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IS THE ASSIGNMENT CONFIDENTIAL?

Yes

TITLE: How does Transformational Leadership Influence Knowledge Sharing Culture in the Service Industry, & What are its Performance Outcomes? A Narrative Literature Review

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Abstract

Purpose: Knowledge sharing has been observed to be an essential practice contributing to better performance in the service industry. Previous studies have investigated how the motivational factors induced by transformational leadership traits impact the effectiveness of knowledge sharing and its impact on organizational performance. Therefore, the purpose of this master's thesis is to synthesize the elements that motivate knowledge sharing under transformational leadership. Further investigating their impact on individual, team, and organizational performance levels in the service industry.

Method: The narrative literature review included 30 papers and discussed the motivational factors influencing knowledge sharing and their potential outcomes at three performance levels (individual, team, and organizational).

Findings: Most studies suggest that motivational factors enabled by transformational leadership influence knowledge sharing. Apart from transformational leadership, other leadership styles were found to have the same effect on knowledge sharing. Indicating that effective knowledge sharing depends on leadership practices that foster the motivational factors required, not the leadership style itself. Gender, education, culture, and technology also affected knowledge sharing. Despite these findings, the study's scope and methodology limit generalizability.

Originality/ Value: This narrative literature review hopes to make an important contribution to knowledge sharing research, integrating both the motivational factors enabled by transformational leadership and its impacts on performance at different organizational levels in the context of the service industry.

Preface

This thesis is conducted as a requirement of our Master's program in Service Leadership in International Business. Further, the genesis of this thesis stems from our interest in the topic of creating a knowledge sharing culture through leadership in an organization, which was further investigated through the motivational factors influencing this phenomenon as well as its performance outcomes. Our goal with this thesis is to add to the body of current research on knowledge sharing by connecting it to leadership and providing perspectives that could guide future research in this area. Our aim is to present a balanced and nuanced perspective that reflects the complexity of the subject matter.

We are indebted to our supervisor, Rune Todnem By, who provided us with new insights on leadership, as it is his field of expertise and has served as invaluable feedback in shaping the direction and focus of this thesis. We would also like to express our appreciation to other faculty members whose ideas and recommendations have enhanced the content of this work. Finally, we would like to thank our friends and family for being a constant source of motivation.

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List of Abbreviation

Abbreviation	Meaning
CoP	Communities of Practice
COR	Conservation of Resource
DAC	Direction, Alignment and Commitment
EBSCO	Academic Search Complete
EVT	Expectancy Value Theory
IKS	Internal to Unit Knowledge Sharing
IWB	Innovative Work Behavior
KA	Knowledge Acquisition
KM	Knowledge Management
KS	Knowledge Sharing
KSB	Knowledge Sharing Behavior
KSC	Knowledge Sharing Climate
LGO	Learning Goal Orientation
LMX	Leader-Member Exchange
OLT	Organizational Learning Theory
PAC	Purpose, Alignment, and Commitment
PRISMA	Preferred Reporting Items for Systematic Review
RQ1	Research Question 1
RQ2	Research Question 2
SET	Social Exchange Theory
SJR	Scimago Journal & Country Rank

SCT	Social Cognitive Theory
SLR	Systematic Literature Reviews
SDT	Self-Determination Theory
TKS	Tacit Knowledge Sharing
TMKS	Technology-mediated Knowledge Sharing
TL	Transformational Leadership
VB	Voice Behavior
WOS	Clarivate Analytics Web of Science

Chapter 1: Introduction

1.1. Chapter Introduction

This chapter provides an overview of the significance of Knowledge Sharing (KS) and what factors promote the willingness to share knowledge in an organization. In addition, it describes how Transformational Leadership (TL) has an impact on the process and its outcomes at every level of the organization. The approach used to examine this interaction is then described, along with the development of relevant research questions directing the investigation. To help with comprehension, the chapter concludes with a summary of the scope and structure of the research.

1.2. Research Introduction

Marshall (1890, as cited in Herbst, 2015) suggested that knowledge is our most powerful engine of production and a vital resource for fostering corporate profitability and economic expansion. In the era of the knowledge economy, the exchange of knowledge plays a crucial role in its management within organizations (Foss et al., 2010). Studies have demonstrated that effective KS can significantly enhance performance and firm innovation (e.g., Alavi & Leidnar, 2001; Wang & Wang, 2012), improve productivity, absorb knowledge, and gain a competitive advantage in the market (e.g., Cohen & Levinthal, 1990; Dyer & Nobeoka, 2000). Moreover, considering that employees serve as the primary drivers of KS within organizations, it becomes crucial to understand the psychological mechanisms and motivations that impact employees' willingness to engage in KS (e.g., Lin & Lo, 2015; Li et al., 2015). It is these psychological processes within individuals that foster such behavior. According to Todorova and Mills (2018), the process of KS does not come naturally and there are various enabling factors that activate this

behavior, such as motivation being one of them. Motivation drivers could be intrinsic, like self-efficacy (Shaari et al., 2014), trust (Levin et al., 2004), autonomy (Wu et al., 2023), or extrinsic (Calder & Staw, 1975), like rewards (Brock et al., 2005; Hung et al., 2011), and non-financial, like reputation (Welschen et al., 2013; Todorova & Mills, 2014). This provides a brief overview on the importance of motivational factors influencing KS. Along with this, Lin et al. (2009) identified other factors that have an influence on KS, i.e., corporate culture, informational technology, and leadership. Similarly, Noor et al. (2014) also found factors like self-efficacy, cooperation, participation, salary, and support from top management. This indicates that leadership also plays a role in influencing KS along with other motivational factors, whether it is intrinsic or extrinsic motivation.

It has been discussed that leaders play a crucial role in organizations in overcoming resistance to KS (e.g., Bryant, 2003; Carmeli et al., 2011; Carmeli & Waldman, 2010). Yin et al. (2019) studied leadership styles as effective antecedents in KS. Among the leadership styles, scholars and practitioners have shown growing interest in the relationship between TL and KS (e.g., Mohammadi & Boroumand, 2016; Chaar & Easa, 2021) and have concluded that TL has a significant influence on the motivation and behavior of employees and also the organizational outcomes (e.g., Tickle et al., 2005; Bradshaw et al., 2015). The theories of TL underscore the significant influence of emotions and values, as well as leadership practices aimed at fostering positive and innovative behaviors among employees. They are known to motivate their followers to strive for the highest levels of managerial performance (Phong et al., 2018). Furthermore, TL style fosters a team-oriented attitude and spirit among members, thereby enhancing the generation of new ideas (Schaubroeck et al., 2007). Nevertheless, Bass (1997) pointed out that while TL has its strengths, it also has potential weaknesses. One of these weaknesses is the

absence of checks and balances that could prevent the abuse of power. Without mechanisms to balance competing interests, influence, and power within an organization, there is a risk of one group or individual exerting excessive control over others, leading to potential issues like dictatorship and oppression of subordinates by top-level management. To mitigate this issue, through the development of emerging ideas of leadership, scholars and practitioners are slowly shifting towards a more horizontal approach to leadership, like shared leadership or distributed leadership (Bolden, 2011). These approaches are more towards collectivism than the traditional leader-follower ontology of leadership. TL, although perceived to be the ideal leadership approach according to studies in the past, is to be noted that it still follows the traditional approach to leadership where the leader takes the final decision, leading to potential issues of dictatorship. This study will comprehend the influence of TL on KS.

Bryant (2003) evaluated the extent of the performance outcomes of transformational and transactional leadership on KS at different levels of the organization. Innovative work behavior (Radaelli et al., 2014), creativity (Carmeli et al., 2013), work efficiency (Liu et al., 2011), sales performance (Song et al., 2015), financial performance (Wang & Wang, 2012), and organizational learning (Park & Kim, 2018) are some of the many examples of outcomes when KS is influenced by leadership. Further, the impacts of KS can take place at different levels, like individual, group, and organizational (Crossan et al., 1999; Ipe, 2003). Thus, this research aims to further synthesize the performance outcomes at different organizational levels.

The inspiration for this research came from the compilation of three studies. For instance, Thomas & Gupta (2022) explored the link between motivation and KS, suggesting the need for further investigation into different psychological approaches. Similarly, Ahmad & Karim (2019) reviewed past research on KS outcomes and proposed studying psychological effects in more

depth. Buhagiar & Anand (2023) focused on knowledge management and leadership roles during crisis management. Notably, these studies were mostly conducted in the manufacturing industry or unspecified sectors, raising concerns about reliability and validity for service industries. Addressing this gap, this study concentrated on KS within the service industry, providing valuable insights specific to this context. Furthermore, when comparing service performance to manufacturing performance, in service firms, service processes are transparent; there is a closer relationship between the product and process in the service industry, which has a big impact on how customers perceive the quality of the services they receive (Prajogo, 2006). Hence, as employees become the face of the organization and work directly with the customers, it is significant to put more emphasis on hiring, training, and development of employees (Atuahene-Gima, 1996) than in manufacturing companies, which emphasize more on product and process innovation. Thus, this research will synthesize the various performance outcomes at different organizational levels in service industries.

A narrative review approach had been considered for conducting this research as it is efficient to aggregate findings or reconcile the equivocal results of prior studies while also providing a critical account for prior research (Cooper, 1988). Given the interest in the influence of leadership on KS and limited expertise, employing a narrative review methodology offered flexibility to comprehensively explore a wide array of information. This approach increases the quality of the findings of empirical papers through critical evaluation. Furthermore, it also facilitates the development of new frameworks for future research (Cronin et al., 2008).

1.3. Research Questions

The recognition of knowledge as a valuable asset within organizations has grown significantly in recent years. This acknowledgement stems from the understanding that knowledge is a fundamental driver of change and innovation in today's world (Mohammadi & Boroumand, 2016). Indeed, effective KS within organizations depends on enabling factors, with leadership style playing a critical role. Leaders are instrumental in shaping the organizational culture to value knowledge, promote its sharing, and foster loyalty among employees. Leadership style influences how knowledge is perceived and managed within an organization (Xiong & Deng, 2008). Among different leadership styles, scholars have highlighted that TL is closely related to KS (Choi et al., 2016; Son et al., 2020). Birasnav et al. (2011) demonstrated that by expanding a set of values and expectations related to knowledge and KS, transformational leaders foster a culture that is supportive of KS. Transformational leaders focus on communicating a vision and a sense of mission or creating an environment of trust and organizational justice. They are deeply concerned with creating a supportive environment to promote KS among employees (Le & Lei, 2017). Furthermore, the lack of reviews conducted on this topic in the service industry is the basis for the research question 1 (RQ1):

RQ1: How does transformational leadership influence knowledge sharing in the service industry?

With the acknowledgement of the link between TL and KS in the literature, a need to investigate the outcomes of this relationship arose. Previous research had identified outcomes of KS at various organizational levels: individual, team, and performance. For instance, at the individual level, researchers have examined performance outcomes like work performance

(Kang et al., 2008), job satisfaction (Spence Lashinger et al., 2016), and innovative work behavior (Radaelli et al., 2014). Similarly, at the team level, performance outcomes like employee efficiency (Dwivedi et al., 2020) and team creativity (Cai et al., 2013). Furthermore, at the organizational level, performance outcomes like financial performance (Wang & Wang, 2012), innovative capability (Lathong et al., 2021), and organizational effectiveness (Yang, 2007). Nevertheless, there exists a gap in synthesizing these outcomes across various levels, particularly within the service industry. Seizing this opportunity, the present study aimed to evaluate the outcomes of KS, particularly within the service industry, under the influence of TL across different levels (individual, team, and organizational).

RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?

1.4. Scope of the Study

The study seeks to gather empirical evidence concerning the impact of TL on KS, particularly within the service industry. The primary focus lies in evaluating the motivational factors that impact the relationship between TL and KS. Further synthesizing its impact on performance at different organizational levels.

This research contributes to the academic literature by providing valuable insights into the relationship between TL and KS within the service industry. Researchers in the fields of organizational behavior, leadership studies, knowledge management, and service management could benefit from the findings of this study. Furthermore, practitioners, managers, and service industry professionals could benefit from the practical implications of this research.

Organizational policies and leadership development programs that target fostering a culture of

innovation and KS can benefit from an understanding of how TL style affects KS. However, it is important to acknowledge that the study's focus on KS within the service industry may not encompass KS in digital spaces. While the digital platform holds significant importance in today's era, the study's time constraints may limit its ability to thoroughly examine this aspect. For future research endeavors, exploring KS in digital spaces could be a valuable avenue to pursue.

1.5. Structure of the Research

The study comprises several key chapters: Chapter 1 introduces the research objectives, variables, questions, and scope, emphasizing the interconnected nature of the study's focus. Chapter 2 provides a comprehensive theoretical foundation by tracing the evolution of leadership theories and reviewing literature on KS and performance outcomes at individual, group, and organizational levels. In Chapter 3, the methodology details the research procedures, from literature search to validity assessment, outlining the systematic approach to study selection. Chapter 4 synthesizes and presents findings from the literature review using visual aids like charts and tables, analyzing key themes and patterns identified in relation to research questions. Chapter 5 discusses the findings from Chapter 4. The conclusion is presented in Chapter 6 and offers an acknowledgement of its limitations as well as recommendations for future research based on the study's findings. It also describes the implications of the findings on leadership styles, KS, and performance in the service industry.

1.6. Chapter Summary

The introduction chapter highlights the crucial role of KS in organizational success, citing both historical and contemporary perspectives. It emphasizes the need to understand the motivational factors influencing employees' willingness to share knowledge, particularly in

relation to TL. The section identifies a research gap within the service industry and outlines the study's objective to investigate how TL impacts KS and organizational performance. It discusses motivating factors and conditions that enable KS, underscoring the importance of TL in overcoming barriers to sharing. Overall, the introduction sets the context for exploring the interplay between TL, KS, and performance outcomes within the service industry.

Chapter 2: Theoretical Background

2.1. Chapter Introduction

The theoretical background chapter describes the current level of knowledge about the research. This section discusses the origin of knowledge sharing (KS), its types, and various motivational theories associated with it, as well as the history of leadership, an explanation of transformational leadership (TL), and its behavioral traits that have a significant influence on KS. Followed by an explanation of performance outcomes at different levels in presence of KS and TL. Finally, a working conceptual framework has been provided as guidance for this research.

2.2. Knowledge Management and Knowledge Sharing

Knowledge is a set of experiences, contextual information, and expert insights that help evaluate and incorporate new experiences and information (Gammelgaard & Ritter, 2005). It is one of the critical assets in an organization, is deeply embedded in an individual's mind and demonstrated through their actions and behaviors (Nonaka & Konno, 1998), and is sourced from knowledge workers who are innovative, updated with knowledge, and can enhance competitiveness. The increase in the use of knowledge in business contributed to the emergence of the knowledge management concept. Knowledge management refers to how organizations create, retain, and share knowledge (Argote & Miron-Spektor, 2011). KS is a significant step within knowledge management as it is critical to organizational success.

An employee's willingness to share their information, including experience and skills, with their coworkers can serve as the basis for defining KS (Nonaka, 1994). This encompasses

written information as well as verbal knowledge found in documents, reports, and templates. It is the process of making information available to others and is currently one of the most significant management study issues in both private and public organizations (Serenko & Bontis, 2016). KS refers to the interpersonal transfer of organizational knowledge and experience to business processes (Serenko & Botnis, 2016), and it is an employee-to-employee way to learn, assist, and enhance their potential to solve issues and improve work performances (Nguyen et al., 2021). A corporation that encourages KS is more likely to foster creative thinking and new ideas, according to Darroch & McNaughton (2002).

The trend of studying KS began in the research area on technology transfer and innovation, and recently in strategic management (Argote & Miron-Spektor, 2011). Also, there is growing research on KS from an organizational learning perspective. Out of several factors identified as impediments for KS, including inadequate organizational structures and unfriendly organizational cultures, the critical aspect is the willingness of knowledge workers to share their knowledge with others (Hendriks, 1999). Human actions, including knowledge sharing behavior (KSB), are explained by different traditional theories like Maslow's hierarchy of needs and Herzberg's Motivation Hygiene Theory (Thomas & Gupta, 2022; Cook & Artino, 2016) and contemporary motivational theories such as Social Exchange Theory (SET), Social Cognitive Theory (SCT), Self-Determination Theory (SDT), Communities of Practice (CoP), Conservation of Resource (COR), Expectancy Value Theory (EVT) and Organizational Learning Theory (OLT).

The study conducted on KS initially focused on clarifying the relationship from a social exchange perspective, which implied intrinsic reward as a crucial conceptual paradigm for understanding the values of a workplace (Razak et al., 2016). Trust was found to be a valuable

means for enhancing KS and a significant element in social exchange relationships (Liao, 2008). Individuals are reluctant to share because of insecurity, originality, and mistrust among one another. Therefore, according to SCT, trust provides a sense of safety to share, improving self-efficacy and the capacity of individuals to carry out specific actions, which leads to a greater impact on KS (Bandura, 1982). According to the OLT, individuals do not engage in KS unless they have organizational support or strong leadership (Choi et al., 2022). Also, learning organizations are more open to change when needed (Garvin, 1993).

COR is a stress theory where individuals try to collect and accumulate resources under the threat of loss, and it is not the available resources but the perception of the resources available (Hobfoll, 1989). It also explains the spiral of knowledge and how an individual uses knowledge for their benefit (Pradhan et al., 2023). KS is only possible when people have enough resources through active participation. According to SDT, employee engagement is essential for KS because it fosters intrinsic motivation, self-worth, and introjected motivation. It also supports the idea that people find happiness when they can help others (Cockrell & Stone, 2010; Llopis & Foss, 2016). Similarly, psychological empowerment, characterized as autonomy, competence, and impact on work, aligns with SDT's focus on fulfilling intrinsic needs for motivation.

The CoP theory suggests that a sense of belonging is developed in an organization through shared vision and identity, which helps create a social network where employees prioritize the common goals of the organization over individual gain (Wenger, 1998). The bonding of individuals and organizations makes the employee go that extra mile at work, resulting in better performance and carrying their organizational identification (Dick et al., 2004). Additionally, optimism has an impact on employees' KS and this upbeat attitude

encourages learning and social networking participation, as suggested by EVT (Lin, 2007). The personal faith to accomplish the given task and the intellectual stimulation from the leaders via vision articulation and better outcome expectations lead to better team objectives and innovation. The usefulness, value, and attainment of KS determine the intention of employees to engage in KS to fulfill team goals and organizational commitment.

KS is two-dimensional: knowledge collection and knowledge donation (Van Den Hooff & De Ridder, 2004). It involves at least two parties, one that possesses knowledge and the other that acquires knowledge. The first party should communicate its knowledge, consciously and willingly, in some form, such as by acts, speech, or in writing. The next party should be willing and able to perceive this information by imitating acts, listening, or reading the set instructions or books. However, there can be barriers, like space, time, and social and cultural differences, that may affect how well knowledge is shared and understood. The quality of the connection between two parties matters, as the receivers should understand the knowledge provider's thoughts (Yeboah, 2023).

2.2.1. Tacit and Explicit Knowledge

Knowledge is generally either tacit or explicit (Polanyi, 1962). Tacit knowledge is very personal and is rooted in the experience of an individual, which is difficult to formalize, explain, and share with the receiver. It has two dimensions: technical, which is personal talents and crafts also known as “know-how,” and cognitive, which is instilled in values and ideas. Bock et al. (2005) and Shao et al. (2017) supported that tacit knowledge sharing (TKS) is not only encouraged by psychological motivations but is also facilitated by contextual factors such as organizational climate and culture. While explicit knowledge can be expressed in words and

numbers and shared in the form of data, scientific formulas, specifications, and manuals (Polanyi, 1962). This kind of knowledge can be readily transmitted between individuals, both personally and professionally. The interaction of tacit and explicit knowledge leads to knowledge creation, leading to innovation (Nanoka & Konno, 1998).

2.3. Theoretical Perspectives on Leadership

Burns (1978, p. 2) stated that “Leadership is one of the most observed and least understood phenomena on earth”. The concept of leadership has been and will continue to be a topic from diverse perspectives. Even though the word "leader" was first used in the 1300s and was first conceptualized before the period of the Bible, the term leadership only came into being in the late 1700s (King, 1990); the term started being deeply researched only in the twentieth century (Bass, 1981).

Previous theories, such as the Great Man Theory and the Trait Theory, proposed that leaders have intrinsic characteristics that set them apart from nonleaders (King, 1990). According to the Great Man Theory, leaders are created, not born, but according to the Trait Theory, traits related to leadership can be inherited or learned via experiences (Benmira & Agboola, 2021). Because of their poor applicability, these theories, which first appeared in the 1840s, began to fade by the 1940s.

According to Benmira & Agboola (2021), the transition from trait theories to behavioral theories implies that effective leadership could be taught. Beginning in the 1960s, the situational and contingency eras placed more emphasis on situational adaptation of leadership approaches than they did on fixed behaviors or traits. As a result, there was a focus placed on the dynamic interactions among leaders, followers, situations, and systems. Since the 1990s, these ideas have

evolved into identifying leadership in different styles, like transactional and transformational theories. The ongoing shift in leadership practices further developed the concepts of shared, collective, and collaborative theories. This led to the creation of collaborative theories, which place a high value on including every employee in decision-making processes that aim to achieve organizational success.

Even with all the definitions provided, the issue of what made a good leader remained, and this inquiry led to the development of numerous theoretical schools (Crevani et al., 2010), in which it was further discussed that some theories were based on the traits of the leaders while other studies claimed it was the interactions between the leaders and followers that resulted in consequences. An alternative line of research promoted a situational perspective, which holds that leaders are only effective when they modify their style to fit the needs of the moment. For instance, task-oriented leadership works best in situations that are extremely simple or complex, while socio-emotional leadership works best in the majority of other situations (Fiedler, 1967). As the contingency approach in organization theory gained attraction, the situational perspective gained substantial popularity. However, these theories received criticism for being leader centric.

In recent years, more perspectives on leadership have been brought to attention. Leaders are described as members of a group with particular opportunities to impact the group; leadership may be understood as a sequence of interaction processes in which leaders motivate followers by fostering shared, meaningful visions of the future (Crevani et al., 2010; Parry & Bryman, 2006). Moreover, Drath et al. (2008) argue that the traditional leadership ontology (leaders, followers, and shared goals) is becoming out of date for comprehending leadership in situations where collaboration is growing. They have further provided an alternative leadership ontology: direction, alignment, and commitment (DAC) practices, and claim that it makes team

collaboration possible through shared beliefs, practices, and culture, irrespective of the power of position. It defines direction as collective agreement on goals or aims; alignment is the coordination of knowledge and work; and in a group, commitment is the readiness of group members to renounce their interests and benefits in favor of the group's goals and benefits. Furthermore, leadership has been considered a practice rather than looking at the traits or behaviors of particular individuals (Raelin, 2011). He concludes by stating that practitioners in leadership who participate in learning with each other commit to reflecting on their actions and, subsequently, are better able to reconstruct their activity on behalf of their mutual interests. In this sense, leadership is refocused on the team working together rather than being centered around a single person making choices on behalf of the group. According to By (2021), our knowledge of and approach to leadership is still mostly leader-centric, emphasizing individual abilities, attributes, and styles as well as the connection and interactions between leaders and followers. His position is consistent with Burns' (1978) assertion that "leadership is nothing if not linked to collective purpose" (p. 3), which prompted the creation of purpose, alignment, and commitment (PAC). As a result, our current conception of "leadership" is constrained and restrictive (By, 2021), and additional viewpoints on the subject of leadership will undoubtedly arise.

2.3.1. Bass's Transformational Leadership Theory

Bass (1999) defines transformational leadership (TL) as guiding followers to surpass personal interests through charisma, inspiration, intellectual stimulation, and individualized consideration, fostering maturity, ideals, and concerns for achievement, self-actualization, and the welfare of others, the organization, and society. Theories of TL offer a helpful perspective on how leaders affect the handling of organizational information. Burns (1978) first introduced the

idea of TL. TL fosters growth and engagement, as well as group motivation and results (Bass, 1999; Yukl, 2012). According to Bass (1985), the moral foundations for real TL consist of four elements: idealized influence, inspirational motivation, individualized stimulation, and intellectual stimulation. Idealized influence occurs when a leader acts morally and wins the respect and trust of their followers. Inspirational motivation encourages individuals to achieve beyond what they previously believed was possible. With intellectual stimulation, followers are urged to question the status quo and provide answers. A leader who is individually considerate shows appreciation for each employee's accomplishments, guides them, and considers them as individuals with personal goals (Bass, 1985). Moreover, the effects of transformational leaders on participants in a range of contexts, such as businesses, educational institutions, and military units, have been the topic of leadership studies conducted in a wide range of organizations (Bryant, 2003; Podsakoff et al., 1996; Lowe et al., 1996; Keller, 1992).

Contrary to past studies on TL that were mainly based on leader-follower relationships, it has been suggested that under transformational leaders, followers' motivation states will change from self-interests to collective interests (Shamir et al., 1993), and followers are more likely to feel successful when the group succeeds. Transformational leaders foster an atmosphere in which individuals are free to seek creative ways to complete tasks without worrying about facing consequences (Jung & Sosik, 2002). As Bass (1985) described, TL arouses people's passions and emotions and inspires them to look past their interests. Also, a new study by Klaic et al. (2020, as cited in Asbari 2020) shows that team-centric TL is linked to both team innovation and individual member learning. This shows how important these things are in knowledge-based industries, where TL is key to boosting innovation and learning by doing things like focusing on group identity, sharing group visions, and encouraging team building.

2.4. Performance Outcomes

Performance is the activities engaged in while completing a task, and effectiveness involves an appraisal of the outcomes of that activity (Motowidlo, 2003). Kaplan & Norton (2001) further divided performance into financial and non-financial performance. Financial performance, as the term goes, is measured in terms of profitability, revenue, sales growth, return on investment, equity, sales, etc. based on quantitative outcomes, while non-financial performance is based on rather qualitative outcomes and is measured in customer satisfaction, quality, employee turnover, job satisfaction, and organizational commitment. Furthermore, product innovation has been identified to promote a firm's financial performance, suggesting innovation itself is a determinant of an organization's financial performance (Vincent et al., 2004). There have been a variety of outcomes from the performance literature that TL and KS support. Some researchers have found a positive link between the two (Buil et al., 2019; Asrar-ul-Haq & Kuchinke, 2016; Sundi, 2013), while others have found that TL has no effect on performance (Tahir, 2015; Chen et al., 2014). These conflicting findings suggest the complexity of the relationship between TL and performance; furthermore, some studies also suggest that the impact might be dependent on other factors or mediated by other variables.

Performance has been discussed on three levels of an organization for the purpose of this study: organizational, team, and individual-level performance, referring to different empirical studies conducted before (Bass & Avolio, 1990; Pearce & Sims, 2002). As discussed in Sonnentag's book (2003), "Psychological Management of Individual Performance," organizations rely on high-performing individuals to achieve their goals and gain competitive advantage, while individuals find satisfaction and fulfillment in accomplishing tasks and performing well. Research indicates that neuroticism, emotional stability, and conscientiousness

is correlated significantly with performance (Newman et al., 2018), while high self-efficacy fosters creativity, innovation, and the perception of challenges as opportunities, thereby enhancing adaptability and resilience in employees. Furthermore, studies have also indicated that individuals who have psychological empowerment are more likely to demonstrate high commitment and performance (Spreitzer, 1995; Bin Abdullah et al., 2015). In addition, trust creates a healthy work atmosphere where people are at ease taking chances, exchanging ideas, and working with others-trust in leadership as well as in peers (Dirks & Ferrin, 2002; Chen et al., 2021). This feeling of trust can have a significant impact on an individual's performance because it encourages effective collaboration, communication, and KS.

Team performance is the result of cohesive groups with shared goals within hierarchical structures, where integration, KS, and coordination are essential for achieving objectives (Salas et al., 2008). Team effectiveness refers to assessing the results of team performance (Hackman, 1987). Further, J. Richard Hackman (1992), in his book 'Leading Teams', describes teamwork as bringing a feeling of belonging, providing a secure feeling, and also sprouting satisfying interpersonal relationships. This leads to a safe team climate, and this is one of the conceptual models that leads to innovation, according to West (1990). Furthermore, concurrent and multiple uncertainties among colleagues and a workload can lead to trauma or burnout in team members (Xiao et al., 1996). Training in explicit communication skills and strategies can lead team members to smooth coordination at that time. On the top, a collective team orientation can process higher input and give maximum output, attending to the needs of its fellow team members (Driskell & Salas, 1992).

Organizational performance refers to the actual results or outputs of an organization compared to its predetermined goals (Al Khajeh, 2018). The seven performance criteria that

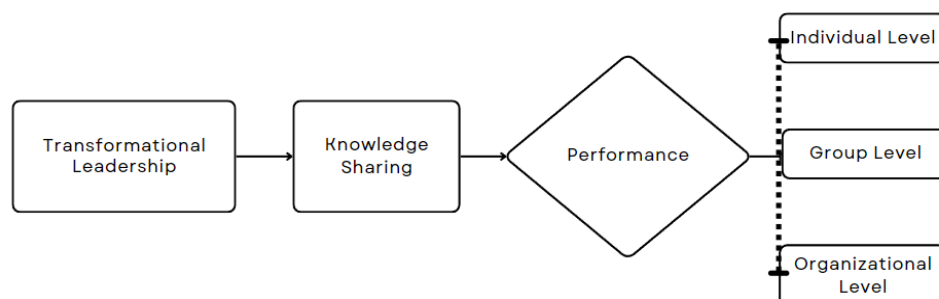
measure the performance of the organization are effectiveness, efficiency, quality, productivity, quality of work, innovation, and profitability (Rolstadås, 1998). Organizational performance in today's dynamic business environment is dependent on good knowledge management (Kordab et al., 2020). Leadership styles are critical in promoting knowledge acquisition, shaping decision-making processes, and refining organizational strategies (Devi Ramachandran et al., 2013). Effective knowledge management enhances decision-making quality, hence improving long-term organizational performance (Mosconi & Roy, 2013). Leaders effectively inspire, motivate, and guide their teams while utilizing KS tools to assess and improve organizational performance (Kılıç & Uludağ, 2021).

2.5. Conceptual Framework Development

Different empirical studies (e.g., Ani & Arijanto, 2024; Setiawan, 2023) have conceptualized and theorized KS, TL, and performance outcomes in numerous ways. For example, Bryant (2003) investigated the effect of transactional and TL on KS, knowledge acquisition, and knowledge creation and its impacts on the three different levels of performance (see **Figure 1**). The present working conceptual framework was developed by referring to Bryant's conceptual model because it is relevant to the aims of the study.

Figure 1

Bryant (2003): Leadership's effect on knowledge sharing and performance

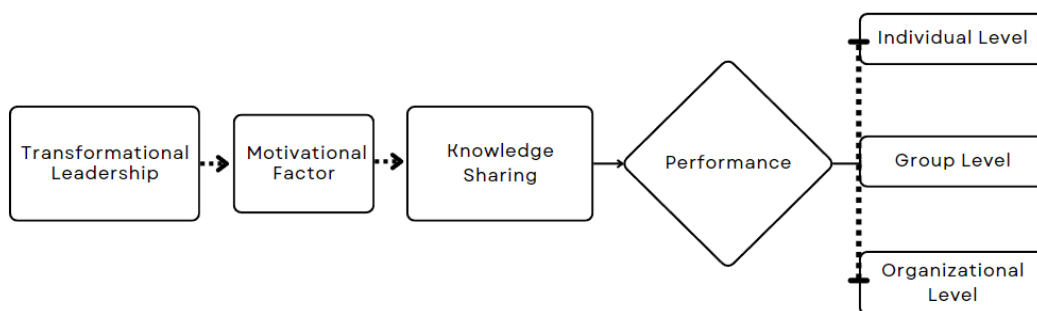


Note: This model was produced by Bryant (2003, p. 38), who examined the effect of TL on KS and knowledge creation, as well as the effect of TL on knowledge exploiting and its impact on performance at three levels - individual, group, and organizational.

Even though TL fosters a KS environment, studying the factors that influence relationships between TL and KS, such as contextual factors, enabling factors, and motivational factors for KS, is of high significance (e.g., Bryant, 2003; Mushtaq & Rizwan, 2018). Different motivational theories (e.g., Devito et al., 2016) describe how motivation can influence KS either extrinsically or intrinsically. Furthermore, different researchers reviewed the literature independently on motivational factors for KS, leadership, and performance at various levels (e.g., Thomas & Gupta, 2022; Al Amiri et al., 2020; Ahmad & Karim, 2019). This suggests that there has not been a combined review of the motivation factors and performance in the service industry with respect to TL and KS. Therefore, combining the motivational factors with Bryant's model of how leadership affects performance and KS represents the working conceptual model for this research (see **Figure 2**).

Figure 2

Working conceptual model



2.6. Chapter Summary

In conclusion, Chapter 2 provides a comprehensive theoretical groundwork for this research. Effective KS has been associated with TL, which has been seen as a facilitator of an environment that is conducive to the unrestricted exchange of knowledge. Combining TL qualities with a KS culture not only increases individual and group effectiveness but also closely aligns with organizational strategy, leading to a variety of performance outcomes. As a result, the suggested conceptual framework not only provides a scholarly foundation for this research but also acts as a useful manual for businesses looking to improve their KS procedures enabled by TL in an effort to achieve greater performance.

Chapter 3: Research Methodology

3.1. Chapter Introduction

This chapter presents the methodology selected for addressing the topic stated in this research. This chapter begins with an explanation of the literature review methodology and its typology and then uses a specific literature review method: narrative literature review, to synthesize the studies and identify the opportunities and challenges involved in conducting this research. The guidelines followed to collect the research data and the reasons behind them are further explained with thorough documentation. Additionally, the quality of the data collected is assessed in the heuristic evaluation section, followed by reliability and validity tests of the study conducted.

3.2. Literature Review

A literature review is the process of selecting both published and unpublished documents on the research topic containing ideas, data, and evidence written from a particular standpoint to support or express certain views on the relevant topic. It also provides a basis for how it is to be investigated and effectively evaluated in relation to the research being proposed (Hart, 1999). Among the two types of literature reviews, one that is very common and carried out in most papers and journal articles, researchers build a common understanding of the top; what has been studied, how it has been studied and the key issues on the topic. The second one is the standalone literature review, whose sole purpose is to review the literature in the field without collecting any primary data (Okoli & Schabram, 2010). The main objective behind this kind of review is to synthesize the existing knowledge on a particular topic, facilitate theory development, and identify the gaps where future research should focus.

3.3. Narrative Literature Review

Narrative reviews focus mainly on concepts and theories, research methods, and outcomes by synthesizing the extant literature and providing a thorough report on the current state of knowledge (Paré et al., 2015). It does not necessarily propose new theories, criticize a body of literature or validate a theory but it does act as a bridge between vast numbers of articles written on the topic of investigation. Among the multiple possible methods of literature review prevalent in the research arena, the narrative review method is chosen for this study despite being aware of its limitations; subjectivity and biases weigh the most due to a lack of commonly accepted procedures (Baumeister & Leary, 1997). The first reason is the wide flexibility of narrative review methodology to study around the periphery of our research topic (Paré et al., 2015). This research aims to explore the role of transformational leadership (TL) in creating a favorable knowledge sharing (KS) space and how the interrelationship has been studied in previous studies. Also, study the relevant human behavior theories to understand the motivation behind KS, the TL traits that can complement the motivation for KS, and its outcome in an organization. All these aspects will contribute to studying the phenomenon of KS culture in an organization, considering motivational factors and leadership as an integral part of the process. These results of the narrative review can be a good source of information for students, decision making bodies, managers, and scholars who want to widen their understanding of the KS culture, both in practical as well as theoretical aspects. Second, by discovering the limited number of empirical and seminal works as well as limited quality articles published on the topic, choosing this method gives the benefit of being critical to enhancing the quality of the papers published and even building up a new framework to direct the future of study (Cronin et al., 2008), while

also increasing the interest of researchers and students on the topic while setting a benchmark for future studies (Webster & Watson, 2002).

Due to its unsystematic nature, the selection of information from the primary data can be subjective, which might synthesize the wrong information for other readers (Paré & Kitsiou, 2017). Additionally, no strict inclusion and exclusion criteria might lead to biased reviews. However, by being aware of the consequences and acting appropriately throughout the process, one can lessen these critical biases (Green et al., 2006).

3.4. Opportunities and Challenges in the Chosen Method

By synthesizing prior knowledge, literature reviews offer foundations for further scientific research and are, thus, essential to any field's development (Cooper, 1988). These review papers can be referred to as a key source of knowledge by researchers and doctoral students entering a new field of research. However, the challenges faced by the researchers with some of the methodology used in the review papers can hinder the quality of the findings (Webster & Watson, 2002). As this kind of review paper is supposed to set a benchmark for researchers in the field, it is required to have all relevant literature covered to date and be able to earn the researchers confidence about the validity, reliability, and relevance of the findings. Maintaining rigor, relevance, and methodological coherence between the review's components and its objectives can achieve this quality assessment (Morse et al., 2002). Rigorous studies aim to maintain both internal and external validity, reliability, and objectivity, which results in the soundness of the research process. The relevance of the study will depict the applicability of the research, either to synthesize the research, study its progress, develop a new theory or criticize the prior research on the particular topic. The final dimension of methodological coherence refers to the analysis of the fit between the research questions and components used in their

methodology to conduct the particular study. It also serves as a link between the two other dimensions of rigor and relevance and validates the fit between the review's goals and its chosen methodology to achieve the desired results.

The high-quality literature review will be accountable for presenting valuable and trustworthy information from previous studies that can be useful for other researchers to position their studies (Templier & Paré, 2015). The review papers, when conducted rigorously, can be a powerful tool for academic researchers as well as practitioners to guide their decision making and managerial practices. However, the lack of high-quality review papers can be a barrier to both theoretical and conceptual progress in these fields.

3.5. Research Information

Understanding the methods and logic behind the study is crucial for academics, decision makers, and policymakers to evaluate its quality (Paré et al., 2015). Due to subjectivity and the writer's judgment, methodology selection can be biased. Misconceptions may cast doubt on the study's rigor. Clearly describing and documenting the procedure and standards can avoid these issues. Paying more attention to rigorous standards may also increase researchers' interest in reading and authoring review papers.

Although narrative review papers can choose articles manually and are not bound to strict protocols like those of systematic literature reviews (SLR), this research follows SLR guidelines. By meticulously documenting the study process and using the Preferred Reporting Items for Systematic Review (PRISMA) model, this helps to reduce bias in paper selection and win over readers' trust (Snyder, 2019). A primary study representative of the research stream is needed for narrative reviews. External validity is the major reason for collecting the study paper to support generalizability.

3.5.1. Database and Search Strategy

Identifying the potentially relevant literature for the study is one of the critical assignments of the literature review methodology and guidelines are necessary to ensure a rigorous process (Kitchenham & Brereton, 2013). It is necessary to perform a rigorous search, taking into account the database selection, keywords, search strings, time range, and population group. As suggested by Shea et al. (2007), the papers collected from at least two relevant electronic databases provide reasonable breadth and depth on a topic. Following were the databases considered for this study, namely *Scopus*, *Clarivate Analytics Web of Science (WOS)* and *Academic Search Complete (EBSCO)*. Manual searches such as forward and backward searches and hand searches demonstrate the positive aspects of combining multiple sources to get access to more relevant studies (Turner et al., 2010). The precision is taken to increase the number of studies as well as to reduce the source bias. Thus, forward and backward citation checks conducted for the final selected papers might potentially minimize the probability of missing relevant articles due to database and human errors.

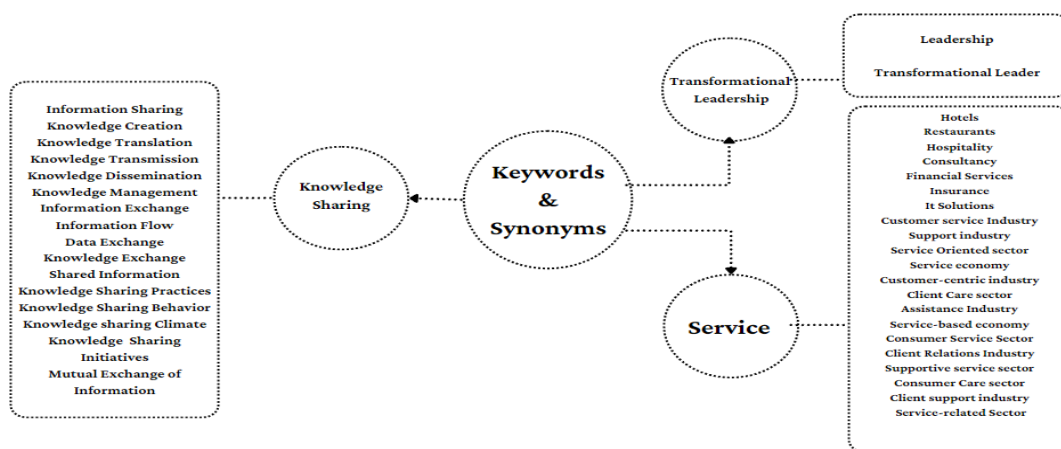
3.5.2. Keywords

It is important for a study to set specific parameters to make it feasible and focused on the topic of interest (Green et. al., 2006). At the same time, the search should be comprehensive enough to find all the relevant literature and narrow enough to focus on the study. This can be done by focusing on the primary topic or theme and turning it into a single word or combination of different words. Here, the study of the role of transformational leadership in knowledge sharing in the service industry is turned into Transformational Leadership, Knowledge Sharing, and the Service Industry.

For the study to be less biased as well as to generate a large pool of studies and not miss a significant study, several alternatives and synonyms are considered during the study selection process (Siddaway et al., 2019). The synonyms and alternatives for this study are demonstrated in **Figure 3**.

Figure 3

Keywords & synonyms



3.5.3. Search Strings

Compiling the synonyms of the keywords, the following are the study search strings used for this review paper:

String 1: ((“Knowledge Sharing” OR “Knowledge Transfer” OR “Knowledge Translation” OR “Knowledge Management” OR “Information Sharing” OR “Knowledge Sharing Behavior” OR “Knowledge Sharing Attitude”) AND “Transformation* Leader*”) AND (“Service*” OR “Hospitality” OR “Hotel*” OR “Restaurant*” OR “Fast Food Chain” OR “Hospitals” OR “IT Solutions” OR “Consultancy” OR “Financial Services” OR “Insurance” OR “Banking”)).

The search results received were limited in number due to the narrowed specification of the service industry. Thus, string 2 was run without specifying the service industry, aiming to receive a higher number of initial hits for the research and later a manual filtration was conducted.

String 2: (“Information Sharing” OR “Knowledge Creation” OR “Knowledge Translation” OR “Knowledge Transmission” OR “Knowledge Dissemination” OR “Knowledge Management” OR “Information Exchange” OR “Data Exchange” OR “Knowledge Exchange” OR “Shared Information” OR “Knowledge Sharing Practices” OR “Knowledge Sharing Behavior” OR “Knowledge Sharing Climate” OR “Knowledge Sharing Initiatives” OR “Mutual Exchange of Information” AND “Transformation* Leader*”)

Ultimately, the search string 2 led to a higher number of initial hits. This led to access to more relevant papers for the study compared to hits from String 1 (see **Appendix A**) and was further extracted from the chosen databases and uploaded to *Rayyan Software* for manual selection.

3.5.4. Selection Criteria

The clear guidelines for paper selection will assist in focusing on the research’s interest and include articles based on their relevance to the topic. Further, it eliminates biases by neglecting the agreement and disagreement of the author with the study (Templier & Paré, 2015). Exclusion criteria are set to eliminate irrelevant data sets. **Table 1** presents the inclusion and exclusion criteria that are considered for this study.

Table 1*Inclusion and exclusion criteria*

Domain	Include	Exclude
Subject	Knowledge sharing is influenced by transformational leadership and its outcomes in the service industry The antecedents or motivational factors for knowledge sharing	Knowledge Sharing in non-business contexts, like sharing of knowledge among the students
Context	Intra-organizational knowledge sharing	Inter-organizational knowledge sharing
Participants	Service Industry	Manufacturing Industry
Publication Venue	Peer-reviewed article	Editorial Book Chapters Report Dissertation Unpublished or gray articles Conference Papers Literature Review
Method	Empirical Mixed Methods Quantitative	Low or unknown measurements Qualitative Case Study
Language	English	Non-English study

3.5.5. Data Extraction and Synthesis

The data collected from different databases is compiled using *Rayyan software* to minimize probable human error and facilitate quicker data retrieval using technical tools. Initially, the duplicates were removed from the data sets. Second, some papers were excluded after closely considering the exclusion criteria, such as review articles, qualitative papers, unpublished journals, book chapters, reports, and articles other than English, to name a few. Subsequently, the remaining papers were screened by reading the abstract and keywords; irrelevant and unretrievable papers were then excluded from the study. Finally, the remaining papers were then taken for full text screening to see their relevance manually.

3.5.6. Quality Appraisal: Heuristic Evaluation of the Review Paper

Heuristic evaluation is a basic method used to assess the potential value of scientific papers (Nielsen, 1994). It involves assessing various factors, such as the reputation of the journal, the credibility of the authors, the number of citations, and the relevance of the chosen articles, to ensure they adhere to scientific principles. This evaluation process helps identify papers that offer reliable conclusions suitable for both academic and business contexts.

Scientific journal papers are articles presenting research results that have undergone peer review and publication by a third party, making them citable and ensuring real-time availability (Björk et al., 2009). Journal rankings from platforms like Scimago Journal & Country Rank (SJR) and impact factors from sources like Resurchify indicate that journals with higher quality and impact factors tend to publish higher quality papers. The journal's impact factor reflects its importance by calculating how often its articles are cited (Saha et al., 2003). Additionally, the journal's h-index, found on websites like SJR and Resurchify, indicates that the number of articles published in the journal is cited at least as many times as the number of articles (Cronin & Meho, 2006). Similarly, the Norwegian Center for Research Data has been considered to see the level of the articles, which were compared with Scimago Journal Rankings and articles in the 4th quartile were excluded from the study due to their lower quality ranking.

In heuristic evaluation, author screening is swiftly conducted to determine if they possess relevant experience and expertise in the focused research area. The h-index or i-10 index, of authors reflects the maximum number of citations received across all published articles, implying higher credibility in their specific research area (Hirsch, 2005). Authors' publication and citation records can be verified via their Google Scholar profile and their h-index using software like

Herzing's Publish or Perish. Similarly, the references included in the articles contribute to their reliability. Factors such as the quality, time range, and relevance of references to the topic enhance the paper's credibility and relevance to current trends in society.

The number of citations indicates the significance of a paper in the research arena, although recent publications may have fewer citations, which doesn't necessarily reflect their weakness. Furthermore, examining papers that cite the article can reveal if they belong to the same research field or if interdisciplinary research has been considered. In conclusion, a quick heuristic evaluation helped the authors select potential articles for review based on these considerations, which addressed biases and maximized the validity of the study (Kitchenham & Charters, 2007).

3.6. Reliability and Validity of the Study: Evidence of Trustworthiness

The trustworthiness of a qualitative study refers to the credibility, transferability, dependability, and conformity of the findings (Lincoln & Guba, 1985; Cope, 2014). Similar to this understanding, the concepts of reliability and validity aid in establishing the truthfulness and credibility of the findings (Neuman, 2014). Reliability simply describes the author's comprehensive documentation of the search and its transparency in replicability (Brocke et al., 2009), and validity refers to how accurately the review search will uncover the sources that the author wants to collect. Even though very few commonly accepted guidelines are present in the narrative literature review process (Baumeister & Leary, 1997), several attempts have been made to improve the paper's rigorousness by lowering the biases and subjectivity of the study (Cronin et al., 2008). For the study to be rigorous, it should include various principles and approaches that minimize bias and error in the review process. As per Templier & Paré (2015), this can be

met by focusing on the four major elements of the study, i.e., internal validity, objectivity, external validity, and reproducibility. These elements correspond to the trustworthiness criteria of credibility, confirmability, transferability, and dependability simultaneously (Lincoln & Guba, 1985).

3.6.1. Internal Validity

Internal validity represents the review process and its intention to describe the research (Whittemore et al., 2001). Internal validity also refers to credibility (Nowell et al., 2017). It is the soundness of the research carried out. For example, in the approach used to conduct the study, a narrative literature review was chosen to study the TL influence on KS, considering its motivational factors and performance outcomes at three different levels in the service industry. Similarly, the relevant keywords, including the synonyms, *, AND, or OR, are used in search strings to get more relevant results. Also, the search engines considered for the study, namely Scopus, WOS, and EBSCO Academic Search Complete, are the most popular databases for study in social science. In addition to maximizing the probability of finding relevant articles, backward and forward citations were carried out. The criteria for selecting articles were explicit and the exclusions were taken into account to get relevant papers to increase the internal validity of this research.

3.6.2. Objectivity

The findings of the review are solely based on the study's scope and are clearly interpreted as per the data without being biased (e.g., Nowell et al., 2017; Tobin & Begley, 2004). In order to minimize the bias, the strong protocols of SLR were followed, keeping track of the process and considering the inclusion and exclusion criteria. It is also equivalent to

confirmability, which entails justifying the process taken and providing evidence that leads to the research outcome (Johnson et al., 2020).

3.6.3. External Validity

External validity refers to the applicability of the findings in another context as well as the generalizability of the findings (Findley et al., 2021). It is also equivalent to transferability (Johnson et al., 2020), and the findings of this study can be generalized within a large population, for example, in diverse businesses within the service industry.

3.6.4. Reproducibility

The guidelines proposed to assess the quality of the literature review clearly listed the reproducibility of the review as a significant factor. When the research findings are consistent and repeatable, then the research is dependable and also equivalent to reproducibility (Lincoln & Guba, 1985). It states that the research must be replicable (Snyder, 2019) and that the procedure must be clearly described, including the precise keywords used, the search strings applied, the database taken into consideration for the study, the date and the number of hits received, and the explicit inclusion and exclusion criteria used for the study (Templier & Paré, 2015). In order to meet the requirement, all the essential steps are taken into account during this review process, helping to check if the findings will be the same in the case of replication (Schmidt, 2009).

3.7. Chapter Summary

The chapter outlined and fully described the methodology chosen in exploring the relationship between TL and KS, including the motivational factors mediating them and their outcomes. The choice of narrative synthesis, along with its pros and cons, is described, as are the search strategy, keywords and databases, clear inclusion and exclusion criteria, as well as the criteria for paper appraisals. The trustworthiness of the study is also well studied, considering

credibility and transferability, dependability, and confirmability factors that are also equivalent to the internal validity, external validity, reproducibility, and objectivity of the findings.

Chapter 4: Findings

4.1. Chapter Introduction

The result section presents thorough documentation of how the research articles were selected for this narrative review, including the details of search strings, keywords, and outcomes of searches, as well as an overview of all included studies. Further, it is presented in the bibliometric findings, which comprise the list of journals, keyword cluster, time period, industry, and geographic context of the included articles, and thematic findings, which are based on the research questions: *RQ1: How does transformational leadership influence knowledge sharing in the service industry?* and *RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?*

4.2. Findings Presentation

The findings presented from the data extracted have been divided into three categories: narrative review process, bibliometric findings, and thematic findings. The data extraction table has been provided in the appendix for the readers' reference (see **Appendix B**).

4.2.1. Narrative Literature Review Process

The following table provides a brief overview of the several steps taken in conducting the research.

Table 2*Explanation of narrative review process*

Step	Description of the process
1	The empirical papers were collected to answer two research questions: <i>RQ1: How does transformational leadership influence knowledge sharing in the service industry?</i> <i>RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?</i>
2	Three databases, namely Scopus, Web of Science (WOS), and Academic Search Complete (EBSCO), have been used to collect the relevant studies using the search strings. Further, backward and forward citations were carried out for the final full text paper, which led to the final inclusion of 30 empirical papers.
3	Search String 2: (“Information Sharing” OR “Knowledge Creation” OR “Knowledge Translation” OR “Knowledge Transmission” OR “Knowledge Dissemination” OR “Knowledge Management” OR “Information Exchange” OR “Data Exchange” OR “Knowledge Exchange” OR “Shared Information” OR “Knowledge Sharing Practices” OR “Knowledge Sharing Behavior” OR “Knowledge Sharing Climate” OR “Knowledge Sharing Initiatives” OR “Mutual Exchange of Information” AND “Transformation* Leader*”) resulted in a total of 992 hits from three databases (see Appendix A).
4	The inclusion and exclusion criteria explained in Table 1 were considered. A total of 30 studies were finalized after forward and backward citations.
5	The final 30 studies are further tabulated with the journal name, purpose of the study, and findings (see Appendix B)
6	Further clusters were made to answer RQ1 and RQ2, as explained in Chapter 4.
7	The findings from Chapter 4 are further discussed based on RQ1 and RQ2 in Chapter 5.
8	The final chapter concludes the study, including the limitations, recommendations to scholars, organizations, and fellow master students, along with the implications of the study.

4.2.2. Search Outcomes and Prisma Flow Diagram

The initial search was conducted on November 10, 2023, to see the number of relevant articles within the area of focus with search strings: *Knowledge Sharing AND Transformational Leadership* (see **Appendix A**). Considering the three highly relevant and different databases for social science studies: Scopus, WOS, and EBSCO, the initial hits were very limited, and the second search was conducted again on November 13, including synonyms for *knowledge sharing*

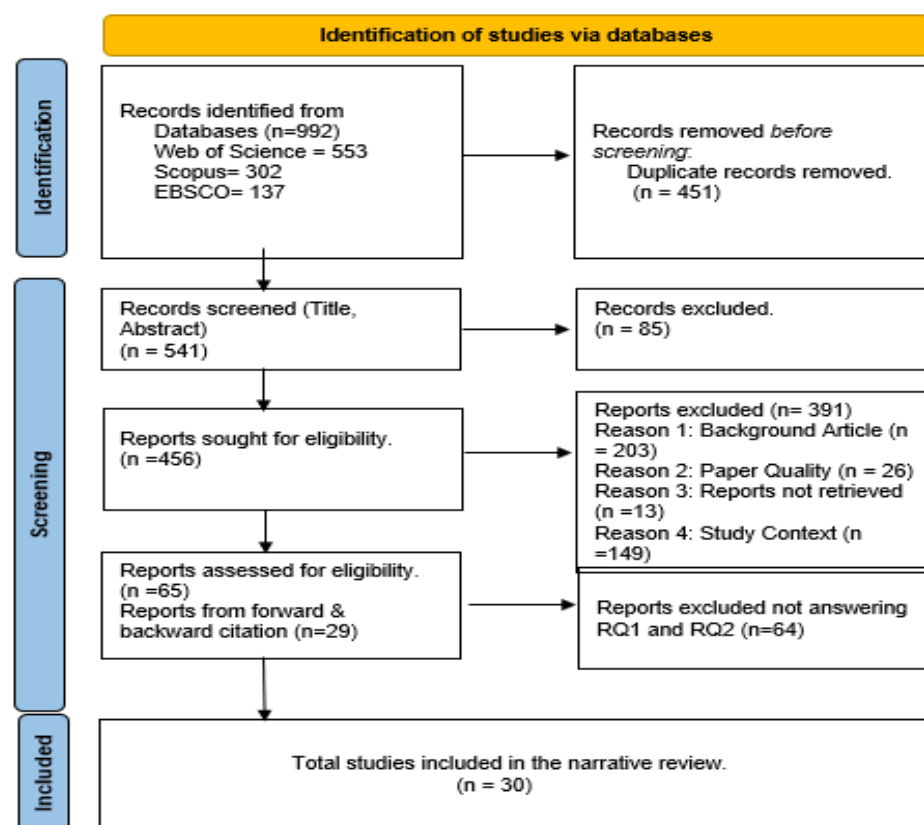
and *transformational leadership* as well as relevant keywords for *the service industry* to narrow down the study. This resulted in a lower number of initial hits and the final search was made without the synonyms for the service industry to not miss the relevant study with a larger number of data sets. The search string 2 (S2) : (“*Information Sharing*” OR “*Knowledge Creation*” OR “*Knowledge Translation*” OR “*Knowledge Transmission*” OR “*Knowledge Dissemination*” OR “*Knowledge Management*” OR “*Information Exchange*” OR “*Data Exchange*” OR “*Knowledge Exchange*” OR “*Shared Information*” OR “*Knowledge Sharing Practices*” OR “*Knowledge Sharing Behavior*” OR “*Knowledge Sharing Climate*” OR “*Knowledge Sharing Initiatives*” OR “*Mutual Exchange of Information*” AND “*Transformation* Leader**”) resulted in a large pool of hits and was further extracted and uploaded in the application tool, **Rayyan**. Further manual filtration was carried out considering the inclusion and exclusion criteria explained (see **Table 1**).

To reduce biases in this study, the two authors employed the ***Preferred Reporting Items for Systematic Reviews (PRISMA)*** flowchart to outline the methodology and present a summary of the included articles (Siddaway et al., 2019). **Figure 4** illustrates the initial retrieval of 992 articles from three databases: Scopus, WOS, and EBSCO. A total of 451 duplicates were identified and removed using **Rayyan software**, which also allowed the authors to independently decide on the inclusion or exclusion of articles. Subsequent screening of titles and abstracts led to the elimination of 85 articles. The dataset was then narrowed down to 456 articles for full-text review, distributed between two authors. Exclusions were made based on irrelevance to the topics of TL and KS, resulting in 232 articles being discarded. Additionally, 26 articles were omitted due to concerns over heuristics and methodological quality, such as reliability and validity, and journal impact factors. The context of 149 papers, being outside the service

industry, and the unavailability of 13 papers further reduced the pool. After a second full-text review by both authors, 35 papers were excluded for not addressing RQ1 or RQ2. Ultimately, 30 articles were selected for their relevance to at least one of the research questions or both, as presented in **Figure 4**.

Figure 4

PRISMA 2020 flow diagram: Data extraction procedure



4.2.3. Bibliometric Findings

A brief bibliometric analysis is conducted to provide insights into the publication trends, keyword usage, and geographical representation of the included studies for this research.

Figure 5 depicts the number of studies published each year for this review study. The quantity of studies varies noticeably throughout time. 2024 begins with two studies, which may

indicate that data collection is ongoing throughout the year. A modest drop is seen in 2023, with four studies. In 2022, there were five studies conducted. The peak was observed in 2021, with six studies. 2020 includes three research projects. From 2016 to 2019, there were consistently two studies per year, 2015 and 2014, each including one study.

Figure 5

Number of studies by year of publication

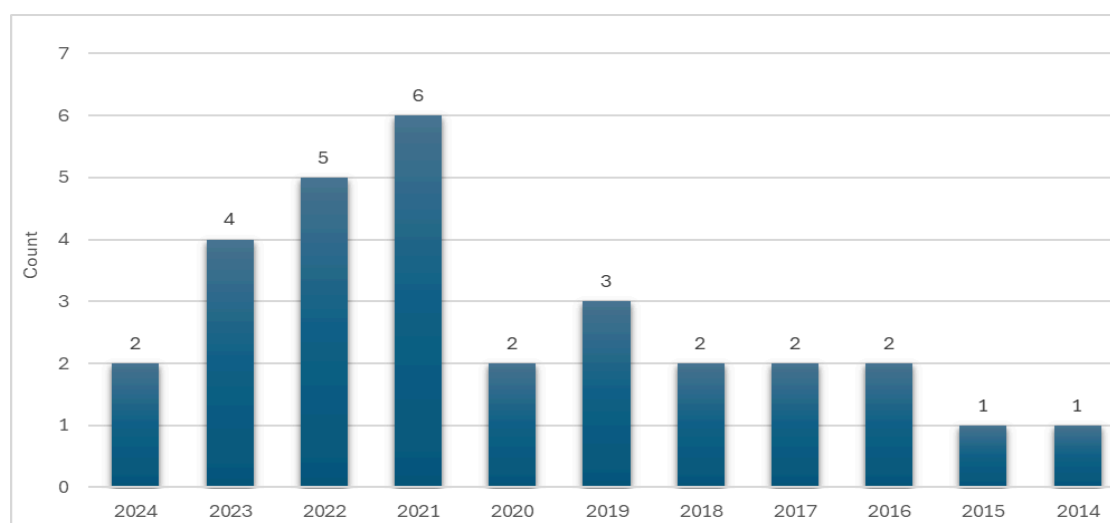


Figure 6 is the word cluster formed by using the application tool “*VOSviewer*” to visualize and construct the bibliometric network of the included 30 papers for this study. Understanding this visualization can help identify key areas of focus, prevalent themes, and potential directions for future research. The figure shows the biggest nodes of TL and KS, which represents them as the center of the review study. Similarly, innovation and leadership showing a significant size of node can interpret the higher frequency of paper focused on the concept. Next, the color of the clusters, such as green, red, blue, yellow, and orange, shows their area of focus and their interconnectedness. For example, the blue clusters show the study has connections between innovation, firm performance, organizational change, social learning theory (SCT), and others.

Similarly, the spatial connection between keywords in the cluster represents the level of strength and relationship between the concepts. The shorter the distance between the nodes, the higher the significance of the connection or the greater the frequency of the study. Also, the thicker lines between the nodes represent a stronger and more direct relationship; for example, the figure shows the shorter and thicker connection between TL and KS. Learning goal orientation (LGO), innovative work behavior (IWB), learning culture, etc. help form clusters and answers to RQ1 and RQ2. Whereas the lighter and smaller nodes, such as employee role identity, knowledge sharing reflection, etc., represent the lower frequency of study and probable lower significance to the study focus.

Figure 6

Word cluster generated via VOSviewer

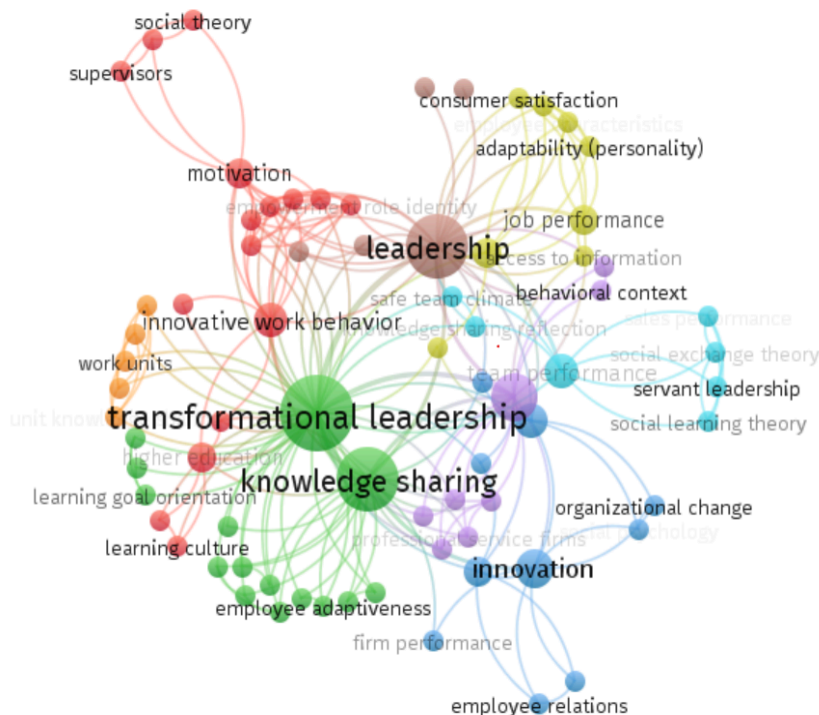


Figure 7 represents the list of journals and their frequency in the included review study. Most journals on the list have contributed one paper each to the review. This includes a range of

specialized publications such as the "Journal of Social Research", "Journal of Systems and Management Science", and "Journal of Service Theory and Practice", among others, reflecting the interdisciplinary nature of the topic.

Figure 7

Journals included in the study

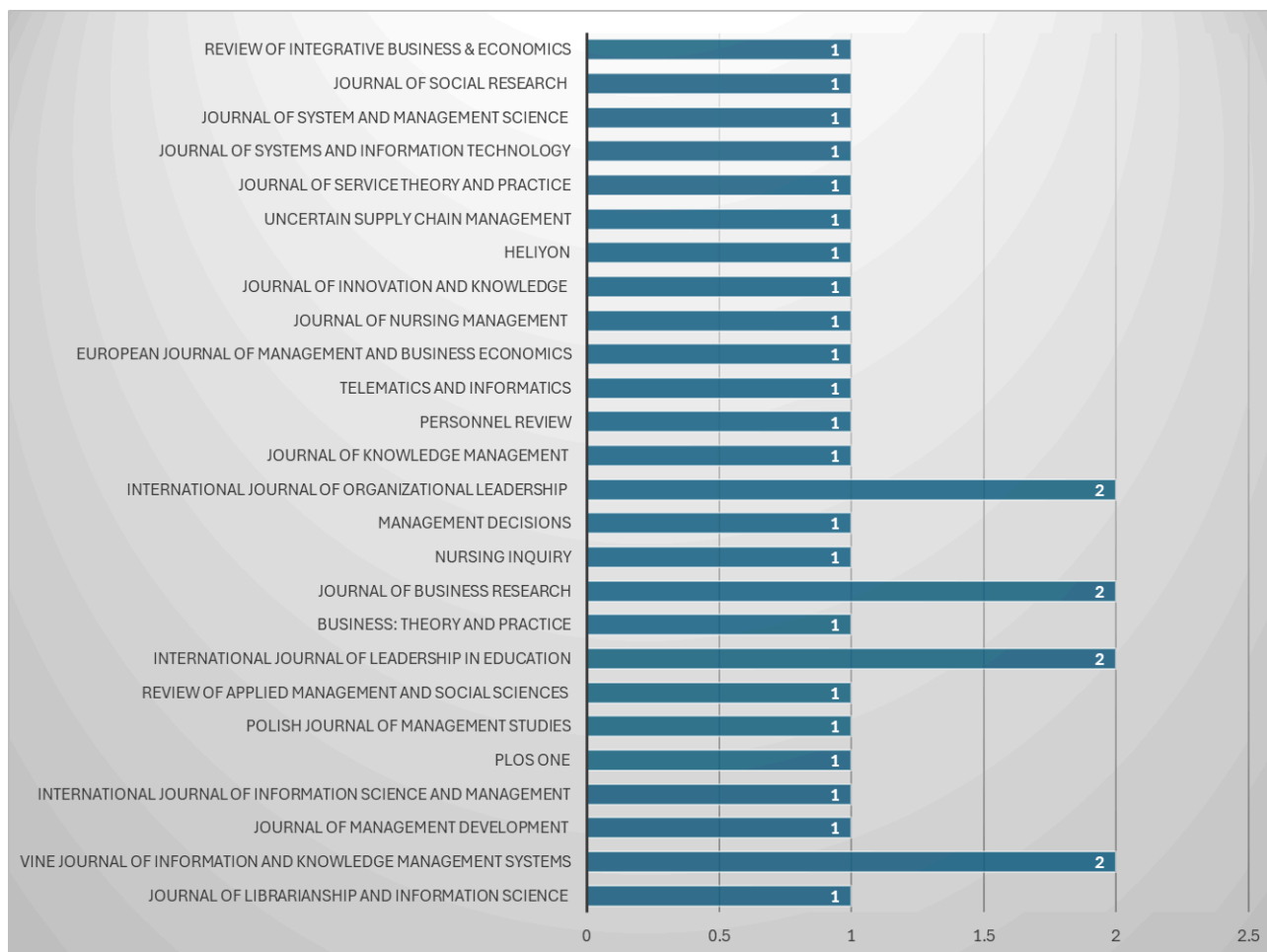
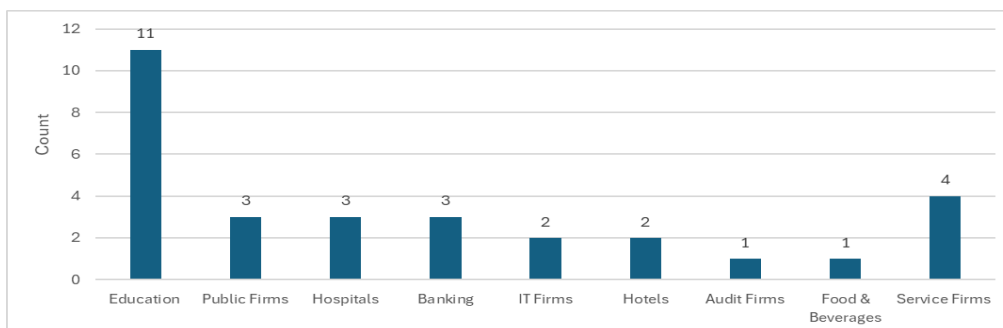
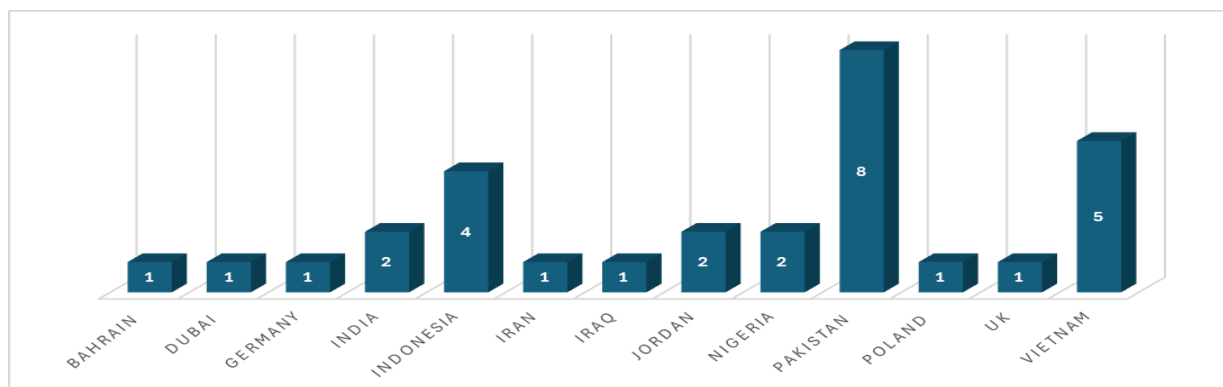


Figure 8 represents the industry distribution of the included studies within service organizations. With eleven articles examining its practices, the education sector stands out significantly, whereas other industries such as the public sector, hospitals, banks, and service firms have accounted for a remarkable frequency in the research.

Figure 8*Industry distribution of included studies*

The geographical representation of the included studies is illustrated in **Figure 9**. The highest number of studies were conducted in Pakistan. Both the UK and Vietnam have five contributions each. Following them is Indonesia, contributing four studies. A quarter of countries such as India, Iraq, Jordan, and Nigeria each offer a pair of papers, while Bahrain, Dubai, Germany, Iran, and Poland make more modest contributions with one study each. The assortment of papers across these nations might be influenced by the sheer amount of research they produce and how their studies align with the review's focus, as further explained in the results and discussion section of this study.

Figure 9*Geographical Representation of the included studies*

4.2.4. Thematic Findings

Considering the working conceptual framework for this study (see Figure 2), the study is further clustered into three themes, answering *RQ1: How transformational leadership influences knowledge sharing in the service industry ?* and *RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?* Themes 1 & 2; TL traits and motivational factors that influence KS in the service industry, respectively, answer *RQ1*, while theme 3, the performance outcomes of KS, answers *RQ2*.

4.2.4.1. Transformational Leadership Traits (TL Traits). Table 3 depicts the different components of TL traits that have an impact on KS. Among the 30 articles considered for this research, 4 highlight the impact of behavioral traits of TL on KS in service organizations (e.g., Al-Husseini et al., 2021; Sheehan et al., 2020; Ugwu, 2019; Masa'deh et al., 2016). According to Al-Husseini et al. (2021), all four TL components directly affect KS in Iraq's public education sector. All components affected KS, but *intellectual stimulation* and *individualized consideration* had the greatest impact. However, Ugwu (2019) discovered no effect of intellectual stimulation on KS in Nigerian university libraries. Moreover, Sheehan et al. (2020) utilized the theory *Conservation of Resources* (COR) and highlighted the significance of two ambient TL behaviors, i.e., idealized influence and inspirational motivation, in fostering innovation within work units in business service firms in the UK.

Contradicting the above, Masa'deh et al. (2016) found that there is no direct relationship between TL and KS in a study conducted between employees at the Higher Council of Youth in Jordan. However, there was a clear link between KS and transactional leadership when the theory of contingent rewards was taken into account. This theory says that members of an

organization shared information based on the benefits they were given, and the theory of management by exceptions says that members are told off if they do not follow the rules.

Table 3

Transformational Leadership Traits that impact knowledge sharing

Research Question	TL Traits	Correlation	References
<i>RQ1: How does transformational leadership influence knowledge sharing in the service industry?</i>	Idealized influence, inspirational motivation, intellectual stimulation and individualized consideration	Positive	Al-Husseini et al. (2021)
	Idealized influence and inspirational motivation	Positive	Sheehan et al. (2020)
	Idealized influence, inspirational motivation,	Positive	Ugwu (2019)
	Individualized consideration	Partial mediation	Ugwu (2019)
	Intellectual stimulation	Negative	Ugwu (2019)
	All Four traits	Negative	Masa'deh et al. (2016)

4.2.4.2. Motivational Factors. Table 4 depicts the different motivational factors of TL impacting KS. Among the 30 articles considered for this study, 18 have examined the relationship between motivational factors and TL and KS. Some of the motivational factors such as organizational learning, learning culture, safe team climate, psychological empowerment, introjected motivation, Knowledge self efficacy, creative self efficacy, organizational culture, learning goal orientation and cohesion, organizational identification are studied in the included papers as presented in Table 4.

Table 4

Motivational factors enabled by transformational leadership that impact knowledge sharing

Research Question	Motivational Factors	Correlation	References
<i>RQ1: How does transformational leadership influence knowledge sharing in the service industry?</i>	Organizational learning and culture:		
	- Organizational learning, Engagement and Social Support	No Impact Positive	Vu & Yazdani (2021)
	- Learning culture	Positive	Kucharska & Rebelo (2022)
	- Organizational culture	Positive	Mahmood & Khattak (2017)
	- Learning goal orientation and cohesion	Positive	Layaman et al. (2021)
	Self-efficacy:		
	- Knowledge self-efficacy	Positive	Hoang & Le (2024), Phung et al. (2019)
	- Creative self-efficacy	Positive	Mittal & Dhar (2015)
	Trust	Positive	Mahmood & Khattak (2017), Le & Lei (2018), Phung et al. (2019)
	Safe Team Climate	Positive	Anselmann & Mulder (2020)
	Introjected motivation	Positive	Chaman et al. (2021)
	Organizational Identification	Positive	Farheen et al. (2023)
	Person-organization fit	Positive	Sudibjo & Prameswari (2021)
	Technological:		
- Perceived ease of use	No Impact	Nguyen (2023)	
- Perceived usefulness	No Impact		
Organizational silence	Negative	Popoola (2021)	
Psychological Empowerment	Positive	Masood & Afsar (2017)	

Organizational learning and culture factors have shown to have a positive relationship between TL and KS (e.g., Kucharska & Rebelo, 2022; Mahmood & Khattak, 2017; Layaman et al., 2021), while organizational learning was found to have no impact on KS through TL (Vu and Yazdani, 2021). There exists an indirect relationship between TL and KS, mediated by a learning culture characterized by a positive learning climate and acceptance of mistakes as opportunities

for learning (Kucharska & Rebelo, 2022). Additionally, mistake acceptance was found to be moderated by gender, where it was found that the effect of TL on mistake acceptance is higher among females than that in males. Also, the tacit knowledge gained from mistake acceptance is reported more by males than females. Further, they observed that higher levels of TL corresponded to greater acceptance of mistakes within the learning culture, this denotes that TL creates a space where members feel psychologically safe to accept mistakes and learn from it (Kucharska & Rebelo, 2022). Additionally, TL, which is associated with trust and a non-punitive orientation, fosters a safe team environment that supports KS (Anselmann & Mulder, 2020). The study also concluded that TL style is significant in ensuring an empowered work environment for nurses. Furthermore, *Learning goal orientation (LGO)* along with *cohesion* prompted by TL impacts how individuals share knowledge within the organization (Layaman et al., 2021). TL fosters cohesive teamwork through intensive communication and KS, which enables effective task completion and also creates a process to promote continuing learning and creating new ideas. On the contrary, organizational learning and organizational commitment had no impact on KS through TL (Vu and Yazdani, 2021). Furthermore, the authors tested the moderation of engagement and social support on KS and indicated a positive relationship.

The second factor with higher frequency discussed among scholars on the topic is *self-efficacy* (e.g., Hoang & Le, 2024; Phung et al., 2019; Mittal & Dhar, 2015). Hoang & Le (2024) note that knowledge self-efficacy influences explicit KS more than tacit KS in university professors, possibly due to individual achievement priorities among Malaysian teachers. They believe that TL style inspires teachers by communicating clear goals, expressing high expectations for high-potential teachers to foster self-efficacy, stimulating intelligence, and providing individualized support to boost teachers' self-worth and problem-solving confidence.

Gender and working experience did not affect tacit or explicit KS. Similar to this, Phung et al. (2019) came to the conclusion that TL moderated the association between subjective norms, knowledge self-efficacy, trust, and KS in higher education. This suggests that a greater degree of TL both strengthens and moderates the relationship between the components and KS. Furthermore, KS moderated the association between creativity and self-efficacy and employee creativity in Indian IT firms, while TL supports *employee creativity and self-efficacy* (Mittal & Dhar, 2015).

Trust is another factor that has been studied in many articles (e.g., Mahmood & Khattak, 2017; Le & Lei, 2018; Phung et al., 2019). Trust, along with *knowledge self-efficacy* (Phung et al., 2019) and organizational culture (Mahmood & Khattak, 2017), have an impact on KS influence by TL in universities and healthcare, respectively. According to Le & Lei (2018), trust (both member and leadership trust) acted as a mediator in the indirect relationship between TL and KS, which was stronger than the direct relationship. In addition to this, it was found that TL had a greater indirect influence on knowledge donating than collecting. Another important discovery was that an employee's education level also has an impact on KS (Le & Lei, 2018), which is consistent with Suryanarayana (2023) finding that higher-educated employees perceive more KS concentration.

Introjected motivation was shown to have a favorable connection between ethical, transformative, and passive-avoidant leadership and KS (Chaman et al., 2021). In addition to introjected motivation, the autonomous environment created by passive-avoidant leadership, as well as TL and ethical leadership, encourages employees to socially interact and accumulate knowledge for innovation. Passive-avoidant leadership occurs because they avoid taking responsibility, resulting in employee autonomy.

Organizational identification (Farheen et al., 2023) and *person-organization fit* (Sudibjo & Prameswari, 2021) are other interesting factors influencing KS. When an employee considers themselves to be part of the organization (Farheen et al., 2023), TL has a stronger impact on them, which results in a stronger impact on KS, as well as when managers effectively articulate and convert visionary values that resonate with employee's own values, which results in person-organization fit (Sudibjo & Prameswari, 2021).

Masood & Afsar (2017) validated a positive correlation between TL and *psychological empowerment*. This correlation is particularly stronger when nurses express a desire for empowerment to take on new responsibilities and roles; psychological empowerment boosts intrinsic motivation and KS among nurses. In addition, empowerment role identity moderates the relationship between TL and psychological empowerment. The study also indicates that not all nurses feel the same level of empowerment because they see their role differently, and thus leaders should gradually help those with low empowerment feel more confident and significant in their job.

Nguyen (2023) conducted a study on *technology-mediated knowledge sharing* (TMKS), which includes KS through platforms like Microsoft Teams or Zoom in an organization. The research identified two components—perceived ease of use and perceived usefulness—that motivate individuals to engage in TMKS in professional service firms. TL shows no significant impact on both factors. Furthermore, the study implied that in the presence of TL, females typically believed they were less able than their male counterparts to adjust to changes in technology. Furthermore, Popoola (2021) contends that *organizational silence* and transformational leadership are negatively correlated. By encouraging an environment of organizational communication that encourages tacit knowledge transfer among members, it was

suggested that TL might break the organizational silence in university libraries in Nigeria.

Organizational silence has consequences for job dissatisfaction, a lack of commitment, and poor information sharing (Popoola, 2021); however, TL can help eradicate this and encourage KS.

4.2.4.3. Performance Outcomes. Table 5 depicts the performance outcomes of KS enabled by TL at different organizational levels.

Table 5

Performance outcomes of knowledge sharing in three different levels

Research Question	Level	Performance Outcomes	References
<i>RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?</i>	Individual Outcomes	Employee Performance	Yas et al. (2023), Layaman et al. (2021), Vu & Yazdani, (2021), Setiawan, (2023)
		Job Performance	Ugwu, (2019), Masa'deh et al. (2016)
		Innovative Work Behavior	Farheen et al. (2023), Masood & Afsar, (2017), Afsar et al. (2019), Suryanarayana, (2023), Rafique et al. (2022), Sudibjo & Prameswari, (2021), Phung et al. (2019), and Sharif et al. (2024)
	Group/Team Outcomes	Employee Creativity	Mittal & Dhar, (2015)
		Unit Innovation	Sheehan et al. (2020)
	Organization Outcomes	Team performance (includes Team innovativeness and team effectiveness)	Anselmann & Mulder (2020)
		Organizational innovation	Nguyen (2023)
		Organizational innovativeness (market and process)	Kucharska & Rebelo (2022)
		Product and process innovation	Al-husseini et al. (2021), Elrehail et al. (2018)
		Organizational Performance	Birasnav, (2014), Hariputra et al. (2023), Masa'deh et al. (2016), Lashari & Rana (2018)
Audit Quality	Mohassel et al. (2023)		

4.2.4.3.1. Individual Level Performance. Half of the studies investigated employee performance at the individual performance level (e.g., Yas et al., 2023; Layaman et al., 2021; Vu

& Yazdani, 2021; Setiawan, 2023). KS mediates the relationship between three strategic leadership styles (TL, transactional, and charismatic leadership) and *employee performance* in the public sector of the United Arab Emirates (Yas et al., 2023). Layaman et al. (2021) confirm that the mediation of KS between TL and employee performance has a higher positive significance than a direct relationship and cohesion is another element that TL fosters for higher performance. TL builds a working group that instills the personal values of employees through individualized consideration and is internalized, cooperated with, and harmonized by the TL's vision, which creates collective vision and cohesion among employees. Cohesion brings stronger ties among employees and results in KS voluntarily and consciously (Layaman et al., 2021). This team coordination increases the job performance of an employee. Further, employees with learning intention are motivated to learn and develop knowledge and skills for themselves as well as among their colleagues, which ultimately improves skills and increases employee performance (Layaman et al., 2021). This is also in correspondence with the study conducted by Vu & Yazdani (2021) in the higher educational sector in Vietnam, which found that TL shapes the learning culture where KS is encouraged, thereby enhancing individual academic performance and efficiency as well as the reputation of the organization.

Job Performance is another performance outcome studied at the individual level. Ugwu (2019) confirms that TL and Knowledge Management (KM) has positive association with job performance, where job performance is further categorized into task (technical performance) and contextual performance (social and psychological core of the organization) The findings of this study revealed that TL behaviors of idealized influence, inspirational motivation, and individualized consideration are predictors of job performance in Nigerian libraries. Likewise, KS and TL mediated lecture performance in Indonesia's higher education sector (Setiawan,

2023). Contrary to the above findings, Masa'deh et al. (2016) showed a negative correlation between TL and KS, but supported transactional leadership with KS.

The majority of the study was focused on studying the *innovative behavior of an employee (IWB)* (e.g., Farheen et al., 2023; Sharif et al., 2024; Mittal & Dhar, 2015; Masood & Afsar, 2017; Rafique et al., 2022; Sudibjo & Prameswari, 2021; Phung et al., 2019). Several studies confirm the direct and positive relationship between TL and IWB of an employee (Farheen et al., 2023; Masood & Afsar, 2017), contradicting the findings of Sharif et al. (2024) & Sudibjo & Prameswari (2021), where direct relationships are not supported. Additionally, the mediational role of KS in between TL and IWB is supported (e.g., Farheen et al., 2023; Sharif et al., 2024; Suryanarayana, 2023; Sudibjo & Prameswari, 2021; Afsar et al., 2019). *Learning goal orientation (LGO)* moderated the relationship between KS and IWB as employees with learning intentions prioritized acquiring new knowledge, skills, learning from colleagues, building self discipline, participating in new projects and resulting in innovative work behavior (Farheen et al., 2023). Similarly, *voice behavior (VB)* was found to be appreciated by TL rather than other ethical or abusive leaders. *Leader-member exchange (LMX)* built between front line employees and TL, as well as knowledge sharing behavior (KSB) fostered by TL, show a positive relation to the IWB of a frontline employee in the hotel industry in Pakistan (Sharif et al., 2024). The study also claims that KSB holds the strongest power compared to LMX and VB to flow innovative ideas between TL and employees and it suggests having KS and a reliable social exchange system among employees for better IWB. Intrinsic motivation, along with trust in leaders, created a favorable environment for KS and resulted in IWB among nurses (Masood & Afsar, 2017). In addition, the individualized consideration traits of TL on employees help in *job crafting* behaviors where employees are engaged in increasing their own structural, social, and

job resources, thereby leading to increased learning, development, and responsibility and creating an environment for IWB (Afsar et al., 2019).

TL's encouragement of a creative work environment leads to higher *creative self-efficacy* in employees, which results in higher *employee creativity* and serves as a sustainable competitive edge amid the growing competition among the IT industries in India (Mittal & Dhar, 2015). Aligning with the findings of Mittal & Dhar (2015), Rafique et al. (2022) suggest that employees engaged in KS are more curious and willing to challenge themselves, which will help them overcome traumatic situations like job stress during pandemics and thereby contribute innovative solutions during crises. Thus, organized and continuous KS will lead to IWB (Rafique et al., 2022; Phung et al., 2019). Similarly, TL's positive effect on *person-organization fit* in both primary dimensions (personal needs & goals of employees) and second dimensions (compatibility between employee competencies and job requirements) increases KSB and leads to an increase in IWB among teachers (Sudibjo & Prameswari, 2021). In addition to filling the research gap, Phung et al. (2019) studied the environmental (subjective norms and trust) and personal factors (knowledge self-efficacy, enjoyment in helping others) that influence KSB and KS intention, further contributing to IWB. The study supports that the greater the willingness to share knowledge, the better the IWB of employees. The strong impacts of *knowledge self-efficacy, trust, and subjective norms* in KSB are found to be true, but psychological ownership of knowledge was found to be insignificant to KSB.

4.2.4.3.2. Team Level Performance. Two studies out of 30 have studied the performance at the team level (e.g., Sheehan et al., 2020; Anselmann & Mulder, 2020). Unit-level TL creates a KS climate and helps in attaining *unit level innovation* (through internal-to-unit knowledge sharing) among business services in the UK (Sheehan et al., 2020). The study has utilized

conservation of resources (COR) to frame the traits of TL-idealized influence and inspirational motivation. According to their study, COR is based on not only the amount of resources available but also on how it is perceived. This helps explain why team members are able to manage their own resources under the influence of good leadership and a culture of KS in their unit. Through this, members are likely to experience a positive gain spiral that enhances their beliefs about opportunity, capability, and autonomy to achieve innovativeness (Hobfoll, 2011, as cited in Sheehan et al., 2020). Furthermore, the unit knowledge sharing climate (KSC) is linked to internal unit knowledge sharing (IKS), which represents a collaborative environment to work for a common purpose where employees feel energized to communicate and agree with the expectations of the team. Sheehan et al. (2020) also fill in the gaps in research by looking at the dual role of unit KSC and internal to unit IKS in the relationship between TL and unit innovation. The results show partial mediation, which implies that TL traits have a direct and significant relationship with unit innovation and also through KSC and internal to unit knowledge sharing. The study suggests that creating positive norms of KS can yield more significant benefits. Managers are suggested to create strategies and tactics to employ such norms, as it is comparatively easier at the unit level due to the less expansive and flat hierarchical structure (Sheehan et al., 2020). Similarly, the team-level study by Anselmann & Mulder (2020) supported that TL fosters a safe team climate, which enhances learning and improves team performance. *Team performance* is studied in terms of team effectiveness and innovativeness, which measure the high-quality performance that satisfies customers and team members and the innovativeness of the introduction of new ideas.

4.2.4.3.3. Organizational Level Performance. Al-Husseini et al. (2021) & Elrehail et al. (2018) studied the relationship between TL, KS, and *organizational innovation*, where innovation is studied into *product innovation* (new product development to achieve goals measured in profitability and diversity, the number of products, speediness in innovation) and *process innovation* (new ways of delivering service, new equipment, and constantly updated information). Findings in Al-Husseini et al. (2021) also suggest that all four components of TL indirectly enhance product and process innovation by creating an organizational culture that supports KS in the higher education industry in Iraq. But contradicting most of the study, the results show that the indirect effect (0.493) of TL on innovation via KS has higher significance than the direct effect (0.295) of TL on innovation at the 5% level. Elrehail et al. (2018) also studied authentic leadership in addition to TL, but the findings show that authentic leaders do not have a significant relationship neither with KS nor with product or process innovation in the higher education institutions of Jordan.

Kucharska & Rebelo (2022) suggest that Tacit Knowledge Sharing (TKS) influences both internal, also known as process innovation (scientific, educational, and administrative), and external, as product innovation (qualified graduates, desire novelty of research) of Polish higher education institutions. The study confirms that the higher the intensiveness of internal innovation (methods of work), the better the outcome of external innovation (effects of work). Further, *change adaptability*, described as an organizational learning mode to swiftly change strategies according to the market to gain competitive advantages through innovativeness, mediates the relationship between TKS and organizational innovation (internal and external).

Contributing to the research gaps in studying the KS via technology or the tendency of knowledge lurking through technology, Nyugen (2022) highlighted the Technology Acceptance

Model (TAM) and studied the relationship between TL and *technology mediated knowledge sharing (TMKS)*. The study focused on the perceptions of employees regarding ease of use and perceived usefulness of TMKS for their job improvement, interplaying with gender differences. The findings show a positive relationship between TL and TMKS, and TMKS further results in organizational innovation. All the employees were skilled enough to use technology, and the perceived ease of use did not moderate the impact of TL on TMKS. Surprisingly, the study confirmed that females, in comparison to males, have difficulty overcoming psychological persistence for TMKS even in the presence of high TL.

Among the tactical KM processes, only knowledge applicability showed a partial mediation role between TL and *organizational performance (OP)* after controlling the transactional leadership factors (Birasnav, 2014). The study by Lashari & Rana (2018) showed a partial mediation of the KM process (both KS and knowledge acquisition) between TL and OP. Masa'deh et al. (2016) provide evidence that improving employee task performance overall, reducing employee turnover, and promoting best behavior all increase organizational performance. These results from Hariputra et al. (2023) agree with those of other authors (e.g., Birasnav, 2014; Masa'deh et al., 2016). They show that KS acts as a bridge between TL and the performance of small and medium-sized businesses in Indonesia's food and drink industry.

Quality is one of the non-financial measurement tools for performance (Kaplan & Norton, 2001). However, only one of the review papers studied the quality of service of audit firms in Iran (e.g., Mohassel et al., 2023). The study shows that both servant leadership and TL have a positive impact on audit quality through KS. It also confirms that the impact of TL is higher than that of servant leadership, as it only serves its followers and gives individual autonomy, while TL engages and leads the team toward organizational goals.

4.3. Chapter Summary

The findings were presented based on bibliometric and thematic analysis. The bibliometric analysis provided a discussion on the basis of geographical distribution, wide journals, and industry distribution, summarizing the wide scope of the context as well as its limitations. The thematic analysis presents the differences in the TL trait components, the different motivational factors such as trust, knowledge self efficacy, psychological empowerment, safe team climate, and their impact on performance at different organizational levels (individual, team, and organizational).

Chapter 5: Discussion

5.1. Chapter Introduction

This chapter discusses the findings synthesized in the previous chapter. To answer two research questions: *RQ1: How does transformational leadership influence knowledge sharing in the service industry?* and *RQ2: What are the performance outcomes of knowledge sharing enabled by transformational leadership at different organizational levels (individual, team, and organizational)?*.

The narrative review's empirical results are further categorized in terms of the article's context and scope, transformational leadership traits, motivating variables, and performance.

5.2. Article Context and Scope

The publications included in this research are limited to the past decade, despite searching without any restrictions on the publication year. This suggests that there was less research conducted on knowledge sharing (KS) in service-oriented organizations, including hotels, hospitals, restaurants, and educational settings, before 2014. Nevertheless, there has been a recent upsurge in the number of researchers who are interested in researching KS in these kinds of organizations, and the articles published in interdisciplinary journals demonstrate the scope of the study. Furthermore, the study reveals that nearly one-third of the articles included were from educational institutions, such as universities and libraries, while the remaining three thirds were from the public sector. It is worth noting that the organizational structure and job routines in the public sector differ significantly from those in profit-oriented businesses, such as hotels, banks, and business firms. Nevertheless, other industries such as banks, IT businesses, hotels, business enterprises, and hospitals, which collectively surpass the education and public sectors in terms of paper quantity, could potentially have a significant impact on the author's contribution to the generalization of profit-making organizations. In addition, the study has a broad geographical

representation, including Africa, Europe, and Asia. Thus, it is important to exercise caution when generalizing the research findings, as more than a third of the study was done in an Asian context. According to Hofstede (1986), significant disparities arise because of cultural differences in masculinity, individualism, uncertainty avoidance, and power distance. Similarly, a different approach to leadership is preferred in different cultural contexts. For example, in a strongly collectivist culture, human interactions are generally prioritized (Zhao et al., 2016) compared to an individualist culture. Therefore, it requires a careful interpretation of the findings.

5.3. Transformational Leadership (TL) Traits

The four essential components of transformational leadership; *idealized influence*, *inspirational motivation*, *individualized stimulation*, and *intellectual stimulation*, were in-depthly examined in only four empirical publications included in this study. The *idealized influence* attributes of transformational leadership (TL) appear to hold greater importance across various study situations, as they involve effectively communicating a clear vision to employees and promoting KS. Despite this, there are no clear patterns or trends to be found because of the contradicting results that *intellectual stimulation* does not have significance in KS (Ugwu, 2019), which aligns with the findings from Agyemang et. al. (2017) and contradicts the findings of Popoola (2021) & Fauji & Utami (2013), which supported the significance of intellectual stimulation traits in KS. Thus, there is a need for future studies to investigate the differences.

On the other hand, the fundamental characteristics of transactional leadership, such as rewarding and managing exceptions, played important roles in KS. Masa'deh et al. (2016), however, found that TL traits had little to no impact on KS. Furthermore, many leadership styles, including servant leadership (e.g., Mohassel et al., 2023), ethical leadership, and

passive-avoidant leadership (Chaman et al., 2021), together with TL, all demonstrated significant contributions to KS. This suggests that leadership characteristics do not always influence KS in the presence of motivational factors, because contextual factors like different cultures, organizational structures, and job responsibilities might play a role in determining the successful influence of leadership on KS (Abbasi & Dastgeer, 2018). Therefore, the leadership style should be adapted to the specific circumstances of an organization, considering its culture and the nature of the job responsibilities. This also fits with the leadership ontology proposed by Drath et al. (2008), who stated, that the Direction, Alignment, and Commitment (DAC) leadership ontology can be used anywhere, even where there are different cultures, because it allows teams to work together through shared beliefs, culture, and practices. DAC states that it is possible to integrate DAC across cultural differences if all group activities are intended to produce either direction, alignment, or commitment.

5.4. Motivational Factors

This study examines the motivational factors impacted by TL that enable the development of a knowledge-sharing culture within an organization. Despite the direct association between TL and KS (e.g., Vu & Yazdani, 2021), the existence of motivational factors amplifies the strength of this relationship (e.g., Kucharska & Rebelo, 2022).

According to organizational learning theory (OLT), both the *organization's culture* and its climate for learning cater to KS environments (Garvin, 1993). For example, KS can be improved by fostering an environment that is conducive to learning and engagement, supports creativity, and is open to mistakes (e.g., Kucharska & Rebelo, 2022; Mahmood & Khattak, 2017; Vu & Yazdani, 2021; Layaman et al., 2021). The *psychological safety environment* that leaders foster and the culture of error acceptance improve opportunities for learning and KS (Kucharska

& Rebelo, 2022). According to a gender comparison on mistake tolerance, women experienced a stronger impact of TL on their tolerance for mistakes than men. On the other hand, men are more likely to share tacit knowledge after accepting a mistake than women are. A post hoc hypothesis was developed in the same study by Kucharska & Rebelo (2022) that the findings are due to lower self-esteem among women. Several other moderating factors for mistake acceptance, like industry and national culture, are proposed, and these results are in line with research conducted on the IT sector in the US and Poland (Kucharska et. al., 2022). Additional factors like hierarchy and maturity also moderate mistake acceptance Kucharska and Rebelo (2022). However, both genders have increased mistake acceptance when TL is present. This suggests that a culture of high mistake acceptance and strong TL promotes learning and KS, which in turn inspires employees to be creative. TL facilitates employee learning and growth through inspiration or role modeling (Bligh et al., 2018). Interestingly, transactional leadership styles based on reward also have the same effects on learning from mistakes, promoting avoiding making mistakes (Bligh et al., 2018). Thus, in order to promote a learning culture that enables KS, it is crucial to give priority to the adoption of leadership styles that are favorable to a varied workforce, structure, industry, and culture. On the contrary, TL was found to have an insignificant effect on KS with the mediation of *organizational learning and commitment*; instead, there was a positive influence of the moderation of engagement and social support on KS (Vu and Yazdani, 2021). This implies that, in an environment with increased *engagement and social support*, an increase in KS is anticipated. The different results might be because of differences in cultural settings (Zhao et al., 2016). For example, Kucharska & Rebelo (2022) and Vu and Yazdani (2021) were done in eastern European and southeast Asian cultures, respectively.

The findings also point to the significance of *knowledge self-efficacy* and *creative self-efficacy* in the role that they play in moderating the connection between KS and TL. According to Bandura (1982), the social cognitive theory proposes that the expectations of outcome and the relevance of self-efficacy are factors that play a significant role in the motivations that drive human actions. For instance, the TL traits of clear communications on goals, high expectations for individuals' performance, as well as individualized support to solve problems and acting as an *idealized influence* for creativity, all contribute to the development of both knowledge self-efficacy and creative self-efficacy (e.g., Hoang and Le, 2024; Phung et al., 2019; Mittal and Dhar, 2015). The fear of losing status, facing judgment, and a lack of interpersonal trust among teachers are factors that hinder KS behavior (Zeinabadi & Abbasian, 2022). However, knowledge self-efficacy practice promotes explicit KS more than tacit KS by facilitating better reflection on beliefs and assessments of people's abilities, which in turn inspires teachers to share their knowledge and skills (Hoang and Le, 2024).

The *cohesion* of a group fosters a social capital network in which personnel prioritize common goals and a shared identity over personal benefits (Wenger, 1998), resulting in intrinsic KS. For instance, the leadership traits of effectively expressing and transforming visions by connecting with the values of employees create a sense of teamwork, belonging, and shared identity. This facilitates active social networking and promotes the development of both explicit and tacit knowledge towards a shared objective (e.g., Farheen et al., 2023; Sudibjo & Prameswari, 2021). In addition, the existence of TL mitigates *organizational silence* through the facilitation of a community of practice (CoP) that promotes the exchange of knowledge among staff members and increases employee satisfaction (Popoola, 2021).

Employees who possess a strong sense of optimism and hold positive attitudes regarding the utility of technology, while also receiving support and encouragement from their leaders, remain unaffected by changes in technology-based KS (Nguyen, 2023). Conversely, employees who have a low perception of the usefulness of technology and feel pressured by their leaders do not participate in KS. As a result, the EVT suggests that the TL traits of *idealized influence* and *intellectual stimulation* should increase faith in the value of sharing and networking to encourage KS (Lin, 2007). Additionally, previous studies (e.g., Nguyen & Malik, 2022; Faqih & Jaradat, 2015) have supported the reluctance of females to adopt and accept technology (Nguyen, 2023).

Additionally, TL traits naturally promote KS due to the competence and autonomy gained through *psychological empowerment* (e.g., Masood & Afsar, 2017). However, both servant and passive avoidant leadership promote autonomy, which contributes to KS (Mohassel et al., 2023). Furthermore, the influence of introjected motivation in KS is facilitated not only by TL but also by ethical and passive avoidant leadership styles (Chaman et al., 2021). Whereas authentic leadership practices show no significance to KS (Elrehail et al., 2018). Thus, it can also be discussed that KS is a collective process, and the achievement of KS culture through one ideal leadership style might not be realistic; rather, this should be rooted intrinsically in each member to make it sustainable with or without the leadership. This can be achieved through the DAC ontology of leadership, which emphasizes that leadership is not solely about individual leaders but emerges from the interaction of beliefs and practices at the collective level (Drath et al., 2008). Further, direction, alignment, and commitment are the results obtained through organizational learning and team development when working together as a collective.

5.5. Performance Outcomes

5.5.1. Innovation

5.5.1.1. Innovation at the Individual level. *Trust* plays a crucial role in motivational theories, particularly in understanding how individuals are driven to indulge in innovative work behaviors (Kmieciak, 2021). According to SET (Blau, 1964), trust is a key factor in establishing mutually beneficial relationships between individuals and their social environment. When individuals consider their leaders to be trustworthy, the willingness to voice their opinions and share information comes naturally (Masood & Afsar, 2017). As Chughtai (2022) presented, this trust creates a foundation for psychological safety. Furthermore, according to SDT, *intrinsic motivation* and trust are closely related (Deci & Ryan, 1985). For instance, when individuals perceive a high level of trust in their work relationships, they are more likely to experience autonomy, competence, and relatedness—three fundamental psychological needs that drive intrinsic motivation (Ryan & Deci, 2000). Additionally, *the trust and autonomy* provided by leaders let individuals embrace challenges and make their own decisions. For example, Ibrahim et al. (2014) found that nurses in autonomous work environments demonstrated higher levels of psychological empowerment. Masood & Afsar (2017) further investigated this and found that individuals are better able to voice their opinions, share experiences, and disseminate useful information with others. As a perk of psychological empowerment, this leads to *innovative work behavior*. Also, stressing that people can relate to the organization and share common goals can lead to organizational identification (Farheen et al., 2023) and personal-organization fit (Sudibjo & Prameswari, 2021). This has been shown to boost innovative work behavior at the individual level through KS. This suggests that employees highly value elements like *empowerment*,

shared goals, and trust. In such a culture and environment, they cooperate and disseminate information more effectively, improving innovative performance at the individual level.

One interesting finding from the articles was that Rafiquea et al. (2022) found a positive correlation between *job stress* and innovative work behavior. This means that when people are stressed at work, they are more likely to be innovative at work. The pressure of a job makes individuals more tolerable and capable of taking on challenges, which often results in creativity (Bani-Melhem et al., 2020). Montani & Stagliano (2022) presented evidence of a negative relationship between the two, which was in opposition to the theory. This makes it essential to acknowledge the nuances in this relationship because the effect of job stress may vary depending on factors like work environment, industry, or the type of stress being experienced (Rafiquea et al., 2022). This highlights how challenging it is to understand how organizational environments and personal psychological factors interact to drive innovation even in the presence of KS.

5.5.1.2. Innovation at the Team Level. Motivational factors have an impact not only on individual behaviors but also on team and organizational performance. A *safe team climate* is when individuals feel safe enough to take risks, mutually trust each other, and collaborate without fear of facing negative consequences (Anselmann & Mulder, 2020). Moreover, a safe team climate not only promotes innovation but also enhances *team effectiveness*. Studies have shown that teams characterized by trust, respect, and psychological safety are better able to collaborate, problem-solve, and achieve their goals (Edmondson & Lei, 2014). This climate of *psychological safety* fosters open communication, idea sharing, and experimenting within teams (Edmondson, 1999). Furthermore, Anselmann & Mulder (2020) have highlighted that TL positively influences an empowering work environment to yield better team performance. However, the study discovered no association between KS and *team performance* (effectiveness

and innovativeness) and explored how work and process reflection affect team performance. In contrast, previous studies have examined the positive relationship between KS and team performance (e.g., Jamshed & Majeed, 2019; Mesmer-Magnus & DeChurch, 2009). Furthermore, Sheehan et al. (2020) also indicated a positive relationship between unit KS and *unit innovation*. Thus, the disparity provides an opportunity for further investigation into the relationship between KS and team performance.

5.5.1.3. Innovation at the Organizational Level. Research conducted by Kucharska & Rebelo (2022) sheds light on the significant impact of innovation on *organizational performance* through a learning culture where change adaptability is encouraged in higher education. By fostering an ongoing culture of learning, cooperation, and innovation, the organizational learning theory promotes change adaptability. As a result, individuals can flourish in dynamic settings and adapt well to changing opportunities and challenges. *Change adaptability* not only acts as a potent mediator between tacit knowledge and *innovativeness* (both internal and external), but Kucharska & Rebelo (2022) also suggested that the *internal innovation process* plays a crucial role in influencing the performance of external innovation and emphasize the necessity for organizations to prioritize and maximize their internal innovation efforts.

5.5.2. Quality

TL showed both a direct and indirect impact on audit quality through a safe team environment and psychological security, indicating the need for safety for improved service quality. However, servant leadership has direct influence on KS through public service motivation and corporate social responsibility, resulting in improved audit quality for the audit firm (Mohassel et al., 2023). Furthermore, Mahmood and Khattak (2017) attempted to

investigate how KS affected service quality, but they were unable to provide an analysis of the findings. Although they looked at how *trust* and *organizational culture* affected KS in hospitals, they were unable to find evidence of how these factors affected service quality. The fact that only one study looked at the relationship between leadership, KS, and overall service quality confirms a research gap that needs further investigation.

5.5.3. Performance Outcome Distribution

There has been a lot of focus on studying innovation, which affects an organization's financial performance; however, there is still a knowledge gap regarding how KS enabled by TL affects other factors like profitability, revenue, sales growth, etc. On the other hand, the non-financial aspects of performance, which are more subjective, seem to be getting equal or rather more attention at all levels of the organization. As mentioned earlier in the study, this could be because employees represent the company's service, making the service quality transparent for the customers to perceive (Prajogo, 2006); thus, more emphasis is given to improving employee performance, satisfaction, growth, and creativity that will greatly impact the overall non-financial performance of the firm.

5.6. Chapter Summary

Chapter 5 classified empirical findings according to the article's context and scope, TL traits, motivational factors, and performance outcomes. The article's context and scope indicate a recent increase in study focus on KS inside service-oriented organizations, namely in the educational and public sectors, with a wide geographical representation. The study examines the characteristics of TL, such as idealized influence, inspiring motivation, individualized stimulation, and intellectual stimulation. These features have different levels of importance in different studies, highlighting the necessity for additional research. The text examines the various

elements that influence the culture of KS, focusing on leadership styles, organizational learning, psychological empowerment, and technology adoption. It also recognises the influence of cultural variations. The evaluation of performance results, specifically in terms of creativity and quality, is conducted at the individual, team, and organizational levels. Trust, psychological safety, and organizational learning are crucial factors in this evaluation process. The chapter stresses how complicated the connection is between TL, KS, and performance outcomes. It also argues that non-financial performance metrics should be studied more and that attention to catering to essential motivation factors should be prioritized over leadership approaches considering cultural complexities.

Chapter 6: Conclusion and Recommendations

6.1. Conclusion

Research has shown that effective knowledge sharing (KS) can improve performance, firm innovation, productivity, knowledge absorption, and market competitiveness (Alavi & Leidnar, 2001; Wang & Wang, 2012). The impact of leadership style on KS has been widely studied, among which transformational leadership (TL) has been closely studied in relation to KS. This study aimed to study the role of TL and its influence on KS, as well as the outcomes it yields at the individual, team, and organizational levels. In addition, this research conducted a narrative review, identifying a potential gap in the literature review in studying the relationship between TL and KS and its impact on the service industry. The research was conducted based on 30 articles that were found to be relevant to this research. A PRISMA flow diagram has been provided to explain the process of article selection, which was further analyzed according to bibliometric and thematic analysis.

There were two noteworthy findings in the leadership aspect of this narrative review that looked at the motivational elements facilitated by transformational leadership that influence KS. First, the results revealed that TL can have both a significant and non-significant impact on KS, which is widely dependent on the culture and nature of the organization. Second, it was found that other leadership styles can also have the same effect on KS, as other leadership styles also possess the same elements as TL. For example, ethical and passive-avoidant leadership also provided autonomy for psychological empowerment; servant leadership directly impacted KS. Transactional leadership was also found to be significant in its effects on KS through rewards, which is a form of external motivation. Thus, it can be concluded that for effective KS, it is not the role of the leadership that is important but the factors that influence employees or individuals

to disseminate information. The organization should be able to practice this in a collaborative setting where everyone helps everyone, even in the absence of a leader.

Trust, self-efficacy, a safe team climate and psychological empowerment were found to be the most common determinants of KS in service organizations, leading towards achieving performance at every level. The study explored motivational factors based on the motivational theories that impact KS. KS arises from the willingness and motivation an individual possesses towards it (Hendriks, 1999), while external factors like leadership, organizational culture, and climate also play a role in influencing it (Sawan, 2021). Furthermore, along with motivational factors, contextual factors like gender and education level also play a role in determining the effectiveness of KS in an organization. For example, Kucharska & Rebelo (2022) indicated the impact of lower mistake acceptance among males than females on tacit KS; Nugyen (2022) pointed out the high reluctance of technology acceptance among females. Suryanarayana (2023) and Le & Lei (2018) concluded that the higher the level of education among employees, the higher the focus on KS.

Also, there was found to be an unequal distribution of financial and non-financial performance studied, with innovation being the most common performance outcome across all levels. Along with innovation, employee and job performance, employee creativity, team performance, and service quality were studied. However, a gap was verified in the study of service quality and other financial aspects of performance in relation to KS and leadership.

6.2. Implications of the Study

The findings of this narrative review contribute to understanding how motivational factors strengthen the culture of KS in TL approach. TL's four core traits, i.e., idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration,

create a favorable climate for KS in an organization. TL traits contribute to employees' self-efficacy and creativity, ultimately influencing their willingness to share knowledge and contribute to organizational goals. Team members with a TL approach create a safe team climate for KS (Anselmann & Muldar, 2020). Furthermore, psychological safety, autonomy, and trust are emphasized as critical components that promote KS. Learning is an important element for improving performance at individual, team, and organizational levels. Further, KS leads to better performance, more innovativeness, and higher service quality at all three performance levels. Findings suggest that contextual factors such as organizational structure, job responsibilities, and cultural differences might also be important elements to consider for KS. Therefore, fostering these factors is necessary for an effective KS culture leading to better organizational outcomes, irrespective of the leadership approaches taken.

6.3. Recommendations

6.3.1. For Organizations

Following is a list of recommendations for organizations willing to enhance their KS culture to enhance their individual, team, and organizational level performance:

- Encourage open communications to foster trust among employees, allowing them to share personal beliefs, feelings, and frustrations about work.

See chapter 5.5.1. for more information.

- Create a sense of belonging for employees through open communication, contributing to a safe team climate and enhancing individual innovative work behaviors.

See chapters 5.4. and 5.5.1. for more information.

- Leaders should understand their impact on team dynamics and learning opportunities for employees and implement policies that incentivize and reward KS processes.
See chapter 5.5.1. for more information.
- KS behavior should be prioritized through professional development opportunities and fostering a collaborative environment conducive to organizational growth.
See chapter 5.3. for more information.
- Prioritize alignment of new hires' vision with the organization's vision through team building exercises to encourage a feeling of belonging and community among staff members.
See chapters 4.2.2.2. and 5.5.1. for more information.
- Incorporate performance and KS components into leadership training, particularly in service-oriented companies where experience-based tacit knowledge is crucial for efficiency.
See chapter 2.4. for more information.

6.3.2. For Scholars

Below is the list of recommendations for future scholars:

- Conduct more extensive studies at the team level to understand the dynamics of KS within team interactions.
- Conduct research using more rigorous methods, such as quasi-experimental or longitudinal designs.
- Conduct replication studies to validate findings and reduce biases.
- Examine the impacts of contextual factors such as gender, education level, and technology on KS under the influence of leadership.

- Conduct research incorporating enabling, contextual, and motivational factors to understand the complexities of KS.

6.3.3. For Master Students

Below is a list of recommendations for master students to focus their research efforts on contributing to the field of KS.

- Explore how TL influences technology adoption and usability, impacting KS.
- Conduct studies on KS in Scandinavian industries like hospitality, insurance, banking, and education in Norway.
- Study the relationship between KS and service quality to understand its impact on organizational performance.
- Incorporate contextual factors (gender, culture, organizational structure, and education) into the study of KS alongside motivational factors.

6.4. Limitations of the Study

This research has several limitations. First, considering the methodology used, the keywords and synonyms used to collect relevant published papers for this study might not extract all of the intended data sets. Furthermore, the databases employed, such as Scopus, WOS, EBSCO, and Google Scholar, may not be enough, and certain technical and human errors cannot be ignored during the article selection process. Due to researchers' time constraints and immature expertise, exclusion criteria such as papers studied solely on service organizations, papers published in English and peer-reviewed journals and quantitative-based studies may result in the exclusion of an incredible number of articles, all of which may be equally important to this

review. All these choices might result in biases in the findings of this narrative review (Baumeister & Leary, 1997).

Second, the working conceptual framework is based on a model published over two decades ago by Bryant (2003), and this study considers TL based on traditional leadership ontology and only motivational based factors are undertaken. However, the rise of several leadership styles in the modern day, such as shared leadership, leadership as practice, and DAC, PAC ontologies, may be more relevant to analyzing their impact on KS. Next, various additional enabling and contextual elements, such as technology, culture, gender, organizational structure, and job responsibilities, are equally important to determine the impact of leadership style on KS, as practicing KS in the real world is considerably more challenging. Further, the performance outcome is studied at three levels, but focusing on only one level would offer a more comprehensive synthesis of the research topic.

Third, the included studies were mostly from Asia, with very few from Europe and Africa and none from the United States. Also, more than one-third of the study included was done in the higher education & public sectors, where job routines and organizational structures might be different from those in pure business-based service industries such as hotels and restaurants, implying the need for extra caution to generalize the findings of the study due to discrepancies in the study context. Most of the studies collected their data only from a single source (managers and supervisors) without including responses from employees themselves to see if leaders have an influence on their knowledge sharing behavior. The studies included were mostly cross-sectional studies. Thus, the rigorousness of these findings could be improved if papers from longitudinal studies were included. The included study discusses only one factor that hinders KS; organizational silence and this one study might not be enough to generalize the

negative factors relating to KS. Also, in the era of digitalization, technology-based KS is limitedly discussed in this study. The study interpretation should thus be done carefully.

Given the limitations associated with this research, the authors, with limited research expertise and experience, have room for improvements to increase the validity, reliability, and generalizability of the findings of future research

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Appendices

Appendix A : Search Records Sheet

Date of Search	Keywords Used / Search Strings	Scopus	Web of Science	EBSCO
10.11.2023	Knowledge Sharing and Transformational Leadership	157	103	8
13.11.2023 (String 1)	((“Knowledge Sharing” OR “Knowledge Transfer” OR “ Knowledge Translation” OR “Knowledge Management” OR “Information Sharing” OR “Team Knowledge” OR “Knowledge Sharing Behavior” OR “Knowledge Sharing Attitude”) AND (“Leadership Styles” OR “ Types of Leaders” OR “Leaders Signaled Knowledge Behavior” OR “Transformational Leadership”) AND (“Hospitality” OR “Hotels” OR “Restaurants” OR “ Fast Food Chain” OR “Hospitals” OR “IT Solutions” OR “Consultancy” OR “Financial Services” OR “Insurance” OR “Banking”))	38	10	40
26.01.2023 (String 2)	(“Information Sharing” OR “Knowledge Creation” OR “Knowledge Translation” OR “Knowledge Transmission” OR “Knowledge Dissemination” OR “Knowledge Management” OR “Information Exchange” OR “Data Exchange” OR “Knowledge Exchange” OR “Shared Information” OR “Knowledge Sharing Practices” OR “Knowledge Sharing Behavior” OR “Knowledge Sharing Climate” OR “Knowledge Sharing Initiatives” OR “Mutual Exchange of Information” AND “Transformation* Leader*”)	302	553	137

Appendix B : Data Extraction Table

S.N	Citation	Journal	Settings	Purpose of the study	Results
1	(Ugwu, 2019)	Journal of Librarianship and Information Science	Nigerian Library	Mediating effect of knowledge management on the relationship between transformational leadership and job performance of librarians in university libraries in Nigeria	All three dimensions of transformational leadership except intellectual stimulation showed significant relationship to both job performance and knowledge management processes. The librarians were highly engaged in the knowledge sharing process compared to knowledge creation and application.
2.	(Hoang & Le, 2024)	Vine Journal of Information and Knowledge Management Systems	Schools in Vietnam	Investigating the effect of transformational leadership of school leaders on tacit and explicit knowledge sharing of teachers via the mediating role of knowledge self-efficacy. Also studies the moderating effect of knowledge-oriented school culture.	The study confirms that the characteristics of TL enable school leaders to change KS attitudes and behaviors among teachers in a positive way. However, it was found that they have a greater impact on explicit KS than tacit KS. It implies that in a school setting, TL practices can help school leaders motivate teachers to share official or tangible knowledge and information. Also, it was supported that knowledge self-efficacy further enhances the impact of TL on KS.
3	(Masa'deh et al., 2016)	Journal of Management Development	Employees of Youth Council in Jordan	Studies both transformational and transactional leadership styles, its influence in employees' knowledge sharing and impact on both job and firm performance.	TL showed positive correlation with job performance but no relationship with KS. Whereas the transactional leadership style resulted to have correlation with both internal and external knowledge sharing as well as the job performance. Study also showed correlation between job performance and firm performance.
4	(Sharif et al., 2024)	Vine Journal of Information and Knowledge Management Systems	Hotels in Pakistan	Drawing on the social exchange theory, this study aims to empirically investigate the mediating relationship of a set of social exchanges, e.g. leader-member exchange, knowledge sharing behavior and voice behavior, between TL, and Innovative Work Behaviour (IWB). Particularly, it explores the best social exchange behavior between TL & IWB.	All the mediation was supported. TL and IWB was found to have no direct relationship but had indirect relationship through all the mediations. However, KS was found to be the best system that enables the workers to make innovations at the workplace.
5	(Popoola, 2021)	International Journal of Information Science and Management	Libraries in Southern Nigeria	This paper discusses how TL can remove organizational silence and bring improvements in knowledge sharing in libraries.	This study emphasizes on how TL helps to remove organizational silence and regulate knowledge sharing which will ultimately enhance employee's overall performance. Organizational silence is damaging to the growth and survival of an organization like a university library because it discourages employees from transferring their tacit knowledge for improved, innovative work behavior. Furthermore, the study also found that organizational silence has a negative correlation with knowledge sharing.
6	(Chaman et al., 2021)	PLOS One	Public Sector in Pakistan	On the basis of social exchange theory and self-determination theory, this study examines the impact of three leadership styles (ethical, transformational, and passive avoidant) on employee knowledge sharing. Further, explores the mediating effect of introjected motivation in the relationship between leadership styles and knowledge sharing.	It was found that ethical and transformational leadership have an indirect effect on employee knowledge sharing through introjected motivation. Findings are supported by SET, which implies that positive behaviors are reciprocated with positive acts.
7	(Yas et al., 2023)	Polish Journal of Management Studies	Public sector in Dubai	The purpose of this research is to look into strategic leadership styles (transformational, transactional, and charismatic) in terms of different leadership styles and see how they affect employee performance along with the mediation effect of KS in the municipality of Dubai, Abu Dhabi, and Ajman.	The study shows that KS mediates all three leadership styles and employee performance.
8	(Farheen et al., 2023)	Review of Applied Management and Social Sciences	IT industry in Pakistan	The study examines the relationship between transformational leadership and innovative work behavior, the mediating effect of knowledge sharing between the two variables. Also, the moderating role of organizational identification and learning goal orientation has been studied upon. Organizational identification (OI) is the moderator between TL and KS and learning goal orientation is the moderator between KS and Innovative Behavior. The two factors are based on Social Cognitive Theory.	It was found that both OI and LGO moderate the mediation impact of KS. When OI and LGO are strong, KS helps bridge the gap between TL and IB. The findings demonstrate that via KS, TL has a beneficial impact on EIB, implying that IB is not entirely intrinsic but may be influenced by the external social environment, including leadership style.
9	(Kucharska & Rebelo, 2022)	International Journal of Leadership in Education	Educational Sector in Poland	This study explores how a learning culture supported by transformational leadership influences tacit knowledge sharing and change adaptability in higher education and how these relations impact this sector's internal and external innovativeness. Learning culture is the moderator between transformational leadership and tacit knowledge.	This study found that while transformational leadership did not directly affect tacit knowledge, it did indirectly influence it through learning culture. Additionally, change adaptability directly influenced both external and internal innovations. In essence, the results indicate that learning culture plays a crucial role in facilitating tacit knowledge sharing among transformational leaders.
10	(Al-Husseini et al., 2021)	International Journal of Leadership in Education	Education Sector in Iraq	This research seeks to examine the linkages between transformational leadership, knowledge sharing and innovation in higher education.	A positive direct impact was found amongst transformational leadership, knowledge sharing and innovation. However, only the components (idealized influence and inspirational motivation) out of the four were found to have stronger influence innovation.

11	(Layaman et al., 2021)	Business: Theory and Practice	Bank in Indonesia	The study is based on the relationship between transformational leadership and employee performance. The study established a hypothesis on the influence of transformational leadership, cohesion and learning goal orientation on proactive knowledge sharing and employee performance.	The results revealed the significance of the mediating variable PKS in reinforcing the relationship between TL and employee performance. Also, transformational leaders could improve the subordinates' performance by motivating them to share knowledge, improve employee cohesion and be oriented towards learning.
12	(Sheehan et al., 2020)	Journal of Business Research	Business service sectors in UK	We theorize that unit level TFL, comprising idealized influence and inspirational motivation, will impact unit innovation performance through a double mediation mechanism involving unit knowledge sharing climate and internal to unit knowledge sharing.	In this study we utilized COR theory to theorize the impact of two ambient focused unit level TFL behaviors on unit innovation performance. It found that unit level TFL was linked to unit knowledge sharing climate and in turn, to unit knowledge sharing, which then led to unit innovation performance. It was concluded that there is a partial mediation between unit level TFL behaviors and unit innovation performance.
13	(Masood & Afsar, 2017)	Nursing Inquiry	Nursing Staff in Pakistan	Research studies the relationship between transformational leadership and innovative work behavior among nursing staff through the mediating role of psychological empowerment and knowledge sharing .	The employee's perceptions of psychological empowerment affect his/her intrinsic motivation and propensity to share knowledge with others. The employees perform well in the job when they have willingness to trust their leaders and as well as willingness to trust on leaders ability and disclose sensitive information positively moderate the relationship between knowledge sharing and innovative work behavior.
14	(Mittal & Dhar, 2015)	Management Decisions	IT firms in northern India	Transformational leadership and employee creativity. Mediating role of creative self efficacy (CSE) and moderating role of knowledge sharing	The study reveals that CSE mediates the relation between TFL and employee creativity. KS acts as a mediator between CSE and employee creativity.
15	(Mahmood & Khattak, 2017)	International Journal of Organizational Leadership	Public hospitals in Pakistan	To examine the role of transformational leadership and knowledge sharing to improve the performance of healthcare sector in Pakistan	The trust and organizational culture both play a significant but partial mediating role between KS and TFL.
16	(Le & Lei, 2018)	Journal of Knowledge Management	Large Service Firms in Vietnam	This paper aims to investigate the influence of transformational leadership (TL) and two aspects of trust (trust in a leader and trust among members, including two versions of each: "disclosure" and "reliance" termed as LD, LR, MD & MR) on knowledge collecting (KC) and knowledge donating (KD).	The results show that the influence of TL on LR was greater than on LD and TL on MR was larger than MD. TL shows more effect on KC than KD. MD shows higher effect on KC and MR had larger impact on KD. TL effects on KD were greater than on KC due to indirect influence of LR and MR. It also shows that higher the education level higher the effect on the knowledge sharing on KC than on KD and gender does not have any influence on KS.
17	(Afsar et al., 2019)	Personnel Review	Hotels in Pakistan	The study explores the effect of TL on an employee's innovative work behavior through job crafting and moderating effect of knowledge sharing behavior in the relationship between transformational leadership and innovative work behavior.	Both job crafting and knowledge sharing mediated and moderated the relationship between transformational leadership and innovative work behavior.
18	(Birasnav, 2014)	Journal of Business Research	Service firms in Bahrain (healthcare, accounting, transportation, retail/distribution firms, hotel, educational institutions, consultancy services)	It studies the role of TL beyond the effects of transactional leadership with Knowledge Management (KM) and organizational Performance (OP)	TL has positive significance to KM and OP after controlling the effects of transactional leadership. The results show that knowledge application plays a significant role in the relationship between TL and OP compared to knowledge transfer. KM acts as a partial mediator
19	(Elrehail et al., 2018)	Telematics and Informatics	Private universities in Jordan	It investigates the effect of TL and authentic leadership (AL) on process and product innovation, as well as the moderating role of knowledge sharing between two leadership styles and innovation.	TL has a positive effect on KS and innovation and KS moderated the relationship between them. However, AI does not show support for innovativeness and KS also does not moderate the relationship between AI and innovativeness.
20	(Mohassel et al., 2022)	European Journal of Management and Business Economics	Audit firms in Iran	The paper aims to examine the influence of leadership styles (transformational and servant) in audit firms on their audit quality and also examines the mediating role of knowledge sharing between the two.	It's been found that through knowledge sharing, transformational leadership has more impact on audit quality than servant leadership. Full mediation of knowledge sharing between the relationship between transformational leadership and servant leadership to audit quality.

21	(Anselmann & Mulder, 2020)	Journal of Nursing Management	Nursing team in Germany	Studies the relationship among TL, Safe team climate, knowledge sharing, reflection and team performance.	TL shows a positive relationship to a safe team climate. TL also has positive significance to both knowledge sharing and reflection via a safe team climate. There is a positive reflection between safe team climate and team performance but does not show any significance in team performance via knowledge sharing.
22	(Rafiquea et al., 2022)	Journal of Innovation and Knowledge	Universities in Pakistan	The impact of pandemic job stress (PJS) and TL on innovative work behavior (IWB) through KS.	The result shows positive impacts of PJS to IWB negating previous negative relationships from other studies. This study found a positive impact of TL and KNS on IWB. KNS also moderates the relationship between PJS and IWB while partially mediating the relationship between TL and IWB.
23	(Sudibjo & Prameswari, 2021)	Heliyon	Education Sector in Indonesia	This study investigates the effects of transformational leadership, person-organization fit, and knowledge sharing behavior on teachers' innovative work behavior. The role of knowledge sharing behavior and person-organization fit (POF) are analyzed as a mediator.	TL in an educational setting, and perhaps more generally, must be accompanied by KSB and a good POF to increase employees' IWB. The hypothesis of the effect of transformational leadership on innovative behavior through knowledge sharing was positive.
24	(Vu & Yazdani, 2021)	Uncertain Supply Chain Management	Education Sector in Vietnam	The objective of this paper is to evaluate the impact of transformational leadership on individual academy performance through knowledge sharing, organizational learning and organizational commitment. Organizational learning has been examined on how it improves conceptual performance. Also has engagement and social support as coefficients of knowledge sharing.	Engagement and social support is widely applied by transformational leadership to provide a greater impact on knowledge sharing. The study also concludes that TL promotes learning culture which enhances individual academic performance. In this study engagement and social support are studied as a regulating role between TL and KS. Also, organizational commitment and organizational learning as intermediate roles between TL and KS.
25	(Nguyen, 2023)	Journal of Service Theory and Practice	Service Firms in Vietnam	The study aims to unfold the impact of transformational leadership as an antecedent of technology mediated knowledge sharing under the interplay with perceived ease of use and perceived usefulness in using technology. It examines how all the above impacts on organizational innovation and Technology Acceptance Model.	Perceived ease of use and perceived usefulness was not found to moderate the impact of transformational leadership. The study concludes that TL does not impact the use of TMKS in organizations. However, TKMS has an impact on innovation.
26	(Phung et al., 2019)	Journal of Systems and Information Technology	Education sector in Vietnam	This study combines Social Cognitive Theory (SCT) and TL to develop a research model exploring academics' KS behavior. It investigates the influence of environmental factors (subjective norm, trust) and personal factors (knowledge self-efficacy, enjoyment in helping others, psychological ownership of knowledge) on KS behavior, and their impact on innovative work behavior.	The findings from this study revealed that a greater willingness to share knowledge leads to better individual innovative behaviors. This study also confirmed that subjective norms, trust, knowledge self-efficacy and enjoyment in helping others had positive impacts on KSB. Furthermore, TL was found to have positive moderating effects on the relationships between subjective norms, trust and knowledge self-efficacy and KSB.
27	(Hariputra et al., 2023)	Journal of System and Management Science	Food & Beverage in Indonesia	This study analyzes the mediation of knowledge sharing and commitment in the relationship between TL and SMEs performance.	Both knowledge sharing and commitment has significant relationship between TL and SMEs Performance
28	(Setiawan, 2023)	Journal of Social Research	University in Indonesia	The study explores the influence of TL and Lecturer motivation on Lecturer Performance through tacit knowledge sharing	It shows that TL has a significant relationship to lecturer performance through the mediation of KS.
29	(Suryanarayana, 2023)	Review of Integrative Business & Economics	Banks in India	The study examines the impact of leadership styles on Individual Innovative Behavior and the mediating effects of empowerment and KS on employee Individual Innovative Behavior.	Results indicate that Transactional leadership, TL, empowerment and KS were significantly related to Individual Innovative Behavior.
30	(Lashari & Rana, 2018)	International Journal of Organizational Leadership	Banking sector in Pakistan	Research examines the impact of TFL and Social Interaction (SI) on organizational performance (OP) in the perspective of knowledge management.	Both TFL and SI have highly significant correlation with KM and OP. The KM puts strong influence on OP and is also partially mediates the relationship between TFL and OP.