from each other. The analysis showed that benevolence-based trust and integrity-based trust can be combined as one single factor. This construct is labeled as 'goodwill trust' in the research model. In several prior studies the distinction is made between goodwill trust on the one side and competence-based trust on the other side. According to Zaheer, McEvily and Perrone (1998), goodwill trust is linked to relational risk and refers to the employees' intention to fulfill their role in the relationship. Competence-based trust refers to employees' ability to fulfill their roles. Finally, the other factors, satisfaction with the job, satisfaction with co-workers and quality of sharing are proved to be independent factors. All factor loadings under .40 were excluded.

Table 2

*Factor Loadings for Exploratory Factor Analysis with Varimax Rotations*

Scales	Components									
	1	2	3	4	5	6	7	8	9	10
<i>Frequency of sharing</i>										
Sharing the results of a meeting by colleagues in my department ...	<b>.62</b>									
Sharing information about what colleagues from my department are doing ...	<b>.68</b>									
Sharing the experiences of colleagues from my department that certain activities are properly addressed ...	<b>.79</b>									
Sharing information from colleagues in my department about how certain activities can be performed effectively ...	<b>.77</b>									
Sharing ideas on how goals of the department can be achieved effectively ...	<b>.80</b>									
Sharing (work) documents prepared by colleagues in my department...	<b>.67</b>									
<i>Quantity of sharing</i>										
The co-workers within my department share the right amount of results of a meeting.	<b>.64</b>									
The co-workers within my department share the right amount of information about what they are doing.	<b>.69</b>									
The co-workers within my department share the right amount of experiences about certain properly addressed activities.	<b>.72</b>									
The co-workers within my department share the right amount of how certain activities can be performed effectively.	<b>.73</b>									
The co-workers within my department share the right amount of ideas on how goals can be achieved effectively.	<b>.67</b>									
The co-workers within my department share the right amount of (work) documents.	<b>.67</b>									
<i>Quality of sharing</i>										
The shared work-related information is timely					<b>.74</b>					
The shared work-related information is accurate					<b>.71</b>					
The shared work-related information is relevant					<b>.76</b>					
The shared work-related information is objective					<b>.66</b>					
The shared work-related information is complete					<b>.69</b>					
The shared work-related information is useful					<b>.68</b>					
<i>Satisfaction with the job, degree satisfied with:</i>										
Being able to keep busy all the time				<b>.69</b>						
The chance to make use of my abilities			<b>.81</b>							
Chance to do different things			<b>.76</b>							

Scales	1	2	3	4	5	6	7	8	9	10
The feeling of accomplishment I get from the job			<b>.75</b>							
The chance to work with other people			<b>.70</b>							
The chance to try my own methods			<b>.68</b>							
The chance to work alone			.60							.45
The freedom to use my own judgment			<b>.70</b>							
The chance to tell people what I do			<b>.62</b>							
<i>Satisfaction with co-workers, degree satisfied with:</i>										
The cooperation with co-workers						<b>.58</b>				
The support from co-workers						<b>.63</b>				
Responsibility of co-workers						<b>.60</b>				
Helpfulness of co-workers						<b>.71</b>				
Enjoyment with co-workers						<b>.66</b>				
<i>Organizational commitment</i>										
I am proud to be able to tell people who it is I work for.							<b>.61</b>			
Even if the organization I would be reluctant to change to another employer.										.55
I feel myself to be part of the organization.							.47	.55		
In my work I like to feel I am making some effort, not just for myself but for the organization as well.								.76		
To know that my own work had made a contribution to the good of the organization would please me								.80		
I sometimes feel like leaving this employment for good. <i>R</i>							<b>.72</b>			
I am not willing to put myself out just to help the organization. <i>R</i>										.61
I would not recommend a friend to join our staff. <i>R</i>							<b>.65</b>			
The offer of bit more money with another employer would not seriously make me think of changing my job. <i>R</i>							<b>.61</b>			
<i>Commitment to the group</i>										
The colleagues within my department inspire me.										.41
I really care about the fate of my colleagues within my department.										<b>.65</b>
The colleagues within my department are the best colleagues to work with.						.52				.48
I would prefer to belong to another department <i>R</i>										<b>.55</b>
I feel little loyalty to my direct colleagues within the department. <i>R</i>										.47
<i>Competence-based trust</i>										
Co-workers are very capable of performing their jobs.						<b>.78</b>				
Co-workers are known to be successful at the things it try to do.						<b>.65</b>				
Co-workers have much knowledge about the work that needs to be done.						<b>.76</b>				

Scales	1	2	3	4	5	6	7	8	9	10
I feel confident about my co-workers' skills.				<b>.82</b>						
Co-workers have specialized capabilities that can increase our performance.				<b>.72</b>						
Co-workers are well qualified.				<b>.78</b>						
<i>Benevolence-based trust</i>										
Co-workers are concerned about my welfare.		<b>.59</b>								
Co-workers would not knowingly do anything to hurt me.		<b>.76</b>								
My needs and desires are very important to co-workers.		<b>.66</b>								
Co-workers will go out of their way to help me.		<b>.68</b>								
Co-workers really look out for what is important to me.		<b>.69</b>								
<i>Integrity-based trust</i>										
Co-workers have a strong sense of justice.		<b>.70</b>								
I never have to wonder whether co-workers will stick to their word.		.64		.43						
Co-workers' actions and behaviors are consistent.		<b>.68</b>								
Co-workers try hard to be fair in dealings with others.		<b>.72</b>								
I like my co-workers' values.		<b>.64</b>								

Note. Factor loadings < .40 are not included.

#### 4.2 Reliability test

This study has used a few own developed measurement items, but mostly existing standardized constructs. To control the reliability of the questionnaire Cronbach's alpha was calculated for each subscale. A Cronbach's alpha with a limit of .70 is applied in this study. As shown in Table 3, the values of Cronbach's alpha ranged from 0.71 to 0.93, which indicates a very high level of internal consistency. All the items of the various scale were positively correlated with the scale total, suggesting that all the items were measuring the same 'thing'.

Table 3

#### *Cronbach's Alpha*

Construct	Cronbach's alpha	Number of items	Mean	Std. Dev.
Quantity of sharing	0.93	12	3.17	.611
Quality of sharing	0.92	6	3.42	.614
Satisfaction with the job	0.89	8	3.99	.686
Satisfaction with co-workers	0.90	5	4.14	.755
Organizational commitment	0.71	4	3.33	.796
Competence-based trust	0.92	6	3.68	.649
Goodwill trust	0.90	9	3.63	.570

All the constructs were measured by using a five-point likert-scale. In general, all eight constructs scored above average, which is shown in Table 3. The study findings of quantity and quality of sharing have shown an average result, whereby the quality (Mean = 3.42; SD = .614) is better evaluated than the quantity of sharing (Median = 3.17; SD = .611). Furthermore, respondents are quite satisfied with their job (Mean = 3.99; SD = .686) and most satisfied with their co-workers (Mean = 4.14, SD = .755).

### 4.3 Influence of knowledge sharing on the dependent variables

The research questions focus on whether quantity and quality of knowledge sharing predict satisfaction, commitment and trust. To answer these questions, regression analysis were executed. The  $t$ -values and unstandardized regression coefficients are listed in Table 4. The regression coefficient ( $\beta$ ) reflects the change in the dependent measure for each change in the independent variable. Thus, the higher the beta value the greater the impact of the predictor variable on dependent variables.

Table 4

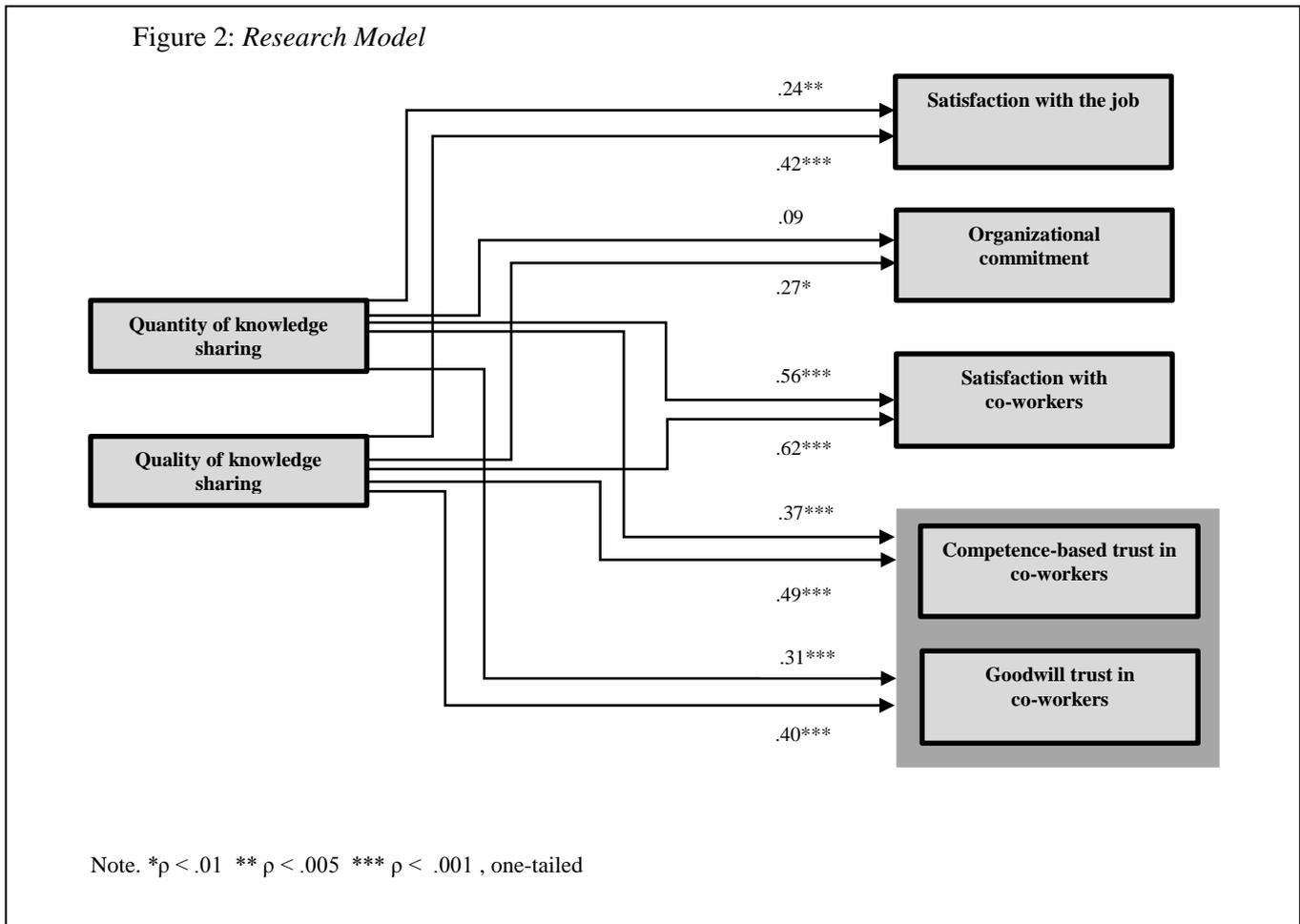
#### *Regression analyses*

Independent	Dependent		
		$t$	$\beta$
Quantity of sharing	Satisfaction with the job	2.90	0.24**
	Satisfaction with co-workers	6.68	0.56***
	Organizational commitment	0.88	0.09
	Competence-based trust	4.85	0.37***
	Goodwill trust	4.69	0.31***
Quality of sharing	Satisfaction with the job	5.36	0.42***
	Satisfaction with co-workers	7.73	0.62***
	Organizational commitment	2.76	0.27*
	Competence-based trust	6.94	0.49***
	Goodwill trust	6.25	0.40***

Note. \*  $\rho < .01$  \*\*  $\rho < .005$  \*\*\*  $\rho < .001$ , one-tailed

As shown in Table 4, the results of the regression analysis indicated that quality of knowledge sharing is a predictor for the all dependent variables and quantity of sharing only influences four of the five variables. The quantity of knowledge sharing within a department did not have influence on organizational commitment ( $t = 0.88$ ,  $\beta = 0.09$ ,  $\rho > .05$ ), whereby the quality of knowledge sharing has influence on the commitment towards the organization ( $t = 2.76$ ,  $\beta = 2.76$ ,  $\rho < .01$ ). The quality of knowledge sharing within a group ( $t = 5.36$ ,  $\beta = 0.42$ ,  $\rho < .001$ ), as well as the quantity of knowledge sharing ( $t = 2.90$ ,  $\beta = 0.24$ ,  $\rho < .005$ ) both have a significant effect on employees' satisfaction with the job. The data showed that both quantity and quality of perceived knowledge sharing behavior will

ensure that employees will become more satisfied with their job. Moreover, satisfaction with co-workers will increase by improving the quality of sharing ( $t = 7.73, \beta = 0.62, \rho < .001$ ) and quantity of sharing ( $t = 6.68, \beta = 0.56, \rho < .001$ ). Also, quantity of sharing significantly influence the goodwill of trust in co-workers ( $t = 4.69, \beta = 0.31, \rho < .001$ ) and competence-based trust ( $t = 4.85, \beta = 0.37, \rho < .001$ ) and also quality of sharing significantly influence goodwill trust ( $t = 6.25, \beta = 0.40, \rho < .001$ ) and competence-based trust ( $t = 6.94, \beta = 0.49, \rho < .001$ ). This explains that by improving the quantity and quality of knowledge sharing, trust in co-workers will increase. All the slopes of the relationships are positive, using a significant level of alpha 5%.



#### 4.4 Hypothesis testing of dependent variables

Apart from the relationship between knowledge sharing and the various outcomes, connection amongst various factors is included in this analysis, as shown in Table 5. Satisfaction with the job affects organizational commitment ( $t = 5.44, \beta = 0.44, \rho < .001$ ), thereby confirming hypothesis 1. Additionally, goodwill trust and competence-based trust in co-workers positively influence employees' satisfaction about their job, hence confirming hypothesis 2. Furthermore, linear regression analysis showed that satisfaction with co-workers was a significant predictor of satisfaction with the

job ( $t = 7.97$ ,  $\beta = 0.47$ ,  $\rho < .001$ ) and of organizational commitment ( $t = 4.90$ ,  $\beta = 0.37$ ,  $\rho < .001$ ), thereby supporting hypothesis 3 and hypothesis 4 respectively. Also, trust in co-workers, goodwill trust and competence-based trust are significant predictor of organizational commitment (H6) ( $t = 2.96$ ,  $\beta = 0.30$ ,  $\rho < .005$ ;  $t = 1.98$ ,  $\beta = 0.18$ ,  $\rho < .05$ ). Finally, linear regression analysis showed that the goodwill of co-workers and competence-based trust significantly influence the level of employees' satisfaction with co-workers ( $t = 8.73$ ,  $\beta = 0.72$ ,  $\rho < .001$ ;  $t = 8.41$ ,  $\beta = 0.62$ ,  $\rho < .001$ ), which confirmed the last established hypothesis. The results suggested that employees are more likely to be satisfied with their co-workers if they trust co-workers' goodwill and the competences.

Table 5

*Linear regression of dependent variables*

Factor	Dependent	<i>t</i>	$\beta$
Satisfaction with the job	Organizational commitment	5.44	0.44***
Satisfaction with co-workers	Satisfaction with the job	7.97	0.47***
	Organizational commitment	4.90	0.37***
Competence-based trust	Satisfaction with co-workers	8.41	0.62***
	Satisfaction with the job	2.62	0.21**
	Organizational commitment	1.98	0.18*
Goodwill trust	Satisfaction with co-workers	8.73	0.72***
	Satisfaction with the job	4.05	0.35***
	Organizational commitment	2.96	0.30**

Note. \* $\rho < .05$  \*\*  $\rho < .005$  \*\*\*  $\rho < .001$ , one-tailed

## 5. Discussion & Conclusion

### 5.1 Discussion

How people feel about their organization and their individual attitudes towards co-workers tend to be influenced by their perceptions of the quantity and quality of knowledge that is shared within their department. The objective of this study was to explore the outcome of knowledge sharing behavior. Subsequently, a number of effects have emerged from the research findings, which make it possible to answer the formulated research questions and the established hypotheses. Study findings showed that the quantity and quality of knowledge sharing have a positive influence on satisfaction with the job, satisfaction with colleagues and trust in colleagues. The results of this study confirm this chosen communication approach, whereby communication (of knowledge) leads to behavioural outcome of employees, such as more satisfaction and trusted relationships (Becerra & Gupta, 2003; De Vries et al., 2006; Muchinsky, 1977; Vallaster & Chernatony, 2005).

First of all, an interesting finding is that both quality and quantity of sharing knowledge influence satisfaction with the job. If an employee experiences that the right amount and proper quality of knowledge is shared by co-workers, this individual will also consider their work as more satisfying. When work-related information is adequate, relevant and useful, this communicated knowledge can be viewed as input for the work itself, which creates time savings and/or better quality of work (Haas & Hansen, 2007). Knowledge sharing makes it possible to improve individuals' performance. And when they perform better, they are more predisposed to be satisfied with what they do. In contrast, when employee do not receive a certain amount of qualitative knowledge, they tend to be less satisfied about their job. A lack of relevant and useful work related information may ensure that an employee is less able to perform their tasks, which influence their level of satisfaction with the job. Moreover, knowledge sharing within groups can promote learning. Employees can learn from each other when they share work-related information, and use experience-based skills to solve new problems. Also, these interactions of knowledge with co-workers can have an effect on the perception of the importance of work by means of interpersonal sense making (Rosso, Dekas & Wrzesniewski, 2010). This perceived view of meaningfulness can result into more satisfaction with the work itself.

Although previous research has shown that the amount of received information from co-workers is not associated with peer relationships (Sias, 2005), this study demonstrated that quantity of knowledge sharing has a significant influence on the level of satisfaction with co-workers. Also, the quality of shared knowledge within the department had a positive effect on to what extent employees are satisfied with their co-workers, which is confirmed in the study of Sias (2005). Satisfaction is a consequence of past events and experiences. When co-workers have not received the goodness of communication, such as support, cooperation or helpfulness through sharing work-related information in the past, employees tend to be less satisfied with their co-workers. Knowledge sharing provides opportunities for people to interact with each other and develop interpersonal relationships through

information support (Miller, 2009). Knowledge sharing can be seen as a social act, including all individuals who share their views, values or opinions. This explanation is in line with the used communication approach of this study, which argues that communication is a requirement to share knowledge and leads to more satisfied relationships (Allen, 1992; Becerra & Gupta, 2003).

Furthermore, results showed that employees perceived that quality and quantity of knowledge sharing within the department positively influences their competence-based trust and goodwill trust. Empirical evidence showed the importance of knowledge sharing behavior in explaining perceived trustworthiness. By getting the feeling that co-workers are open for sharing ideas on, for example, how work can be managed effectively or how goals can be achieved, an employee will also increasingly trust these co-workers. In other words, if good qualitative knowledge is shared in the right amount within the department, through means of communication, an employee will experience caring and will have confidence in the goodwill of those co-workers. This is partly supported in the studies of Becerra and Gupta (2003) and Tipu and James (2011) who both indicated the importance of communication in the development of trustworthiness. In addition, competence-based trust in co-workers may arise by showing co-workers' abilities, a signal of competence (Haas & Hansen, 2007), through sharing ideas, thoughts or other qualitative work-related information. These study findings are confirmed by the study of Thomas et al. (2009), which suggests that getting proper quality of information that is timely, accurate and relevant and getting enough information from co-workers would tend to reduce trustor's perception of vulnerability and make an individual more willing to rely on the trustee.

Also, results of the present study showed that quality of knowledge sharing has significant influence on organizational commitment. When employees experience good quality of work-related information shared by co-workers, which contributes to the successes and performance of the group and ultimately to the organization, it will foster that employees are more involved with the organization. The perceived efforts from sharing qualitative information, which in the end improve work and/or the processes, will lead to more engagement with the organization. As an individual, you may be inspired by the quality of shared knowledge, which drives or motivates you to do your best for the organization. However, contrary to former expectations the quantity of sharing was not a significant predictor for commitment. This most feasible explanation for this finding is related to remarks made by Postmes, Tanis and De Wit (2001) who stated that horizontal communication (communication of knowledge with co-workers) is less strongly related to organization commitment than vertical communication (communication from management). Moreover, it may be possible that quantity of sharing has a mediating effect on organizational commitment through job satisfaction. Satisfaction with the job is also considered as an antecedent of organizational commitment, which is also supported by this study and various others (e.g. Eslami & Gharakhani's, 2012; Fu & Deshpande, 2013; Lambert & Hogan, 2009; Lin & Lin, 2011; Mowday et al., 1979; Sagie, 1998). Further research

should explore why the quantity of knowledge sharing did not have influence on organizational commitment.

Hence, the proposed research questions can be answered. Findings show that the quality of knowledge sharing had significant influence on satisfaction with the job, satisfaction with the co-workers, trust in co-workers (goodwill & competence-based trust) and partly organizational commitment. Contrary to the expectation, quantity (including frequency) of knowledge sharing did not have a significant effect on organizational commitment, while quantity of sharing had a positive influence on trust in co-workers, satisfaction with the job and satisfaction with co-workers.

In order to answer the last research question of this study, namely “to what extent are the various predicted outcomes of knowledge sharing related to each other?”. Various hypotheses were established to confirm the influence between the dependent variables. Hypothesis 1 suggested that employees’ satisfaction with the job positively influence organizational commitment. These results confirm the findings of Eslami and Gharakhani’s (2012), Lambert and Hogan (2009), Lin and Lin (2011). Additionally, in hypothesis 2, it was assumed that trust in co-workers positively influence satisfaction with the job, as was presented by Colquitt et al., (2007). Furthermore, satisfaction with co-workers had a significant influence on employees’ satisfaction with the job (H3), which is confirmed by the study of Paoline, Lambert and Hogan (2006). Also, employees’ satisfaction with co-workers has significant influence on organizational commitment (H4). As expected and in line with previous research (Ruppel & Harrington, 2000; Hess & Story, 2005) trust in co-workers (goodwill and competence-based) has a significant effect on organizational commitment (H6). Finally, hypothesis 8 is supported with the findings of this present study, which stated that trust in co-workers positively influence employees’ satisfaction with co-workers. This finding is in line with the model of Jones and George (1998) and the research findings of Muchinsky (1977).

#### *Theoretical and practical implications of the findings*

The results highlight several theoretical and practical implications. From a theoretical point of view, this study makes an original contribution to the existing literature on knowledge sharing behavior and to the understanding of the outcomes of quantity and quality of knowledge sharing. Until now, only a few studies have focused on knowledge sharing behavior within groups. This study highlights the influence of quantity and quality of sharing on the employees’ attitudes. Although frequency of knowledge sharing is excluded from the model (first research question) after explanatory factor analysis, this approach of knowledge sharing in terms of quantity and quality is fruitful and useful for further research. These findings showed that quantity and quality of knowledge sharing is a valuable predictor for competence-based trust, goodwill trust and satisfaction with co-workers and job and organizational commitment. This study has bridged the gap between knowledge sharing behavior, commitment, goodwill and competence-based trust in co-workers, satisfaction with co-workers and

the job itself. Future research is needed to confirm the findings of this research and to better understand the effects of knowledge sharing behavior within groups.

Also, several practical recommendations follow from this study. First of all, the research findings of this study indicated that the quantity and quality of knowledge sharing has been evaluated as average, which indicates that improvements could be made. Knowledge sharing within the organization can be stimulated by enhancing instrumental means that can be used by employees. Intranet is a communication tool which support sharing of information across functional boundaries. It gives the ability to improve access to up-to-date information, empower employees to control their information and share their knowledge, which in the end can improve the satisfaction and commitment. Knowledge sharing cannot be forced but can only be encouraged and facilitated. The management should be convinced about the benefits of knowledge sharing. Without their support, it is unlikely that the attempts to improve knowledge will succeed. In addition, many studies focus on antecedents of knowledge sharing. These literatures can be used for input to enhance the quantity and improve the quality of sharing. Subsequently, when employees indicate that they are less satisfied with their co-workers or job, it can be necessary to consider their relational and actual structural position within the knowledge sharing group. A proper position can ensure that knowledge sharing behaviors will be evaluated as more useful, relevant, accurate and timely by these particular employees. Finally, it would be useful for this organization to organize meetings of another way in which employees get in touch with each other and learn more about tasks they perform.

#### *Future research*

Although the research findings are useful and valuable, the present study has certain limitations. Future researchers may want to consider study quantity and quality of knowledge sharing as indicators. The following limitations and suggestions should get attention. First, the sample was limited to one organization (municipality in the Netherlands), thus the cross-sectional generalizability of the findings is unknown (although the study included employees from diverse divisions, functions). The results cannot be generalized to all kinds of sectors of organizations without further research. From that point of view, to repeat the research in various organizations and countries and examining this phenomenon with a larger sample would be valuable.

Furthermore, this study focused on employees' perception of knowledge sharing within their department (group). Within the groups, employees have different work descriptions and are not directly dealing with each other during work time, which makes it complex to fully evaluate these co-workers. In addition, the groups, which were evaluated during the research had different sizes. They ranged in sizes from 17 and around 50. Additionally, as this study only focused on relative large groups, it would be also important to investigate the effects of knowledge sharing in small groups, whereby employees are more dependent on one another while working. Also, it would be valuable to compare the different types of knowledge (explicit or tacit) with regards to the outcomes of

satisfaction, trust and commitment. According to Haas and Hansen (2007), different knowledge have different benefits.

Finally, from the organizational perspective it is valuable to consider knowledge sharing across boundaries. Knowledge transfer, in contrast to knowledge sharing, occurs between larger entities, for example departments (Ipe, 2003). The various group functions in this study were interdependent from each other. The functioning of one department of the organization relies on other department. Created knowledge will be transferred across boundaries instead of shared. For that reason, future research can consider the effect of knowledge transfer in term of quantity and quality.

## 5.2 Conclusion

This exploratory study was motivated by the aim to provide empirical evidence for the benefits of knowledge sharing as acclaimed in managerial literature. The objective of this study was to explore the effects of the quantity and quality of knowledge sharing within groups on individual attitudes and perspectives. Empirical findings of this study provide general support for the notion that the quantity and quality of knowledge sharing significantly influence satisfaction with the job, satisfaction with co-workers, organizational commitment, competence-based trust and goodwill trust and organizational commitment. By becoming aware that co-workers are open for sharing ideas on, for example, how work can be managed effectively or how goals can be achieved, an employee will also increasingly trust co-workers' goodwill and competences and also ensures that these individuals are more satisfied about their co-workers. Moreover, shared qualitative work-related knowledge with the right amount can be seen as input for the work itself, which may lead to better performance and are more predisposed to be satisfied with what they do. Furthermore, the perceived openness and commitment from co-workers to share qualitative knowledge, which is ultimately good for organizational performance, ensure that individuals are motivated to get to work for the organization and be committed. The discussed results present direction and ideas for further investigation of this topic.

## References

- Allen, M.W. (1992). Communication and organizational commitment: perceived organizational support as a mediating factor. *Communication Quarterly*, 40(4), 357-367.  
doi: 10.1080/01463379209369852
- Becerra, M., & Gupta, A.K. (2003). Perceived trustworthiness within the organization: The moderating impact of communication frequency on trustor and trustee effects. *Organization Science*, 14(1), 32-44.  
doi: 10.1287/orsc.14.1.32.12815
- Becerra-Fernandez, & Leidner, I. D. (2008). *Knowledge Management: An Evolutionary View*. New York: ME Sharpe.
- Bishop, J.W., & Scott, K.D. (2000). An examination of organizational and team commitment in a self-directed team environment. *Journal of Applied Psychological*, 85(3), 439-450.  
doi: 10.1037/0021-9010.85.3.439
- Bock, G.W., & Kim, Y.G. (2002). Breaking the myths of rewards: An exploratory study of attitudes about knowledge sharing. *Information Resources Management Journal*, 15(2), 14- 21.  
doi: 10.4018/irmj.2002040102
- Bock, G.W., Zmud, R.W., Kim, Y.G., & Lee, J.N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. *MIS Quarterly*, 29(1), 87-111.
- Borgatti, S., & Cross, R. (2003). A relational view of information seeking and learning in social networks. *Management Science*, 49(4), 432-445.  
doi: 10.1287/mnsc.49.4.432.14428
- Buchanan, B. (1974). Building organizational commitment: The socialization of managers in work organizations. *Administrative Science Quarterly*, 19, 533-546.
- Cabrera, A., & Cabrera, E.F. (2002). Knowledge sharing dilemma's. *Organization Studies*, 23(5), 687-710.  
doi: 10.1177/0170840602235001
- Cabrera, A., Collins, W. C., & Salgado, J. F. (2006). Determinants of individual engagement in knowledge sharing. *The International Journal of Human Resource Management*, 17(2), 245-264.
- Campion, M.A., & Medsker, G.J. (1993). Relations between work group characteristics and effectiveness: Implications for designing effective work groups. *Personnel Psychology*, 46, 823 – 849.
- Casimir, G., Lee, K., & Loon, M. (2012). Knowledge sharing: influences of trust, commitment and cost. *Journal of Knowledge Management*, 16(5), 740-753.
- Chang, H.H., & Chuang, S.S. (2011). Social capital and individual motivations on knowledge sharing: Participant involvement as a moderator. *Journal of Information and Management*, 48, 9-18.
- Chiu, C. M., Hsu, M. H., & Wang, E. T. (2006). Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. *Decision Support Systems*, 42(3), 1872-1888.  
doi. org/10.1016/j.dss.2006.04.001
- Chow, W.S., & Chan, L.S. (2008). Social network, social trust and shared goals in organizational knowledge sharing. *Information & Management*, 45(7), 458-465.

- Chua, A. (2003). Knowledge Sharing: A game people play. *Aslib proceedings*, 55(3), 117-129.  
doi: 10.1108/00012530310472615
- Colquitt, J. A., Scott, B. A. & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909-927.
- Cook, J., & Wall, T. (1980). New work attitude measures of trust, organizational commitment and personal need non-fulfillment. *Journal of Occupational Psychology*, 53, 39-52.
- Cummings, J.N. (2004). Work Groups, structural diversity, and knowledge sharing in a global organization. *Management Science*, 50(3), 352-364.
- Daft, R. L., & Lengel, R.H. (1986). Organizational information requirements, media richness and structural design. *Management science*, 32(5), 554-571.
- Dar, L.O. (2010). Trust in coworkers and employee behaviours at work. *International Review of Business Research Papers*, 6(1), 194-204.
- Davenport, T. H., & Prusak, L. (1998). *Working knowledge: How organizations manage what they know*. Retrieved from <http://books.google.nl>.
- De Long, D.W. (1997). Building the knowledge-based organization: How cultures drives knowledge behaviours. *Ernst & Young Centre for Business Innovation, working paper, Boston*.
- De Long, D.W., & Fahey, L. (2000). Diagnosing cultural barriers to knowledge management. *Academy of Management Executive*, 14(4), 113-127.
- Demirel, Y., Seçkin, Z., & Özçınar, M.F. (2011). Interactions between knowledge sharing and organizational citizenship behavior. *Chinese Business Review*, 10(11), 1061-1070.
- Deshpande, S.P. (1996). The impact of ethical climate types on facets of job satisfaction: An empirical investigation. *Journal of Business Ethics*, 15, 655-660.
- De Vries, R.E., Van den Hooff, B., & De Ridder, J.A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and personal beliefs. *Communication Research*, 33(2), 115-135.
- Ducharme, L.J., & Martin, J.K. (2000). Unrewarding work, coworker support, and job satisfaction : A test of the buffering hypothesis. *Work and Occupations*, 27(2), 223-243.  
doi: 10.1177/0730888400027002005
- Ellemers, N., Kortekaas, P., & Ouwerkerk, J.W. (1999). Self-categorisation, commitment to the group and group self-esteem as related but distinct aspects of social identity. *European Journal of Social Psychology*, 29, 371-389.
- Eslami, J., & Gharakhani, D. (2012). Organizational commitment and job satisfaction. *Journal of Science and Technology*, 2(2), 85-91.
- Fishbein, M., & Ajzen, I. (1981). Attitudes and voting behavior: An application of the theory of reasoned action. *Progress in Applied Social Psychology*, 1, 253-313.
- Forslund, H. (2007). Measuring information quality in the order fulfillment process. *International Journal of Quality & Reliability Management*, 24(5), 515-524.  
doi: 10.1108/02656710710748376
- Fu, W., & Deshpande, S. P. (2013). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business*

*Ethics*, 1-11.

doi:10.1007/s10551-013-1876-y

- Gibbert, M., & Krause, H. (2002). Practice exchange in a best practice marketplace. In *Knowledge Management Case Book: Siemens Best Practices*, 80-105.
- Gurteen, D. (1999). Creating a knowledge sharing culture. *Knowledge Management Magazine*, 2(5), 1-4.
- Haas, M. R., & Hansen, M. T. (2007). Different knowledge, different benefits: Toward a productivity perspective on knowledge sharing in organizations. *Strategic Management Journal*, 28(11), 1133-1153.
- Hess, J., & Story, J. (2005). Trust-based commitment: multidimensional consumer-based relationships. *Journal of Consumer Marketing*, 22(6), 313-322.
- Holste, J.S., Fields, D. (2010). Trust and tacit knowledge sharing and use. *Journal of Knowledge Management*, 40(1), 128-140.
- Ipe, M. (2003). Knowledge sharing in organizations: A conceptual framework. *Human Resource Development Review*, 2(4), 337-359.
- Janssen, O. (2003). Innovative behaviour and job involvement at the price of conflict and less satisfactory relations with coworkers. *Journal of Occupational and Organizational Psychology*, 76, 347-364.
- Joo, B-K., & Park, S. (2010). Career satisfaction, organizational commitment, and turnover intention: The effects of goal orientation, organizational learning culture and developmental feedback. *Leadership & Organization Development Journal*, 31(6), 482-500.
- Jones, G.R., & George, J.M. (1998). The experience and evolution of trust: Implication for cooperation and teamwork. *The Academy of Management Review*, 23(3), 531-546.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692-724.
- Kim, H.-R., Lee, M., Lee, H.T., & Kim, N.M. (2010). Corporate social responsibility and employee – company identification. *Journal of Business Ethics*, 95(4), 557-569.
- Kinicki, A.J., McKee-Ryan, F.M., Schriesheim, C.A., & Carson, K.P. (2002). Assessing the construct validity of the job descriptive index: A review and meta-analysis. *Journal of Applied Psychology*, 87(1), 14-32.
- Knoop, R. (1993). Work values and job satisfaction. *The Journal of Psychology*, 128(6), 683-690.
- Kotter, J.P. (1995). Leading change: why transformation efforts fail. *Harvard Business Review*, 73(2), 59-67.
- Lambert, E., & Hogan, N. (2009). The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a causal model. *Criminal Justice Review*, 34(1), 96-118.
- Lee, D., Sirgy, M. J., Brown, J. R. & Bird, M. M. (2004). Importers' benevolence toward their foreign export suppliers. *Journal of the Academy of Marketing Science*, 32(4), 32-48.
- Lin, H.F. (2007). Knowledge sharing and firm innovation capability: An empirical study. *International Journal of Manpower*, 28(3/4), 315-332.
- Lin, S-C, & Lin, J. S-J. (2011). Impacts of coworkers' relationships on organizational commitment- and intervening effects of job satisfaction. *African Journal of Business Management*, 5(8), 3396-3409.
- Locke, E.A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4, 309-336
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77, 11-37.

- Mayer, R. C., & Davis, J. H. (1999). The effect of the performance appraisal system on trust for management: A field quasi-experiment. *Journal of Applied Psychology, 84*, 123–136.
- Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review, 20*, 709–734.
- McEvily, B., Perrone, V., & Zaheer, A. (2003). Trust as an organizing principle. *Organization Science, 14*(1), 91-103.
- Meyer, J.P., & Allen, N.J. (1991). A three component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89.
- Meyer, J.P., & Herscovitch, L. (2001). Commitment in the workplace toward a general model. *Human Resource Management Review, 11*, 299-326.
- Miller, K. (2009). *Organizational Communication: Approaches and Processes*. Belmont, CA.: Wadsworth Publishing.
- Miller, V.D., Allen, M., Casey, M.K., & Johnson, J.R. (2000). Reconsidering the organization identification questionnaire. *Management Communication Quarterly, 13*(4), 626-65.
- Mishra, J., & Morrissey, M. (1990). Trust in employee/employer relationships: A survey of West Michigan managers. *Public Personnel Management, 19*(4), 443-463.
- Mogotsi, I.C. (2009). *An empirical investigation into the relationships among knowledge sharing behavior, organizational citizenship behavior, job satisfaction and organization commitment (Unpublished doctoral dissertation)*. University of Pretoria, Pretoria.
- Mohr, J.J., & Sohi, R.S. (1995). Communication flows in distribution channels: Impact on assessments of communication quality and satisfaction. *Journal of Retailing, 71*(4), 393-416.
- Mowday, R.T., Steers, R.M., & Porter, L.W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*, 224-247.
- Muchinsky, P.M. (1977). Organizational communication: Relationships to organizational climate and job satisfaction. *Academy of Management Journal, 20*(4), 592-607.
- Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University Press.
- Nonaka, I., Toyama, R., & Konno, N. (2000). SECI, ba and leadership: A unified model of dynamic knowledge creation. *Long Range Planning, 33*, 5-34.
- Oh, H., Chung, M.H., & Labianca, G. (2004). Group social capital and group effectiveness: The role of informal socializing ties. *Academy of Management Journal, 47*(6), 860-875.
- Paoline, E. A., Lambert, E. G., & Hogan, N. L. (2006). A calm and happy keeper of the keys the impact of ACA view, Relations with coworkers, and policy views on the job stress and job satisfaction of correctional staff. *The Prison Journal, 86*(2), 182-205.
- Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. *Journal of Applied Psychology, 91*, 636–652.
- Porter, L.W., Steers, R.M., Mowday, R.T., & Boulian, P.V. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology, 59*(5), 603-609.
- Postmes, T., Tanis, M., & De Wit, B. (2001). Communication and commitment in organizations: A social identity approach. *Group Processes Intergroup Relations, 4*(3), 227–246.

doi:10.1177/1368430201004003004

- Randall, D. M., & Cote, J. A. (1991). Interrelationships of work commitment constructs. *Work and Occupation, 18*, 194-211.
- Reichers, A.E. (1985). A review and reconceptualization of organizational commitment. *The Academy of Management Review, 10*(3), 465-476.
- Reus, T.H., & Liu, Y. (2004). Rhyme and reason: emotional capability and the performance of knowledge-intensive work groups. *Human Performance, 17*(2), 245-266  
doi: 10.1207/s15327043hup1702\_6
- Rosso, B., Dekas, K., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior, 30*, 91-127.
- Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science, 33*, 163-180.
- Rubin, A. M. (1993). The effect of locus of control on communication motivation, anxiety, and satisfaction. *Communication Quarterly, 41*(2), 161-171.  
doi: 10.1080/01463379309369876
- Ruppel, C.P., & Harrington, S.J. (2000). The Relationship of communication, ethical work climate, and trust to commitment. *Journal of Business Ethics, 25*, 313-328.  
doi: 10.1023/A:1006290432594
- Sagie, A. (1998). Employee absenteeism, organizational commitment, and job satisfaction: Another look. *Journal of Vocational Behavior, 52*, 156-171.
- Shoham, A., Vigoda-Gadot, E., Ruvio, A., & Schwabsky, N. (2012). Testing an organizational innovativeness integrative model across cultures. *Journal of Engineering and Technological Management, 29*, 226-240.
- Sias, P.M. (2005). Workplace relationship quality and employee information experiences. *Communication Studies, 56*(4), 375-395.
- Siegrist, M., Gutscher, H., & Earle, T.C. (2005). Perceptions of risk: the influence of general trust, and general confidence. *Journal of Risk Research, 8*(2), 145-156.
- Simpson, C.W., & Prusak, L. (1995). Troubles with information overload, moving from quantity to quality in information provision. *International Journal of Information Management, 15*(6), 413-425
- Stenmark, D. (2001). Leveraging tacit organisational knowledge. *Journal of Management Information Systems, 17*(3), 9-24.
- Tan, H.H., & Lim, A.K.H. (2009). Trust in coworkers and trust in organizations. *Journal of Psychology, 143*(1), 45-66.
- Thomas, G. F., Zolin, R. & Hartman, J. L. (2009). The central role of communication in developing trust and its effect on employee involvement. *Journal of Business Communication, 46*(3), 287-310.  
doi:10.1177/0021943609333522
- Usoro, A., Sharratt, M.W., Tsui, E., & Shekhar, S. (2007). Trust as an antecedent to knowledge sharing in virtual communities of practice. *Knowledge Management Research & Practice, 5*, 199-212.
- Vallaster, C., & Chernatony, de, L. (2005). Internationalisation of services brands: The role of leadership during the internal branding building process. *Journal of Marketing Management, 21*(1/2), 181-203.
- Van Dick, R., Wagner, U., Stellmacher, J., & Christ, O. (2004). The utility of a broader conceptualization of

- organizational identification: Which aspects really matter? *Journal of Occupational and Organizational Psychology*, 77, 171–191.
- Varona, F. (1996). Relationship between communication satisfaction and organizational commitment in three Guatemalan organizations. *Journal of Business Communication*, 33(2), 111-140.
- Vitell, S. J., & Davis, D. L. (1990). The relationship between ethics and job satisfaction: An empirical investigation. *Journal of Business Ethics*, 9(6), 489-494.
- Weiss, D., Dawis, R., England, G. & Lofquist, L. (1967). *Manual for the minnesota satisfaction questionnaire, minnesota studies in vocational rehabilitation*. Minneapolis: Industrial Relations Center, University of Minnesota.
- Wernimont, P.F. (1972). A systems view of job satisfaction. *Journal of Applied Psychology*, 56(2), 173-176.
- Williams, L. J., & Hazer, J.T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of Applied Psychology*, 71(1/2), 219-231.
- Yi, J. (2009). A measure of knowledge sharing behavior: Scale development and validation. *Knowledge sharing Research & Practice*, 7, 65-81.
- Zaheer, A., McEvily, B., & Perrone, V. (1998). Does trust matter? Exploring the effects of inter-organizational and interpersonal trust on performance. *Organization Science*, 9(2), 141–159.  
doi: 10.1287/orsc.9.2.141
- Zaccaro, S.J., & Dobbins, G.H. (1989). Contrasting group and organizational commitment: Evidence for differences among multilevel attachments. *Journal of Organizational Behavior*, 10(3), 267-273.
- Zeffane, R., Tipu, S.A., & James, R.C. (2011). Communication, commitment & trust: Exploring the triad. *International Journal of Business and Management*, 6(6); 77-87.

## Appendices

### Appendix A: Constructs

#### *Measurement items of the used constructs*

Construct	Items	Variables
Frequency of sharing knowledge	6	<p>Sharing the results of a meeting by colleagues in my department ...</p> <p>Sharing information about what colleagues from my department are doing ...</p> <p>Sharing the experiences of colleagues from my department that certain activities are properly addressed ...</p> <p>Sharing information from colleagues in my department about how certain activities can be performed effectively ...</p> <p>Sharing ideas on how goals of the department can be achieved effectively ...</p> <p>Sharing (work) documents prepared by colleagues in my department....</p>
Quantity of sharing knowledge	6	<p>The co-workers within my department share the right amount of results of a meeting.</p> <p>The co-workers within my department share the right amount of information about what they are doing.</p> <p>The co-workers within my department share the right amount of experiences about certain properly addressed activities.</p> <p>The co-workers within my department share the right amount of how certain activities can be performed effectively.</p> <p>The co-workers within my department share the right amount of ideas on how goals can be achieved effectively.</p> <p>The co-workers within my department share the right amount of (work) documents.</p>
Quality of knowledge sharing	6	<p>The shared work-related information and expertise is timely.</p> <p>The shared work-related information and expertise is accurate.</p> <p>The shared work-related information and expertise is adequate.</p> <p>The shared work-related information and expertise is relevant.</p> <p>The shared work-related information and expertise is complete.</p> <p>The shared work-related information and expertise is useful.</p>
Trust in co-workers	16	<p><i>Competence-based trust</i></p> <p>Co-workers are very capable of performing their jobs.</p> <p>Co-workers are known to be successful at the things they try to do.</p> <p>Co-workers have much knowledge about the work that needs to be done.</p> <p>I feel very confident about my co-workers' skills.</p> <p>Co-workers have specialized capabilities that can increase our performance.</p> <p>Co-workers are well qualified.</p> <p><i>Benevolence-based trust</i></p> <p>Co-workers are very concerned about my welfare.</p> <p>My needs and desires are very important to co-workers</p> <p>Co-workers would not knowingly do anything to hurt me.</p> <p>Co-workers really look out for what is important to me.</p>

Co-workers will go out of their way to help me.

*Integrity-based trust*

Co-workers have a strong sense of justice.

I never have to wonder whether co-workers will stick to their word.

Co-workers try hard to be fair in dealings with others.

Co-workers' actions and behaviors are not very consistent.\*

I like my co-workers' values.

Organizational commitment	9	<p>I am proud to be able to tell people who it is I work for.</p> <p>Even if the organization I would be reluctant to change to another employer.</p> <p>I feel myself to be part of the organization.</p> <p>In my work I like to feel I am making some effort, not just for myself but for the organization as well.</p> <p>To know that my own work had made a contribution to the good of the organization would please me.</p> <p>I sometimes feel like leaving this employment for good. <i>R</i></p> <p>I am not willing to put myself out just to help the organization. <i>R</i></p> <p>I would not recommend a friend to join our staff. <i>R</i></p> <p>The offer of bit more money with another employer would not seriously make me think of changing my job. <i>R</i></p>
Group commitment	5	<p>I feel very little loyalty to my direct colleagues within the department. ®</p> <p>The colleagues within my department inspire me.</p> <p>I really care about the fate of my colleagues within my department.</p> <p>The colleagues within my department are the best colleagues to work with.</p> <p>I would prefer to belong to another department.</p>
Job satisfaction	9	<p><i>To what degree are you satisfied with:</i></p> <p>Being able to keep busy all the time</p> <p>The chance to make the use of my abilities</p> <p>The chance to do different things</p> <p>The feeling of accomplishment I get from the job</p> <p>The chance to do things with other people</p> <p>The chance to try my own methods</p> <p>The chance to work alone</p> <p>The freedom to use my own judgment</p> <p>The chance to tell people what I do</p>
Satisfaction with co-workers	5	<p><i>To what degree are you satisfied with</i></p> <p>The cooperation with co-workers.</p> <p>The support from co-workers.</p> <p>Responsibility of co-workers</p> <p>Helpfulness of co-workers</p> <p>Enjoyment with co-workers</p>

---

## Appendix B: Questionnaire Dutch

INTRODUCTIE – Het informatie delen met collega's en de betrokkenheid bij de ~~\*de organisatie\*~~ dragen bij aan onze tevredenheid met het werk en onze productiviteit. Door middel van deze vragenlijst hopen wij te weten te komen hoe onze 'gebruiken' zijn binnen de organisatie.

Wij waarderen het dat je de tijd neemt om deze vragenlijst in te vullen. Het zal ongeveer 10 à 15 minuten van je tijd in beslag nemen. Het is belangrijk dat je de vragen goed leest en je eigen mening geeft. Jouw antwoorden zijn vertrouwelijk en worden anoniem verwerkt. Schrijf daarom ook geen naam op dit formulier.

### Deel 1: Het delen van werkgerelateerde informatie

Deze eerste vragen gaan over het delen van werkgerelateerde informatie met de collega's binnen je afdeling en buiten je eigen cluster. Als je, bijvoorbeeld werkt bij cluster Communicatie, gaat het om informatie binnen de afdeling Algemene zaken.

#### 1: Geef per stelling aan hoe vaak bepaalde informatie wordt gedeeld binnen jouw afdeling.

1= nooit      2= zelden      3= soms      4= vaak      5= altijd

Het delen van de resultaten van een overleg door de collega's binnen mijn afdeling...	1	2	3	4	5
Het delen van informatie over waar collega's van de afdeling mee bezig zijn...	1	2	3	4	5
Het delen van ervaringen van collega's van mijn afdeling die bepaalde werkzaamheden goed hebben aangepakt...	1	2	3	4	5
Het delen van informatie van collega's van mijn afdeling over hoe bepaalde werkzaamheden effectief kunnen worden uitgevoerd...	1	2	3	4	5
Het delen van ideeën over hoe doelen van de afdeling effectief kunnen worden behaald...	1	2	3	4	5
Het delen van werkdocumenten door collega's binnen mijn afdeling...	1	2	3	4	5

#### 2: Geef per stelling aan in hoeverre je er mee eens of oneens bent over de hoeveelheid werkgerelateerde informatie binnen jouw afdeling.

1= volledig mee oneens,    2= mee oneens,    3= noch oneens, noch eens,    4= mee eens,    5= volledig eens

De collega's binnen mijn afdeling delen de juiste hoeveelheid informatie afkomstig uit overleggen.	1	2	3	4	5
De collega's binnen mijn afdeling delen de juiste hoeveelheid informatie over waar zij mee bezig zijn.	1	2	3	4	5
De collega's binnen mijn afdeling delen de juiste hoeveelheid werkgerelateerde ervaringen.	1	2	3	4	5
De collega's binnen mijn afdeling delen de juiste hoeveelheid informatie over hoe bepaalde werkzaamheden effectief kunnen worden uitgevoerd.	1	2	3	4	5
De collega's binnen mijn afdeling delen de juiste hoeveelheid ideeën over hoe doelen effectief kunnen worden behaald.	1	2	3	4	5
De collega's binnen mijn afdeling delen de juiste hoeveelheid werkdocumenten.	1	2	3	4	5

#### 3: Wanneer deel jij je werkgerelateerde informatie binnen de afdeling? (meerdere antwoorden mogelijk)

Tijdens het afdelingsoverleg

Informeel, bijvoorbeeld in de wandelgangen/bij het koffiezetapparaat

Op verschillende momenten, zoals.....

Seniorenoverleg

Anders, namelijk.....

#### 4: Probeer aan te geven wat jouw mening is over de kwaliteit van de gedeelde werkgerelateerde informatie binnen de afdeling.

1= volledig mee oneens, 2= mee oneens, 3= noch oneens, noch eens, 4 = mee eens, 5= volledig eens

De gedeelde werkgerelateerde informatie binnen de afdeling is actueel.	1	2	3	4	5
De gedeelde werkgerelateerde informatie binnen de afdeling is accuraat.	1	2	3	4	5
De gedeelde werkgerelateerde informatie binnen de afdeling is relevant.	1	2	3	4	5
De gedeelde werkgerelateerde informatie binnen de afdeling is objectief.	1	2	3	4	5
De gedeelde werkgerelateerde informatie binnen de afdeling is compleet.	1	2	3	4	5
De gedeelde werkgerelateerde informatie binnen de afdeling is bruikbaar.	1	2	3	4	5

## Deel 2

#### Geef aan in hoeverre je tevreden of ontevreden bent over de volgende werkgerelateerde aspecten.

Omcirkel het juiste nummer.

1= erg ontevreden, 2= een beetje ontevreden, 3=niet ontevreden/niet tevreden 4 = een beetje tevreden, 5= erg tevreden

De mogelijkheid om de gehele tijd zinvol bezig te zijn...	1	2	3	4	5
De mogelijkheid om gebruik te maken van mijn capaciteiten...	1	2	3	4	5
De mogelijkheid om verschillende dingen te doen...	1	2	3	4	5
Het gevoel van voldoening dat mijn baan me geeft...	1	2	3	4	5
De mogelijkheid om activiteiten te ondernemen met anderen...	1	2	3	4	5
De mogelijkheid om mijn eigen methoden te hanteren...	1	2	3	4	5
De mogelijkheid om alleen te werken...	1	2	3	4	5
De vrijheid om eigen beslissingen te maken...	1	2	3	4	5
De mogelijkheid om anderen te vertellen wat ik doe...	1	2	3	4	5

1= erg ontevreden, 2= een beetje ontevreden, 3=niet ontevreden/niet tevreden 4 = een beetje tevreden, 5= erg tevreden

De samenwerking met de collega's van mijn afdeling...	1	2	3	4	5
De steun die ik ontvang van de collega's van mijn afdeling...	1	2	3	4	5
Het verantwoordelijkheidsgevoel van de collega's van mijn afdeling...	1	2	3	4	5
De mate van behulpzaamheid van de collega's van mijn afdeling...	1	2	3	4	5
De mate van plezier met de collega's van mijn afdeling...	1	2	3	4	5

## Deel 3: De organisatie

#### De volgende vragen hebben betrekking op jouw houding ten opzichte van de organisatie.

Omcirkel het juiste nummer.

1= volledig mee oneens, 2= mee oneens, 3= noch oneens, noch eens, 4 = mee eens, 5= volledig eens

Ik vertel met trots aan anderen dat ik bij <del>de organisatie</del> werk.	1	2	3	4	5
Ik denk er soms over na om deze organisatie te verlaten.	1	2	3	4	5
Ik ben niet bereid om mezelf op de tweede plek te zetten alleen om de organisatie te helpen.	1	2	3	4	5

Zelfs als er problemen zijn binnen de organisatie, zal ik terughoudend zijn met het veranderen van baan.	1	2	3	4	5
Ik heb het gevoel dat ik deel uit maak van de organisatie.	1	2	3	4	5
Tijdens mijn werk heb ik graag het gevoel dat ik mezelf niet alleen inspan voor mezelf, maar ook voor de organisatie.	1	2	3	4	5
Ik zal een goede vriend niet aanraden om bij <del>de organisatie</del> te komen werken.	1	2	3	4	5
Als een andere organisatie mij meer salaris biedt, zal ik serieus overwegen om van baan te veranderen.	1	2	3	4	5
Het geeft mij voldoening als mijn werk een bijdrage levert aan het succes van de organisatie.	1	2	3	4	5

## Deel 4: Werkomgeving

De volgende vragen hebben betrekking op de collega's binnen je huidige afdeling.

Omcirkel het juiste nummer.

1= volledig mee oneens, 2= mee oneens, 3= noch oneens, noch eens, 4 = mee eens, 5= volledig eens

Ik voel weinig loyaliteit richting mijn collega's binnen de afdeling.	1	2	3	4	5
De collega's van mijn afdeling inspireren mij.	1	2	3	4	5
Ik geef veel om de toekomst van de collega's van mijn afdeling.	1	2	3	4	5
De collega's binnen mijn afdeling zijn de beste collega's om mee te werken.	1	2	3	4	5
Ik zou liever willen behoren tot een andere afdeling.	1	2	3	4	5

1= volledig mee oneens, 2= mee oneens, 3= noch oneens, noch eens, 4 = mee eens, 5= volledig eens

De collega's van mijn afdeling zijn erg geschikt om hun functie uit te oefenen.	1	2	3	4	5
De collega's van mijn afdeling staan bekend als succesvol in de dingen die zij doen.	1	2	3	4	5
De collega's van mijn afdeling hebben veel kennis over het werk dat gedaan moet worden.	1	2	3	4	5
Ik voel me zeker over de vaardigheden van collega's van mijn afdeling.	1	2	3	4	5
De collega's van mijn afdeling hebben gespecialiseerde capaciteiten die onze prestaties verbeteren.	1	2	3	4	5
De collega's van mijn afdeling zijn goed gekwalificeerd.	1	2	3	4	5
De collega's van mijn afdeling zijn bezorgd over mijn welzijn.	1	2	3	4	5
De collega's van mijn afdeling zullen niet bewust iets doen om mij te kwetsen.	1	2	3	4	5
Mijn behoeften en wensen zijn belangrijk voor de collega's van mijn afdeling.	1	2	3	4	5
De collega's van mijn afdeling zullen hun uiterste best doen om mij te helpen.	1	2	3	4	5
De collega's van mijn afdeling kijken naar wat voor mij belangrijk is.	1	2	3	4	5
De collega's van mijn afdeling hebben een sterk gevoel van rechtvaardigheid.	1	2	3	4	5
Ik hoef me nooit af te vragen of de collega's van mijn afdeling zich aan hun woord houden.	1	2	3	4	5
De acties en het gedrag van de collega's van mijn afdeling zijn consistent.	1	2	3	4	5
De collega's van mijn afdeling doen hard hun best om eerlijk met anderen om te gaan.	1	2	3	4	5
Ik waardeer de waarden van de collega's van mijn afdeling.	1	2	3	4	5

**Deel 5: Algemeen**

**Wat is je geslacht?**

- Man
- Vrouw

**Wat is je leeftijd?**

- < 30 jaar
- 31- 40
- 41- 50
- > 51

**Wat is je hoogst genoten opleiding?**

- Basisonderwijs
- Langer beroepsonderwijs (LBO/ MAVO/VMBO)
- Middelbaar beroepsonderwijs (MBO/MEAO)
- Hoger voortgezet onderwijs (Havo, VWO)
- Hoger beroepsonderwijs (HBO, HEAO)
- Wetenschappelijk onderwijs (WO)

**Hoeveel jaar ben je werkzaam binnen de \*organisatie\* ?**

.....

**Heb je een parttime of een fulltime dienstverband?**

- Parttime
- Fulltime

**Op welke afdeling ben je werkzaam?**

- |  |   |
|--|---|
| <input type="checkbox"/> Algemene Zaken    | <input type="checkbox"/> Ruimtelijke & Economische Ontwikkeling |
| <input type="checkbox"/> Facilitaire Zaken | <input type="checkbox"/> Vergunningverlening en Handhaving      |
| <input type="checkbox"/> Financiële Zaken  | <input type="checkbox"/> Maatschappelijke Ontwikkeling          |
| <input type="checkbox"/> Openbare Werken   | <input type="checkbox"/> Werk Inkomen & Zorg                    |
| <input type="checkbox"/> Publiekszaken     | <input type="checkbox"/> Anders, namelijk.....                  |

**Heb je nog op- of aanmerkingen of verdere suggesties?**

-----

-----

-----

-----

-----

-----

-----

-----

-----

-----

Contactinformatie:  
 Denise Neurink  
 D.neurink@student.utwente.nl  
 Toestelnummer: 7396

**Bedankt voor je medewerking!**