# Research into factors that influence the intention to share knowledge on a knowledge community platform within youth care: the case of "Jeugdkwartier".


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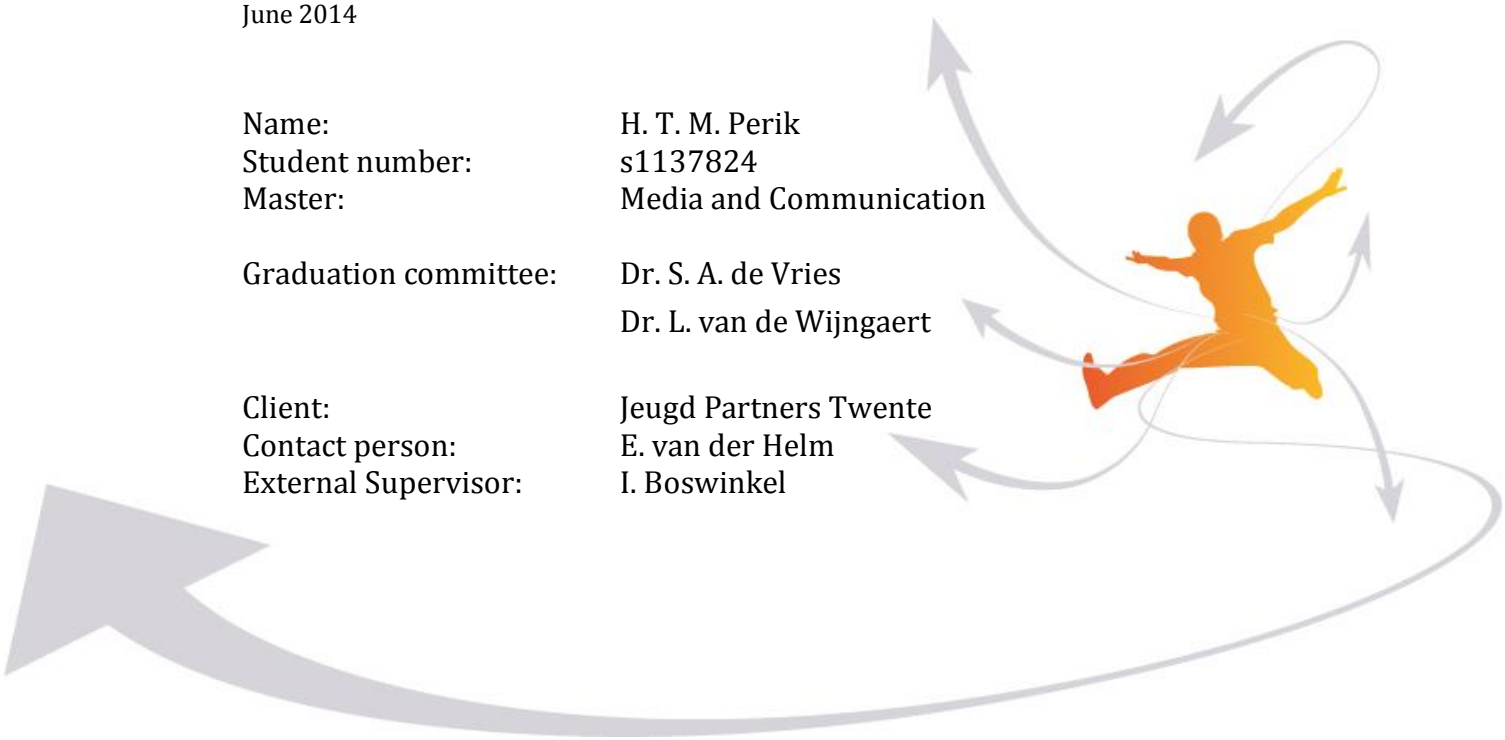
|---|---|
| Name: | H. T. M. Perik |
| Student number: | s1137824 |
| Master: | Media and Communication |
| Graduation committee: | Dr. S. A. de Vries |
| | Dr. L. van de Wijngaert |
| Client: | Jeugd Partners Twente |
| Contact person: | E. van der Helm |
| External Supervisor: | I. Boswinkel |

## Abstract

The transition and transformation within youth care ask for a new way of thinking and working. It is expected that professionals need other forms of support to keep their expertise up to date and to further develop their work.

This is a two study research based on questioning 22 youth care organizations in Twente, all associated with Jeugd Partners Twente who are collaborating with Saxion and University of Twente to create a knowledge community platform for youth care professionals, called "Jeugdkwartier". The first study is executed to gain insight in the daily practice regarding knowledge sharing and the expectations of the professionals regarding the "Jeugdkwartier". The second study sets out to examine the influence of motives and individual factors (self-efficacy, outcome expectations, trust and knowledge power), and organizational factors (time, organizational structure and culture) on the intention to share knowledge on a knowledge community platform. It includes examining of the impact of moderating factors (age, gender, personality and knowledge sharing experience).

This research shows that professionals are looking for a platform that contains a great amount of knowledge, which professionals could use anytime and anywhere without restrictions of time or resources. This raises questions about the initial objective of the "Jeugdkwartier", which was focused on arranging the "Jeugdkwartier" on the principles of social networking. The results of the intention study show that men prefer to share knowledge for work related subjects, while women are also motivated to share for some kind of interaction or for gaining respect or for the community feeling. In a sector like youth care with more female professionals, it is important to take the difference in knowledge sharing between men and women into account. Regarding the other factors that influence the intention to share, the study shows that self-efficacy, outcome expectations, trust and organizational culture are positive influencers of the intention to share knowledge on a knowledge community platform. Time was the only negative predictor of the intention to share in this study.

This research not only fills a gap in the literature by looking at knowledge sharing in the youth health care sector, but also provides recommendations to support the development of the a knowledge community platform (in this case the "Jeugdkwartier"). One of these recommendations is to develop the "Jeugdkwartier" focusing on the sharing of information and knowledge, instead of the focus on social networking and social interaction.

# Preface

This preface marks the end of my student life. With this master thesis I close this part of my life and open a door for new opportunities with hopefully a satisfying job in an interesting organization. One thing is for certain, all the years of learning and studying paid off. I created something I never thought I could do, a master thesis for my master media and communication. I know that I never could have done this without help of some people.

First of all, I want to thank Ilse and Tamara, who were both so motivating and inspiring. Ilse, I thank you so much for helping me during this whole process. I learned so much of you and I'm glad that you advised me every time something new came up. Tamara, your insight on youth care gave me interesting ideas and you provided me with knowledge that I would never have gained otherwise. Secondly, Kyra, Ines, Annemiek and Doris, I want to thank you all for this interesting collaboration. I really enjoyed our teamwork and think that the interaction between us was a great example of knowledge sharing. I hope you learned as much from me, as I learned from you.

Finally, I want to thank the people that are close to me. I'm grateful for the supported of my parents. Even before I started my master they believed in me and always encouraged me to pursue this dream of graduating from the university. Marieke, I thank you for your support and your patience. I know I can be irritating when I'm stressed, but you always managed to calm me down and I thank you for that. At last, I want to thank my friends for their understanding and support. I want you to know that after my graduation I finally have time again to do fun things with you guys!

To conclude, thanks to you, reader. If you read this page, it means that you at least read one page of my thesis.

Thank you.

Hanneke Perik

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# 1. Introduction

From 2015 onwards the Dutch child welfare system must be completely decentralized. This transition involves the transfer of administrative and financial responsibilities to the local authorities. This will ensure that authorities become better at delivering the care that is needed for a specific situation of a child and will become better at connecting care, education, work, income, sports, and safety. With the transition of youth care as a responsibility of the municipality arise preconditions that will make this turnaround in care and support for children and families possible. At the same time, the decentralization is also a process of changing the functioning of youth care and the thinking about youth care, the transformation. Key concepts here are: prevention, early intervention, care and assistance, and strengthening the social network of the child and family. The goal is to keep the parenting and growing up as common as possible (van Eijck, Kooijman, & van Yperen, 2013).

Youth care can be characterized as a strongly people-centered sector, with the main goal of providing the best care for youth and their family. However, other typical features also characterize this sector. First of all, the youth care sector consists of a variety of care and support organizations within multiple branches and this sector is going through numerous changes. Secondly, the demographic facts of the professionals are an important and typical aspect of youth care. There are more women than men employed within this sector: 75 % of the professionals is female. Most of the professionals are between 35 and 55 years of age (47%) and 39% is under the age of 35, which makes this a sector with a young age structure. Around half of the professionals within this sector have a healthcare-related educational background. Most of which is middle and lower educational levels[1] (Hollander, van Klaveren, Faun, & Spijkerman, 2013). However, the ongoing changes enforce a shift from lower education (MBO) to middle education (HBO and MBO Plus) (Panteia, 2014).

The transition and transformation within youth care ask for a new way of thinking and working. It is expected that professionals need other forms of support to keep their expertise up to date and to further develop their work, because of the previously mentioned transition and transformation within youth care. To tackle the upcoming changes, organizations try to join forces to work smarter and more efficiently. This requires the flow of information and communication between different organizations and between professionals. Such a knowledge sharing network is built upon the notion of creation, distribution and exchange of certain types of information (van Dijk, 2012, p. 69). For organizations, the sharing of knowledge could lead to certain benefits: it allows the organizations to build on past experience and knowledge, respond more quickly to problems, develop new ideas and insights, and avoid reinventing the wheel or repeating past mistakes. For the individual the outcome of the knowledge sharing process is twofold. It requires time and effort to share knowledge; and there is often concern about the loss of hard-earned knowledge, and doubt about how the knowledge would be received and put to use by others (Cyr & Choo, 2010). On the other hand, knowledge sharing has been found to be related to increased internal satisfaction, perceived obligation to reciprocate the knowledge gains, enhanced professional reputations, and helping advance the community or network (Wang & Noe, 2010).

## 1.1 The case of "Jeugdkwartier"

Even though there is a considerable amount of research on knowledge sharing within organizations and some research on knowledge community platforms, there are hardly any studies that take the ongoing changes in youth care and the specific characteristics of youth care into account. Therefore this research will focus on a knowledge community platform that will be created by Jeugd Partners Twente, which is a partnership between youth care organizations. It originated from Preventie Partners Twente Jeugd (PPT Jeugd) and is a cooperative project with

[1] Within this research lower educational levels stands for MBO and middle educational levels stands for HBO.

the municipalities of Twente to achieve good care for youth in Twente. Jeugd Partners Twente has 22 members, which represent all branches that are active in youth care in Twente. Together they want to create a digital platform, with the aim of connecting and strengthing effective and efficient education, research and social innovation in the field of youth care. This has led to the initiative of creating a knowledge community platform called "Jeugdkwartier", on which professionals in the field of youth care and related fields can share, develop and explore knowledge. It is expected that this will lead to development and innovation, which subsequently will lead to the improvement of current practices in youth care and therefore allowing better care for children and their parents.

## 1.2 Goal

The main purpose of this research is to investigate the intention to share knowledge on a knowledge community platform within youth care. This research is based on questioning 22 youth care organizations in Twente, all associated with Jeugd Partners Twente. Jeugd Partners Twente together with Saxion and University of Twente are currently engaged in creating a knowledge community platform for youth care professionals. This research is consists of two studies. The first study is a context study and will answer two research questions. Therefore the purpose of this first study will be twofold. Firstly this study was to investigate the diverse range of knowledge sharing activities. These activities are examined to gain insight in the daily practice regarding knowledge sharing. Secondly, the study focuses on the expectations of the professionals regarding the "Jeugdkwartier" as a knowledge community platform. It will be an in-depth examination of the needs and requirements of the professionals regarding the "Jeugdkwartier". Thus, the context study answers the following research questions:

**RQ1** *What is the daily practice regarding knowledge sharing among youth care professionals in Twente?*

***RQ2*** *What are the expectations regarding knowledge sharing on a knowledge community platform among youth care professionals in Twente?*

The purpose of the second study is to investigate which factors and motives have an influence on the intention of the youth care professional to share knowledge on a knowledge community platform. In this study the intention to share knowledge is defined as the intention to share information, knowledge, experiences and skills on a knowledge community platform. The factors that are used in this study are derived from three complementary theories. Nahapiet and Ghosal (1998) suggested that the exchange of knowledge is facilitated when individuals are motivated to engage in this knowledge sharing process (Nahapiet & Ghosal, 1998). Therefore, this study will use the motivational factors derived from the uses and gratifications theory (UGT). The Uses and Gratification theory has been widely applied in mass media literature and takes the perspective that individuals actively make specific media choices based on four common needs (McQuail, 1987). Within this study these four needs are considered to be motives to share knowledge and are therefore identified as factors that influence the intention to share knowledge. Other factors that are considered to be an influence on this intention are self-efficacy, outcome expectations, trust, knowledge power and time; these are based upon the Social Cognitive Theory and the Social Capital Theory. In addition, organizational factors are also considered to influence the intention to share knowledge on a knowledge community platform. Thus, the results from this intention study answers the following research question:

**RQ3** *Which factors have an influence on the intention to share knowledge on a knowledge community platform within youth care?*

## 1.3 Societal relevance

For youth care organizations, this study may be important in several areas. This research gives youth care organizations insight into the daily practice of knowledge sharing between professionals. Youth care must meet the challenges brought on by the new legislations and prospect of budget costs. Overcoming the challenges and reaching the ambition of affordable professional services and affordable quality care requires reorganizing and modifying current work processes and activity. It is expected that the findings of this research can support changes within youth care organizations in order to facilitate knowledge sharing.

The results of this study regarding the expectations of youth care professionals can provided a base for the development of a knowledge community platform. Even though this research will be executed commissioned by Jeugd Partners Twente in the region Twente, it is expected that the results of this study can be used in other regions given the fact that the transition in youth care affects all local authorities and child welfare organizations. In addition, the results will supposedly show certain factors that could need extra attention during the development in order to create some kind of engagement, involvement and ownership among the professionals. In addition it could give insight on the requirements for the "Jeugdkwartier".

## 1.4 Scientific relevance

As stated in chapter two, there is a lot of research into the field of knowledge sharing in knowledge networks. There is a considerable amount of research on knowledge sharing behavior in general (Bock, Zmud, Kim, & Lee, 2005; Hsu, Ju, Yen, & Chang, 2007; Yang & Farn, 2007; Chen, Chen, & Kinshuk, 2009; Kim & Lee, 2013; Thakadu, Irani, & Telg, 2013) and on knowledge networks (Abrams L. , Cross, Lesser, & Levin, 2003; Wagner & Buko, 2005; Hansen, Mors, & Løvås, 2005; Zhang & Dawes, 2006; Hackney, Desouza, & Irani, 2008; Verburg & Andriessen, 2011; Hsiao, Brouns, Kester, & Sloep, 2013) or otherwise called communities of practice (Brown & Duguid, 1991; Ardichvili, Page, & Wentling, Motivation and barriers to participation in virtual knowledge-sharing communinities of practice, 2003; Jeon, Kim, & Koh, 2011). But few studies focused on the factors that influence the intention to share knowledge on a knowledge community platform.

This study not only fills a gap in the literature by looking at knowledge sharing in the youth care sector, it also looks at underlying factors that may affect the intention to share knowledge on a knowledge community platform. There are studies that use some of the same factors, but the combination proposed in this study is, as far as known, not previously researched. It differentiates from other studies by including the social cognitive theory, social capital theory and the uses and gratifications approach to explore and extend the view on knowledge sharing.

The combination of qualitative and quantitative research gives an in-depth view on the intention to share knowledge on a knowledge community platform. Therefore, the findings of this research can contribute to the theory development and improve our understanding of the intention to share knowledge on a knowledge community platform.

## 1.5 Structure of the research report

Chapter two is the theoretical framework, in which first the different concepts of knowledge sharing are defined. Secondly, a clarification is given with regard to the theories that are used to support the hypotheses and the research model. The research model is a summary of the hypotheses that have been tested in the intention study. Chapter three of this research report is a description of both research methods, which consists of information about the research context, research design, participants, procedure, instruments, and analysis. Chapter four describes the results of both the context study and the intention study. The first part of this chapter is focused on the results of context study. In the second part the hypotheses are tested. Based on the results, the conclusions are drawn in chapter five. The conclusions will be discussed using the mentioned literature. To conclude chapter five the limitations of this research and recommendations for future research are given. In chapter six are the recommendations for the development of a knowledge community platform within youth care.

# 2 Knowledge sharing on a knowledge community platform

This chapter will start with the clarification of the definition of knowledge and knowledge sharing. Subsequently the concept of communities is explained. To explore knowledge sharing intention on a knowledge community platform, a research model is conceptualized, which is based upon three complementary theories: the Social Cognitive Theory, the Social Capital Theory and the Uses and Gratification Theory. The factors and motives that are hypothesized to have an influence on the intention to share knowledge are explained. After that, some personal characteristics are defined; these characteristics can moderate the relationship between the factors or motives and the intention to share knowledge. In the final section of this chapter the research model based on the hypotheses can be found.

## 2.1 Knowledge sharing

Information is data, for example letters, images or other tokens, that are bearing a particular meaning. The data are interpreted by humans, but only if they are relevant to them. Information is often temporarily important, however, a small amount of information has a lasting importance; this is called knowledge (van Dijk, 2012, p. 221).

In literature it is possible to find numerous frameworks and types of knowledge. In this research knowledge will be classified into two types; namely explicit and tacit knowledge. Explicit knowledge is formal and systematic, which means that it is easily communicated and shared (Nonaka, 1991). Tacit knowledge on the other hand is hard to formalize and therefore difficult to communicate to others. It consists partly of technical skills, which can be captured in the term know-how. It has an important cognitive dimension (Nonaka, 1991).

> "*It consist of mental models, beliefs and perspectives which are so ingrained that we take them for granted, and therefore cannot easily articulate them. For this reason, these implicit models profoundly shape how we perceive the world around us*" (Nonaka, 1991).

Nonaka wrote a paper on knowledge-creating companies and knowledge management. He discussed and illustrated, amongst other things, ways to use, share and measure tacit and explicit knowledge. Therefore the following definitions from Nonaka will be used to describe explicit and tacit knowledge within this research.

> "*Explicit knowledge – academic or systematic knowledge, of know-what that is described in formal language, print or electronic media, often based on established work processes. And therefore it can be easily communicated and shared*" (Nonaka, 1991).

> *"Tacit knowledge – practical and action-oriented knowledge or know-how based upon practice, acquired by personal experience, seldom expressed openly, often resembles intuition. It is highly personal and hard to formalize, which makes tacit knowledge difficult to share with others"* (Nonaka, 1991).

### 2.1.1 Knowledge management

Professionals must be motivated to pass their main asset as an individual worker, their explicit and tacit knowledge, to the collectivity of an organization. This is attempted by using knowledge management in organizations (van Dijk, 2012).

> *"Knowledge management as the process of systematic organizing and managing knowledge processes, such as identifying knowledge gaps, acquiring and developing knowledge, storing, distributing and sharing knowledge and applying knowledge. The management of knowledge processes has become crucial in improving the performance of*

*organizations, which can either be aimed at more efficiency or more innovations. Knowledge provides the basis for improvements and innovation in organizations"* (Verburg & Andriessen, 2011).

Within the literature on knowledge management there are many different terms flying around. A component of knowledge management is knowledge sharing. This term not only has various definitions, but also a variety of synonyms. Knowledge exchange (Ardichvili, Page, & Wentling, Motivation and barriers to participation in virtual knowledge-sharing communities of practice, 2003; Abrams L. , Cross, Lesser, & Levin, 2003), knowledge transfer (Inkpen & Tsang, 2005), knowledge flow (Wasko & Faraj, 2005) and knowledge contribution (Chiu, Hsu, & Wang, 2006) are some of the used synonyms for this term. Paulin and Suneson (2012) did a literature review on knowledge transfer, knowledge sharing and knowledge barriers and concluded that these terms are blurry. The use of the terms in the literature is mainly related to the perspective on knowledge. When authors have a tendency towards the knowledge as an object the term knowledge transfer seems to be used. When using the term knowledge sharing the view on knowledge seems to be more focused towards knowledge as a subjective contextual construction. There wasn't a solid conclusion on which term to use, because Paulin and Suneson say that is depends on the specific situation (Paulin & Suneson, 2012).

Within this study the term knowledge sharing is used, which in the literature is mostly based on the notion of giving and receiving knowledge. Knowledge sharing refers in the study of Kim and Lee (2013) to disseminating knowledge through a whole organization. In addition, knowledge sharing refers to providing task related information and know-how to help others and collaborate with others. Knowledge sharing is thus "*the process where individuals mutually exchange their knowledge and jointly create new knowledge*" (van den Hooff & de Ridder, 2004, p. 118). This definition of knowledge sharing implies that every knowledge-sharing process consists of both 'bringing' (i.e., donating) and 'getting' (i.e., collecting) knowledge, which is in line with a number of other authors (Kim & Lee, 2013). In the article of Yu, Hao, Dong and Khalifa (2013) knowledge sharing is defined as providing and receiving knowledge through multiple members, in which knowledge is distinguished explicit knowledge and tacit knowledge (Yu, Hao, Dong, & Khalifa, 2013). Lin (2007) uses the term knowledge sharing processes instead of knowledge sharing behavior or knowledge sharing, which in their study refers to how individuals share their work-related experience, expertise, know-how, and contextual information with colleagues. It consists of both the willingness to actively communicate with colleagues (i.e. knowledge donating) and actively consult with colleagues to learn from them (i.e. knowledge collecting) (Lin H.-F. , Knowledge sharing and firm innovation capability: an empirical study, 2007).

This research will first investigate the current knowledge sharing behavior of professionals within youth care organizations. This behavior will be examined by asking about knowledge sharing activities, with the use of three topics. These topics examine with whom knowledge is shared, what type of knowledge is shared and how this knowledge is shared. Furthermore, this research will also focus on the intention to share knowledge in addition to the current knowledge sharing behavior. The difference lies within the fact that the knowledge community platform "Jeugdkwartier", which is used as case in this research, doesn't yet exist. Therefore the research will look at the intention of the professional to share their knowledge on a knowledge community platform. The intention to share knowledge is defined as the intention to share information, knowledge, experiences and skills on a knowledge community platform. It does not only concerns the intention to share knowledge with professionals within their own organization, but also knowledge sharing with professionals of external organizations. It involves sharing both implicit knowledge (i.e. know-how, based upon practice and often acquired by personal experience) and explicit knowledge (i.e. know-what, often documented in formal language).

### 2.1.2 Community

This study focused on digital knowledge sharing at a group level. Bouwman, van den Hooff, van de Wijngaert, and van Dijk (2005) discuss ICT and communication at the group level in their book and say that people may form new groups or communities on the basis of shared interest (Bouwman, van den Hooff, van de Wijngaert, & van Dijk, 2005). These communities of practice are held together by a common sense of purpose, and are defined by knowledge rather than by a task. Thus, communities of practice require a sense of mission, which means that there must be something that people want to do together or want to accomplish together and this originates from their shared understanding. Networking alone does not make for a community of practice, because relationships in informal networks are always shifting and there is no joint enterprise that holds them together (Allee, 2000). In an article of Johnson (2001) on online communities of practice he states that communities of practice can exist with current web-based technologies. He even mentions an advantage of these virtual communities. The lack of face-to-face contact could actually suppress the traditional group norm behavior. However, cultural differences as well as the lack of urgency to respond are limitations that could slow down the development of communities of practice. Lastly, the question of whether face-to-face contact is essential remains (Johnson, 2001). This research will try to find an answer on this question by examining the needs and requirements for the "Jeugdkwartier".

Another important notion of communities is that people usually volunteer to be part of it, or agree to be part of it when they are invited. However, this will only happen if they are interested or passionate about a certain topic, issue or problem. It is said that people are naturally attracted to a community as a way to learn, participate and contribute (Brailsford, 2001). Therefore, a goal of knowledge management is often the development of a knowledge community where knowledge is shared and utilized across various communities of practice within one or more organizations (Pan & Leidner, 2003, p. 72). Henry and Pinch (2000) define a knowledge community as "*a group of people often in separate organizations but united by a common set of norms, values, and understandings, who help define the knowledge and production trajectories of the economic sector to which they belong*" (Henry & Pinch, 2000, p. 127). Knowledge and learning may occur without any intervention, but Hoadley and Kilner (2005) say that knowledge communities considerably increase this because these communities can be engines for the creation and dissemination of knowledge (Hoadley & Kilner, 2005). Based upon the literature it is possible to conclude that users of a knowledge community platform must have a shared understanding in order for them to share their knowledge. The shared understanding within this research will be youth care in general and all the different aspects of youth care, the transition and transformation. The professionals of the 22 participating youth care organizations in Twente will function as a community through the relationship of mutual engagement that binds them together.

## 2.2 Factors which influence the intention to share knowledge

This research will investigate intention of the professional to share their knowledge on a knowledge community platform, which is defined as the intention to share information, knowledge, experiences and skills on a knowledge community platform. Literature suggests that there are many different factors that influence this intention to share. First of all, actively sharing knowledge does not only depend on the individual, but also depends on the organization itself. This research focuses on a knowledge community platform for a multitude of organizations. Such an inter-organizational knowledge community platform consists of a divers set of organizations, with their own structures and cultures. In this study these organizational factors are taken into account. Besides, every professional has their own number of activities and tasks to perform within their work hours. Therefore the lack of time is also taken into account.

In addition to the organizational factors, previous research is also focused on individual factors that influence knowledge sharing. For this research individual factors are derived from the Social Cognitive Theory (Bandura, 1997) and the Social Capital theory (Nahapiet & Ghosal,

1998). The Social Cognitive Theory (Bandura, 1997) argues that people are self-organizing, pro-active, self-reflecting and self-regulating rather than reactive organisms. It is said that self-efficacy and outcome expectations are major cognitive forces guiding behavior (Chiu, Hsu, & Wang, 2006). Therefore in this study these individual factors are expected to influence the intention to share knowledge. The Social Capital theory (Nahapiet & Ghosal, 1998) has the central idea that "social networks are valuable assets". One of the dimensions of this theory is relational social capital, which is the affective nature of the connections among individuals that facilitates knowledge exchange. The factor that is derived from the Social Capital theory and used in this research is trust, which is said to be an important antecedent of cooperation, resource acquisition, and knowledge sharing in virtual communities. One other individual factor that is been taken into account is knowledge power, which is the belief that knowledge is your own property and sharing knowledge will decrease your personal value within an organization.

In addition to the organizational and individual factors, it is expected that motivational factors influence the intention to share knowledge on a knowledge community platform. As stated earlier, Nahapiet and Ghosal (1998) suggested that the exchange of knowledge is facilitated when individuals are motivated to engage in this knowledge sharing process (Nahapiet & Ghosal, 1998). Therefore, the motivational factors are derived from the Uses and Gratification theory and are based upon four common needs (McQuail, 1987). Additionally, this study includes the impact of age, gender, personality and experience as moderating factors.

Thus, this research focuses on organizational, individual and motivational factors, which are expected to influence the intention to share knowledge on a knowledge community platform.

### 2.2.1 Organizational factors

Organizational structure and culture are expected to influence the intention to share knowledge. The organizational structure defines the behavior, attitudes, dispositions and ethics that create the organizational culture (Masters & Skola, 2014). Organizational culture is the notion of one's identification with a group that shares symbols, meanings, experiences, and behavior (Daiton & Zelley, 2011). Furthermore, the professional needs to perform more activities and tasks within the same amount of time as before due to for example ongoing changes in the organization or changes in regulations. The lack of time is believed to be one of the biggest barriers for individuals to share their knowledge. Especially when this knowledge sharing is voluntary and not required or doesn't fit in the job description. Therefore organizational culture, organizational structure and time are the organizational factors in this study.

#### *Organizational culture and structure*

Prior research indicates that organizational context has an influence on knowledge sharing. It is said that actively sharing knowledge does not only depend on people of whom it is expected, it also depends on the organization itself. This indicates that the organization should facilitate the sharing of knowledge (van der Zande, 2013). Lin (2007) found that to promote knowledge sharing activities it was better to focus on the facilitation of a social interaction culture than to focus on extrinsically motivated employees, such as motivating them with monetary rewards (Lin 2007). In addition, the assumption is that ICT applications have to align with the structure and culture of an organization. Therefore it is important to include these factors within this study. The assumption is more complex; in reality it is possible that ICT will also influence structure and culture. Hence, organizational structure and culture will also play a role in the adoption phase, implementation phase and use of the application (Bouwman et al., 2005). In this study the focus will merely be on the structure and culture in regard to knowledge sharing on a knowledge community platform.

Organizational culture could be defined as the "common values and rules specific for internal members". By learning the rules and values of organizational culture employees deepen ceremonies, symbols, stories and celebrations and transfer these elements into their own behavior and attitude. This is why common culture and terms are important for knowledge sharing within organizations (Lin W.-B. , 2008). From the results of a study on the motivations

and barriers to participate in virtual knowledge sharing it was clear that the willingness to share was often credited to the organizational culture, which was said to encourage mutually supportive relationships between individuals (Ardichvili et al., 2003). Ipe (2003) concluded her article by stating that "knowledge is shared informally rather than through formal channels, and much of the process is dependent on the culture of the work environment". This author mentioned the importance of future research to focus on the understanding of knowledge-sharing processes within organizations by looking at the factors including the work environment (Ipe, 2003). Bock, Zmud, Kim and Lee (2005) argue that organizational culture (operationalized in their study as fairness, innovativeness and affiliation) exerts a strong influence on the formation of subjective norms regarding knowledge sharing, but also directly affects individuals'' intention to share knowledge (Bock et al., 2005). Organizational culture creates the context for interaction between individuals and defines how individuals use knowledge in specific situations. In addition, it also forms the processes that determine how individuals create and distribute their knowledge. A collaborative culture is a key factor in facilitating the knowledge sharing in an organization, in other words knowledge sharing must be supported by the organizational culture (Chow I. , 2012).

Organizational structure is an abstract of the organization's composition. To reach the organizational goals the organization has a number of tasks that have to be performed by the employees using the tools that are available. Individuals are assigned tasks within a specific hierarchical structure (Bouwman et al., 2005). From the analysis of Lin (2008b) it is evident that most research on organizational structure evaluated the perspective on the basis of the degree of formalization, centralization, and complexity. The authors mention that the degree of centralization refers to the organizational decision-making power. The degree of formalization refers to the extent to which employee behavior or activities are bound by the organizational rules, regulations and procedures. Complexity refers to the distribution of people based upon demographic characteristics (Lin, 2008b). Organizational structure is said to be a critical aspect in knowledge management, because a good structure can coordinate all the elements within the organization and encourage creating, sharing and using of new knowledge. Decentralizing and increasing the complexity of organizational structure has a positive, significant influence on knowledge performance (Pertusa-Ortega, Zaragoza-Sáez, & Claver-Cortés, 2010).

In this study it is assumed that organizational culture and structure must facilitate the sharing of knowledge. Therefore the following hypotheses are proposed:

**H1** *An organizational culture focused on knowledge sharing has a positive influence on the intention to share knowledge on a knowledge community platform.*

**H2** *An organizational structure focused on knowledge sharing has a positive influence on the intention to share knowledge on a knowledge community platform.*

***Time***

Every professional has his own number of activities and tasks to perform within his working hours. More often the professional needs to perform extra activities and tasks within the same time as before due to ongoing changes in the organization or changes in regulations. The aspect of time is therefore an important variable influencing the knowledge sharing behavior. The lack of time can be seen as a gap within the literature on knowledge sharing. Even though researchers mention this aspect, not many researchers actually take this barrier into account when researching knowledge sharing behavior. From the empirical study of Hew and Hara (2007) it becomes clear that knowledge sharing is commonly hindered by the lack of time. The authors say that the lack of time is actually an issue of competing priority. The respondents in their study were not expected to share knowledge and neither were they paid to share knowledge. Sharing knowledge was therefore totally voluntary and mostly an activity performed in their spare time. Daily responsibilities had more priority, which consequentially makes knowledge sharing a less of a priority in their daily routine. In addition, Hew and Hara (2007; 2007) say that knowledge sharing demands the sharers' time and energy. Knowledge sharers

should not be made to feel that the time and energy they spend is wasted in whatever way possible (Hew & Hara, 2007; 2007). Wu, Zhu, Zhong and Wang (2012) also took time and effort into account during their research on the impact of organizational factors on knowledge sharing. Their results support the notion that time and effort are a barrier to share knowledge. They suggest that that reducing the time and effort necessary to successfully codify knowledge, and prioritizing knowledge sharing activities, would be a necessary step toward increasing knowledge sharing at work (Wu, Zhu, Zhong, & Wang, 2012). In this study the term time refers to the individual's lack of time to share knowledge and lack of effort to make knowledge sharing a priority within his work routine. When an individual has not enough time within his work hours to be able to spend on knowledge sharing, he or she will share less knowledge than individuals who do have time. Therefore it is hypothesized that the lack of time has a negative influence on knowledge sharing.

**H3** *The lack of time negatively influences the intention to share knowledge on a knowledge community platform.*

### 2.2.2 Social Cognitive Theory

This study draws partly on the Social Cognitive Theory (Bandura, 1997), which argues that people are self-organizing, pro-active, self-reflecting and self-regulating rather than reactive organisms. From this perspective personal, behavioral and environmental factors act as interacting determinants that will influence each other. Chiu, Hsu and Wang (2006) state two types of expectation beliefs as the major cognitive forces guiding behavior: outcome expectations and self-efficacy. These authors mention that according to the Social Cognitive Theory, individuals are more likely to engage in behavior that they expect to result in favorable consequences. Therefore it is said that outcome expectations influence the behavior. Chiu et al. (2006) say that individuals that are not confident in their ability to share knowledge are unlikely to perform the behavior, especially when knowledge sharing is voluntary (Chiu, Hsu, & Wang, 2006). However in this study the focus is on the intention to share, therefore it is interesting to see whether or not this confidence in the personal ability is a factor that has influence on the intention to share knowledge. In this study it is proposed that outcome expectations and self-efficacy will influence the intention to share knowledge with other professionals.

#### *Self-efficacy*

Self-efficacy can be defined as a form of self-evaluation that influences decisions about behavior (Hsu et al., 2007). In the study of Lin, Hung and Chen (2009) knowledge sharing self-efficacy refers to the confidence in one's ability to provide knowledge that is valuable to others (Lin, Hung, & Chen, 2009). Chen, Chen and Kinshuk (2009) make a distinction between two types of self-efficacy, namely web-specific self-efficacy (WBSE) and knowledge creation self-efficacy (KCSE). They state "WBSE refers to a learner's beliefs about his or her capabilities in using the functions of the virtual learning community website. KCSE refers to a learner's beliefs about his or her capabilities in articulating the ideas and experiences, synthesizing knowledge from different sources, and learning from others by embodying explicit knowledge into tacit knowledge." (Chen et al., 2009). In this study, self-efficacy refers to a person's self-evaluation and confidence in the ability to perform knowledge-sharing behavior. A person's belief and confidence in the fact that he or she is able to perform knowledge sharing activities will have a positive influences on their intention to share knowledge on a knowledge community platform. Therefore the following hypothesis is proposed:

**H4** *Self-efficacy positively influences the intention to share knowledge on a knowledge community platform.*

#### *Outcome expectations*

Outcome expectations can refer to the individuals' belief about the consequences of a particular behavior (Denler et al., 2014). Lin et al. (2009) use a different term for outcome expectations,

namely perceived relative advantage. Chen and Hung (2010) use the same term, and in both studies this refers to "the knowledge contributor's cognition of likely advantages or benefits that the individual's knowledge sharing behavior will produce and carry to him" (Lin et al., 2009; Chen & Hung, 2010). Hsu et al. (2007) mention in their article that based on the social cognitive theory, outcome expectations consist of three major forms: physical effects (e.g., pleasure, pain, discomfort), social effects (e.g., social recognition, monetary rewards, power, applause), and self-evaluation effects (e.g., self-satisfaction, self-devaluation) (Bandura, 1997). In addition they use the term personal outcome expectations, which focuses on individuals' expectations, such as gaining more recognition and respect, making more friends, or getting better cooperation in return (Hsu et al., 2007). Therefore the following hypothesis is proposed:

**H5** *Outcome expectations positively influence the intention to share knowledge on a knowledge community platform*

### 2.2.3 Social Capital Theory

The Social Capital theory (Nahapiet & Ghosal, 1998) has the central idea that "social networks are valuable assets". Following the theoretical model of Nahapiet and Ghosal (1998) a distinction is made to define social capital in terms of three dimensions: structural, relational and cognitive. The cognitive dimension labeled by them refers to the resources providing shared representations, interpretations and systems of meanings, in many research articles defined as shared language and shared vision. The structural dimension refers to the overall pattern of connections between actors (Nahapiet & Ghosal, 1998). The last dimension derived from the theoretical model of Nahapiet and Ghosal (1998) is the relational embeddedness, which refers to the kind of personal relationships people have developed with each other. This concept focuses on the particular relations people have, such as respect and friendship, that influence their behavior (Nahapiet & Ghosal, 1998). Relational social capital is the affective nature of the connections among individuals that facilitates knowledge exchange. Trust is said to be an important antecedent of cooperation, resource acquisition, and knowledge sharing in virtual communities. In relationships with higher levels of trust people are more willing to share their knowledge. Trust is thus important creating an atmosphere for knowledge sharing (Chang & Chuang, 2011).

#### *Trust*

Many studies on knowledge sharing used trust as a construct and recognize different types of trust. Chen and Hung (2010) state that when a history of favorable past interactions leads to positive expectations of future interaction, trust will develop. Interpersonal trust in others' abilities, benevolence, and integrity increases the desire to give and receive information, resulting in improved performance of distributed groups; it creates and maintains exchange relationships. In their study interpersonal trust implies a degree of belief in good intentions, benevolence, competence, and reliability of members who share knowledge in professional virtual communities (Chen & Hung, 2010). In this study trust will refer to a degree of belief in good intentions, competence and reliability of others within the knowledge community. Chow and Chan (2008) mention in their article that social trust in an organization improves interactions between colleagues; people not only want to learn from each other and share their knowledge (Chow & Chan, 2008). Chang and Chuang (2011) state: "when relationships are high with regard to trust, people are more willing to engage in social exchange and cooperative interaction. Inter-personal trust is important in creating an atmosphere for knowledge sharing" (Chang & Chuang, 2011). Wu, Yeh, and Hung (2012) state the following: "if employees are perceived as very trustworthy by their coworkers, those coworkers will be more willing to share their knowledge without worrying that they are being taken advantage of. Therefore, employees with higher levels of perceived trust by coworkers might be more likely to become the central point within a knowledge sharing network" (Wu, Yeh, & Hung, 2012). With this in mind, the following hypothesis is proposed:

**H6** *Trust positively influences the intention to share knowledge on a knowledge community platform.*

***Knowledge power***

Knowledge power is the term used in this study for the belief that an individuals' knowledge is his property. Knowledge is sometimes seen as power and many people consider information and knowledge as a product or property of themselves. Individuals may avoid knowledge sharing due to the fear of losing power, especially in a digital environment in which the knowledge sharing behavior is recorded, monitored and visible for all users, even those not making contributions (Wang & Noe, 2010). This belief could be a potential barrier for employees to share knowledge. Dalkir (2005, pp. 132-133) states that the notion of knowledge as a property and the ownership of the knowledge is an obstacle in knowledge sharing. One of the ways to counteract this notion is to reassure employees that authorship will be maintained. In other words, they will not lose credit for a knowledge product they produce. In addition, the notion that knowledge is power causes individuals to believe that sharing what they know makes them replaceable. This comes from the fact that individuals are most often rewarded for what they know, not for what they share (Dalkir, 2005, pp. 132-133). When individuals see their knowledge as their own property and believe that sharing this knowledge will decrease their personal value within the organization or the belief that this will make them redundant, it is possible to assume that this will negatively influence their knowledge sharing behavior. On the basis of this assumption the following hypothesis is proposed:

**H7** *Knowledge power negatively influences the intention to share knowledge on a knowledge community platform.*

### 2.2.4 Uses and Gratification approach: Motives as factors

Nahapiet and Ghosal (1998) suggested that the exchange of knowledge is facilitated when individuals are motivated to engage in this knowledge sharing process. Individuals must think that their knowledge sharing will be worth the effort and that they will receive some kind of benefit themselves (Nahapiet & Ghosal, 1998). From a literature review it becomes clear that individual motives to share knowledge are not often taken into account. Even though enjoyment (Wasko & Faraj, 2005; Lin H.-F. , 2007; 2007; Chang & Chuang, 2011), control (Yang & Farn, 2007; Wu et al., 2012; Zhang & Fai, 2013; Thakadu et al., 2013), relationship (Bock et al., 2005; Sun & Liu, 2006; Jeon et Al., 2011; Zhang & Fai, 2013), and commitment (Wasko & Faraj, 2005; Yang & Farn, 2007; Wu et al., 2012) could be seen as motivational factors, none of these articles used some kind of motivational theory or framework to asses these concepts in regard to knowledge sharing. It remains unclear whether or not motivational factors play a role in the degree of knowledge sharing or the intention to share knowledge. Therefore this research will try to find out whether individual motives are influencing the intention to share knowledge on a knowledge community platform.

This study will use the motivational factors derived from the uses and gratifications theory (UGT), which represents a way to analyze and explain the use of mass media. The focus is on why the receiver uses a certain media. UGT suggest that media use is active and goal driven based upon individuals' needs and individuals choose a medium and allow themselves to be swayed, changed and influenced or not (Daiton & Zelley, 2011). The weakness of the uses and gratifications approach has been reconfirmed in many Internet-related studies, but it is said that this approach is still a useful framework to understand Internet usage and users' needs (Park, Kerk, & Valenzuela, 2009). In a study on virtual community success it is suggested that people will be motivated to select a virtual community that best gratifies their needs (Sangwan, 2005). Within this research, motivational factors refer to the motivation of an individual to share their knowledge with others. This will help to identify why an individual wants to share his knowledge on a knowledge community platform by looking at their needs.

UGT takes the perspective that individuals actively make specific media choices based on four common needs identified by McQuail (1987). Entertainment is the umbrella term for some subtypes; relaxing, escaping daily problems, enjoyment or passing time. The second need gratification is called information, which is finding relevant events, seeking advice, satisfying general interest or curiosity, learning, self-education, or gaining a sense of security through knowledge. The third one is personal identity, which means that people use media to reflect, reinforce or contrast their identity. In other words, using media to gain insight into the development of their own attitudes and beliefs. The last category is social interaction; media can enable one to connect with family, friends or society, it can help to identify with others and gain a sense of belonging or it can help find a basis for conversation and social interaction (Daiton & Zelley, 2011). Therefore the following hypotheses are proposed:

**H8** *Information is a motive for the intention to share knowledge on a knowledge community platform.*
**H9** *Entertainment is a motive for the intention to share knowledge on a knowledge community platform.*
**H10** *Personal identity is a motive for the intention to share knowledge on a knowledge community platform.*
**H11** *Social interaction is a motive for the intention to share knowledge on a knowledge community platform.*

## 2.3 Moderating factors

This study includes examining the impact of age, gender, personality and the amount of knowledge sharing experience. These four characteristics are expected to influence the relationship between the motivation to share knowledge and the knowledge sharing intention of an individual. These four characteristics are also expected to have an influence on the individual factors of this study (self-efficacy, outcome expectations, trust and knowledge power).

### 2.3.1 Age

Most organizations have a diverse distribution in terms of age of the employees. Therefore age could be an interesting variable to examine, based upon the assumption that younger people have a different view on knowledge sharing than older people. This assumption is partly based on the notion that different generations have different values, beliefs, ways of behaving, and ways of communicating (Daiton & Zelley, 2011). A study by Keyes (2008) uncovered a more definite relationship between age and knowledge sharing. Younger workers were less willing to share knowledge with older workers, in addition older workers felt threatened by younger workers and, as a result, did not share knowledge with them (Keyes, 2008). However, there is not a definite explanation regarding the relationship between age and knowledge sharing. Hence, the hypothesis proposed is based on the assumption that there are differences in knowledge sharing intention based upon the age of the individual. It is expected that the older the individual, the less strong their motivations are to share knowledge. In addition, it is expected that age will also moderate the relationship between self-efficacy and the intention to share knowledge, between outcome expectations and the intention to share knowledge, between trust and the intention to share knowledge and between knowledge power and the intention to share knowledge.

**H12** *Age moderates the relationship between the motivations to share knowledge and the knowledge sharing intention.*
**H12a** *Age moderates the relationship between self-efficacy and the knowledge sharing intention.*
**H12b** *Age moderates the relationship between outcome expectations and the knowledge sharing intention.*
**H12c** *Age moderates the relationship between trust and the knowledge sharing intention.*
**H12d** *Age moderates the relationship between knowledge power and the knowledge sharing intention.*

### 2.3.2 Gender

Gender is also taken into account based on the assumption that there will be a difference in knowledge sharing intention. Even though gender is not often found a significant predictor of organizational citizenship behavior, given gender's influence on communication styles, it is not unreasonable to assume that it could also affect knowledge sharing. Taylor (2004) found that men used knowledge management systems more than females, which could indicate that females prefer more inter-personal and face-to-face forms of interaction (Taylor, 2004). Although gender was not significant in the study of Connelly and Kelloway (2003), it is possible that female employees may have been conditioned to be helpful, but given their, frequently less advantaged, positions in many organizations, they may be resistant to share their knowledge if they belief they will lose power if they share. In addition, it is assumed that people share more with friends, and employees are more likely to become friends with similar others (e.g. of the same gender), therefore will share more with people of the same gender. The diversity of the work environment may be of importance when considering knowledge sharing (Connelly & Kelloway, 2003). The above shows that gender could be of influence on knowledge sharing and is therefore interesting to include in this study. Thus, the following hypotheses are proposed:

**H13** *Gender moderates the relationship between the motivations to share knowledge and the knowledge sharing intention.*

**H13a** *Gender moderates the relationship between self-efficacy and the knowledge sharing intention.*

**H13b** *Gender moderates the relationship between outcome expectations and the knowledge sharing intention.*

**H13c** *Gender moderates the relationship between trust and the knowledge sharing intention.*

**H13d** *Gender moderates the relationship between knowledge power and the knowledge sharing intention.*

### 2.3.3 Personality

The study of personality in relation to work behavior and performance is a well-established area, however, personality and knowledge sharing has received less attention in the literature. When studying personality it is important to remember that it is a very complex area and that it is not possible to measure personality in itself but it is rather measuring observable behaviors (Truch, 2004, pp. 135-137). The most common used measure for personality is the five-factor model, even though this model will certainly not explain everything about personality, it does provide a useful starting point. The five factors are extraversion, agreeableness, openness, conscientiousness, and neuroticism (McCrae & John, 1992). The extroverts tend to be more physically and verbally active and introverts are more solitary, independent or reserved. The scale for agreeableness is linked to the tendency to be compassionate and cooperative rather than suspicious and hostile. Openness reflects the degree of natural curiosity and creativity, or the degree to be open for new ideas and having a broader interest. A conscientious person tends to be more organized, rather than spontaneous, more flexible and more impulsive. The last trait is neuroticism, reflecting the degree of being sensitive and nervous or the opposite, the degree of security and confidence (Truch, 2004, pp. 135-137). The above mentioned traits will be used in this study, because it is assumed that personality has an influence on the relationship between the motivational or individual factors and the intention to share knowledge on a knowledge community platform.

**H14** *Personality moderates the relationship between the motivations to share knowledge and the knowledge sharing intention.*

**H14a** *Personality moderates the relationship between self-efficacy and the knowledge sharing intention.*

**H14b** *Personality moderates the relationship between outcome expectations and the knowledge sharing intention.*

**H14c** *Personality moderates the relationship between trust and the knowledge sharing intention.*

**H14d** *Personality moderates the relationship between knowledge power and the knowledge sharing intention.*

### 2.3.4 Experience

The uses and gratifications theory (UGT) by itself may not be enough to explain individuals' motivations to share knowledge. The social cognitive aspects that are ignored by the UGT are integrated in this study by applying Social Cognitive theory (SCT). It suggests that experience can enhance individuals' self-efficacy in knowledge sharing behaviors, in addition prior experience can help to establish trustworthy relationships between individuals and media use, and further encourage sharing behaviors (Hsu et al., 2007; Lee & Ma, 2012). In this study it is assumed that prior experience with applications that create knowledge sharing possibilities and/or enhance knowledge sharing between individuals will have an influence on the motivational and the individual factors proposed. Therefore the following hypotheses are proposed:

**H15** *Experience with knowledge sharing moderates the relationship between the motivations to share knowledge and the knowledge sharing intention.*

**H15a** *Experience with knowledge sharing moderates the relationship between self-efficacy and the knowledge sharing intention.*

**H15b** *Experience with knowledge sharing moderates the relationship between outcome expectations and the knowledge sharing intention.*

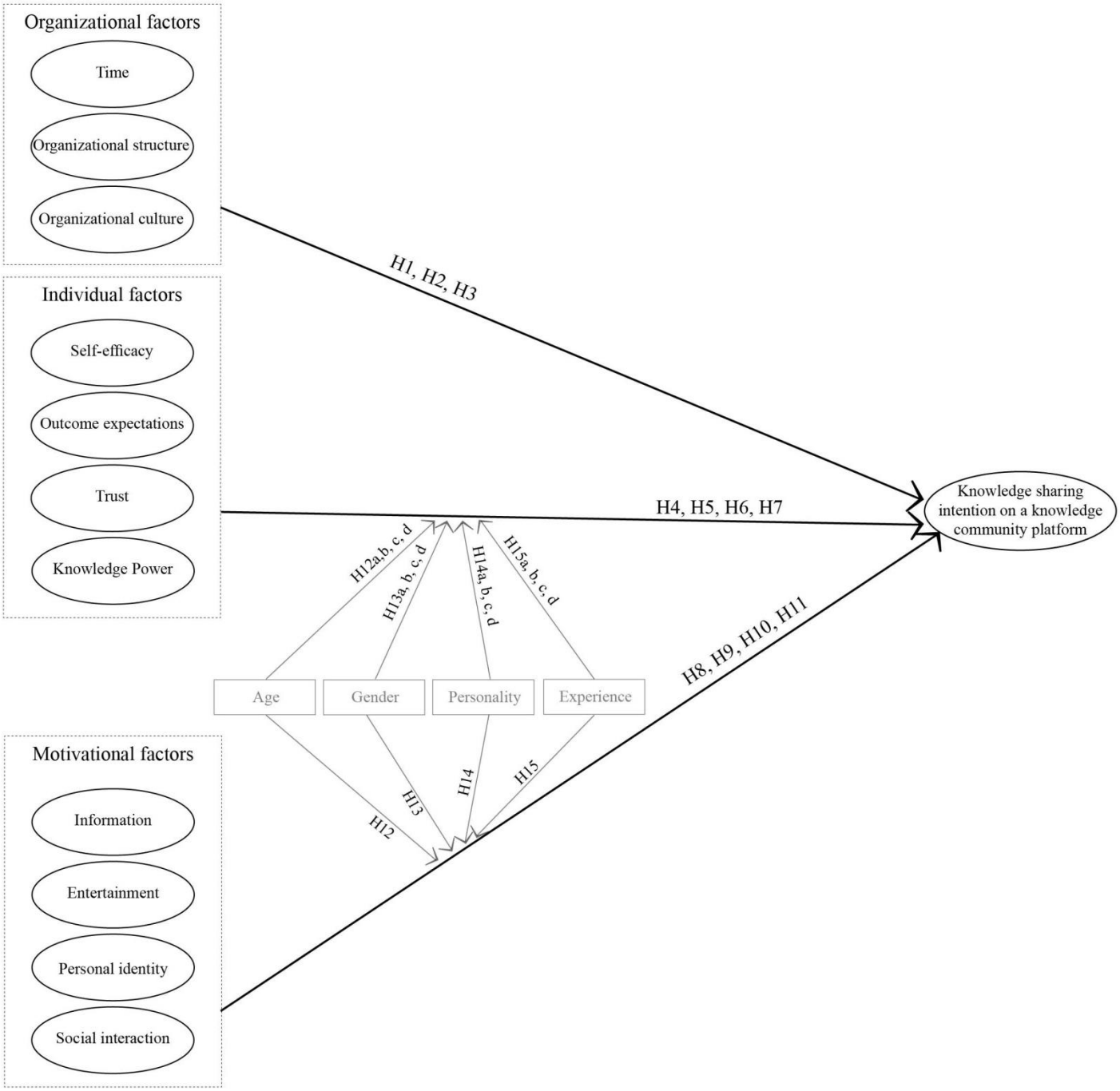
**H15c** *Experience with knowledge sharing moderates the relationship between trust and the knowledge sharing intention.*

**H15d** *Experience with knowledge sharing moderates the relationship between knowledge power and the knowledge sharing intention.*

## 2.4 Model for increasing knowledge sharing intention on a knowledge community platform

The proposed hypotheses are combined into a research model; *a model for increasing the knowledge sharing intention on a knowledge community platform,* see figure 1. This model shows that the motivational, individual and organizational factors are measured in regard to the intention to share knowledge on a knowledge community platform. By testing the research model an answer can be given on the research question: *Which factors have an influence on the intention to share knowledge on a knowledge community platform within youth care?* The operationalization of the constructs is discussed in Chapter 3.

**Figure 1** Model for increasing the knowledge sharing intention on a knowledge community platform.



# 3. Research method

This research is a collaboration between Saxion Hogescholen and the University of Twente. The benefit of this collaboration is the possibility to bring people with different specializations and knowledge together, which made it possible to broaden the scope of this research and investigate knowledge sharing and knowledge community platforms in more depth. This study was conducted within twenty-two youth care organizations in Twente. The main feature of these organizations is that they give care to children and their families, because of this they are dealing with highly sensitive information. This is taken into account when conducting this research. In practice this means that specific details about clients will not be examined.

## 3.1 Estimation of the research population

Based on the information retrieved from the organizational websites, the total number of employees within the 22 organizations is approximately 12.000 employees. However, some of these organizations have a broader orientation than exclusively youth care. This is a complication in computing the entire research population. Notwithstanding, it is of importance to constrain size of the research population in order to get the information that is needed to answer the research question. Therefore, the following definition is established to restrict the amount of respondents within this research:

> *A respondent of this research must be an individual professional providing a form of care within a youth care organization in Twente affiliated with Jeugd Partners Twente.*

The following calculation is merely based on an estimation of the population derived from the definition mentioned above. It is estimated that approximately 2000 of the 12.000 employees will fit within the definition of suitable respondent for this research.

## 3.2 Context study

The first study was to investigate the diverse range of knowledge sharing activities to gain insight in the daily practice regarding knowledge sharing and to investigate the expectations of the professionals regarding the "Jeugdkwartier" as a knowledge community platform. Hence, the finding will help to answer the first two research questions: *What is the daily practice regarding knowledge sharing among youth care professionals in Twente?* And: *what are the expectations regarding knowledge sharing on a knowledge community platform among youth care professionals in Twente?* The context study is executed with the help of four HBO-students. This study is part of their graduating assignment. The students have experience in youth care because of multiple internships within different organizations in youth care in Twente. This experience will help to interpret the qualitative data.

### 3.2.1 Design

The context study is a two-phase approach. The first phase consisted of a checklist, which contained different topics to gather information about knowledge sharing activities. These activities were self-chosen moments and do not give a complete image of the knowledge sharing activities of a professional. The second phase was a follow-up survey, asking the participants about their expectations towards knowledge sharing in the future using a knowledge community platform. This two-phase design was chosen because it was expected that professionals needed some time to think about their expectations regarding a knowledge community platform. By asking them first about knowledge sharing in general and thereafter about the expectations, it was expected to increase the quality and variety of answers.

### 3.2.2 Participants

A sample was drawn to get a wide variety of respondents. The goal was to get five respondents per organization. With the help of the communication professionals of each organization the

respondents were selected to take part in this study. Communication professional and his employees decided which professionals participated. The researchers did not have any influence on this decision-making process. The checklists were sent to 22 organizations, which are all members of Jeugd Partners Twente. See appendix H for the complete list of the 22 members. Several organizations indicated that they didn't want to participate due to internal changes or due to a merger process. Two organizations indicated that they worked with volunteers and that they didn't want to participate in this research. In addition, there were some organizations that had a non-response, even though numerous phone calls and emails were made. This resulted in a total of 11 organizations which participated resulting in a total of 44 participants who filled in the checklists. The ages of the participants ranged from 23 to 63 years ($M$ = 40.02, $SD$ =10.66) and the group consists out of 37 women (84,1 %) and 7 men (15,9%). The follow-up questionnaire was only send to 39 participants instead of the 44 participants of the checklists, due to incorrect or unknown e-mail addresses. The total of completed questionnaires was 27, causing a non-response rate of 30.8%. This non-response was largely due to the fact that professionals were on vacation. The ages of the respondents of this survey ranged from 23 to 63 years ($M$ = 40.37, $SD$ =11.99). The group consists out of only 4 men (14.8%) and 23 women (85.2%).

### 3.2.3 Procedure

The respondents were approached by a communication professional within their own organization (see appendix A and B). After this initial notification by the communication professional the checklists were send to the respondents. The checklists were composed of a set of 15 printed A4 papers. Each paper contained an instruction in the form of information about the research and the definitions of knowledge sharing concepts on one side. The other side of the paper contained a table to fill in the knowledge sharing activity. The information provided instructed the participants to fill in three checklists a day for five days. After that the checklists were collected and send back to Jeugd Partners Twente. Two weeks later the follow-up survey was send to each respondent. The follow-up survey was an online questionnaire send as a link in an email.

### 3.2.4 Ethical consideration

In this study some personal information is gathered, for example an email address of the respondent. This information was only used for sending a follow-up survey and the respondent confidentiality is protected. Although some answers of the respondents are cited, their identity will be hidden and they will only be referred to as a number. Thus, neither the respondent nor their organization were identifiable within the findings of this research.

### 3.2.5 Instruments

The checklist was developed by converting three main topics into 9 questions. It consisted mostly out of closed multiple choice questions, with the exception of two questions in which professionals could also give an additional explanation. The checklist was in Dutch. Besides the 9 questions per knowledge sharing moment, some demographics were questioned, such as: age, gender, profession, organization and email. See appendix C for the complete checklist including the information that was sent.

The following topics were measured:

Whom

The first topic was about with whom is knowledge being shared. There are two questions that fall within this category namely: with how many people did you share knowledge and who was the instigator?

What

The second topic was about what type of knowledge was shared. This topic was questioned by asking the participants what type of knowledge they were sharing. Based upon the definition of explicit and tacit knowledge of Nonaka (1991) a distinction was made between client situations, methods/theories and experiences.

How

The last topic was about the way knowledge was shared. Participants were asked in which way the knowledge sharing happened (informal or formal). Van den Hooff and de Ridder (2004, p. 118) define knowledge sharing as "the process where individuals mutually exchange their knowledge and jointly create new knowledge" (van den Hooff & de Ridder, 2004, p. 118). Therefore the respondents were asked: did you give or receive knowledge or was there an interaction? The last question was about the method that was used to share knowledge (digital or non-digital).

The follow-up survey focused on the expectations of the professional regarding knowledge sharing on a knowledge community platform. In this study the case of the "Jeugdkwartier" was used when asking about the expectations of a knowledge community platform. The follow-up survey contained 10 questions. The respondents had to answer the multiple-choice part and give a clarification for their answer. The questions were developed using the information provided by Jeugd Partners Twente. This information contained their vision of the "Jeugdkwartier" as a knowledge community platform. For example, "Jeugdkwartier" could be a platform to meet each other, to ask questions or give answers, to share documents, to use a library function or check the agenda for events in the region. The ten questions were all in Dutch. See appendix D for the complete list of questions asked in the follow-up survey.

## 3.3 Intention study

### 3.3.1 Design

The purpose of the second study is to investigate which factors and motives have an influence on the intention of the youth care professional to share knowledge on a knowledge community platform. This intention study consisted of a questionnaire to answer the third research question: *Which factors have an influence on the intention to share knowledge on a knowledge community platform within youth care?* The first part of the questionnaire was to examine the demographics of the respondents, which were also the moderators in this research. The second part was to examine whether or not the factors from the research model have an influence on knowledge sharing. It contained multiple sets of items reflecting the motives, individual and the organizational factors in regard to knowledge sharing. The last part was to identify the intention of the respondents to share knowledge on a knowledge community platform.

### 3.3.2 Participants

The questionnaire was send to 22 organizations, which are all members of Jeugd Partners Twente. See appendix H for the complete list of the 22 members. Of those 22 organizations, several organizations indicated that they didn't want to participate due to internal changes or due to a merger process. In addition, there were some organizations that had a non-response, even though they said to have spread the questionnaire multiple times. This resulted in a total of 15 organizations that participated. Table 1 shows the distribution of professionals from each organization.

**Table 1** *Distribution among participating organizations*

| Organizations | Number (N) | Percentage |
|---|---|---|
| Accare | 8 | 3.6 % |
| Ambiq | 27 | 12.1 % |
| Aveleijn | 69 | 30.9 % |
| Bureau Jeugdzorg Overijssel | 46 | 20.6 % |
| Carint Reggeland Groep | 7 | 3.1 % |
| De Twentse Zorgcentra | 2 | 0.9 % |

| | | |
|---|---|---|
| Jarabeee | 20 | 9.0 % |
| Karakter Kinder en Jeugdpsychiatrie | 6 | 2.7 % |
| MEE Twente | 9 | 4.0 % |
| RIBW Groep Overijssel | 6 | 2.7 % |
| Stichting Cluster | 1 | 0.4 % |
| Stichting Halt | 3 | 1.3 % |
| Intermetzo | 11 | 4.9 % |
| SMDEH | 1 | 0.4 % |
| Tactus Verslavingszorg | 7 | 3.1 % |
| Total | 223 | |

A total of 321 respondents have started the questionnaire of which 98 were deleted, mostly due to incomplete answers. Therefore the total number of participants that filled in the questionnaire is 223, of which 42 were filled in by men (19 %) and 181 filled in by women (81 %). The distribution among the four age groups was practically even, 31-40 years was the most common (28 %), followed by 18-30 years (27 %) and the 51-67 years group (23 %). The smallest group was that of 41-50 years of age (22 %). Youth care contains numerous disciplines, consisting out of different occupations. Within this study the reported occupations of the respondent are divided into 10 general professions. The three largest occupational groups are social pedagogic workers (22 %), ambulatory social workers (14 %) and youth protectors (18 %).

### 3.3.3 Procedure

The respondents who participated in this study completed the questionnaire online. This questionnaire was developed using Qualtrics, which is an online survey software and insight program. Respondents were informed by the group or team leaders and through intranet about this research two weeks before the survey was opened. At the time the survey was opened the respondents were approached again via a personal email, by the team leaders and also through a link on the intranet of the organizations. After two weeks a reminder was sent to the communication professionals, informing them to send the message again. No names of persons or email addresses were asked to keep the anonymity as high as possible. The respondents could indicate that they would like to receive the results of the research by sending an email to onderzoekpptjeugd@gmail.com. In this way the results cannot be connected to the email addresses, so in general their anonymity is guaranteed.

### 3.3.4 Instruments

The items in the questionnaire were developed either by adapting measures that have been used and validated by other researchers in the field or by converting the definitions of constructs into a questionnaire format. All constructs were operationalized at the individual level. The survey contained five constructs, most of which were scored on a five point Likert-type scale ranging from (1) Strongly Disagree to (5) Strongly Agree. Besides these constructs, some demographics were questioned, such as: age, gender, profession and organization. The survey was in Dutch. Questions used from other research, in a language other than Dutch, were translated into Dutch while maintaining the original purpose of the question, language permitting. For all items, see appendix E.

The following constructs will be measured:

1. the intention to share;
2. the organizational factors;
3. the individual factors;
4. the motives to share knowledge;
5. the moderating factors.

***Intention to share knowledge***

The intention to share knowledgewas measured using the items of Bock et al. (2005). In addition the items of van der Zande (2013) were used to find the right way of phrasing the items. A distinction was made between giving knowledge and receiving knowledge, and between tacit knowledge and explicit knowledge.

***Organizational factors***

Of the organizational factors three aspects were examined, namely time and effort, the organization culture and organization structure. It is important that employees were asked about the organizational culture and structure in regard to knowledge sharing, and that they were not questioned about the organizational culture and structure in general.

Time

The measure of time as a barrier for knowledge sharing was based upon the items used by Kankanhalli and Wei (2005). There were four items in this study focused on time, two of which were based on time within the working hours and two items are based on leisure time.

Organizational structure

The organizational structure was also measured using the items of van den Hooff & Huysman (2009) and with the help of the items of van der Zande (2013). These items focus on the facilitation of knowledge sharing.

Organizational culture

The organizational culture was measured using the items of van den Hooff & Huysman (2009) and with the help of the items of van der Zande (2013). This measurement consists of five items, including 'the employees of this organization are stimulated to innovate' and 'interaction with youth care professionals from other organizations is encouraged in this organization'.

***Individual factors***

There were four different factors considered as individual factors, which were examined using the questionnaire, namely self-efficacy, outcome expectations, trust and knowledge power.

Self-efficacy

In this study, self-efficacy refers to a person's self-evaluation and confidence in the ability to share knowledge with others. The instruments for measuring self-efficacy were adapted from Hsu et al. (2007), who presented a variety of confidence measures such as ''providing related experiences, insights or expertise'', ''articulating knowledge in written forms'', and ''authoring knowledge as an article''. Their measurement entailed a self-rating with a 0% to 100% scale (Hsu et al., 2007). In this study the measurement of self-efficacy used five-point Likert-type scale, ranging from (1) Strongly Disagree to (5) Strongly Agree.

Outcome expectations

The outcome expectations were the perceived advantages for the individual when he/she shares his knowledge, which includes concepts of improving self-image, and network benefits. The items measuring outcome expectations were adapted from Chiu et al. (2006), Hsu et al. (2007), Lin (2007), Lin et al. (2009), and Chen & Hung (2010).

Trust

In this study trust refers to a degree of belief in good intentions, competence and reliability of others within the knowledge community. The items in the questionnaire were adapted from Lin et al. (2009) and Suh & Shin (2010).

Knowledge power

The items to measure knowledge power were based on the items of Kankanhalli and Wei (2005). It consists of three items, including 'I think I will lose my knowledge when I share it' and 'I think I will lose my unique value within this organization'.

***Motives***

In this questionnaire four different motives for sharing knowledge on a knowledge community platform were examined, namely information, social interaction, personal identity and entertainment.

Information

The operationalization of the motivational factor 'information' was derived and adapted from the studies of Park et al. (2009), Lee and Long (2012) and van der Zande (2013). The items examine whether people will use a knowledge community for information seeking purposes. The items include for example 'to get free information' and 'to stay up-to-date'.

Social interaction

The operationalization of the motivational factor 'social interaction' was derived and adapted from the studies of Park et al. (2009), Lee and Long (2012) and van der Zande (2013). These items examine whether social interaction, like ' being part of community' or 'meeting new people' is a strong motivator for the intention to use a knowledge community.

Personal identity

The operationalization of the motivational factor 'personal identity' was derived and adapted from the studies of Park et al. (2009), Lee and Long (2012) and van der Zande (2013). These items include 'using a knowledge community to gain status' and 'using a knowledge community to show who I am'.

Entertainment

The operationalization of the motivational factor 'entertainment' was derived and adapted from the studies of Park et al. (2009), Lee and Long (2012) and van der Zande (2013). These items focus on entertainment, for example 'using a knowledge community because it is enjoying' and 'using a knowledge community because it is relaxing'.

In addition to the motives derived from the literature, six more items were added. These items were derived from a meeting with the project group of Jeugd Partners Twente. The items are focused on the work related motives and included for example 'using the knowledge community to consult an expert' and 'to better do my job'.

***Moderating factors***

In the questionnaire seven personal characteristics were asked. Four of which were moderating factors, namely age, gender, personality and experience. The other three questions are more or less indicators to see whether the respondents are well distributed across the population, for example the question in which organization the professional works.

Age

Instead of asking respondents to fill in their actual age, they could fill in their age by choosing one of the age groups. Age was divided into four groups, 18 to 30 years, 31 to 40 years, 41 to 50 years and 51 to 67 years.

Gender

Gender was questioned by asking participants if they were male or female.

Personality

To measure the personality of the respondents the items used in the study by van der Zande (2013) were adopted. Van der Zande adopted the Ten-Item Personality Inventory (TIPI) of Gossling, Rentfrow & Swann (2003). Her considerations to keep the questionnaire as short as possible does also apply here. The items of van der Zande were used because these items were already translated into Dutch.

Experience

The experience with knowledge sharing in knowledge communities was examined by asking: How experienced are you in sharing knowledge via a website or online platform? Some examples were given to provide the respondent with some ideas of what kind of knowledge community they could use in their daily life, like intranet or social media. In addition, the current use of a knowledge community was asked.

### 3.3.5 Pre-test questionnaire

In order to discover possible ambiguities and shortcomings in the developed questionnaire, a pre-test was executed. A total of 10 people have performed the pre-test by evaluating the questionnaire on the basis of plus-and-minus method. They were asked to examine the questions and adding pluses and minuses to aspects of the questionnaire. The researcher examined the results of this pre-test and subsequently the questionnaire was adjusted. The main changes can be found in the appendix F. The complete and adjusted version of the questionnaire can be found in the appendix G.

### 3.3.6 Bias

Every research has the potential to be biased. One of the possible biases that could affect the results of a statistical survey is response bias. This bias occurs if the respondents answer the questions in the way they think the researcher wants them to answer, rather than according to their beliefs. The wording of the questions is one way of reducing the possibility of response bias. Therefore this is taken into account during the development of the questionnaire and during the pre-test. Another possible form of bias is social desirability bias. People like to make a good impression, which can influence their answer. This social desirability bias or the tendency of respondents to answer questions in a manner that will be viewed favorably by others will be taken into account when conducting this research.

In addition, in the context study the respondents were allowed to choose which knowledge sharing activities they wanted to report in the checklists. Even though some knowledge sharing moments are not reported, it is not appropriate to draw the conclusion that these moments are not happening at all. Thus, when describing the results of these checklists it must be taken into account that these moments are just the tip of the iceberg when it comes to knowledge sharing in general.

# 4 Results

In this chapter the results will be reported. First, the results of the context study will be reported. Which starts with the characteristics of the participants. The findings of the checklist are described in a quantitative manner. The findings of the follow-up survey are more or less qualitative, describing the answers of the respondents and in some cases even citing answers. Subsequently, a summary of the most important findings of the context study is given. Second, the results of the intention study are reported. These results also start with a description of the participants. After that, the description of the reliability of the constructs, and the results for each hypothesis are discussed. To conclude, a summary of the most important findings of the intention study is given.

## 4.1 Context study

First the results of the checklist will answer research question 1. The results are reported on the basis of three sub-questions, namely: Who is sharing knowledge? What type of knowledge is shared? How is knowledge shared? No statistical analyses are performed, except for a few chi-square tests. The results are examined using cross-tables to see certain patterns within the results. The results from the follow-up survey are written out using the patterns in the given answers and citing certain answers to give a complete picture of the reported needs and expectations, again based upon the sub-questions. After this a short wrap-up is given answering the two research questions of this study.

### 4.1.1 Checklists

A total of 44 respondents from 11 organizations participated. A total of 599 knowledge sharing moments were filled in, but 11 were deleted, mostly due to incomplete answers. Therefore the total number of self-reported knowledge sharing activities checklists is 588. As shown in table 2, the number of knowledge sharing activities is not evenly distributed among the organizations.

**Table 2** *Distribution of participating organizations of the context study*

| Organizations | Number (N) | Percentage | Number of knowledge sharing activities |
|---|---|---|---|
| Ambiq | 4 | 9.1 % | 60 |
| Aveleijn | 5 | 11.4 % | 74 |
| Carint Reggeland Groep | 2 | 4.5 % | 28 |
| De Twentse Zorgcentra | 3 | 6.8 % | 42 |
| Dimence Groep | 2 | 4.5 % | 29 |
| Mediant | 10 | 22.7 % | 128 |
| MEE Twente | 4 | 9.1 % | 60 |
| Scala Welzijn | 4 | 9.1 % | 57 |
| Stichting Halt | 3 | 6.8 % | 15 |
| Intermetzo | 4 | 9.1 % | 60 |
| Tactus Verslavingszorg | 3 | 6.8 % | 35 |
| Total | 44 | | |

The professionals are divided in function groups, namely therapists, supervisors, ambulatory social workers, pedagogical staff and the last group are the remaining professionals that don't fit

into any of the other groups. Considering the fact that not every professional filled in exactly 15 knowledge sharing occasions, the average of occasions per participants differs for each occupation (see table 3).

**Table 3** *Distribution of professionals and a number of reported knowledge sharing activities*

| Occupation | Number of participants (N) | Number of knowledge sharing activities | Average knowledge sharing activity per participant |
|---|---|---|---|
| Therapists | 17 | 223 | 13.1 |
| Supervisors | 4 | 57 | 14.3 |
| Ambulatory social workers | 11 | 131 | 11.9 |
| Pedagogical staff | 9 | 150 | 16.6 |
| Other | 3 | 27 | 9.0 |
| Total | 44 | 588 | |

***With whom is knowledge shared?***

Professionals reported more one-on-one knowledge sharing activities than knowledge sharing activities with multiple persons or during meetings. Especially supervisors seem to have reported less knowledge sharing activities within peer group meetings. However, ambulatory social workers have reported more knowledge sharing activities within peer group meetings.

The role of the initiator is reasonably even distributed. Around half of the time the professional themselves were the initiator and half of the time someone else was the initiator of the knowledge sharing activity. There are differences noticeable between professionals with different occupations. Therapists and supervisors indicated that they themselves were more often the initiator of the knowledge sharing moment instead of others approaching them. The opposite is true for ambulatory social workers and pedagogical staff, who reported slightly more knowledge sharing moments in which others are initiators.

***What type of knowledge is shared?***

The participants had to indicate what kind of knowledge they were sharing. This was a multiple response question, which means that some knowledge sharing activities could be about two or more types of information. The professionals could choose between client situations, methods/theories and experiences. In table 4 are the results of this multiple response question. We see that on 180 occasions more than one type of knowledge is shared (30.2 %). However, client situations were marked as the most often shared knowledge, alone it accounted for 38.1 % of the total. Only on 82 occasions were experiences shared, making it the least described type of knowledge that was shared.

**Table 4** *Distribution of knowledge sharing activities based upon type of knowledge*

| | N | Percentage |
|---|---|---|
| Client situations | 222 | 37.8 % |
| Methods/theories | 109 | 18.5 % |
| Experiences | 81 | 13.8 % |
| Client situations + Methods/theories | 46 | 7.8 % |
| Client situations + Experiences | 40 | 6.8 % |
| Methods/theories + Experiences | 31 | 5.3 % |
| Client situations + Methods/theories + Experiences | 59 | 10.0 % |
| Total | 588 | 100% |

***How is knowledge shared?***

The checklists provided information about the current sharing of knowledge from professionals. It shows that 38.9 % of the described activities were already with professionals from other organizations. This means that more than half of the described knowledge sharing activities were with colleagues from their own organization (61.1 %). The checklists suggest that most of knowledge sharing was formal (65.3 %), which in this study was defined as knowledge sharing during meetings, consultations or events. It was found that knowledge sharing activities outside the professional's own organizations is far more formal ($N$ = 178) than informal ($N$ = 51). The difference is especially visible when comparing these results with knowledge sharing within the professional's own organization. Again formal knowledge sharing ($N$ =206) is reported more than informal ($N$ = 153), but the difference between formal and informal knowledge sharing is smaller. A chi-square test was used to determine whether there was a significant difference between internal and external knowledge sharing and the type of shared knowledge (formal or informal). This difference was statistically significant $\chi 2(1) = 25.549$, $p < .001$.

The term knowledge sharing can be confusing, because it sounds like a person giving knowledge, but the term is also commonly used for the interaction between two or more people giving and receiving knowledge. Within the checklist it was asked whether professionals were collecting knowledge, donated their knowledge or if there was an interaction. Beforehand the participants got the definitions of the three options. The results of this test show that during 172 activities (29.2 %) knowledge was given to the other person(s). It means that the participant was the one who has knowledge about a particular subject and this was shared with others. Only 91 activities were said to be a knowledge receiving activity. This implicates that on 15,5 % of occasions the professional needed certain information and asked other professional for help. Most of the times there was an interaction between two or more professionals, thus knowledge was both received and given (55.3 %).

Most of the described knowledge sharing activities did not rely on any kind of digital technology. From the total of 588 activities only 183 knowledge sharing activities were through a digital technology, in which email was the most common one, accounting for 91 of the 183 cases (49.7 % of the digital knowledge sharing). Intranet was only said to be used 15 times for sharing knowledge and social media were only used 12 times (8.2 % and 6.6 % of the digital knowledge sharing). Noteworthy is the fact that on two occasions WhatsApp Messenger was used for knowledge sharing. Of the total of 588 activities, 405 were not digital. The most common way of sharing knowledge was through information meeting or events (39.5 % of the non-digital knowledge sharing). The second most common knowledge sharing occasion was through a conversation with someone (37.3 % of the non-digital knowledge sharing). The number and percentages of activities based on the digital or non-digital media can be found in table 5.

**Table 5** *Distribution of knowledge sharing activities based on the digital or non-digital media (N=588)*

| | N | Percentage |
|---|---|---|
| **Digital** | | |
| E-mail | 91 | 15.5 % |
| Social media | 12 | 2.0 % |
| Intranet | 15 | 2.6 % |
| Telephone | 60 | 10.2 % |
| Client system internal | 2 | 0.3 % |
| Digital knowledge platform | 1 | 0.2 % |
| WhatsApp Messenger | 2 | 0.3 % |
| **Non-digital** | | |
| Presentation | 5 | 0.9 % |
| Books/literature | 10 | 1.7 % |
| Information meeting/events | 160 | 27.2 % |
| Letter | 4 | 0.7 % |

| | | |
|---|---|---|
| MDO | 8 | 1.4 % |
| Team meeting | 37 | 6.3 % |
| Client system meeting | 30 | 5.1 % |
| Conversation | 151 | 25.7 % |
| Total | 588 | |

A one-sample chi-square test was conducted to assess whether there is a statistically significant difference in the way professionals share knowledge. The result suggest that it is statistically significant: $\chi 2(1) = 83.816$, $p < .001$. Therefore, we can conclude that there are statistically significant differences in the way professionals share knowledge, in other words digital knowledge sharing (N = 183) occurred statistically less compared to non-digital (N = 405) knowledge sharing.

This study illustrates that most of those 588 activities are non-digital. Using a cross-tabulation is it possible to get an overview of these activities combined with internal and external sharing. Within a professional's own organization, 27 % of the activities was digital compared to 37.6 % of the activities outside of the organization. It suggests that knowledge sharing outside of the organization is slightly more digital than within their own organization. One of the interesting results from the cross-tabulation is the difference in digital and non-digital knowledge sharing and the reported number of people it is shared with. One on one knowledge sharing is far more digital than with multiple people or during meetings (see table 6). Within this study it seems that all professions are similar regarding their digital and non-digital sharing. There is a slight difference between men and women visible in the percentages of digital knowledge sharing. It suggests that the women in this study reported more digital knowledge sharing activities than men did.

**Table 6** *Cross-tabulation of digital versus non-digital and within organization or outside, formal/informal and with how many professionals*

| | Digital | Non-digital |
|---|---|---|
| **Within organization or outside** | | |
| Internal | 27.0 % | 73.0 % |
| External | 37.6 % | 62.4 % |
| **Formal/informal** | | |
| Formal | 32.3 % | 67.7 % |
| Informal | 28.9 % | 71.1 % |
| **With how many professionals** | | |
| One on One | 43.9 % | 56.1 % |
| Multiple persons | 20.3 % | 79.7 % |
| Meetings | 15.5 % | 84.5 % |
| **Occupation** | | |
| Therapists | 27.8 % | 72.2 % |
| Supervisors | 36.8 % | 63.2 % |
| Ambulatory social workers | 32.8 % | 67.2 % |
| Pedagogical staff | 33.3 % | 66.7 % |
| Other | 25.9 % | 74.1 % |
| **Gender** | | |
| Men | 22.5 % | 67.1 % |
| Women | 32.9 % | 77.5 % |

### 4.1.2 Follow-up survey

The objective of the follow-up survey was to investigate the needs and requirements of the professionals regarding the knowledge sharing platform "Jeugdkwartier". The results described below consist of both qualitative and quantitative data gathered through the follow-up survey. A total of 27 follow-up surveys were completed. As shown in table 7, the therapists and ambulatory social workers had the lowest response rate. The ages of the respondents of this survey ranged from 23 to 63 years ($M$ = 40.37, $SD$ =11.99). The group consists of only 4 men (14.8%) and 23 women (85.2%).

**Table 7** *Distribution of professionals, the number of participants of follow-up survey and response rate*

| Occupation | Number of participants of checklist | Number of participants of follow-up survey | Response rate within occupation group |
|---|---|---|---|
| Therapists | 17 | 8 | 47.1 % |
| Supervisors | 4 | 4 | 100 % |
| Ambulatory social workers | 11 | 4 | 36.4 % |
| Pedagogical staff | 9 | 8 | 88.9 % |
| Other | 3 | 3 | 100 % |
| Total | 44 | 27 | |

#### *Sharing knowledge*

The respondents were asked to indicate how they would like to share knowledge in the future, giving them four options to choose from and the possibility to give additional answers. The majority of the respondents view face-to-face communication as an important way of knowledge sharing. But most of the professionals gave more than one answer, indicating that they like to use more than one way or possibility of sharing knowledge. A majority (19 out of 27) pointed out that they are willing to use a digital knowledge community in the future to share their knowledge. The respondents were asked to report which knowledge they would like to share using a digital knowledge community. The three options also mentioned in the checklists (client situation, methods/theories and experiences) were all selected in most cases. Respondents say that they would like to share every kind of knowledge, because it is said that all information is interesting. Some respondents envision that the "Jeugdkwartier" as digital knowledge community will be a big database of knowledge. For example, one respondent wrote, "*Het zou handig zijn om een soort database te hebben, zodat je snel iets kunt op zoeken wat je op dat moment nodig hebt*." (Respondent 20, april 2014). Even though this question did not address what the outcome of knowledge sharing in a community could be, the respondents gave in their answer their opinion about these outcome expectations. First of all, personal development was mentioned, indicating that having access to new knowledge can help to develop yourself more professionally. The second thing mentioned is optimizing youth care, resulting in effective and efficient care.

#### *Interaction and conversation*

A knowledge community could give professionals the opportunity to interact with other professionals. It was asked whether or not the respondents would like to interact with professionals that have other occupations or work at other organizations. The interaction with professionals that have the same profession is preferred. Even though three respondents said they didn't want to share knowledge with someone of their own profession inside their own organization, they did say that they would like to share knowledge with people of other organizations through the "Jeugdkwartier". This interaction with other professionals is reported as an interesting way to hear experiences of others and to exchange information about certain methods. It is said to be an excellent way of keeping your own knowledge up-to-date. Nevertheless, it is indicated that for some topics and specific questions face-to-face consultation with managers, team leaders or colleagues is preferred.

When asked if the "Jeugdkwartier" could be used for peer meetings, "intervisie" or case discussions various answers are given. Most respondents are positive about this suggestion; some even indicate that there is already such a digital technology used to have meetings within their own organization. Despite the fact that most respondents are positive towards using "Jeugdkwartier" for meetings, there are hesitations. These hesitations seem to come from lack of knowledge and experience with this kind of technology. Yet, the respondents realize what the advantages of using the "Jeugdkwartier" for meetings could be, for instance to save time or resources and providing an easy way of pursuing multidisciplinary contact. However, this will only happen when the requirements of a safe and easy to use "Jeugdkwartier" are met. Though many respondents are reacting positively to such a digital way of communicating, some respondent are sceptical and prefer face-to-face contact for certain cases. For example, one respondent wrote, "*Intervisie sowieso niet, hiervoor is persoonlijk contact voor [sic] nodig, je moet elkaar kunnen aankijken en gevoel kan hierbij erg belangrijk zijn. Ik zou dit bij een Jeugdkwartier missen. Een MDO waarin praktische zaken wordt besproken met professionals zou kunnen. Bijvoorbeeld een MDO tussen school en woongroep. Wanneer ouders (met een beperking) ook betrokken worden bij een MDO zou mijn voorkeur uitgaan naar face to face contact.*" (Respondent 23, April 2014).

The respondents are curious about the possibilities of using a chat function or voice-over-IP function to communicate with others in the community. The question of the survey was focused on using such a function to get in contact with a behavioral scientist. Most of the respondents indicated that they have their own network and would not use such a tool for communication with a behavioral scientist. However, when the behavioral scientist within their network is unavailable, this option is viewed as possible solution only if the behavioral scientist is competent enough to act as a consultant. All in all the respondents are moderately positive, but still prefer face-to-face communication.

***Intention to use***

Most of the respondents have the intention to use the "Jeugdkwartier" in the future, although the "Jeugdkwartier" must meet some requirements in order for the participant to actually use it. Certain aspects seem to be important for the professionals, which are not necessarily functions but more or less characteristics. For example, characteristics that are mentioned are accessibility, approachability and usability. Respondents say that they only want to use the "Jeugdkwartier" if it works in an efficient manner, and if it is quicker to get the information they need. According to them, to accomplish this you need a diverse network of professionals to be available. If this is not available respondents say that they will probably use traditional methods to get in touch. For example one respondent wrote, "*Het kan een snellere manier zijn om informatie te verkrijgen, wanneer de juiste mensen 'aanwezig' zijn op het Jeugdkwartier. Ik verwacht dat wanneer dit niet het geval is, ik sneller gebruik zou maken van de normale communicatiestromen (mail, telefoon)*" (Respondent 23, April 2014). Respondents see knowledge sharing as a support system that could facilitate everyone with the right knowledge, especially in the future. But even though most respondents are positive about using the "Jeugdkwartier", some are more skeptical than others. One respondent even said that maybe we should look at existing structures and resources, before something completely new is developed. In addition, one respondent answered by saying that the "Jeugdkwartier" must be an efficient network, without logo, desk, or administrative layers.

***The search for information***

The question about the use of knowledge dossiers within the "Jeugdkwartier" is answered quite positively. Nearly all respondents said that they would use knowledge dossiers in the "Jeugdkwartier" if these knowledge dossiers were not available in another way. Most see the value of this possibility, and view the "Jeugdkwartier" as a database or even a library of knowledge as long as the information is up-to-date. One respondent wrote, "*Het is prettig een soort van bibliotheek achter de hand te hebben waar je snel info mbt een onderwerp kunt vinden ipv internet af te struinenen [sic] naar relevante info.*" (Respondent 3, April 2014). Again some

respondents mention certain conditions with which the "Jeugdkwartier" has to comply. Approachability and usability are stated to be important conditions. The "Jeugdkwartier" must also have some sort of value in addition to the existing resources. It is said that it must add something substantial to the existing intranet or Internet. One respondent sets the focus on the privacy side of the "Jeugdkwartier" and wonders if privacy is guaranteed when knowledge dossiers are shared. To conclude, the respondents want to share depending on the quantity of the knowledge, usefulness of the knowledge and the availability of the knowledge.

***Mobile application***

Mobile access and flexibility are important aspects when it comes to sharing knowledge; it makes sharing knowledge easier and more accessible. The "Jeugdkwartier" as an application for mobile phone or tablet is certainly an option for most respondents. They think that an application could have some potential advantages, for example it's flexibile, quick, easy, practical and available everywhere. However, the application must be suitable, accessible and user-friendly, with short and concise information. However, some of the respondents indicate that they don't have the resources to use a "Jeugdkwartier" application, as in for example owning a tablet or smartphone. But when their organization would offer them such a device they are positive about an application. It seems that they view the possibility of this application as a source of information, and not so much as a networking tool. This is also expressed by one respondent, *"Vaak werkt het sneller om even telefonsich [sic] contact / face tot face te overleggen met iemand die daar kennis over heeft. Dan kun je ook specifieke vragen stellen.*" (Respondent 8, April 2014).

***Added value***

The last question of the follow-up survey is about the added value of the "Jeugdkwartier". Three of the 27 respondents said that they couldn't answer because they know too little about it to form an opinion. One respondent said to be skeptical about it, not knowing whether or not it has any added value. The rest was quite positive towards the "Jeugdkwartier", expressing different added values. "Jeugdkwartier" is a success when the rate of knowledge sharing activities is high and when lots of professionals use it. Professionals could share information and experiences and all of this could lead to new collaborations between professionals or organizations. Thus, it could be a positive addition for the ongoing changes in youth care, but it must contribute something substantial to the current technologies or information services. The respondents also mention characteristics of the "Jeugdkwartier". These characteristics are availability, usability, approachability, quality of information and timesaving. In addition, some respondents mention that using the "Jeugdkwartier" must be voluntarily and on your own initiative. One respondent even said unbound and independent, as in aside from any organization. This respondent wrote, "*Als het jeugdkwartier ongebonden en onafhankelijk is. Als daar mensen zitten, die los van een eventuele instelling waar ze vandaan kunnen komen informatie geven en handelen. En als met ean [sic] handige zoekfunctie snel digitaal informatie beschikbaar is*." (Respondent 18, April 2014). Another respondent had some additional ideas about the functions of the "Jeugdkwartier", using it as a library full of information but also for the exchange of expertise at both institutional level and client level. The respondent wrote, "*Algemene informatie (soort van bibliotheek), over diverse disciplines en instellingen. Het uitwisselen van expertise, zowel op instellingsniveau als cliëntniveau. Weten wanneer je bij wie en waar kunt aankloppen om informatie te halen. 'Eén druk op de knop' en je krijgt de gegevens. Netwerkbijeenkomsten*" (Respondent 16, April 2014).

### 4.1.3 Summary of findings context study

A short summary of the findings is given to answer the research questions of the first study. To start with, as expected the group of participants were predominantly female and most of the participants seem to have a profession that requires a middle educational level. The group of participants also seems to have a young age structure, which fits the profile of the youth care sector.

***Research question 1***

What is the daily practice regarding knowledge sharing among youth care professionals in Twente?

- Most of the knowledge sharing activities were one-on-one.
- Therapists and leaders more often indicate themselves as initiator, while ambulatory social workers and pedagogical staff more often indicate others as the initiator of knowledge sharing.
- Most of the knowledge sharing activities were about client situations and/or methods and theories, which indicate more explicit knowledge sharing than tacit knowledge sharing.
- Internal knowledge sharing was reported more than external. The same goes for formal knowledge sharing compared with informal knowledge sharing.
- Of the reported knowledge sharing activities, most were non-digital (meetings/events).
- Knowledge sharing outside of the organization was reported to be slightly more digital than within their own organization.
- One-on-one knowledge sharing is reported to be far more digital than sharing with multiple professionals.

***Research question 2***

What are the expectations regarding knowledge sharing on a knowledge community platform among youth care professionals in Twente?

<u>Expectations regarding knowledge sharing in general</u>

- Knowledge sharing could help to optimize youth care.
- Knowledge sharing could lead to personal development.
- Knowledge sharing helps the professional to keep their knowledge up-to-date.

<u>Expectations regarding a knowledge community platform</u>

- A knowledge community platform must be safe and protecting privacy of users and clients.
- The platform must be accessible, approachable, usable and easy.
- A knowledge community platform must me timesaving instead of time-consuming.
- Professionals expect a knowledge community platform to be a library with a large quantity of knowledge.
- Professionals would use a platform to get in contact with others when their one network is not sufficient enough.
- A knowledge community platform is easy for multidisciplinary contact.

<u>Expectations regarding knowledge sharing on a knowledge community platform</u>

- Some questions/topics are not suitable for sharing on a platform and require face-to-face contact.
- Knowledge sharing on a knowledge community platform can only be a success when the knowledge sharing rate is high and when the network of professionals is diverse.
- Professionals expect that they have a lack of knowledge and experience when it comes to sharing knowledge on a knowledge community platform.

## 4.2 Intention study

This study investigates the intention to share knowledge on a knowledge community platform. About three-quarter of the participants (75.3 %) indicated that they currently use a knowledge community platform, 24.7 % of the participants indicated that they do not use such a platform. These results are crosschecked with the different occupational groups, to see whether or not some groups have higher rates of knowledge community platform use than others. As shown in table 8, most of the occupational groups are currently using knowledge community platforms. However, the results of the youth protectors are noteworthy. The distribution is almost equal, 47,5 % of the youth protectors are not currently using a knowledge community platform, while 52.5 % do use such a platform.

**Table 8** *Distribution of current use among occupational groups*

| | **Current use knowledge community platforms** | |
|---|---|---|
| Occupation | Yes | No |
| Behavioral scientists | 73.3% | 26.7% |
| Therapists | 100.0% | 0.0% |
| Social pedagogic workers | 78.0% | 22.0% |
| Ambulatory social workers | 75.0% | 25.0% |
| Youth protectors | 52.5% | 47.5% |
| Social rehabilitation | 87.5% | 12.5% |
| Mentor/Guide | 84.6% | 18.4% |
| Doctor/Personal carer | 75.0% | 25.0% |
| Supervisors | 90.9% | 9.1% |
| Other | 81.0% | 19.0% |

The results on the question about the experience of the respondents with regard to knowledge sharing on a knowledge community platform are evenly distributed. The percentage of participants that indicated that they are inexperienced (27 %) and very inexperienced (6 %) is a little bit bigger that participants that indicated that they are experienced (22 %) and very experienced (5 %). The biggest number of participants indicated neutral (40 %) as answer, which is in between the inexperienced and experienced. These results indicate that of the total number of respondents the majority is slightly less experienced.

### 4.2.1 Reliability of the measuring instruments

The Cronbach's Alpha is calculated to ensure that the measurement of the constructs has a good internal consistency, which means that a repeated measurement would give the same results. If the Alpha is greater than 0.70, it means that the construct is reliable and that the items that fall under that construct have a coherent internal consistency. In table 9 the Cronbach's Alpha per construct is reported.

**Table 9** *Reliability constructs*

| **Construct** | **Cronbach's Alpha** | **Number of items** |
|---|---|---|
| Knowledge sharing intention | .83 | 8 |
| Self-efficacy | .68 | 5 |
| Trust | .61 | 5 |
| Knowledge power | .94 | 3 |
| Outcome expectations | .83 | 10 |
| Time | .57 | 4 |
| Organizational culture | .65 | 6 |
| Organizational structure | .77 | 5 |

This table shows that some of the constructs meet the minimum Cronbach's Alpha of 0.70. Therefore these constructs can be seen as reliable, and the items measuring the constructs will be used in the analyses. The analysis of the items of the self-efficacy construct shows that removing one item of this construct will result in a higher Cronbach's Alpha. Therefore it is decided to remove this item, giving this construct a Cronbach's Alpha of 0.74. The same is done with an item of the trust construct, resulting in a Cronbach's Alpha for this construct of 0.85. Table 9 shows that the time and organization culture items have a Cronbach's alpha below the normally accepted level of reliability (.70). For organizational culture 2 items are deleted, which increases the alpha an accepted level ($\alpha$ = .72). After the reliability analysis the items of time were revisited, two items are about the time someone has within his workday, the other two items are about the time someone has in his free time to spend on knowledge sharing. By analysis the items in an inter-item correlation were calculated, namely the Pearson's product-moment correlation coefficient. The results show that the first two items correlate significantly ($r = 0.194$, $n = 222$, $p = 0.004$) with each other and the second two items also correlate significantly ($r = 0.664$, $n = 222$, $p = 0.000$) with each other. Therefore the construct of time is divided into two constructs, time to spend on knowledge sharing within workday and time to spend on knowledge sharing in leisure time. Table 10 shows the reliability constructs after deleting some items.

**Table 10** *Adapted reliability constructs*

| Construct | Cronbach's Alpha | Number of items |
|---|---|---|
| Knowledge sharing intention | .83 | 8 |
| Self-efficacy | .74 | 4 (1 item deleted) |
| Trust | .85 | 4 (1 item deleted) |
| Knowledge power | .94 | 3 |
| Outcome expectations | .83 | 10 |
| Time | .57 | 4 |
| Organizational culture | .72 | 4 (2 item deleted) |
| Organizational structure | .77 | 5 |

The reliability is also calculated for the personality constructs. But the results showed that none of the constructs meets the minimum Cronbach's Alpha of 0.70. This means that the five constructs that should measure the personality of professional are all unreliable (see table 11).

**Table 11** *Reliability constructs of personality*

| Construct | Cronbach's Alpha | Number of items |
|---|---|---|
| Personality | | |
| Extraversion | .45 | 2 items |
| Agreeableness | .03 | 2 items |
| Openness to new experiences | .36 | 2 items |
| Conscientiousness | .49 | 2 items |
| Neuroticism | .29 | 2 items |

The constructs were surveyed by using the items of a study by van der Zande (2013). She used a translated questionnaire of Gossling, Rentfrow & Swann (2003). Their study showed a reliability value above 0.70 for all but one of the five dimensions. The study of van der Zande showed completely different results, ending up with five Cronbach´s Alpha values that were lower than 0.70. She explains, "Given that the questionnaire was translated into Dutch it can explain some

difference here, but the translation was attempted to relate the concepts as close as possible to the English terms. Each construct consists of only two items, and this may also be the reason that the Cronbach's alpha is insufficient according to Pallant (2010). It is better to look at the inter-item correlation, which is optimal when the correlation values lie between 0.2 and 0.4." (van der Zande, 2013, p. 38). The inter-item correlation was therefore calculated, the correlation values of the five personality dimensions are shown in table 12.

**Table 12** *Inter-item correlation personality dimensions (N=216)*

| Personality dimension | Correlation |
|---|---|
| Extraversion | .30** |
| Agreeableness | .02 |
| Openness to new experiences | .25** |
| Conscientiousness | .35** |
| Neuroticism | .16* |

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed).

The correlation values show that the extraversion, openness to new experiences and conscientiousness dimensions meet the optimal correlation values. The dimension of agreeableness is excluded from the rest of this study, because the correlation and reliability is too low. The dimension of neuroticism is included in this study, but interpreting results using this dimension must be made very cautiously.

### 4.2.2 Motives for sharing knowledge

In this questionnaire 15 items are divided over four different motives for sharing knowledge on a knowledge community platform, namely information, social interaction, personal identity and entertainment. The initial reliability measurement resulted in three of the four Cronbach's Alpha values below 0.70. Cronbach's alphas for the four information items, four social interaction and the four items of personal identity were .66 and .67 and .69, respectively. Only the 3 items of entertainment had a Cronbach's alpha above .70 ($\alpha$ = .72). It was therefore decided to perform an exploratory factor analysis using a Maximum Likelihood Estimation (N = 223). The key of this investigation is to check whether the 15 items that should measure the four motives, actually load those four motives. The results of this analysis are shown in table 13.

**Table 13** *Factor analysis motives to share knowledge on a knowledge community platform*

| | **Factor 1** Personal identity | **Factor 2** Social interaction | **Factor 3** Information | **Factor 4** Entertainment |
|---|---|---|---|---|
| om er bij te horen. | ,764 | | | |
| om mijn status/aanzien te vergroten. | ,722 | | | |
| om het gevoel te krijgen dat ik deel uitmaak van een (kennis)netwerk. | ,685 | | | |
| om te laten zien wie ik ben. | ,562 | | | |
| omdat ik druk voel om deel te nemen. | ,551 | | | |
| om in contact te komen/blijven met andere professionals. | | ,758 | | |
| om (collegiale) ondersteuning te krijgen. | | ,634 | | |
| om interessante mensen te ontmoeten. | | ,519 | | |
| om gratis informatie te verkrijgen. | | | ,756 | |
| om te kijken naar wat er te vinden is. | | | ,747 | |
| om naar informatie te zoeken. | | | ,642 | |
| om up-to-date te blijven. | | | ,496 | |
| omdat het vermakelijk is. | | | | ,852 |
| omdat ik het gewoon leuk vind. | | | | ,656 |
| omdat het mij ontspant. | | | | ,648 |
| **Eigenvalue** | **4,575** | **2,092** | **1,213** | **1,122** |

There is one item that was initially placed in the social interaction construct. But from this analysis it becomes clear that this items correlates more with the items of personal identity. Hence it is chosen to rearrange the items, moving the specific item from the social interaction to the personal identity construct. This resulted in an improvement of one Cronbach's alpha, namely personal identity ($\alpha = .74$). Which means that two of the four constructs can now be seen as reliable. Fortunately, there were some additional items added to the questionnaire regarding motives to share knowledge on a knowledge community platform. Those additional items were slightly more work-related. Adding these items to the 15 previously mentioned items makes a total of 21 motive items. Once more it was decided to perform an exploratory factor analysis using a Maximum Likelihood Estimation (N = 223) with orthogonal rotation (varimax). The Kaiser-Meyer-Olkin measure of sampling adequacy was used and yielded .83, which is well above the acceptable limit (.50). Bartlett's test of Sphericity ($\chi 2$ (210) = 1554.42, $p<.000$) indicated that the data are significant and suitable for using principal component analysis. Four components had eigenvalues exceeding 1 and together they are capable of explaining roughly 54.4 % of all the variable variances. The first factor consists mainly of items that are work related. The second factor consists of a combination of items focusing on information and items about getting in touch with others. The third is about personal identity, but in a kind of a

knowledge sharing community or network. The last one is exactly the same as before, focused on knowledge sharing as a form of entertainment. From this, my suggestions for the names of the motive factors are: work optimization, information and conversation, personal network identity and entertainment. These names will be used in the rest of the results as the motives to share knowledge on a knowledge community platform (see table 14).

**Table 14** *Factor analysis of all motives to share knowledge on a knowledge community platform*

| | **Factor 1** work optimization | **Factor 2** information and conversation | **Factor 3** personal network identity | **Factor 4** entertainment |
|---|---|---|---|---|
| om (collegiale) ondersteuning te krijgen. | .717 | | | |
| om een bericht te plaatsen over iets waar ik in mijn werk tegen aanloop. | .697 | | | |
| om praktijkvoorbeelden (casuïstiek) te delen. | .673 | | | |
| om een expert te kunnen consulteren. | .658 | | | |
| om mijn werk beter te kunnen doen. | .382 | | | |
| om te weten wat er te doen is in de regio qua conferenties. | | .725 | | |
| om te weten welke trainingen en/of bijscholing er wordt gegeven in de regio. | | .637 | | |
| om up-to-date te blijven. | | .636 | | |
| om te kijken naar wat er te vinden is. | | .600 | | |
| om in contact te komen/blijven met andere professionals. | | .509 | | |
| om gratis informatie te verkrijgen. | | .435 | | |
| om interessante mensen te ontmoeten.. | | .383 | | |
| om naar informatie te zoeken. | | .380 | | |
| om mijn status/aanzien te vergroten. | | | .736 | |
| om het gevoel te krijgen dat ik deel uitmaak van een (kennis)netwerk. | | | .671 | |
| om te laten zien wie ik ben. | | | .580 | |
| om er bij te horen. | | | .577 | |
| omdat ik druk voel om deel te nemen. | | | .294 | |
| omdat het vermakelijk is. | | | | .720 |
| omdat het mij ontspant. | | | | .547 |
| omdat ik het gewoon leuk vind. | | | | .510 |

| | | | | |
|---|---|---|---|---|
| **Eigenvalue** | **5.760** | **2,635** | **1.794** | **1,231** |

In order to understand the different motives and what they entail during this study, a short description of the motives will be given. Work optimization is the motive to share knowledge to optimize your own tasks and work or to get work related support. Information and conversation is a motive to share knowledge to get information or to get in touch with others outside of your "normal" network. Personal network identity is the motive to share knowledge to gain some sort of reputation or respect from others in the network, building your personal identity in the network. The last motive, entertainment, is to share knowledge for enjoyment or to pass some time.

### 4.2.3 Testing the hypotheses

In total there are fifteen main hypotheses formulated in this study. The first three hypotheses are testing whether organizational culture, organizational structure and time have an influence on the intention to share knowledge. Hypotheses 4 and 5 are testing whether self-efficacy and outcome expectations have an influence on the intention to share knowledge. The next two hypotheses are derived from the Social Capital theory and tests whether trust and knowledge power have any influence on the intention to share knowledge. Hypotheses 8 to 11 are about the motives to share knowledge. The last hypotheses are about the moderating factors; age, gender, personality and experience.

#### *Influence of the factors and motives on the intention to share knowledge*

The results of the regression analysis of the first 11 hypotheses are shown in table 15. Organizational culture seems to be a significant predictor for the intention to share knowledge ($\beta$ = .229, $t$ = 2.787, $p$ = .006). Organizational structure is not proven to be a significant predictor for the intention to share knowledge ($\beta$ = -.035, $t$ = -0.425, $p$ = .671). A professional in an organization with a culture focused on knowledge sharing has most likely a higher intention to share knowledge than a professional in an organization with a culture that is not so focused on knowledge sharing. On the other hand, having an organizational structure focused on knowledge sharing, does not imply such a thing. Therefore hypothesis 1 is supported but hypothesis 2 should be rejected.

The construct of time was divided into two constructs, namely time to spend on knowledge sharing within workday and time to spend on knowledge sharing in leisure time. A multiple regression analysis shows that the construct of time within a workday negatively influences the intention to share knowledge on a knowledge community platform ($\beta$ = -.409, $t$ = -6.679, $p$ = .000). The construct of leisure time is also proven to be negatively influencing the intention to share knowledge on a knowledge community platform ($\beta$ = -.180, $t$ = -2.935, $p$ = .004). Therefore hypothesis 3 can be confirmed.

Self-efficacy is a significant predictor of the intention to share knowledge on a knowledge community platform ($\beta$ = .452, $t$ = 7.452, $p$ = .000), just like outcome expectations (β = .592, t = 10.741, p = .000) and trust (β = .247, $t$ = 3.707, $p$ = .000). Hence, hypothesis 4 to 6 can be confirmed. A person's belief on knowledge power is not a significant predictor of the intention to share knowledge on a knowledge community platform (β = .115, $t$ = 1.700, $p$ = .091). Thus hypothesis 7 can be rejected.

To test the original proposed hypotheses about the motives to share knowledge a multiple regression analysis is executed using the original motive constructs; information, entertainment, personal identity and social interaction. This analysis shows that 41.8% of the variance ($R^2$ = .013) in the scores on the intention to share knowledge can be explained by the four motives. This model is significant ($F$(4,205) = 36.101, $p$ = .000). The analysis shows that there are two significant predicting motives, namely personal identity and social interaction. The motive of social interaction (β = .501, $t$ = 7.615, $p$ = .000) seems to be a stronger predictor than the personal identity motive (β = .171, $t$ = 2.532, $p$ = .012). The greater the motivation to get in

contact with others or to reflect, reinforce or contrast personal identity, the higher the intention to share knowledge on a knowledge community platform. The findings show that social interaction and personal identity as motives are significantly related to the intention to share knowledge on a knowledge community platform, while the information and entertainment motive appear to have no significant influence on the intention to share knowledge. This means that hypotheses 8 and 9 are not supported, while hypotheses 10 and 11 are confirmed.

To investigate the newly composed motive constructs, another multiple regression analysis is performed. The results of this analysis are shown in table 15. It shows that there are three significant predicting motives, namely work optimization, information and conversation and personal network identity. The motive of work optimization (β = .456, $t$ = 7.562, $p$ = .000) seems to be a stronger predictor than the information and conversation motive (β = .176, $t$ = 3.035, $p$ = .003) and personal network identity motive (β = .174, $t$ = 2.686, $p$ = .008). Thus, the findings show that work optimization, information and conversation and personal network identity as motives are significantly related to the intention to share knowledge on a knowledge community platform, while the entertainment motive appears to have no significant influence on the intention to share knowledge.

**Table 15** *Results regression analyses testing influence on intention to share knowledge on a knowledge community platform*

| | **Intention to share knowledge on a knowledge community platform** | | | |
|---|---|---|---|---|
| | $\beta$ | t-value | $R^2$ | F |
| Organizational structure | -.035 | -0.425 | .045 | 4.874*** |
| Organizational culture | .229 | 2.757** | | |
| Time (work) | -.409 | -6.679*** | .230 | 31.880*** |
| Time (leisure) | -.180 | -2.935** | | |
| Self-efficacy | .452 | 7.452*** | .205 | 55.527*** |
| Outcome expectations | .592 | 10.741*** | .350 | 115.369*** |
| Trust | .247 | 3.707*** | .061 | 13.741*** |
| Knowledge power | .115 | 1.700 | 0.13 | 2.891 |
| Work optimization | .465 | 7.562*** | .452 | 40.959*** |
| Information and conversation | .176 | 3.035** | | |
| Personal network Identity | .174 | 2.686** | | |
| Entertainment | .041 | 0.643 | | |

Note: *p<0.05 **p<0.01 ***p<0.001

### *Moderating effect of personal characteristics*

To investigate if the personal characteristics age, gender, personality and experience have a moderating effect on the relationship between the motives and the intention to share knowledge on a knowledge community platform, regression analyses were executed. In addition, the moderating effect is tested on the relationship between four other variables and the intention to share knowledge on a knowledge community platform (self-efficacy, outcome expectations, trust and knowledge power). The personal characteristics were all converted into dummy variables. With the help of the option 'select cases' in SPSS, is has been checked if these characteristics influence the relationship between motives and the intention to share knowledge. For this analysis the motives derived after the factor analysis are used (work optimization, information and conversation, personal network identity and entertainment).

***Moderating effect of age***

Motives

Age appears to have a moderating effect on the relationship between the motives and the intention to share knowledge on a knowledge community platform. Thirty-one percent of the variance ($R^2$ =.310) in the scores on the intention to share knowledge on a knowledge community platform is explained by the four motives in the youngest age group (18-30 years). The model is significant ($F(4,52) = 5.382$, $p = .001$). For this age group the work optimization motive is a significant predictor (β = .393, $t = 2.533$, $p = .015$). The models for the other age groups are also significant; 31-40 years ($R^2 = .642$, $F(4,59) = 24.669$, $p = .000$), 41-50 years ($R^2 = .533$, $F(4,44) = 11.408$, $p = .000$) and 51-67 years ($R^2 = .407$, $F(4,45) = 7.036$, $p = .000$). In like manner to the youngest age group, for the 41-50 years and 51-67 years age groups the work optimization is also a significant predictor (β = .373, $t = 2.573$, $p = .014$ and β = .466, $t = 3.683$, $p = .001$). The major difference is seen when these results are compared to the predicting motives of the 31-40 years age group. For this group, three out of four motives are significant predictors, influencing the intention to share knowledge on a knowledge community platform. The significant motives are work optimization (β = .493, $t = 4.950$, $p = .000$), information and conversation (β = .250, $t = 2.813$, $p = .007$) and personal network identity (β = .223, $t = 2.349$, $p = .022$). These results show that there are differences between the age groups and the motives to share knowledge in knowledge communities. It seems that work optimization is the most important motive to share knowledge for every age group. This means the higher the score on the items for the work optimization motive, the more likely someone is to have a higher intention to share knowledge. In the 31-40 years of age group information and conversation and personal network identity are also significant motives to share knowledge. Therefore age seems to moderate the relationship between the motive to share knowledge and the intention to share knowledge on a knowledge community platform, but is must be said that the moderation is small because it includes only one age group and two additional motives. But on basis of these results the hypothesis 12 can be confirmed.

Self-efficacy, outcome expectations, trust and knowledge power

There is no significant difference between the age groups when it comes to the relationship between self-efficacy and the intention to share knowledge. Self-efficacy is for all age groups a significant positive influence on the intention to share knowledge on a knowledge community platform (18-30 years: β = .308, $t = 2.426$, $p = .018$, 31-40 years: β = .482, $t = 4.225$, $p = .000$, 41-50 years: β = .590, $t = 4.900$, $p = .000$ and 51-67 years: β = .449, $t = 3.553$, $p = .001$). Thus, hypothesis 12a is not supported. The same goes for outcome expectations. Outcome expectations are for all age groups a significant positive influence on the intention to share knowledge on a knowledge community platform (18-30 years: β = .637, $t = 6.133$, $p = .000$, 31-40 years: β = .659, $t = 6.724$, $p = .000$, 41-50 years: β = .582, $t = 4.799$, $p = .000$ and 51-67 years: β = .364, $t = 2.738$, $p = .009$). Thus, hypothesis 12b is also not supported.

However, the relationship between trust and the intention to share knowledge seems to be moderated by age. For both the age groups 18-30 years and 51-67 years trust is a significant influence on the intention to share knowledge (β = .335, $t = 2.609$, $p = .012$ and β = .648, $t = 6.434$, $p = .000$). For the other two groups age does not seem to be a significant predictor of the intention to share knowledge (β = .244, $t = 1.947$, $p = .056$ and β = .014, $t = 0.092$, $p = .927$). Therefore, hypothesis 12c can be confirmed. Hypothesis 12d is about the knowledge power construct and the intention to share knowledge. Knowledge power is not a significant predictor for the intention to share knowledge, thus age does not moderate this relationship. On the basis of these findings hypothesis 12e is rejected.

***Moderating effect of gender***

Motives

Gender implies to have a moderating effect. For the intention to share knowledge on a knowledge community platform, the four motives to share knowledge explain 36.9 % of the

variance ($R^2$ = .369) in the scores for men. The model of the regression analysis for men was therefore significant ($F$(4,35) = 4.537, $p$ = .005). For women the four motives explain 47.9 % of the variance ($R^2$ = .479) in the scores. The model is also significant ($F$(4,167) = 37.399, $p$ = .000). Men have just one significant predicting motive, namely work optimization. In other words, the work optimization showed to be a significant predictor for the intention to share knowledge on a knowledge community platform for men (β = .514, $t$ = 3.186, $p$ = .003). Women have three significant predicting motives. Work optimization (β = .436, $t$ = 6.350, $p$ = .000), information and conversation (β = .230, $t$ = 3.661, $p$ = .000) and personal network identity (β = .177, $t$ = 2.556, $p$ = 0.012) are all significant predictors for the intention to share knowledge on a knowledge community. The entertainment motive is not significant for both men and women. The results thus show that for both men and women sharing knowledge for the purpose of work related tasks or problems will positively influence the intention to share knowledge. In addition, for women the intention to share knowledge is also positively influenced when they are motivated to share knowledge to gain information or to get in touch with others and/or to reflect, reinforce or contrast their identity within the community. This means that there is a significant difference between men and women in their motives to share knowledge and the intention to share knowledge on a knowledge community platform. Therefore hypothesis 13 can be confirmed.

Self-efficacy, outcome expectations, trust and knowledge power

There is no significant difference between the men and women when it comes to the relationship between self-efficacy and the intention to share knowledge. Self-efficacy is for both a significant positive influence on the intention to share knowledge on a knowledge community platform (men: β = .456, $t$ = 3.201, $p$ = .003 and women: β = .448, $t$ = 6.622, $p$ = .000). Thus, hypothesis 13a is not supported. Again, the same goes for the relation between outcome expectations and the intention to share knowledge. There are no differences found between men and women, for both the outcome expectations are a significant predictor for the intention to share knowledge (men: β = .524, $t$ = 3.843, $p$ = .000 and women: β = .602, $t$ = 9.909, $p$ = .000). There is also no difference found between men and women regarding the relationship between trust and the intention to share knowledge (men: β = .637, $t$ = 5.092, $p$ = .000 and women: β = .180, $t$ = 2.394, $p$ = .018). Hypothesis 13b and 13c can both be rejected. As aforementioned, the hypothesis 13d is about the knowledge power construct and the intention to share knowledge. Knowledge power is not a significant predictor for the intention to share knowledge, which also means that gender does not moderate this relationship. On the basis of these findings hypothesis 13d is rejected.

***Moderating effect of personality***

Motives

The performed analyses show that personality has an influence on the relationship between motives and the intention to share knowledge. The model of professionals with low extraversion proves to be significant, $R^2$ = .603, $F$(4,86) = 31.085, $p$ = .000. Those professionals have two significant motives that influence the intention to share knowledge, namely work optimization (β = .551, $t$ = 6.164, $p$ = .000) and personal network identity (β = .193, $t$ = 2.052, $p$ = .043). Professionals with high scores on extraversion ($R^2$ = .355, $F$(4,114) = 15.108, $p$ = .000) also have two significant motives, but one of those is different. For professionals with high scores on extraversion work optimization (β = .404, $t$ = 4.647, $p$ = .000) and information and conversation (β = .185, $t$ = 2.111, $p$ = .037) are significant. For professionals who score low on openness to new experiences and complexity there are no motives which are a significant predictor for the intention to share knowledge, the model proved not to be significant $R^2$ = .392, $F$(4,20) = 2.582, $p$ = .077. The model for a high score on openness to new experiences and complexity is significant ($R^2$ = .474, $F$(4,178) = 39.134, $p$ = .000). Professionals who score high on openness to new experiences and complexity have three significant motives, work optimization (β = .468, $t$ = 7.263, $p$ = .000), information and conversation (β = .167, $t$ = 2.779, $p$ = .006) and personal network identity (β = .175, $t$ = 2.556, $p$ = .011). The model for a low score on conscientiousness is proven to be significant ($R^2$ = .621, $F$(4,13) = 2.582, $p$ = .048), but there were no motives that were significant predictors for the intention to share knowledge. For a high score on

conscientiousness the model also prove to be significant ($R^2$ = .449, $F$(4,188) = 37.466, $p$ = .000). For these professionals three motives have a significant influence on the intention to share knowledge, work optimization (β = .459, $t$ = 7.143, $p$ = .000), information and conversation (β = .161, $t$ = 2.679, $p$ = .008) and personal network identity (β = .184, $t$ = 2.720, $p$ = .007). For professionals with a low neuroticism the model does not seem to be significant ($R^2$ = .810, $F$(4,8) = 4.263, $p$ = .095). Hence, the model for professionals with a high score on neuroticism is proven to be significant ($R^2$ = .452, $F$(4,192) = 38.841, $p$ = .000). Both work optimization (β = .490, $t$ = 7.772, $p$ = .000) and personal network identity (β = .192, $t$ = 2.892, $p$ = .004) have a significant influence on the intention to share knowledge. This analysis shows that hypothesis 14 can be confirmed. It should be noted that a number of analyses have a very low number of professionals, which could explain why some personality dimensions didn't prove to have any significant motives.

Individual factors

Table 16 shows the results of the regression analysis of the relationships between the individual factors and the intention to share knowledge on a knowledge community platform with personality as moderating factor. It should be noted that several of analyses have a very low number of professionals and this must be taken into account when interpreting the results. Notwithstanding, the table shows that self-efficacy is not a significant influence on the intention to share knowledge for professionals with low scores on neuroticism (β = .474, $t$ = 1.614, $p$ = .141). However, self-efficacy is a significant positive influence on the intention to share knowledge (β = .455, $t$ = 7.258, $p$ = .000) for professionals with high scores on neuroticism. Based on these finding it is possible to say that personality is a moderating factor on the relationship between self-efficacy and knowledge sharing intention, but only on the neuroticism personality dimension. Hence, hypothesis 14a can be confirmed. Based on the finding it seems that personality is a moderating factor on the relationship between outcome expectations and knowledge sharing intention, but only on the conscientiousness personality dimension, hypothesis 14b can be confirmed. Trust is for all personality dimensions a significant influence on the intention to share knowledge. Thus, the personality dimensions do not moderate the relationship between trust and the intention to share knowledge. On the basis of these findings hypothesis 14c can be rejected. It was also tested whether the personality dimensions had a moderating effect on the relationship between knowledge power and the knowledge sharing intention (see table 18). Which appears to be the case, although only for the extraversion personality dimension. Knowledge power is a significant influence on the intention for professionals who are low on the score of extraversion. Therefore the hypothesis 14d can be confirmed, but only on the extraversion dimension.

**Table 16** *Results regression analysis of the relationships between the individual factors and the intention to share knowledge on a knowledge community platform with personality as moderating factor*

| | | ***Self-efficacy*** | | | | ***Outcome expectations*** | | | | ***Trust*** | | | | ***Knowledge power*** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Personality | | β | $t$ | $R^2$ | $F$ | β | $t$ | $R^2$ | $F$ | β | $t$ | $R^2$ | $F$ | β | $t$ | $R^2$ | $F$ |
| Extraversion | Low | .497 | 5.553*** | .247 | 30.835 | .642 | 8.079*** | .412 | 65.263 | .288 | 2.832** | .083 | 8.020 | .262 | 2.619** | .069 | 6.860 |
| | High | .394 | 4.637*** | .155 | 21.501 | .535 | 6.828*** | .287 | 46.618 | .188 | 2.070* | .035 | 4.287 | .000 | -0.002 | .000 | 0.000 |
| Openness to new experiences and complexity | Low | .455 | 2.453* | .207 | 6.015 | .664 | 4.072** | .441 | 16.584 | .619 | 3.701*** | .384 | 13.698 | .164 | 0.798 | .027 | 0.637 |
| | High | .453 | 6.942*** | .250 | 48.190 | .588 | 9.951*** | .346 | 99.026 | .182 | 2.506* | .033 | 6.282 | .120 | 1.645 | .014 | 2.707 |
| Conscientiousness | Low | .621 | 2.747* | .386 | 7.546 | .621 | 2.747 | .042 | 0.524 | .583 | 2.485* | .340 | 6.177 | .219 | 0.777 | .048 | 0.603 |
| | High | .446 | 7.068*** | .199 | 49.960 | .609 | 10.833*** | .371 | 117.349 | .231 | 3.325*** | .053 | 11.058 | .122 | 1.735 | .015 | 3.009 |
| Neuroticism | Low | .474 | 1.614 | .225 | 2.606 | .741 | 3.306* | .548 | 10.928 | .622 | 2.384* | .387 | 5.684 | .566 | 2.059 | .320 | 4.241 |
| | High | .455 | 7.258*** | .207 | 52.675 | .564 | 9.659*** | .318 | 93.303 | .207 | 2.972** | .043 | 8.834 | .095 | 1.348 | .009 | 1.816 |

Note: *p<0.05 **p<0.01 ***p<0.001

***Moderating effect of experience***

Experience is a moderating factor in the relationship between motives and the intention to share knowledge. A multiple regression analysis is performed to see which motives are significant predictors for either level of experience. The model for low levels of experience is significant ($R^2$ = .544, $F$(1,63) = 17.604, $p$ = .000). It shows that for professionals with a low self-rating on experience the work optimization is the only significant motive influencing the intention to share knowledge (β = .638, $t$ = 6.306, $p$ = .000). For professionals who rate themselves as experienced or very experienced another motive is significant ($R^2$ = .232, $F$(1,54) = 3.767, p = .009). For this group information and conversation is a significant motive (β = .340, $t$ = 2.459, $p$ = .017). Professionals who answered the experience question with neutral have two significant motives that influence the knowledge sharing intention ($R^2$ = .444, $F$(1,84) = 15.963, $p$ = .000). Work optimization (β = .437, $t$ = 4.428, $p$ = .000) and information and conversation (β = .238, $t$ = 2.167, $p$ = .0011) are both significant. This means that there is a difference between those three groups, therefore it is possible to confirm hypothesis 15. Experience is a moderating variable on the relationship between the motives and the intention to share knowledge on a knowledge community platform. Appendix I shows an overview of the significant motives for the intention to share knowledge on a knowledge community platform with the different moderators.

Hypotheses 15a to 15d propose that experience is a moderating factor in the relationship between four other variables (self-efficacy, outcome expectations, trust and knowledge power) and the intention to share knowledge. Another set of analyses is preformed to check whether these hypotheses can be confirmed. The results of these analyses are shown in table 17.

**Table 17** *Results regression analyses of relationship between different variables and the intention to share knowledge in knowledge community with experience as moderating factor*

| **Experience** | | $R^2$ | $F$ | β | $t$ |
|---|---|---|---|---|---|
| Self-efficacy | Low | .265 | (1,70) = 24.904 | .515 | 4.990*** |
| | Neutral | .073 | (1,87) = 6.800 | .271 | 2.608* |
| | High | .198 | (1,57) = 13.791 | .445 | 3.714*** |
| Outcome expectations | Low | .336 | (1,69) = 34.361 | .579 | 5.862*** |
| | Neutral | .465 | (1,85) = 73.927 | .682 | 8.598*** |
| | High | .026 | (1,58) = 1.551 | .163 | 1.246 |
| Trust | Low | .006 | (1,68) = 0.371 | .074 | 0.609 |
| | Neutral | .123 | (1,84) = 11.613 | .350 | 3.408** |
| | High | .078 | (1,57) = 4.706 | .278 | 2.169* |
| Knowledge power | Low | .000 | (1,68) = 0.010 | -.012 | -0.098 |
| | Neutral | .077 | (1,87) = 7.146 | .277 | 2.673** |
| | High | .022 | (1,58) = 1.294 | -.149 | -1.138 |

Note: *p<0.05 **p<0.01 ***p<0.001

It shows that self-efficacy is a positive influence on the intention to share knowledge for all experience groups. Thus experience doesn't moderate relationship between self-efficacy and the intention to share knowledge on a knowledge community platform, hypothesis 15a can be rejected. Hence, experience does moderate the relationship between the other factors (outcome expectations, trust and knowledge power) and knowledge sharing intention. Thus hypothesis 15b, 15c and 15d can be confirmed.

### 4.2.4 Additional analyses

Furthermore, in addition to testing the hypotheses some extra analyses were executed. First was tested if gender influences the scores on one of the variables. For example do men score higher on the intention to share knowledge? Or do women tend to have a higher score on trust in others? Age of the professional is also tested, to see if it made any difference on the scores on the different variables. Additionally it was tested whether current use of a digital knowledge sharing community platform has any influence on the scores of the different variables. Besides that, it was tested whether professionals with different experience have significantly different scores on intention to share, self-efficacy, outcome expectations, trust, knowledge power, time and motives.

#### *Gender*

Although the results of an independent t-test showed that men score higher on almost all variables, there was only one statistically significant difference between the scores of men and women. Using an independent t-test it was found that men ($M=1.90$, $\sigma=0.49$) score statistically significantly higher than women ($M=1.72$, $\sigma=0.55$) when it comes to knowledge power, $t(68) = 2.201$, $p < .05$. Levene's test indicated unequal variances ($F = 9.570$, $p = .002$), so degrees of freedom were adjusted from 219 to 68. These results suggest that men tend to have a higher score on knowledge power than women. They see knowledge more as their own property and belief that sharing this knowledge will decrease their personal value within the organization. There is no statistically significant difference between men and women in the scores on the four motives.

#### *Age*

The one-way Analysis of Variance (ANOVA) was used to see if age made any difference on the scores of the variables. The results of a Bonferroni post-hoc test ($p <.05$) indicate that the score on intention to share knowledge was significantly lower for the younger professionals in the 18-31 years group ($M= 3.29$, $\sigma=0.58$ ), than the score on intention to share knowledge for the oldest age group which is 51- 67 years ($M=3.62$, $\sigma=0.37$, $p= .006$). This suggests that younger professionals have a lower intention to share knowledge than older professionals. The other variables did not have any significantly different scores for any of the age groups, and the results show that the scores on the four motives are also not significantly different for one of the age groups.

#### *Current use of knowledge community platforms*

It was also examined if the current use of digital knowledge community platform (for example yammer or intranet) made any difference in scores on intention to share, self-efficacy, outcome expectations, trust, knowledge power, time and motives. An independent t-test was executed and the results indicate that there is a statistically significantly difference in scores on the time in a workday variable, $t(78) = -2.898$, $p < .05$. Levene's test indicated unequal variances ($F = 6.225$, $p = .013$), so degrees of freedom were adjusted from 220 to 78. Professionals who don't use a digital knowledge community platform ($M=2.99$, $\sigma=0.60$) of some kind score higher on the lack of time construct than people who already use such a community platform ($M=3.32$, $\sigma=0.75$). An independent t-test was also executed for the motives. There was one particular significant variation in scores for the information and conversation motive, $t(71) = 2.332$, $p < .05$. Levene's test indicated unequal variances ($F = 6.225$, $p = .013$), so degrees of freedom were adjusted from 217 to 71. It indicates that people who already use a digital knowledge community platform have a higher score on this motive. Professionals who already use a digital knowledge community platform are more motivated than professionals that don't currently use a community to share knowledge for gaining information or getting in touch with others.

***Experience***
Multiple Bonferroni post-hoc tests ($p < .05$) are used to test whether or not there is a significant difference in the scores among groups of people with different experience. The results of these tests are shown in table 18. It shows that professionals who are more experienced with knowledge sharing have a higher score on the intention to share knowledge on a knowledge community platform. There is also a significant difference in the score on self-efficacy among groups of people with different experience when it comes to sharing knowledge. Professionals, who are more experienced with knowledge sharing, also have a higher belief that they are capable to perform the knowledge sharing activities. The score on the outcome expectations among groups of people with different experience when it comes to sharing knowledge is also found significantly different. Professionals that are more experienced have higher outcome expectations regarding knowledge sharing. There is a significant difference in the score of time within a workday among groups of people with different experience when it comes to sharing knowledge. This means that inexperienced professionals say that they have less time to share knowledge or don't want to spend time within a workday on sharing knowledge than very experienced professionals. As table 18 shows, there was no significant difference found in the score on trust or knowledge power among groups of people with different experience when it comes to sharing knowledge on a knowledge community platform.

These tests also show that there is a significant difference in the scores on the motives among groups of people with different knowledge sharing experience. Professionals who are more experienced with regard to knowledge sharing are more motivated to share knowledge for work related tasks or problems. In addition, they are more motivated to share knowledge for getting information or getting in touch with others and are more motivated to share knowledge for gaining some sort of reputation or respect from others in the community. The results also indicate that professionals with less experience when it comes to knowledge sharing are less motivated to use a knowledge sharing community platform for entertainment purposes.

### 4.2.5 Summary of findings intention study
A short summary of the findings is given to answer the research question of the intention study: *Which factors have an influence on the intention to share knowledge on a knowledge community platform within youth care?* As expected and consistent with the context study, the group of participants were predominantly female and most of the participants seem to have a profession which requires a middle educational level, however this study also included respondents who had a higher educational level.

***Factors***
The factors that had a significant positive influence on the intention to share knowledge on a knowledge community platform are self-efficacy, outcome expectations, trust and organizational culture. The strongest motive to share knowledge on a knowledge community platform is to optimize work and to get work related support. The other motives all had a significant positive influence on the intention, expect for the entertainment motive.

As expected, time was a significant negative influence on the intention to share knowledge on a knowledge community platform. Organizational structure and knowledge power were both not significant predictors of the intention to share knowledge.

***Moderators***
All moderators (age, gender, personality and experience) had a significant influence on the relationship between some of the factors and the intention to share knowledge. Prior experience regarding knowledge sharing on knowledge community platforms seems to be the most striking moderator. This could easily be seen as a barrier, preventing professionals to share knowledge because they feel that they are not experienced enough to do it.

**Table 18** *Results of multiple Bonferroni post-hoc tests, difference in the scores among groups of people with different experience*

| | **Very inexperienced** | | **Inexperienced** | | **Neutral** | | **Experienced** | | **Very experienced** | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | M | SD | M | SD | M | SD | F | df | Contrast[1] |
| Intention | 3.11 | 0.68 | 3.30 | 0.56 | 3.44 | 0.53 | 3.65 | 0.33 | 3.75 | 0.42 | 5.672*** | 4, 217 | C,D,F |
| Self-efficacy | 3.314 | 0.39 | 3.40 | 0.46 | 3.51 | 0.45 | 3.68 | 0.38 | 3.78 | 0.41 | 6.169*** | 4, 220 | B,C,D,F |
| Outcome expectations | 2.86 | 0.38 | 2.98 | 0.53 | 3.17 | 0.50 | 3.33 | 0.39 | 3.24 | 0.41 | 4.914*** | 4, 218 | C,F |
| Trust | 3.43 | 0.51 | 3.56 | 0.40 | 3.57 | 0.38 | 3.65 | 0.39 | 3.78 | 0.49 | 1.517 | 4, 215 | |
| Knowledge power | 1.72 | 0.57 | 1.66 | 0.55 | 1.74 | 0.52 | 1.87 | 0.56 | 1.83 | 0.69 | 1.090 | 4, 219 | |
| Time | 3.48 | 0.47 | 3.18 | 0.60 | 3.02 | 0.52 | 3.03 | 0.50 | 2.75 | 0.67 | 3.731** | 4, 219 | D |
| *Motives* | | | | | | | | | | | | | |
| Work optimization | 3.02 | 1.07 | 3.35 | 0.69 | 3.44 | 0.64 | 3.61 | 0.49 | 3.75 | 0.38 | 2.542* | 4, 206 | |
| Information and conversation | 3.61 | 0.42 | 3.80 | 0.55 | 3.897 | 0.36 | 4.02 | 0.35 | 4.08 | 0.33 | 3.336* | 4, 206 | |
| Personal network identity | 1.81 | 0.93 | 2.04 | 0.67 | 2.21 | 0.57 | 2.47 | 0.58 | 2.50 | 0.45 | 4.652** | 4, 206 | C,F |
| Entertainment | 1.81 | 0.96 | 2.37 | 0.71 | 2.65 | 0.70 | 2.77 | 0.59 | 3.14 | 0.64 | 7.032*** | 4, 206 | B,C,D,F,G |

[1] *Significant post hoc contrasts:* A= very inexperienced professionals compared with inexperienced professionals, B= very inexperienced professionals compared with neutral professionals, C= very inexperienced professionals compared with experienced professionals, D= very inexperienced professionals compared with very experienced professionals, E= inexperienced professionals compared with neutral professionals, F= inexperienced professionals compared with experienced professionals, G= inexperienced professionals compared with very experienced professionals, H= neutral professionals compared with experienced professionals, I= neutral professionals compared with very experienced professionals, J= experienced professionals compared to very experienced professionals.

*Note*: *p<0.05 **p<0.01 ***p<0.001

# 5 Conclusion and discussion

First of all the conclusions based on the context study will enable us answer two research questions:

1. *What is the daily practice regarding knowledge sharing among youth care professionals in Twente?*
2. *What are the expectations regarding knowledge sharing on a knowledge community platform among youth care professionals in Twente?*

The second study aimed to shed light on the factors that have an influence on the intention to share knowledge on a knowledge community platform and will enable us to answer:

3. *Which factors have an influence on the intention to share knowledge on a knowledge community platform within youth health care?*

In addition, this chapter will hold several limitations and recommendations for future research.

## 5.1 Context study

The youth care sector has specific characteristics, which makes it an especially interesting sector to investigate knowledge sharing on a knowledge community platform. As expected the group of participants of the context study were predominantly female and most of the participants seem to have a profession that requires a middle educational level. The group of participants also seems to have a young age structure, which fits the profile of the youth care sector. In addition, the job of youth care professionals is highly people-centered and often confidential. Thus, gaining insight on current practice regarding knowledge sharing in this context is vital for the development of a knowledge community platform.

### 5.1.1 Daily practice

- *Most of the knowledge sharing activities were one-on-one.*

A substantially amount of knowledge sharing activities were one-on-one. These activities were reported to be far more digital than sharing knowledge with multiple professionals. This could indicate that sharing knowledge on a knowledge community platform should be focused more at one-on-one sharing than on sharing knowledge with multiple professionals.

- *The occupation of the professionals seems to have a substantial influence on knowledge sharing activities.*

Therapists and leaders more often indicate themselves as initiator, while ambulatory social workers and pedagogical staff more often indicate others as the initiator of knowledge sharing. A possible explanation for the differences found between professionals with different occupation, can be derived from the fact that their jobs entail different tasks.

- *More explicit knowledge was shared compared to tacit knowledge sharing.*

Most of the reported knowledge sharing activities were about sharing client situations with others, which in other words is explicit knowledge sharing. Talking about client situations is an example of the essence of the job of the professional. Although, sharing experiences or in other words tacit knowledge is reported less, it doesn´t prove that this type of knowledge is shared less in general. From the checklists it seems that mostly client situations are shared, but the follow-up shows that respondents would like to share all kinds of knowledge, both tacit and explicit knowledge.

- *Most of the knowledge sharing activities reported in the checklists are formal, non-digital activities. Internal knowledge sharing was reported more than external.*

The results of internal and external knowledge sharing in combination with digital knowledge sharing show an interesting finding. The digital external knowledge sharing is reported more than digital internal knowledge sharing. A possible explanation could be that it is easier to speak face-to-face with some professional within your own organization. Outside of your own organizations means in most cases that you have to travel to meet someone, which means that asking a short question face-to-face would take a lot of time. However, using a digital technology makes it easier and faster to speak with a professional from another organization.

### 5.1.2 Expectations

***Expectations regarding knowledge sharing in general***

- *A knowledge community platform can optimize youth care.*

According to the respondents, the "Jeugdkwartier" has the potential to optimize care in Twente, resulting into effective and efficient youth care. This suggests that not only the organizations are thinking about these subjects, but also the individual professionals consider this to be important in the future.

- *A knowledge community platform could potentially encourage personal development.*

Professionals see the advantages of a knowledge community platform in form of new collaboration projects with other professionals or the possibility to develop themselves further, because of the amount of new available knowledge.

***Expectations regarding a knowledge community platform***

- *The personal network of the professional is still the most important information source.*

Professionals seem to prefer the use of their own network to gather information, yet when the information is not available within the network of the professional he or she is willing to use an alternative method, which could be the "Jeugdkwartier".

- *A library function within a knowledge community platform is preferred.*

Professionals are looking for a platform that contains a great amount of knowledge, which professionals could use anytime and anywhere without restrictions of time or resources. It seems that asking questions about certain topics is not really viewed as social networking, but more as the exchange of information. This raises questions about the initial objective of the "Jeugdkwartier", which was focused on arranging the "Jeugdkwartier" on the principles of social networking. These results are in line with research of Ardichvili, Page and Wentling (2003), their results show that users saw communities of practices as an encyclopedia, which is always available and consulted when needed (Ardichvili et al., 2003).

***Expectations regarding knowledge sharing on a knowledge community platform***

- *Face-to-face contact is still preferred.*

Face-to-face contact is still preferred in some cases or topics. This is also visible in hesitations about using the "Jeugdkwartier" as a replacement of face-to-face meetings. An explanation can be found in a research of Büchel and Raub (2002). They propose a four-stage process that could foster value-creating networks. Fostering trust is a process reported in one of the phases. Büchel and Raub (2002) suggest that "only when they met face to face to get to know each other and established an understanding of each other's skills and behaviors were they able to build trust" (Büchel & Raub, 2002, p. 593). This could be an explanation for the preferring of face-to-face activities, especially face-to-face meetings that require personal contact because of the sensitivity of the topics.

- *Professionals feel inexperienced when it comes to knowledge sharing on a knowledge community platform.*

Some respondents indicated that they saw themselves as inexperienced people when it came to use of such a platform. Therefore accessibility, approachability and usability are key concepts

when it comes to designing a knowledge community platform. It should be easy and safe to use, especially because of the sensitivity of the information that could potentially be shared. Furthermore, it must be time saving instead of time consuming. A possible explanation for this is also found in the intention study, participants indicate that they are too busy during workdays to share information. This could potentially mean that when professionals need information they would use the "Jeugdkwartier" to get it, but that they are not as motivated to share their own information because of the lack of time.

### 5.1.3 Discussion: the context study

The findings are based upon self-chosen moments, so the professionals had the possibility to choose moments they wanted to share. Meetings, case discussions or consultations are a part of the job of a youth care professional and could therefore be reason why respondents reported so many formal moments. In addition, the findings are only showing conscious knowledge sharing activities. It is assumed that unconscious knowledge sharing moments between professionals do happen almost every day, but the results of this research method doesn't reflect that. But even though these limitations, it seems that the current way of knowledge sharing reported in this study is more formal and non-digital, focused on client situations. This could raise questions whether these activities could be performed on a knowledge community platform like the "Jeugdkwartier". Additional research will be desired to investigate if a knowledge community platform is suitable to replace the formal, non-digital knowledge sharing activities.

The response of the context study was relatively low (N = 44) compared with the number of professionals within the organizations that are affiliated with Jeugd Partners Twente. Thus, the results are not representative for entire group of youth care professional within Twente and are not generalizable. The results of the follow-up survey are based on only 27 respondents. Nevertheless because these respondents also filled in the checklists some interesting bridges could be made.

The findings of this study gave useful information for the development of a knowledge community platform. It's possible to execute yet another follow-up survey in about 6 months after the "Jeugdkwartier" is launched. The same respondents could then give their opinion about the knowledge community platform and the actual knowledge sharing activities using the "Jeugdkwartier". It will be interesting to see whether or not the knowledge community platform meets the expectations of the professionals that were reported in this study.

## 5.2 Intention study

This study helps understanding which factors have an influence on the intention to share knowledge on a knowledge community platform. The Social Cognitive Theory, the Social Capital Theory and the Uses and Gratification Theory were combined to investigate the influence of the factors on the intention of youth care professionals to share knowledge on a knowledge community platform.

### 5.2.1 Motives and the intention to share knowledge on a knowledge community platform

- *The strongest motive to share knowledge on a knowledge community platform is to optimize work and to get work related support.*

The initial personal identity and social interaction motives derived from the uses and gratification theory had a positive influence on the intention to share knowledge on a knowledge community platform. By adding additional items four new motives originated. Three of the four motives had a positive influence on the intention. Work optimization was the strongest motive influencing the intention to share knowledge on a knowledge community platform. A possible explanation for this finding is derived from the fact that this research is focused on the case of "Jeugdkwartier". "Jeugdkwartier" will be a knowledge community platform for youth care professionals. This could have led to more a work-oriented view on knowledge sharing and subsequently have led to making work optimization the strongest motive.

- *All four moderators seem to have a certain influence on the relationship between their motives and the intention to share knowledge on a knowledge community platform.*

Work optimization seems to be an important motive for all age groups. But it should be taken into account that the age group 31-40 years has more than one predicting motive, which could influence their intention to share knowledge. The same goes for the differences found in gender. Men prefer to share knowledge for work related causes, while women are also motivated to share knowledge for some kind of interaction, for gaining respect or for the community feeling. Youth care is a sector with more female professionals than male ones. In a sector like this, it is important to take the difference in knowledge sharing between men and women into account in order to develop an effective platform for knowledge sharing activities. Additionally, different personalities seem to have different predictive motives, this must also be taken into account. Professionals are different and this could influence how they would like to use the "Jeugdkwartier" and for what purposes they would like to use it.

### 5.2.2 Factors and the intention to share knowledge on a knowledge community platform

- *Self-efficacy seems to be an important predictor for the intention to share knowledge on a knowledge community platform.*

The result is similar to findings of Chen et al. (2009) who found that web-specific self-efficacy positively and significantly influences the intention. The more confident the professional is regarding his own ability to perform the knowledge sharing activity, the higher the intention of this professional to perform this activity. This is supported by the findings regarding the experience of the professional with knowledge sharing. Professionals who are inexperienced with knowledge sharing have a lower intention to share than more experienced professionals. These inexperienced professionals also indicated a lower self-efficacy, meaning that they are less confident in their own ability to perform knowledge sharing activities.

- *Outcome expectations have a positive influence on the intention to share knowledge on a knowledge community platform.*

Professionals who think that knowledge sharing on a knowledge community platform can lead to desirable outcomes will have a higher intention to share knowledge. Thus, it is assumed that providing professionals with information about the advantages of knowledge sharing could potentially lead to a higher intention to share knowledge. In addition, it would be interesting to see if the outcome of the actual use is in line with the expectations of the professional and if this has any influence on the knowledge sharing activities.

- *Trust in others is an important influence on the intention to share knowledge on a knowledge community platform.*

Trust in others is an important concept in many previous studies. For example the findings of Lin et al. (2009) show that "trust enables knowledge sharing and has a direct positive effect on knowledge sharing behavior" (Lin et al., 2009, p. 936). Thus, the findings of this research are comparable to the existing literature. The results suggest that trust is a positive predictor of the intention to share for the youngest professionals (18-30 years) and oldest professionals (51-67 years). The more these professionals trust others, the more they are willing to share knowledge with them.

- *Knowledge power did not have a significant influence on the intention to share knowledge on a knowledge community platform.*

Contrary to the expectation, professionals do not seem to believe that knowledge is an asset of your own self and sharing this asset will make you lose certain value within the organization. The fear that knowledge sharing could potentially make you lose power seems not to be present within the mind of the research participants. However, men tend to score higher on the

knowledge power concept than women. This could indicate that men believe more in knowledge as an asset of themselves than women do. Although the difference is significant, it is very small.

- *Time is a significantly negative influence on the intention to share knowledge on a knowledge community platform.*

As expected, time was negatively related to the intention to share knowledge on a knowledge community. The negative relationship between time and intention to share suggests that professionals see time as a barrier for knowledge sharing. Because they perceive their workday to be filled with other tasks, they are less willing to use their spare time to spend on knowledge sharing. This finding is in line with past research, which found that time and effort that is required to share knowledge is negatively related to knowledge sharing attitudes, intentions, and behavior (Wu et al., 2012).

- *Organizational culture is an important influence on the intention to share knowledge on a knowledge community platform, but organizational structure is not.*

Contrary to the expectation, organization structure does not have a significant influence on the intention to share knowledge. However, organizational culture did have a positive and significant influence on the intention to share knowledge on a knowledge community platform. This indicates that having an organizational structure focused on knowledge sharing does not directly imply that professionals have a higher intention to share knowledge. On the other hand, the findings suggest that professionals in an organizational culture that facilitates knowledge sharing have a higher intention than professionals in a culture that does not facilitate knowledge sharing.

### 5.2.3 Discussion: the intention study

From the findings we can conclude that the culture within an organizations should be addressed in order to facilitate knowledge sharing and encouraging professionals to share knowledge. Furthermore, it is possible that if professionals have more time to spend on knowledge sharing activities, they would have a higher intention to share knowledge. Providing professionals with more time for knowledge sharing activities would be a necessary step toward increasing the knowledge sharing intention and eventually increasing the actual knowledge sharing.

One of the possible reason that not all motives are predictors of knowledge sharing intention is the fact that the uses and gratification theory is focused on mass media instead of on knowledge sharing. Mass media are assumed to be used very differently than knowledge community platforms, which could explain the differences found in this research. Research into the motives to share could potentially give new insights that help to make sense of how the uses and gratification theory can be used for research into knowledge sharing communities. The results of such research can help organizations to motivate their employees to share knowledge.

Personality was found to be a moderator between different factors and the intention to share knowledge on a knowledge community platform. Professionals are different and this could influence how they would like to use a knowledge community platform and for what purposes they would like to use it. It should be noted that the reliability of the personality constructs didn't meet the minimum. In addition, the number of respondents in each personality dimension was quite low. More research is needed to investigate personality constructs and their influence as moderator on the intention to share knowledge on a knowledge community platform.

The intention study is based upon the answers of 223 youth care professionals in Twente. The sample size of this study is actually quite low to generalize the results to the wider population. Even though some factors and motives are found to be significant predictors, it must be taken into account that the number of respondents is limited. Interpreting the data and drawing conclusions must be done cautiously.

In addition, the study focused on the “Jeugdkwartier”. However, this knowledge sharing community platform is not available for use, it doesn’t even exist yet. The development has started but the professionals have never used it. This could potentially have an influence on the answers that were given by the professionals. The unfamiliarity with the “Jeugdkwartier” could make professionals decide to just select answers, instead of really answering the questions with this knowledge community platform in mind.

Furthermore, the respondents could have answered more desirably or favorably, especially on the items of intention to share knowledge. This raises the question whether respondents answered how they actually perceive things, how they want to see thing or how they think they have to see things. More extensive research on the knowledge community platforms could help to make sense of this. In future research, the factors and motives of this study can be researched to see if these have an influence on the actual use of a knowledge community platform.

Furthermore, this study was conducted in organizations in the youth care sector, which makes it difficult to generalize the results to other sectors. Future research into knowledge sharing communities using the same factors and motives but within different sectors could help broaden the literature on these kinds of communities. That can be useful for other organizations that want to develop the same type of knowledge community platform.

## 5.3 Discussion

The main purpose of this research was to investigate which factors influence the intention to share knowledge on a knowledge community platform. The first study showed that most conscious knowledge sharing is performed more within the organization in which the professional works and in a non-digital manner. Professionals are not yet convinced that knowledge sharing on a knowledge platform can replace face-to-face contact. Such a platform would rather be used for gaining a great amount of information. The second study revealed that sharing knowledge for optimizing work related problems or tasks is the strongest motive that influences the intention to share knowledge on a knowledge community platform. The intention to share is also influenced by individual factors, namely self-efficacy, outcome expectations and trust. Two of the three researched organizational factors are also found to be an influence on the knowledge sharing intention. Most of the findings were in line with previous research. The findings of this research can improve our understanding of the intention to share knowledge on a knowledge community platform. However, the findings of this research are based upon a small number of respondents. Therefore, it is recommended that more research is executed to investigate the factors and motives that influence the intention to share on a knowledge community platform, as well as the actual knowledge sharing on a knowledge community platform.

# 6 Recommendations for the "Jeugdkwartier"

The conclusions that are formulated can now be addressed to form recommendations for the development of the "Jeugdkwartier". One of the goals of this research was to identify the daily practice regarding knowledge sharing of youth care professionals and their expectations regarding a knowledge community platform. The second part of this research focused on certain factors that potentially influence the knowledge sharing intention. The findings of this research can therefore support the ongoing development of the "Jeugdkwartier". The following recommendations are constructed to support the development of the "Jeugdkwartier" as a knowledge community platform.

1. This research provided us with information that could support the development of the "Jeugdkwartier". The most striking finding of this research is the fact that professionals perceive the "Jeugdkwartier" as a substantial collection of knowledge. The results of the context study show that professionals would like to have a database with information, which is easy and quick to use. This is almost identical with the findings of the intention study. The intention to use the knowledge sharing community for work optimization was tested and it seemed to be one of the most important motives that influence the intention. This motive focused on the use of a platform to get information for work purposes. In addition, the face-to-face meetings are still preferred in some cases, especially with meetings and discussions. Professionals are not yet ready to give up these types of knowledge sharing activities and replace them with digital knowledge sharing activities. Therefore in consequence of this conclusion the following recommendation is made: *Develop the "Jeugdkwartier" by focusing on the sharing of information and knowledge, instead of the focus on social networking and social interaction.*

    - Networking and social interaction should be possible within the "Jeugdkwartier", but should not be the first priority. The professionals are not experienced enough or not motivated enough to use these possibilities in an effective manner. However, professionals are open to the concept and seem willing to try it, especially when other resources are not available or sufficient.

    - The work optimization motive and information and conversation motive are the most important motives that influence the intention to share knowledge on a knowledge community platform. Arranging the "Jeugdkwartier" in such a way that it will fulfill these motives is a possible way to increase the intention to share knowledge on a knowledge community platform among professionals.

2. The follow-up survey revealed a few *necessary characteristics* in order to make the "Jeugdkwartier" effective. According to the respondents the "Jeugdkwartier" as a knowledge community platform should be:

    - Accessible
    - Approachable
    - Useable
    - User-friendly
    - Easy
    - Time saving

3. Self-efficacy and experience seem to be important factors that influence the intention to share knowledge on a knowledge community platform. Increasing these can be achieved through for example training, courses or information meetings. This could potentially

help to *increase a person's belief and confidence in the fact that he or she is able to perform knowledge sharing activities*. Subsequently it is assumed that this will increase the intention to share knowledge and potentially increase the number of actual future users.

4. Trust in others seems to be a factor that could influence a person's intention to share his or her knowledge with other professionals. During the development of the "Jeugdkwartier" *privacy must be taken into account*. Knowledge sharing should be safe, especially because of the sensitivity of the information.

5. The lack of time seems to be a barrier for most professionals to voluntarily share knowledge. It could be interesting to illustrate the possible outcomes for the individual professional when he or she shares knowledge. Using the outcome expectations could potentially *remove the barrier of time and/or remove the feeling of not wanting to spent time on knowledge sharing*.

6. The last recommendation for the "Jeugdkwartier" is dedicated to the communication of Jeugd Partners Twente. This research shows that only a few professionals had heard of the "Jeugdkwartier". Most where not sure what it was and what they could possibly do with it. *Jeugd Partners Twente could get professionals motivated by informing them about the development*. This research shows that when professionals have a certain motive, they have a higher intention. Therefore motivating professionals to use a knowledge community platform, for example with the help of information meetings, could potentially increase the number of actual future users.

These recommendations that are formulated based upon the case of the "Jeugdkwartier". Notwithstanding, the recommendations are expected to be useful in other knowledge community platform developments. Hence, other regions can use these findings given the fact that the transition in youth care affects all local authorities and child welfare organizations. In addition, this research has shown certain factors that should need extra attention during the development in order to create some kind of engagement, involvement and ownership among professionals. Therefore, the findings of this research contribute to the theory development and could improve our understanding of the intention to share knowledge on a knowledge community platform.

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# 8 Appendices

## Appendix A: Information letter

The following letters were sent via e-mail to the communication professionals of each organization. Both letters contained information for the professionals to understand the research method.

Geachte heer/mevrouw,

Deze email is gestuurd vanuit Preventie Partners Twente Jeugd omdat de organisatie waar u voor werkt lid is van PPT Jeugd. PPT Jeugd, Saxion Hogeschool en Universiteit Twente zijn gestart met het ontwikkelen van een digitaal kennisplatform "Jeugdkwartier" om professionals in de jeugdzorg in Twente te ondersteunen/faciliteren bij hun dagelijkse werkzaamheden.

Dit platform zal de mogelijkheid bieden om kennis en expertise te delen met jeugdzorg professionals uit een of meerdere organisaties aangesloten bij PPT Jeugd. Dit zal een breed netwerk creëren en kan leiden tot nieuwe samenwerkingverbanden of sociale innovaties. Het platform beoogt op een efficiënte en effectieve manier onderwijs, onderzoek en sociale innovatie op het gebied van jeugdzorg te verbinden en te versterken. Om de ontwikkeling van dit platform te ondersteunen zal er een onderzoek plaats gaan vinden om de behoeftes en verwachtingen van de jeugdzorg professional te peilen.

Wij hebben daarbij uw hulp als communicatie medewerker binnen uw bedrijf nodig. Wij hopen op uw medewerking met betrekking tot het communiceren van dit onderzoek naar uw medewerkers toe. De stappen die genomen moeten worden zullen hieronder worden beschreven.

**Algemene informatie**
Om alle jeugdzorg professionals op de hoogte te stellen van het onderzoek met betrekking tot Jeugdkwartier hebben wij een algemene informatie tekst geschreven. De tekst staat in de bijlage van deze email en moet zo spoedig mogelijk worden gecommuniceerd naar de medewerkers binnen uw bedrijf. Wij zijn van mening dat dit het beste kan door de tekst te plaatsen op het door uw bedrijf gebruikte interne communicatie platform (intranet). Mocht u geen beschikking hebben over een dergelijk platform hopen wij dat u deze tekst op een andere manier bij uw medewerkers onder ogen kan brengen.

- algemene informatie omtrent het onderzoek
- zo spoedig mogelijk
- intranet of andere (gebruikelijke) communicatie wijze

**Onderzoek 1: Checklist**
Dit deel van het onderzoek bestaat uit een checklist. Deze checklist zal moeten worden ingevuld door 5 uitvoerende jeugdzorg professionals binnen uw organisatie. Daarbij moet worden gelet op de diversiteit met betrekking tot demografische gegevens van de respondenten (denk hierbij aan leeftijd en functies). Wij verwachten dat u onder deze 5 medewerkers een door ons aangeleverde vooraankondiging en checklist verspreid op 17 maart. Deze checklist kan vervolgens vanaf 24 maart tot 4 april worden ingevuld door de geselecteerde medewerkers. In de daaropvolgende week (week 15) zullen de checklisten in overleg met u worden opgehaald.

In week 16 zal er een online follow-up enquête plaatsvinden. Het is de bedoeling dat dezelfde 5 geselecteerde medewerkers deze enquête gaan invullen. Een link naar de enquête kan via email worden verzonden aan de desbetreffende medewerkers.

- 5 professionals (verschillende leeftijden en functies)
- 17 maart vooraankondiging en checklist versturen
- 24 maart tot 4 april invultijd checklist
- 7 april tot 11 april ophalen ingevulde checklisten
- 14 april tot 18 april follow-up enquête per email

**Onderzoek 2: Enquête**
Dit deel van het onderzoek bestaat uit een online enquête. Deze zal moeten worden verstuurd aan zoveel mogelijk uitvoerende jeugdzorg professionals binnen uw organisatie. Wij willen graag dat u de enquête verspreid op 24 maart onder uw medewerkers, door een (door ons opgezette) email te versturen en/of een link te plaatsen op het door uw bedrijf gebruikte interne communicatie platform (intranet).

- online enquête
- 24 maart verspreiden (email+intranet)
- alle uitvoerende jeugdzorg professionals

Wij willen u te allen tijde bijstaan en ondersteunen met betrekking tot de te nemen stappen, mochten er dan ook vragen zijn kunt u ons als volgt bereiken:

Beste heer/mevrouw,

Begin maart hebben wij u op de hoogte gesteld over het onderzoek van Preventie Partners Twente jeugd, Saxion en Universiteit Twente omtrent het ontwikkelen van een digitaal leer- en kennisplatform voor professionals in Twente. Er is een enquête gemaakt voor alle uitvoerende jeugdzorg professionals binnen uw organisatie. Wij hopen op uw medewerking met betrekking tot het communiceren van deze enquête naar uw medewerkers toe.

Om het voor u makkelijker te maken hebben wij een tekst geschreven die u doormiddel van een e-mail of het intranet kan verspreiden onder uw medewerkers. In deze tekst staat onder andere de link en de sluitingsdatum aangegeven. De sluitingsdatum is 15 april 2014, wij hopen dan ook dat u zo spoedig mogelijk deze enquête verspreid binnen uw organisatie.

Nogmaals willen wij u attenderen op het feit dat deze enquête alleen verspreid hoeft te worden onder de uitvoerende jeugdzorg professionals binnen uw organisatie. Wij willen u te allen tijde bijstaan en ondersteunen met betrekking tot de te nemen stappen. Indien je nog vragen hebt over de enquête of over de verspreiden dan kunt u contact opnemen via onderzoekpptjeugd@gmail.com .

Wij willen u hartelijk bedanken voor uw medewerking.

Namens het Jeugdkwartier van
Preventie Partners Twente.

Onderzoek student Universiteit Twente,
Hanneke Perik.

# Appendix B: Information for intranet and e-mail

## General information for all professionals

**Kennis delen doen we samen**
De transformatie in de Jeugdzorg vraagt een andere manier van denken en werken. De wijze waarop je kennis deelt met je collega's en andere jeugdzorgprofessionals, zal hierdoor ook veranderen.

Maar wat gaat dit voor jou betekenen?

Preventie Partners Twente jeugd, Saxion en Universiteit Twente, zijn gestart met het ontwikkelen van een digitaal kennisplatform 'Jeugdkwartier'. Hiermee willen we jou als professional ondersteunen bij je dagelijkse werk. Hierin kun je bijvoorbeeld je zelf kennis brengen en halen, wanneer je expertise mist binnen je eigen organisatie. Ook willen we op termijn de mogelijkheid bieden voor gezamenlijke opleidingsactiviteiten, links naar kennisplatforms, uitkomsten van onderzoek te delen.

Om dit platform vorm te geven hebben wij jou mening nodig. Vandaar dat er binnenkort een onderzoek zal plaatsvinden onder professionals die met jeugd en gezinnen werken in de organisaties die lid zijn van het Preventie Platform Jeugd.

Het onderzoek bestaat uit een enquête, die uitgezet wordt onder alle uitvoerende professionals. Hiermee komen we meer te weten over de factoren die bijdragen aan kennisdelen. Daarnaast zullen we per organisatie enkele medewerkers vragen gedurende twee weken een checklist bij te houden. Hiermee komen we meer te weten over hoe en welke kennis er nu wordt gedeeld en welke wensen professionals hebben in de ondersteuning van kennisdeling in de toekomt.

Wij hopen op je medewerking, want kennisdelen doen we samen.

## E-mail for professionals participating in the context study

Geachte professional,

PPT Jeugd is een samenwerkingsverband van verschillende Twentse instellingen, met als doel het verbeteren van de zorg voor jeugd door samen te werken en kennis en expertise te delen. Wij hebben uw leidinggevende gevraagd namen door te geven van professionals die kunnen participeren in dit kortdurende onderzoek.

*Kennisplatform 'Jeugdkwartier'*

PPT Jeugd, Saxion Hogeschool en Universiteit Twente zijn gestart met het ontwikkelen van een digitaal kennisplatform, genaamd 'Jeugdkwartier', om professionals in de jeugdzorg in Twente te ondersteunen/faciliteren bij hun dagelijkse werkzaamheden.

Dit platform biedt de mogelijkheid om kennis en expertise te delen met professionals uit een of meerdere organisaties aangesloten bij PPT Jeugd. Dit creëert een breed netwerk en leidt tot nieuwe samenwerkingsverbanden of sociale innovaties. Het platform beoogt op een efficiënte en effectieve manier onderwijs, onderzoek en sociale innovatie op het gebied van jeugdzorg te verbinden en te versterken. Om de ontwikkeling van dit platform te ondersteunen vindt er een onderzoek plaats om de behoeftes en verwachtingen van de professionals te peilen. Dit doen we onder meer met hulp van een checklist die u kunt invullen.

*Checklist*

De checklist is gemaakt om meer te weten te komen over hoe en welke kennis er nu wordt gedeeld en welke wensen professionals hebben in de ondersteuning van kennisdeling in de toekomst. Deze checklist wordt ingevuld door 5 uitvoerende professionals binnen Intermetzo. Binnenkort ontvangt u deze checklist, die tussen 24 maart en 4 april moet worden ingevuld. Het gaat om een papieren versie, om verschillende redenen hebben we ervoor gekozen om het niet digitaal af te nemen. In de daaropvolgende week (week 15) zullen de checklisten in overleg met u worden opgehaald.

*Follow-up enquête*

In week 16 vindt er een online follow-up enquête plaats. Het is de bedoeling dat u deze enquête gaat invullen. Een link naar de enquête ontvangt u via een de e-mail.

Mocht u vragen hebben, of mocht u onverhoopt niet aan het onderzoek kunnen deelnemen, wilt u dan z.s.m. contact opnemen met ons?

Met vriendelijke groet,
Hanneke Perik
Annemiek Webbink

## E-mail for professionals participating in the intention study

Beste professional die werkt in de zorg voor Jeugd,

Preventie Partners Twente jeugd, Saxion en Universiteit Twente, zijn gestart met het ontwikkelen van een digitaal kennisplatform "Jeugdkwartier". Hiermee willen we jou als professional ondersteunen bij je dagelijkse werk. Hierin kun je bijvoorbeeld zelf kennis brengen en halen, wanneer je expertise mist binnen je eigen organisatie.

Om dit platform vorm te geven hebben wij jou mening nodig. Vandaar dat wij je vragen deze enquête in te vullen. Hiermee komen we meer te weten over de factoren die bijdragen aan kennisdelen. Om de enquête in te vullen kan je klikken op de onderstaande link. De sluitingsdatum van de enquête is 30 april, graag willen wij je vragen deze enquête voor de genoemde datum in te vullen.

Wij hopen op je medewerking, want kennisdelen doen we samen.

https://utwentebs.eu.qualtrics.com/SE/?SID=SV_9FCbzzzHduqoJeZ

Indien je nog vragen hebt over de enquête dan kun je contact opnemen met het onderzoeksteam via onderzoekpptjeugd@gmail.com .

Succes met het invullen van de enquête!

Namens het Jeugdkwartier van
Preventie Partners Twente.

Onderzoek student Universiteit Twente,
Hanneke Perik.

# Appendix C: Checklist

Geachte heer/mevrouw,

Aan de ommezijde vindt u een checklist over kennis delen. Deze checklist is een onderdeel van een onderzoek dat uitgevoerd wordt door het Expertisecentrum Jeugdzorg Twente. De opdrachtgever is PPT Jeugd, Preventiepartners Twente, en wil voor de vorming en ontwikkeling van het kennisplatform het 'Jeugdkwartier' inzicht krijgen in de huidige manier van kennis delen door de professional. PPT Jeugd is de eerste coöperatieve vereniging voor jeugd in Nederland. De partners binnen PPT Jeugd versterken de zorg voor jeugd en de opvoed- en opgroeiondersteuning in Twente. Door alle 22 organisaties die lid zijn van PPT Jeugd deze checklist in te laten vullen krijgt PPT jeugd inzage in de huidige manier van kennis delen. Deze informatie wordt meegenomen bij het opstarten en ontwikkelen van het 'Jeugdkwartier'.

- De checklist wordt gedurende 2 weken, over 5 werkdagen ingevuld.
- Per werkdag dient u 3 momenten uit te kiezen waarop u kennis gedeeld of ontvangen heeft.
- De bijgevoegde checklist wordt dus 3 keer per werkdag ingevuld, met een totaal van 5 werkdagen.

Om het invullen van de checklist te vergemakkelijken, zijn bepaalde begrippen uit de checklist gedefinieerd:

- **Informele kennisdeling:** Informele kennisdeling wordt nooit van te voren vastgelegd en er is geen duidelijke aanleiding voor. Bijvoorbeeld als je elkaar tegenkomt bij het kopieerapparaat of tijdens een rookpauze en er wordt gepraat over cliënten en ervaringen etc. Het is dat je elkaar toevallig spreekt.
- **Formele kennisdeling:** Tijdens vergaderingen, overleggen, bijeenkomsten. Deze kennisdeling wordt vaak wel vastgelegd en er is vaak een aanleiding voor.
- **Intercollegiaal overleg:** Kennisdelen tussen collega's bijvoorbeeld, cliëntcasuïstiek, vergaderingen etc.
- **Kennis brengen:** U bent zelf degene die kennis heeft over een bepaald onderwerp en dit deelt u met een ander/anderen.
- **Kennis halen:** U zit zelf verlegen om kennis en daardoor vraagt en/of ontvangt u kennis van een ander/anderen.

Wanneer de 2 weken verstreken zijn kunt u de checklists retour sturen met de bijgevoegde retourenveloppe. Mocht u de checklist kwijt raken, dan kunt u de checklist opvragen bij de communicatiemedewerker van uw organisatie.

Namens het Expertisecentrum Jeugdzorg Twente bij voorbaat dank voor het invullen van de checklists.
Mocht u vragen hebben neem dan gerust contact met ons op: onderzoekpptjeugd@gmail.com

Leeftijd: Geslacht: Functie: Email:

| | | | |
|---|---|---|---|
| **1. Interne of externe kennisdeling?** | Binnen de organisatie ☐ | Buiten de organisatie ☐ | |
| **2. Op welke manier heb je kennis gedeeld?** | Informeel ☐ | Formeel ☐ | |
| **3. Met hoeveel mensen heb je kennis gedeeld?** | Eén op één ☐ | Meerdere mensen ☐ | Intercollegiaal overleg ☐ |
| **4. Wie is de initiatiefnemer?** | Ik ☐ | Anderen ☐ | N.v.t. ☐ |
| **5. Heb je kennis gebracht, gehaald of was het een wisselwerking?** | Kennis gebracht ☐ | Kennis gehaald ☐ | Wisselwerking ☐ |
| **6. Waarover heb je kennis gedeeld? Meerdere antwoorden mogelijk .** | Cliëntsituatie ☐ | Methoden/ Theorie ☐ | Ervaringen ☐ |
| **7. Hoe heb je kennis gedeeld?** | Digitaal ( ga naar vraag 8) ☐ | Niet digitaal ( ga naar vraag 9) ☐ | |
| **8. Op welke manier verliep de digitale kennisdeling?** | E- mail ☐<br>Social media ☐ | Intranet ☐<br>Skype ☐ | Telefoon ☐ |
| | Anders, namelijk | | |
| **9. Op welke manier verliep de niet digitale kennisdeling?** | Boeken/ literatuur ☐ | Bijeenkomst/voorlichting ☐ | Brieven ☐ |
| | Anders, namelijk | | |

# Appendix D: Follow-up survey

Onlangs heeft u deelgenomen aan het onderzoek over kennis delen door middel van het invullen van checklists. Wij weten nu hoe kennis wordt gedeeld. Deze vragenlijst is het vervolg op de checklist die u eerder ingevuld heeft.

Het 'Jeugdkwartier' is een digitaal kennisplatform voor jeugdzorg, welzijn en onderwijs in Twente. Het streven is dat op 1 juni 2014 200 professionals participeren in deze leeromgeving. In dit kennisplatform kan allerlei soorten kennis worden gewaarborgd en worden gedeeld. De aanleiding voor het vormen van dit platform is het waarborgen van de kennis rondom de opvoedingsondersteuning Triple P. Binnen het 'Jeugdkwartier' is echter ruimte voor meer! Wij zijn benieuwd wat uw behoeften en verwachtingen zijn.

1. Kennis delen gebeurt nu op diverse manieren. Bijvoorbeeld face-to-face, telefonisch en/of e-mail contact. Op welke manier(en) zou u kennis willen delen? (Meerdere antwoordmogelijkheden).

- o Face to face
- o Telefonisch
- o Email
- o Digitaal kennisplatform
- o Anders, namelijk

_____
_____

2. Welke kennis zou u willen delen en waarom? Denk hierbij aan ervaringen, methodieken, expertise, etc. ( Meerdere antwoordmogelijkheden).

- o Ervaringen, omdat _____
- o Methodieken, omdat _____
- o Expertise, omdat _____

3. Met wie zou u kennis willen delen? Denk hierbij aan diverse functies en binnen/buiten de organisatie. (Meerdere antwoordmogelijkheden).

- o Collega's binnen uw organisatie met dezelfde functie
- o Collega's binnen uw organisatie met een verschillende functie
- o Collega's buiten uw organisatie met dezelfde functie
- o Collega's buiten uw organisatie met een verschillende functie
- o Anders, namelijk

_____
_____

4. Met wie (denk aan functies) zou u in contact willen komen door middel van het Jeugdkwartier? Licht uw antwoord toe. (Meerdere antwoorden mogelijk).

- o Pedagogisch medewerker/ ambulant medewerker
- o Gedragswetenschapper/ orthopedagoog
- o Teamleider/ manager
- o Anders namelijk,

_____
_____

5. Zou u kennis willen brengen en halen middels het Jeugdkwartier (zoals dit in de inleiding is omschreven)? Licht uw antwoord toe.

- o Ja, want _____
- o Nee, want _____

6. Zou u een intercollegiale bespreking (zoals intervisie, casuistiekbespreking, MDO, etc.) middels het Jeugdkwartier willen vormgeven? Licht uw antwoord toe.

- o Ja, want _____
- o Nee, want _____

7. Stel u heeft per direct de kennis van een gedragswetenschapper nodig. Zou u hier gebruik van maken wanneer deze bereikbaar is middels het Jeugdkwartier door bijv. een chatfunctie of Skype die uw privacy zullen waarborgen? Licht uw antwoord toe.

- Ja, want _____
- Nee, want _____

8. Mogelijk heeft u binnen de organisatie een aantal kennisdossiers tot uw beschikking. Zou u wanneer deze kennisdossiers niet binnen handbereik zijn, gebruik maken van digitale kennisdossiers middels het Jeugdkwartier?

- Ja
- Nee

9. Stel u voor dat u in een wijkteam werkt. U hebt een afspraak bij een gezin thuis met een autistische jongere. Echter wilt u op het laatste moment nog informatie op zoeken voor het huisbezoek over autisme, maar u heeft geen computer bij de hand. Zou u gebruik maken van een applicatie van het Jeugdkwartier op uw telefoon/tablet? Licht uw antwoord toe.

- Ja
- Nee

10. Wanneer zou het Jeugdkwartier meerwaarde hebben voor u? Wij zijn benieuwd naar uw ideeën. Denk out of the box!

_____
_____

# Appendix E: Items of questionnaire

**Demographics**

Gender
- Wat is je geslacht? (GEN)

Age
- Wat is je leeftijd? (AGE)

Education
- Wat is je hoogst genoten opleiding? (EDU)

Function
- Wat is je functie binnen je organisatie? (FUN)

Personality (PN)
- Ik zie mijzelf als…
  - Extraversion
    - Extravert, enthousiast (EX1)
    - Gereserveerd, rustig (reversed) (EX2)
  - Agreeableness
    - Kritisch, strijdlustig (reversed) (AGB1)
    - Sympathiek, warm (AGB2)
  - Openness to new experiences
    - Openstaand voor nieuwe ervaringen, en complexiteit (ONE1)
    - Behoudend, niet-creatief (reversed) (ONE2)
  - Conscientiousness
    - Betrouwbaar, gedisciplineerd (CST1)
    - Ongeorganiseerd, gemakzuchtig(reversed) (CST2)
  - Neuroticsm
    - Angstig, snel overstuur(reversed) (NEU1)
    - Kalm, emotioneel stabiel (NEU2)

Experience
- Hoe ervaren ben je met betrekking tot kennis delen? (EXP)

Organization
- Voor welke organisatie werk je? (ORG)

**Motivational factors**

Redenen voor mij om het "Jeugdkwartier" te gaan gebruiken zijn…

Information
- Om naar informatie te zoeken. (INF1)
- Om informatie gratis te verkrijgen. (INF2)
- Om te kijken naar wat er te vinden is. (INF3)
- Om up-to-date te blijven. (INF4)

Social interaction
- Om (collegiale) ondersteuning te krijgen. (SI1)
- Om interessante mensen te ontmoeten. (SI2)
- Om het gevoel te krijgen dat ik deel uitmaak van een (kennis)netwerk. (SI3)
- Om in contact te komen/blijven met andere professionals. (SI4)

Personal identity
- Omdat ik druk voel om deel te nemen. (PI1)
- Om er bij te horen. (PI2)
- Om mijn status/aanzien te vergroten. (PI3)
- Om te laten zien wil ik ben. (PI4)

Entertainment
- Omdat het vermakelijk is. (ETM1)
- Omdat ik het gewoon leuk vind. (ETM2)
- Omdat het mij ontspant. (ETM3)

**Self-efficacy (SE)**

- Ik denk dat ik in staan ben om kennis te delen via een online platform zoals het 'Jeugdkwartier'. (SE_1)
- Ik voel mij zelf verzekerd als het gaat om kennis delen via een online platform zoals het 'Jeugdkwartier'. (SE_2)
- Ik heb genoeg expertise die ik kan delen via een online platform zoals het 'Jeugdkwartier'. (SE_3)
- De meeste andere jeugdzorg professionals kunnen waardevollere kennis delen dan ik. (SE_4)

- Ik bezit waardevolle kennis die ik kan delen met andere jeugdzorg professionals. (SE_5)

**Trust (TRU)**

Ik geloof dat jeugdzorg professionals die gebruik maken van het jeugdkwartier:

- niet zullen profiteren van anderen, zelfs wanneer de gelegenheid zich voor doet. (TRU_1)
- zich op een nette manier gedragen. (TRU_2)
- zich houden aan gemaakte beloftes. (TRU_3)
- te vertrouwen zijn. (TRU_4)
- vertrouwelijk omgaan met informatie. (TRU_5)

**Time (TIME)**

- Tijdens mijn werkdag heb geen tijd om kennis te delen via het "Jeugdkwartier". (TIME_1)
- Tijdens mijn werkdag heb ik geen zin om tijd te steken in het delen van kennis via het "Jeugdkwartier". (TIME_2)
- In mijn vrije tijd ga ik geen tijd besteden aan het delen van kennis via het "Jeugdkwartier". (TIME_3)
- In mijn vrije tijd heb ik geen zin om tijd te steken in het delen van kennis via het "Jeugdkwartier". (TIME_4)

**Knowledge sharing power (KP)**

- Als ik kennis deel via het "Jeugdkwartier" denk ik dat ik kennis kwijt raak. (KP_1)
- Als ik kennis deel via het "Jeugdkwartier" denk ik dat ik mijn toegevoegde waarde binnen deze organisatie verlies. (KP_2)
- Als ik kennis deel via het "Jeugdkwartier" denk ik dat ik mijn machtspositie binnen deze organisatie verlies. (KP_3)

**Outcome expectations (OUT)**

Als ik kennis deel met andere jeugdzorg professionals via het "Jeugdkwartier":

- Zal ik meer erkenning en respect krijgen. (OUT1_1)
- Zal ik meer vrienden maken. (OUT1_2)
- Zal ik gezien worden als betrouwbaar. (OUT1_3)
- Zal de band tussen hen en mij worden versterkt. (OUT1_4)
- Zal dit er voor dat mijn (toekomstige) verzoeken of vragen sneller worden beantwoord. (OUT1_5)
- Zal dit er voor zorgen dat ik kennis of hulp krijg wanneer ik dat nodig heb. (OUT1_6)

Kennis delen met andere jeugdzorg professionals via het "Jeugdkwartier":

- Bespaart mij tijd. (OUT2_1)
- Geeft mij een goed gevoel. (OUT2_2)
- Geeft mij de kans om nieuwe dingen te leren. (OUT2_3)
- Geeft mij de mogelijkheid om nieuwe mensen te leren kennen. (OUT2_4)

**Organization culture (OC)**

- Het management van deze organisatie verwacht dat iedereen actief bijdraagt aan de overdracht van kennis. (OC_1)
- In deze organisatie worden medewerkers gestimuleerd om te innoveren, te onderzoek en te experimenteren. (OC_2)
- In deze organisatie worden on-the-job trainen en leren zeer gewaardeerd. (OC_3)
- In deze organisatie worden medewerkers aangemoedigd hulp te vragen wanneer dat nodig is. (OC_4)
- In deze organisatie wordt interactie tussen verschillende afdelingen aangemoedigd. (OC_5)
- In deze organisatie wordt interactie met jeugdzorg professionals van andere organisaties aangemoedigd. (OC_6)

**Organization structure (OS)**

- De structuur van deze organisatie bevordert interactie en het delen van kennis. (OS_1)
- De structuur van deze organisatie bevordert collectief gedrag over individueel gedrag. (OS_2)
- De structuur van deze organisatie faciliteert de ontwikkeling van nieuwe ideeën en/of processen dat wil zeggen het creëren van nieuwe kennis. (OS_3)
- De structuur van deze organisatie vergemakkelijkt de uitwisseling van kennis tussen verschillende afdelingen. (OS_4)
- De structuur van deze organisatie vergemakkelijkt de uitwisseling van kennis met andere jeugdzorg organisaties. (OS_5)

**Intention to share (INT)**

- Ik ben van plan in de toekomst (werk) rapporten en officiële documenten te delen via het "Jeugdkwartier". (INT_1)
- Ik ben van plan in de toekomst mijn kennis over methodiek/methoden te delen via het "Jeugdkwartier". (INT_2)
- Ik ben van plan in de toekomst mijn expertise en (praktische) kennis te delen via het "Jeugdkwartier". (INT_3)
- Ik ben van plan in de toekomst mijn (werk)ervaringen te delen via het "Jeugdkwartier". (INT_4)
- Ik ben van plan in de toekomst te vragen naar (werk) rapporten officiële documenten via het "Jeugdkwartier". (INT_5)
- Ik ben van plan in de toekomst hulp te vragen bij het gebruik van methodiek/methoden via het "Jeugdkwartier". (INT_6)
- Ik ben van plan in de toekomst te vragen naar ervaringen van anderen via het "Jeugdkwartier". (INT_7)
- Ik ben van plan in de toekomst te vragen naar expertise en/of kennis van anderen via het "Jeugdkwartier". (INT_8)

## Appendix F: Feedback and changes questionnaire after pre-test

| Before pre-test | Problem | After pre-test |
|---|---|---|
| maximaal 15 minuten | The time that is mentioned in the introduction is too long, it is possible that this will lead to a lower response. | De tijd is aangepast van 15 naar 12 minuten |
| Taalfouten | An couple of grammatical errors were discovered. | De taalfouten zijn er uit gehaald |
| Gebruik van term "Jeugdzorg professionals" | The terminology is wrong, it was not general enough. | Term is veranderd in "professionals in zorg voor jeugd" |
| Keuze opleiding | Education is assumed not to be an interesting factor and can be left out of the questionnaire. | Deze vraag is weg gelaten |
| De optie voor invullen van de functie bevat maar een paar mogelijkheden | There are numerous professions within youth care, only a few options are given. But the option "overig" is to general and therefore the respondent must be given option to give their own answer. | Een invulveld is toegevoegd aan de optie "overig" |
| Personaliteit construct was nogal vaag | The concepts of the personality constructs seemed to be contradicting or vague, making them hard to understand and to fill in the question. | Er is nogmaals gekeken naar de oorspronkelijke onderzoeksmethode en de definitie van de begrippen |
| Dubbele motivaties | In the items for the entertainment motive were two items noticed that were practically the same. | Een item is verwijderd, namelijk 'omdat het plezierig is', aangezien deze erg veel leek op 'omdat het vermakelijk is' |
| Positieve items | Multiple sets of items contained only positive items. | Een aantal items zijn omgedraaid (recode) |
| Beeld van "Jeugdkwartier" | It was noticed that the image of the "Jeugdkwartier" inside the mind of the respondents was vague or none existing. | Het "Jeugdkwartier" is beter uitgelegd in de enquête om er voor te zorgen dat je respondenten het zelfde beeld hebben. |
| Vraag 6 was niet compleet | Question six was based on four motives but during the pre-test is was discovered that some people felt like they missed some possible motives. | 6 items zijn toegevoegd, gebaseerd om mogelijke motieven voor het gebruik van "Jeugdkwartier" |
| Wij of mij | In the questionnaire are the terms we and me used, but this can be confusing. | Mij is aangepast naar wij om uniformiteit te creëren. |

# Appendix G: Final questionnaire

Beste professional die werkt in zorg voor Jeugd,

De transformatie in de Jeugdzorg vraagt een andere manier van denken en werken. De wijze waarop je kennis deelt met je collega's en andere jeugdzorgprofessionals, zal hierdoor ook veranderen.

Maar wat gaat dit voor jou betekenen?

Preventie Partners Twente jeugd, Saxion en Universiteit Twente, zijn gestart met het ontwikkelen van een digitaal kennisplatform **"Jeugdkwartier"**. Hiermee willen we jou als professional ondersteunen bij je dagelijkse werk. Hierin kun je bijvoorbeeld zelf kennis brengen en halen, wanneer je expertise mist binnen je eigen organisatie. Ook willen we op korte termijn de mogelijkheid bieden voor gezamenlijke opleidingsactiviteiten, links naar kennisplatforms en uitkomsten van onderzoek te delen.

Om dit platform vorm te geven hebben wij jouw mening nodig. Vandaar dat wij je vragen deze enquête in te vullen. Hiermee komen we meer te weten over factoren die bijdragen aan kennisdelen. Hierbij kan je onder andere denken aan motivatie factoren en organisatie factoren. Deze enquête gaat niet in op de inhoudelijke kennis die gedeeld gaat worden en de huidige wijze van kennis delen. Deze twee punten worden doormiddel van een andere onderzoeksmethode onderzocht.

Het invullen van de enquête zal maximaal 12 minuten van je tijd in beslag zal nemen. Belangrijk bij het invullen van de enquête is dat er geen goede of foute antwoorden bestaan, het gaat enkel om je mening. Alle gegevens die je invult worden strikt vertrouwelijk behandeld en er zullen geen (herleidbare) persoonlijke gegevens gepubliceerd worden in mijn onderzoeksrapport, of worden verstrekt aan derden. Voor het onderzoek is het van belang dat je de vragenlijst volledig invult.

Indien je nog vragen hebt over de in te vullen vragenlijst, of indien je geïnteresseerd bent in de resultaten van dit onderzoek dan kun je contact opnemen met mij via onderzoekpptjeugd@gmail.com

Succes met het invullen van de enquête!

Namens het Jeugdkwartier van
Preventie Partners Twente.

Onderzoek student Universiteit Twente,
Hanneke Perik

Vraag 1 Wat is je geslacht?

- ❍ Man
- ❍ Vrouw

Vraag 2 Wat is je leeftijd?

- ❍ 18 tot 30 jaar
- ❍ 31 tot 40 jaar
- ❍ 41 tot 50 jaar
- ❍ 51 tot 67 jaar

Vraag 3 Wat is je functie binnen je organisatie? (meerdere antwoorden mogelijk)

- ❑ Gedragswetenschapper
- ❑ Therapeut
- ❑ Sociaal pedagogisch hulpverlener
- ❑ Ambulant hulpverlener
- ❑ Gezinshulpverlener
- ❑ Activiteiten begeleider
- ❑ Anders, namelijk... _____

De volgende vraag gaat over je persoonlijkheid. Hoe zie jij jezelf? Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent. Let op: Geef aan in hoeverre de tweetal kenmerken op u van toepassing zijn, zelfs als een kenmerk meer van toepassing is dan de ander. Vraag 4 Ik zie mijzelf als....

| | Volledig mee oneens | Oneens | Niet eens/ Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| Extravert, enthousiast | ❍ | ❍ | ❍ | ❍ | ❍ |
| Kritisch, strijdzuchtig | ❍ | ❍ | ❍ | ❍ | ❍ |
| Behoudend, niet-creatief | ❍ | ❍ | ❍ | ❍ | ❍ |
| Betrouwbaar, gedisciplineerd | ❍ | ❍ | ❍ | ❍ | ❍ |
| Kalm, emotioneel stabiel | ❍ | ❍ | ❍ | ❍ | ❍ |
| Gereserveerd, rustig | ❍ | ❍ | ❍ | ❍ | ❍ |
| Sympathiek, warm | ❍ | ❍ | ❍ | ❍ | ❍ |
| Openstaand voor nieuwe ervaringen en complexiteit | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ongeorganiseerd, gemakzuchtig | ❍ | ❍ | ❍ | ❍ | ❍ |
| Angstig, snel overstuur | ❍ | ❍ | ❍ | ❍ | ❍ |

Zoals eerder benoemd wordt er een online platform ontwikkeld die het mogelijk maakt om kennis te delen met andere jeugdzorg professionals in Twente. Dit platform gaat het "Jeugdkwartier" heten en zal beschikbaar worden voor alle professionals die werken in de zorg voor jeugd in Twente.

Preventie Partners Twente jeugd, Saxion en Universiteit Twente, zijn gestart met het ontwikkelen van een digitaal kennisplatform "Jeugdkwartier". Hiermee willen we jou als professional ondersteunen bij je dagelijkse werk. Hierin kun je bijvoorbeeld zelf kennis brengen en halen, wanneer je expertise mist binnen je eigen organisatie. Ook willen we op korte termijn de mogelijkheid bieden voor gezamenlijke opleidingsactiviteiten, links naar kennisplatforms en uitkomsten van onderzoek te delen.

Om jou als professional een beeld te geven wat we met het "Jeugdkwartier" bedoelen, het is een platform waar je:
- Een platform om elkaar te ontmoeten;
- Een overzicht van de laatste updates;
- Het delen van praktijkvoorbeelden;
- Een mogelijkheid om vragen te stellen of antwoorden te geven;
- Een mogelijkheid om een collega van een andere organisatie te consulteren;
- Een bericht plaatsen op het prikbord;
- Het delen van documenten;
- Gebruik kunnen maken van achtergrondinformatie, een bibliotheek functie;
- Gebruik kunnen maken van training- en scholingsactiviteiten;
- Actuele agenda voor de regio met evenementen;
- Om ervaringen, succesverhalen en praktische tips omtrent de transitie en transformatie te delen met zorg voor jeugd professionals.

Vraag 5 Maak je nu gebruik van een digtaal leer- en/of kennisplatform? Denk hierbij aan bijvoorbeeld intranet, yammer, of andere sociale media.

- ❍ Ja
- ❍ Nee

Vraag 6Hoe ervaren ben je met betrekking tot kennis delen via een ander online platform? Denk hierbij aan bijvoorbeeld intranet, yammer, of andere sociale media.

- ❍ Zeer onervaren
- ❍ Onervaren
- ❍ Neutraal
- ❍ Ervaren
- ❍ Zeer ervaren
- ❍ n.v.t.

Het digitaal leer- en kennisplatform "Jeugdkwartier" heeft tot doel een plek te bieden waarmee professionals in de zorg voor jeugd in Twente met elkaar digitaal kennis kunnen delen en opdoen. Met dit deel van de enquête proberen wij er achter te komen waarvoor jij een dergelijk platform zou willen gebruiken. Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent.

Vraag 7 Redenen voor mij om het "Jeugdkwartier" te gaan gebruiken zijn ….

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| om naar informatie te zoeken. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om (collegiale) ondersteuning te krijgen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| omdat ik druk voel om deel te nemen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| omdat het vermakelijk is. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om gratis informatie te verkrijgen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om interessante mensen te ontmoeten. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om er bij te horen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| omdat ik het gewoon leuk vind. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om te kijken naar wat er te vinden is. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om het gevoel te krijgen dat ik deel uitmaak van een (kennis)netwerk. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om mijn status/aanzien te vergroten. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om up-to-date te blijven. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om in contact te komen/blijven met andere professionals. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om te laten zien wie ik ben. | ❍ | ❍ | ❍ | ❍ | ❍ |
| omdat het mij ontspant. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om een expert te kunnen consulteren. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om mijn werk beter te kunnen doen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om te weten wat er te doen is in de regio qua conferenties. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om te weten welke trainingen en/of bijscholing er wordt gegeven in de regio. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om praktijkvoorbeelden (casuistiek) te delen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| om een bericht te plaatsen over iets waar ik in mijn werk tegen aanloop. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 8 tot 13 gaan over de mate waarin je zelf in staat acht, je vertrouwen in anderen hebt, de tijd die je besteed en je idee en verwachting over kennis delen met professionals in de zorg voor jeugd in Twente via het digitaal leer- en kennisplatform "Jeugdkwartier".
Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent.

Vraag 8

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| Ik denk dat ik in staat ben om kennis te delen via een online platform zoals het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ik bezit waardevolle kennis die ik kan delen met andere professionals. | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ik voel mij zelfverzekerd als het gaat om kennis delen via een online platform zoals het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ik heb genoeg expertise die ik kan delen via een online platform zoals het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| De meeste andere professionals kunnen waardevollere kennis delen dan ik. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 9 Ik geloof dat professionals die gebruik maken van het "Jeugdkwartier"....

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| zich op een nette manier gedragen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zich houden aan gemaakte beloftes. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zullen profiteren van anderen wanneer de gelegenheid zich voor doet. | ❍ | ❍ | ❍ | ❍ | ❍ |
| te vertrouwen zijn. | ❍ | ❍ | ❍ | ❍ | ❍ |
| vertrouwelijk omgaan met informatie. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 10

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| Tijdens mijn werkdag heb ik voldoende tijd om kennis te delen via het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| Tijdens mijn werkdag heb ik geen zin om tijd te steken in het delen van kennis via het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| In mijn vrije tijd ga ik wel tijd besteden aan het delen van kennis via het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |
| In mijn vrije tijd heb ik geen zin om tijd te steken in het delen van kennis via het "Jeugdkwartier". | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 8 tot 13 gaan over de mate waarin je zelf in staat acht, je vertrouwen in anderen hebt, de tijd die je besteed en je idee en verwachting over kennis delen met professionals in de zorg voor jeugd in Twente via het digitaal leer- en kennisplatform "Jeugdkwartier". Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent.

Vraag 11 Als ik kennis deel via het "Jeugdkwartier" denk ik…..

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| dat ik kennis kwijt raak. | ❍ | ❍ | ❍ | ❍ | ❍ |
| dat ik mijn (machts)positie binnen deze organisatie vergroot. | ❍ | ❍ | ❍ | ❍ | ❍ |
| dat ik mijn toegevoegde waarde binnen deze organisatie verlies. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 12 Als ik kennis deel met andere professionals via het "Jeugdkwartier"….

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| zal ik meer erkenning en respect krijgen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zal ik meer vrienden maken. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zal ik gezien worden als betrouwbaar. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zal de band tussen hen en mij worden versterkt. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zal dit er voor zorgen dat mijn (toekomstige) verzoeken of vragen sneller worden beantwoord. | ❍ | ❍ | ❍ | ❍ | ❍ |
| zal dit er voor zorgen dat ik kennis of hulp krijg wanneer ik dat nodig heb. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 13 Kennis delen met andere professionals via het "Jeugdkwartier"….

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| bespaart mij tijd. | ❍ | ❍ | ❍ | ❍ | ❍ |
| geeft mij een goed gevoel. | ❍ | ❍ | ❍ | ❍ | ❍ |
| geeft mij de kans om nieuwe dingen te leren. | ❍ | ❍ | ❍ | ❍ | ❍ |
| geeft mij de mogelijkheid om nieuwe mensen te leren kennen. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 14 en 15 gaan over de cultuur en structuur binnen de organisatie waar je nu werkt. Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent.

Vraag 14In de organisatie waarin ik werk....

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| wordt er verwacht dat iedereen actief bijdraagt aan de overdracht van kennis. | ❍ | ❍ | ❍ | ❍ | ❍ |
| wordt interactie tussen verschillende afdelingen aangemoedigd. | ❍ | ❍ | ❍ | ❍ | ❍ |
| worden medewerkers ontmoedigd hulp te vragen wanneer dat nodig is. | ❍ | ❍ | ❍ | ❍ | ❍ |
| worden medewerkers gestimuleerd om te innoveren, te onderzoek en te experimenteren. | ❍ | ❍ | ❍ | ❍ | ❍ |
| worden on-the-job trainen en leren zeer gewaardeerd. | ❍ | ❍ | ❍ | ❍ | ❍ |
| wordt interactie met professionals uit andere organisaties ontmoedigd. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 15De structuur van de organisatie waarin ik werk….

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| vergemakkelijkt de uitwisseling van kennis tussen verschillende afdelingen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| bevordert collectief gedrag. | ❍ | ❍ | ❍ | ❍ | ❍ |
| belemmert interactie en het delen van kennis. | ❍ | ❍ | ❍ | ❍ | ❍ |
| faciliteert de ontwikkeling van nieuwe ideeën en/of processen, dat wil zeggen het creëren van nieuwe kennis. | ❍ | ❍ | ❍ | ❍ | ❍ |
| vergemakkelijkt de uitwisseling van kennis met andere zorg voor jeugd organisaties. | ❍ | ❍ | ❍ | ❍ | ❍ |

De op een na laatste vraag zal gaan over je intentie om in de toekomst het digitaal leer- en kennisplatform "Jeugdkwartier" te gaan gebruiken. Geef op een schaal van 1 tot en met 5 aan in welke mate je het met de stelling eens bent.

Vraag 16 Ik ben van plan in de toekomst het "Jeugdkwartier" te gebruiken om….

| | Volledig mee oneens | Oneens | Niet eens / Niet oneens | Eens | Volledig mee eens |
|---|---|---|---|---|---|
| (werk) rapporten en officiële documenten te delen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| mijn kennis over methodiek/methoden te delen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| mijn expertise en (praktische) kennis te delen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| mijn (werk)ervaringen te delen. | ❍ | ❍ | ❍ | ❍ | ❍ |

| | | | | | |
|---|---|---|---|---|---|
| te vragen naar (werk) rapporten officiële documenten. | ❍ | ❍ | ❍ | ❍ | ❍ |
| hulp te vragen bij het gebruik van methodiek/methoden. | ❍ | ❍ | ❍ | ❍ | ❍ |
| te vragen naar ervaringen van anderen. | ❍ | ❍ | ❍ | ❍ | ❍ |
| te vragen naar expertise en/of kennis van anderen. | ❍ | ❍ | ❍ | ❍ | ❍ |

Vraag 17 Voor welke organisatie werk je?

Hartelijk bedankt voor het invullen van deze enquête.

Zijn er nog opmerkingen over de enquête, of heb je opmerkingen over het onderzoeksonderwerp die niet zijn bevraagd, maar volgens jou wel van belang zijn, dan kun je die hieronder kwijt.

## Appendix H: List of participating organizations

The list below is the complete list of organizations that are a member of Jeugd Partners Twente in alphabetical order. The list was provided by the program manager of Jeugd Partners Twente, Elly van der Helm.

Ambiq
Aveleijn
Bureau Jeugdzorg Overijssel
Carintreggelandgroep
De Twentse Zorgcentra
Dimence groep
Humanitas
Jarabee, stichting voor Jeugdzorg in Twente
Karakter Kinder- en jeugdpsychiatrie
LSG-Rentray & Zonnehuizen
Mediant
MEE Twente
RIBW Groep Overijssel
Scala welzijn
Scoop welzijn (DNO)
Stichting Cluster
Stichting Halt
Stichting Humanitas Onder Dak
Stichting Maatschappelijke Dienstverlening Enschede-Haaksbergen
Stichting MaatschappelijkwerkNoordWestTwente
Stichting Terwille
Stichting Universitaire en Algemene Kinder- en Jeugdpsychiatrie Noord Nederland (Accare)
Tactus Verslavingszorg

## Appendix I: Significantly predictive motives for the intention to share knowledge on a knowledge community platform by moderator

| Moderators | Intention to share |
|---|---|
| **Age** | |
| 18-30 | + Work optimization |
| 31-40 | + Work optimization<br>+ Information and conversation<br>+ Personal network identity |
| 41-50 | + Work optimization |
| 51-67 | + Work optimization |
| **Gender** | |
| Men | + Work optimization |
| Women | + Work optimization<br>+ Information and conversation<br>+ Personal network identity |
| **Personality** | |
| Extravert | + Work optimization<br>+ Information and conversation<br>+ Personal network identity |
| Not extravert | + Work optimization<br>+ Personal network identity |
| Open for new experiences and complexity | + Work optimization<br>+ Information and conversation<br>+ Personal network identity |
| Not open for new experiences and complexity | None |
| Conscientiousness | + Work optimization<br>+ Information and conversation<br>+ Personal network identity |
| Not conscientiousness | None |
| High in neuroticism | + Work optimization<br>+ Personal network identity |
| Low in neuroticism | None |
| **Experience** | |
| Experienced | + Work optimization |
| Inexperienced | + Work optimization<br>+ Information and conversation |

None = none significant predictors
+ = positive significant predictor