

## ***The Mediating Role of Transformative Leadership in Knowledge Sharing and Organizational Learning within Public Institutions***

**Eser GEMİCİ<sup>1</sup>, Kürşad Emrah YILDIRIM<sup>2</sup>**

**Abstract:** *In the information age, transferring knowledge, which has become an important resource for organizations, to the organization and creating competitive advantage by learning has become a necessity for organizational sustainability. Of course, managers also have important duties in this necessity. In this context, this study was conducted to examine the mediating role of transformative leadership in the relationship between knowledge sharing and organizational learning. The main problem of the research is how knowledge sharing affects learning processes by enabling the flow of knowledge within the organization and what role transformative leadership plays in this interaction. The research was conducted with the data obtained from 108 employees working in a public institution. The findings of the study revealed that knowledge sharing has a positive and significant effect on organizational learning and transformational leadership has a partial mediation effect of 28.8% in the relationship between knowledge sharing and organizational learning.*

**Keywords:** Knowledge sharing, organizational learning, transformational leadership, structural equation

**JEL:** D83, M12, O15

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### **Introduction**

As a result of the rapid development in the knowledge economy, the success of organizations has become directly related not only to the effective use of physical resources but also to their capacity to produce value based on knowledge. For this reason, knowledge has become one of the most important resources that organizations need for sustainable success. The acquisition and sharing of knowledge is considered to be the cornerstone of learning and innovation at the organizational level. Knowledge sharing is the process by which employees share their knowledge with each other and with the organization. When individuals

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voluntarily share their knowledge with other individuals, it strengthens the collective memory of organizations. This process is considered a fundamental factor in increasing innovation and performance (Wang & Noe, 2010). The process of increasing the knowledge accumulation of the organization by learning from its experiences and reflecting this knowledge to its behaviors is defined as organizational learning (Argote, 2011). In organizations such as public institutions where the hierarchical structure is much more prominent, the concept of leadership is the trigger for processes such as knowledge sharing and organizational learning. Leadership types such as transformational leadership, which increase the motivation and performance of employees with their visionary and inspirational characteristics, encourage and strengthen knowledge sharing and organizational learning in the organization (Bass & Avolio, 1993). It is emphasized that transformational leadership style, which is defined as a leadership style that acts with a visionary perspective, inspires employees and supports their development, facilitates the flow of information within the organization and enables employees to develop an attitude open to learning (Güney & Pehlivan, 2024). In recent studies, transformational leadership is shown as a type of leadership that supports knowledge sharing and organizational learning by increasing the motivation of employees (Bass & Avolio, 1993; Bavik et al., 2018). The visionary and inspirational attitude of the organizational leader can create a climate that strengthens the development of the intellectual capital of the organization by contributing to the individual development of employees.

Knowledge sharing and organizational learning are vital concepts for organizations to gain competitive advantage and increase their innovative capacity. By understanding the impact of leadership styles on these concepts, it will be possible to help organizations create more effective leadership development programs and optimize their knowledge management strategies. In this context, determining the impact of transformational leadership style on the relationship between knowledge sharing and organizational learning will make important contributions to literature in theoretical and practical terms. This study aims to examine the relationship between knowledge sharing and organizational learning in a public institution and the role of transformational leadership in this relationship. In particular, evaluating the effect of knowledge sharing, which is a process based on social interaction, on organizational learning, which is considered a dynamic output, in the context of leadership styles will make important contributions to literature. The research is considered important in terms of theoretically examining the knowledge sharing-leadership-learning triangle in a holistic structure and providing strategic clues to managers to improve the knowledge processes of the organization. Clarifying this relationship in today's organizational structures, where digitalization is accelerating, knowledge production and access is easier, but there are organizational limitations in terms of sharing, will also contribute to managerial decision-making processes. In line with the determined objectives, the research aims to answer the questions "how does knowledge sharing affect organizational learning, what role does transformational leadership play in the relationship between knowledge sharing and

organizational learning, and is the mediating effect of transformational leadership statistically significant?".

## **1. Conceptual Framework**

Knowledge sharing is the process by which organizational employees systematically share their knowledge, skills, experience and expertise with other individuals in the organization and transform them into organizational benefits (Atilla & Parmaksız, 2024). This process emerges as a result of social interaction between individuals within the organization. The process directly contributes to many strategic outputs such as innovation, productivity and competitive advantage as well as organizational learning (Çakırel & Pınar, 2021).

Knowledge is divided into two main categories. These are explicit knowledge and tacit knowledge. Explicit knowledge is knowledge that can be documented, easily communicated to others and written down. Tacit knowledge, on the other hand, is knowledge that is based on an individual's experiences, intuitive and more difficult to transfer (Nonaka & Takeuchi, 1995). Ensuring that both types of knowledge are shared in the organization strengthens the knowledge capital of the organization and increases its innovation capacity. There are many factors that affect knowledge sharing in organizations. These factors are organizational trust, leadership style, organizational culture, communication structures and use of technology (İmamoğlu et al., 2024; Örucü et al., 2025).

Leadership style is one of the most important factors facilitating knowledge sharing. Inspirational leadership models, such as transformational leadership, encourage employees' voluntary participation in knowledge sharing. Knowledge sharing does not only take place between individuals. This process also involves interdepartmental interaction. Therefore, it is possible to say that knowledge sharing is a concept that increases coordination between different parts of the organization and facilitates achieving common organizational goals. Knowledge sharing takes place more easily in structures where organizational climate and psychological trust are strong. The effectiveness of knowledge sharing depends on building a positive climate in the organization (Başar & İrge, 2024).

In our age of intensified digitalization, knowledge sharing is intensively realized through digital platforms. These easily accessible platforms accelerate access to information and facilitate internal learning processes in organizations (Le et al., 2024). However, information security, transparency and authorization mechanisms need to be carefully managed in these applications that facilitate the process.

### **1.1 Knowledge Sharing, Organizational Learning and Transformative Leadership**

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Organizational learning is the process of sharing the knowledge gained by individuals and groups through their experiences within the organization, transforming it into collective knowledge, and using this knowledge to increase the performance of the organization. Therefore, organizational learning process refers to the meaning, storage and transformation of knowledge into action at the organizational level beyond individual knowledge acquisition (Bicer, 2020). Organizational learning, which is defined as the process of producing knowledge, disseminating the produced knowledge and transforming it into organizational practices, enables organizations to become more sensitive to environmental variables, while strategic decision-making processes are improved and competitiveness is increased (Yılmaz, 2019).

The success of organizations in global competition is directly proportional to their ability to generate new knowledge, share knowledge and integrate this knowledge into organizational systems rather than the extent to which they use existing knowledge. For this reason, it is accepted that organizational knowledge becomes

valuable not when it is produced, but when it is processed correctly within the organization and transferred to decision-making processes (Timuroğlu, 2021). When its relationship with knowledge is evaluated, organizational learning appears as a means of rapid adaptation to change and developing resistance to environmental threats.

The organizational learning process is usually examined at three levels. These are individual learning, team/group learning and organizational learning. While individual learning constitutes the smallest building block of the organization, team/group learning supports the flow of information and synergy between individuals. Organizational learning is achieved by systematically recording and institutionalizing the learned knowledge within the organization (Yılmaz, 2019; Bicer, 2020). Argyris and Schön (1996) classified organizational learning as single-loop and double-loop learning. Single-loop learning is the level of learning that involves correcting mistakes within the framework of existing norms, rules and strategies. Double-loop learning involves questioning norms and changing them when necessary. Secondary learning (deutero-learning), which is a more advanced level of learning than double-loop learning, refers to learning how the organization learns and improving these ways of learning.

Organizational learning should not be seen as a technical process as it has a cultural and social dimension. In this process, the existence and effectiveness of an organizational culture open to learning, supportive leadership and open communication channels are of great importance. Organizations that can access information quickly and accurately can integrate new information into decision-making processes more easily and thus easily gain the quality of a learning organization (Yılmaz, 2019). This quality includes gains such as innovation, performance improvement, organizational citizenship behavior, strong communication and employee engagement (Demirel & Tohum, 2018; Nemati-Vakilabad et al., 2024).

Organizational learning is a multidimensional process that is not limited to the acquisition of knowledge but aims at behavioral change and organizational transformation. With a successful organizational learning process, it is possible to build organizations that can rapidly adapt to changing environmental conditions, make informed decisions and produce strategies for the future.

Transformational leadership is defined as a vision-based and interaction-based leadership style that aims to create a fundamental change in the values, beliefs and behaviors of individuals. With this leadership approach, it is possible to go beyond motivating employees and direct them to identify with organizational goals and realize their own potential (Bass & Riggio, 2006). The idea underlying transformative leadership is that the leader is not only a decision maker, but also a change agent that enables the cultural transformation of the organization. Thus, beyond just getting things done, it contributes to questioning how and why the work is done, attributing meaning to the work done and building a common identity by transforming the organizational vision into a shared vision (Burns, 1978; Bass, 1985).

There are four basic components of transformational leadership. The first one is the idealized influence, which refers to the leader's charismatic characteristics, ethical behaviors and role modeling for followers, thus creating trust and respect (Bass & Avolio, 1993). The other component is inspirational motivation, which refers to the leader's presentation of an exciting vision of organizational goals and motivating followers towards this vision, thus keeping hope and optimism alive in the organization (Riggio & Tan, 2013). The third component is intellectual stimulation, where the leader encourages employees to think creatively and critically and creates an atmosphere open to questioning traditional methods, thus supporting innovation and the learning process (Judge & Piccolo, 2004). The last component is individualized attention in which the needs, potentials and development areas of employees are addressed individually by the leader, thus increasing employee loyalty and accelerating their development (Bass & Avolio, 2004). These components can increase employee satisfaction, organizational commitment, innovative behaviors and organizational learning, while reducing negative consequences such as burnout, absenteeism and turnover intention (Bavik, 2024; Karaaslan, 2023). Moreover, it can have a direct impact on strategic indicators such as organizational agility, innovation capacity and business performance (Ak, 2023; Tunç, 2024).

Transformational leadership, a type of leadership characterized by high empathy, moral standards and visionary perspective, represents a meaning and value-oriented leadership approach in addition to a task-oriented approach. This form of leadership provides significant benefits for the organization by increasing employee motivation and reinforcing their commitment to organizational goals, especially in environments of high uncertainty (Ali, 2024).

## **2. Relationships Between Variables**

### **2.1 Knowledge Sharing, Organizational Learning, Transformative Leadership**

While knowledge sharing is seen as a critical element for organizations to gain competitive advantage and ensure sustainability, organizational learning refers to the processes of generating new knowledge and improving existing knowledge by sharing the knowledge and experiences of individuals and groups. Therefore, knowledge sharing is seen as one of the basic bricks of organizational learning. Kargılı and Şahinli (2024) examined the relationship between intergenerational knowledge sharing and organizational learning and found a positive and significant relationship between these concepts. The finding of the study shows that knowledge transfer between different generations plays an important role in increasing the learning capacity of organizations. The impact of knowledge sharing on organizational learning can also be considered related to the effectiveness of knowledge management processes. The knowledge management process consists of the steps of collecting, organizing, sharing and using knowledge, and the effectiveness of these steps directly affects the success of organizational learning.

By reshaping employees' work attitudes through knowledge sharing, it is possible to encourage individual innovation and thus organizational learning (Rao et al., 2018). Transformational leadership, which has positive effects on employee motivation and performance, plays an important role in achieving organizational goals. Transformational leadership is considered effective in creating an environment that encourages employees to share knowledge. The perception of transformational leadership positively affects the organization's processes of becoming a knowledge organization and creating organizational knowledge (Naralan et al., 2013). With this effect, it is seen that transformational leaders can improve the knowledge management capabilities of the organization by creating a culture that supports knowledge sharing. This leadership style, which is especially effective on employees' knowledge sharing behaviors, increases employees' motivation for knowledge sharing and helps to create an organizational culture that encourages knowledge sharing.

## **2.2 The Relationship between Transformative Leadership and Organizational Learning**

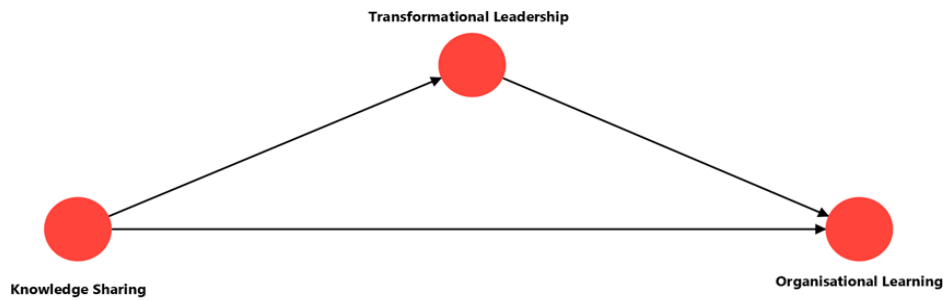
Transformative leadership style is an understanding that supports organizational learning by developing employees' innovative thinking and encouraging them to question existing processes. In their study, Jansen et al. (2009) found that transformational leaders encourage innovative behaviors in the organization and increase organizational learning. Menguc et al. (2007) stated that transformational leaders encourage innovative thinking in solving current and future problems, taking risks and finding ways to fulfill their duties. Therefore, transformational leadership stands out as a leadership style that supports organizational learning processes both directly and indirectly and encourages knowledge sharing.

## **3. Method**

### **3.1 Research Model**

In this study, a model developed to examine the relationship between knowledge sharing (independent variable), organizational learning (dependent variable) and transformational leadership (mediating variable) was tested. The model of the research was analyzed using structural equation modeling approach and Smart PLS 4 program. The model created for the research is as shown in Figure 1.

**Figure 1. Research model**



Source: own processing

The hypotheses developed within the framework of the research questions are presented below:

- H1:** Knowledge sharing has a positive and significant effect on organizational learning.
- H2:** Knowledge sharing has a positive and significant effect on transformative leadership.
- H3:** Transformational leadership has a positive and significant effect on organizational learning.
- H4:** Transformational leadership has a mediating role in the relationship between knowledge sharing and organizational learning.

The population of the study consists of employees working in a public institution operating in Turkey. There are 121 employees in total in the organization of the institution in Eskişehir. The scale was delivered to 119 employees by e-mail. The sample was determined by convenience sampling method and healthy data was collected from 108 people in total. Participants were determined on a voluntary basis. In this case, 90.76% return rate was achieved and sufficient sample size was reached. Research data were collected through an online questionnaire. The questionnaire consists of scales to measure demographic information, knowledge sharing level, organizational learning level and transformative leadership perceptions of the participants.

In the research, the "Knowledge Sharing Scale" developed by Öneren et al. (2016) and used in many studies aiming to measure knowledge sharing, consisting of 3 dimensions and 18 statements, the "Organizational Learning Scale" developed by Vanderslice (2014), consisting of one dimension and 10 items, and the "Avolio & Avolio Scale" developed by Koç (2023), which is included in the literature. The "Transformational Leadership Scale", which was developed by combining the leadership scale developed by Bass (2004) and the leadership scale developed by Podsakoff and colleagues (1996), consisting of 5 dimensions and 26 items, was used. All scale items are organized as 5-point Likert type (1=Strongly Disagree, 5=Strongly Agree).

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The data collected in the study were first evaluated with the SPSS 26 program for descriptive statistics and reliability analysis. Smart PLS 4 software, which is an estimation method that increases the sample size by using bootstrapping technique in case the sample is small and/or the data is not normally distributed (Hair et al., 2022), was used to test the structural relationships. In the model, knowledge sharing is positioned as an independent variable, organizational learning as a dependent variable and transformative leadership as a mediating variable. Hypothesis tests will be conducted in line with the model and the relationships between variables will be evaluated.

### 3.2 Analysis Results

While conducting the analyses, firstly, explanatory factor analyses of the scales used in the data collection method of the study were conducted. The results of the explanatory factor analysis of the knowledge sharing scale were obtained as follows.

**Table 1. Explanatory factor analysis results of the scales**

Scales	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity Significance	Cronbach's Alpha	Combined Reliability	Variance Explained (%)		
Knowledge Sharing Scale	0,815	0,001	0,795	0,920	74,677		
Organizational Learning Scale	0,900	0,001	0,913	0,930	73,749		
Transformative Leadership Scale	0,957	0,000	0,987	0,988	76,066		
<b>Factor Loadings of the Dimensions of the Scales</b>							
<b>Knowledge Sharing Scale</b>			<b>Organizational Learning Scale</b>		<b>Transformative Leadership Scale</b>		
Question.	Factor 1	Factor 2	Factor 3	Question.	Factor	Question.	Factor
1	0,510			1	0,914	1	0,710
2	- 0,619			2	0,768	2	0,833
3	0,718			3	0,720	3	0,782
4	0,683			4	0,609	4	0,860
5	0,682			5	0,734	5	0,833

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Scales		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity Significance	Cronbach's Alpha	Combined Reliability	Variance Explained (%)				
6	0,753			0,709	6	0,926				
7	0,885					7	0,842			
8	0,868					8	0,928			
9	0,603					9	0,914			
10	0,882					10	0,901			
11	- 0,673								11	0,932
12	- 0,853								12	0,903
13	- 0,914								13	0,870
14									14	0,912
15									15	0,868
16		16	0,894							
17		17	0,942							
18		18	0,914							
					19	0,901				
					20	0,839				
					21	0,734				
					22	0,829				
					23	0,889				
					24	0,895				
					25	0,886				
					26	0,891				

Source: own processing

The KMO value calculated for the knowledge sharing scale was found to be 0.815. This value shows that the sample size is perfectly adequate for exploratory factor analysis in the knowledge sharing scale (Field, 2009). In the KMO values calculated for each item, the smallest value was found to be 0.605, confirming that the sample was sufficient. As a result of Bartlett's Test of Sphericity, since the significance level of the knowledge sharing scale was less than 0.05, it was concluded that this scale

was suitable for factor analysis. As a result of the factor analysis, it was seen that the 18 questions constituting the knowledge sharing scale were grouped under 3 dimensions. It was determined that these three dimensions explained 74,677% of the total variance. It was concluded that the factor loadings of the questions constituting all dimensions were more than 0.3 and therefore above the threshold value. Cronbach's Alpha value of the scale was found to be 0.795. This value shows that the scale is reliable.

As a result of the analysis, the KMO value calculated for the organizational learning scale is above 0.90. In this case, it is stated that the sample size is perfectly sufficient for factor analysis in the organizational learning scale (Field, 2009). In the KMO values calculated for each item, the smallest value was found to be 0.847, confirming that the sample was sufficient. As a result of Bartlett's Sphericity Test, it was concluded that this scale was suitable for factor analysis since the significance level of the scale was less than 0.05. As a result of the factor analysis, it was seen that the 10 questions constituting the organizational learning scale were gathered under a single dimension. This dimension explained 73,749% of the total variance. It was concluded that the factor loadings of all the questions in the single dimension were more than 0.3 and therefore above the threshold value. Cronbach's Alpha value of the scale was found to be 0.913. This value shows that the scale is reliable.

Another scale, the transformative leadership scale, has 5 dimensions. However, in our study, it was observed that the scale consisted of a single dimension. Similarly, in the study conducted by Akgündüz et al. (2015) with hotel employees, the statements belonging to the relevant scale were collected in a single dimension. According to the researchers, all dimensions of the scale are necessary for transformational leadership. In addition, the dimensions were evaluated as too related to be separated from each other. In our study, the KMO value calculated for the related scale is above 0.90. In this case, it is stated that the sample size is perfectly sufficient for factor analysis in the organizational learning scale (Field, 2009). In the KMO values calculated for each item, the smallest value was found to be 0.912, confirming that the sample was sufficient. As a result of Bartlett's Sphericity Test, it was concluded that this scale was suitable for factor analysis since the significance level of the scale was less than 0.05. As a result of the factor analysis, it was seen that the 26 questions constituting the transformative leadership scale were grouped under a single dimension. This dimension explained 76,066% of the total variance. It was concluded that the factor loadings of all the questions in the single dimension were more than 0.3 and therefore above the threshold value. Cronbach's Alpha value of the scale was found to be 0.987. This value shows that the scale is reliable.

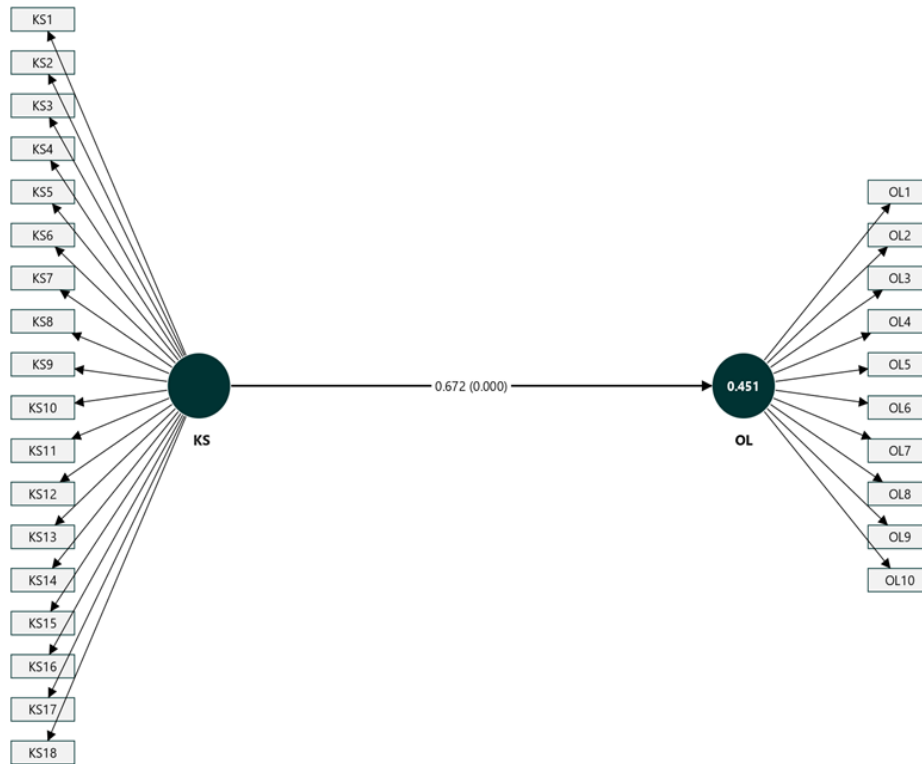
When the table 1 is examined, it is seen that the CR coefficients obtained were calculated as 0.920, 0.930 and 0.988. These findings indicate that internal consistency reliability is achieved for the scales. (Hair et al., 2022). In the analysis, it was also questioned whether there was divergence validity in the data set with the calculated HTMT coefficients. The realized HTMT coefficients were 0.357 for KS-OL, 0.329 for KS-TL and 0.707 for OL-TL. Based on these findings, it was observed

that the condition related to the validity of the separation was met ( $HTMT \leq 0.90$ ) (Henseler et al., 2015).

### 3.3 Structural Model-Hypothesis Testing

In this part of the study, the relationship between the variables in the research model was examined using path analysis. The path analysis was performed with 5000 sampling bootstrap in the Smart-PLS program. In order to determine whether the  $\beta$  values obtained from the analysis are significant at 5% significance level, t-tests and p-values were analyzed. When conducting the bootstrap test to be used in the analyses, it is recommended to first examine the relationship without including the intermediary variable in the model. Thus, it is stated that it is easier to understand and interpret the mediation effect when the mediator variable is included in the model (Hair et al., 2022). For this reason, while examining the relationship between variables, the model was first studied without the mediating variable. Therefore, an evaluation was made on the relationship between knowledge sharing and organizational learning. The result of the analysis is shown in Figure 2.

**Figure 2. Path diagram of the relationship between knowledge sharing and organizational learning**



Source: own processing

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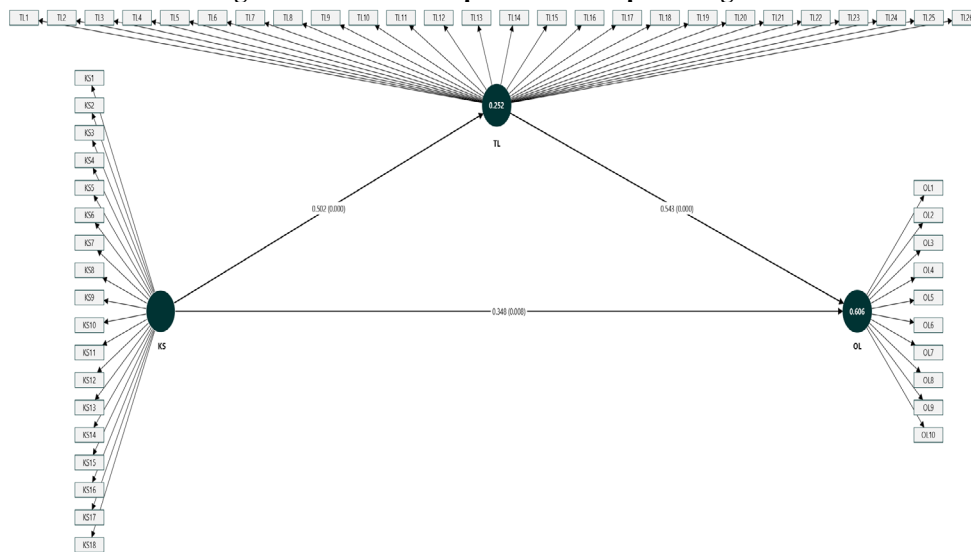
Figure 2 shows that knowledge sharing has a significant and positive effect on organizational learning. In the analysis between the two variables, it is seen that the  $\beta$  values are 0.672, the t-value is 7.940 and the p-value is 0.000. In the next stage, the research model was tested by adding the mediating variable to the analysis and the results in Table 2 and Figure 3 were obtained.

**Table 2. Research model test results**

Roads	Original Sample ( $\beta$ )	Standard Deviation	t-values	p-values
KS-OL (Total Impact)	0,672	0,085	7,940	0,000
KS-OL (Direct Impact)	0,348	0,131	2,662	0,008
KS-TL	0,502	0,094	5,310	0,000
TL-OL	0,543	0,104	5,240	0,000
KS-OL-TL (Indirect Impact)	0,272	0,069	3,921	0,000

Source: own processing

**Figure 3. Structural equation model path diagram**



Source: own processing

Before transformational leadership, which is the mediating variable, was included in the model, it was determined that knowledge sharing had a positive and significant

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effect on organizational learning ( $\beta=0.672$ ;  $p<0.01$ ). This value shows the total effect. With the addition of the transformative leadership mediator variable to the model in Figure 2, the model in Figure 3 was obtained. The effect of knowledge sharing on organizational learning ( $\beta=0.348$ ;  $p<0.01$ ) was found to be positive and significant. In addition, knowledge sharing has a positive and significant effect on transformative leadership ( $\beta=0,502$ ;  $p<0,01$ ) and transformative leadership has a positive and significant effect on organizational learning ( $\beta=0,543$ ;  $p<0,01$ ). In order to talk about the mediation effect between the variables, VAF (Variance Accounted For) test should be used in addition to these effects. The VAF test is a value that determines the value of the effect by dividing the indirect effect by the sum of the total effect and the indirect effect. If the VAF value takes values above 80%, we can talk about full mediation between the variables, and if it takes values between 20% and 80%, we can talk about partial mediation. If these values are below 20%, it is stated that there is no mediation effect (Hair et al., 2022). Accordingly; It can be formulated as  $VAF=a*b/(a*b+c)$ . In this formula, ( $a*b$ ) is the indirect effect between the independent variable and the dependent variable and ( $c$ ) is the total effect between the independent variable and the dependent variable. Thanks to this formula, the share of the indirect effect in the total effect is determined. When the values in Table 2 are analyzed, ( $a*b$ ) value is (0.272) and ( $c$ ) value is (0.672). Accordingly;

$$VAF= (0.272)/(0.272+0.672)=0.288.$$

Therefore, transformative leadership has a partial mediating role in the effect of knowledge sharing on organizational learning and its effect is 28.8%. All hypotheses prepared within the scope of the research were accepted.

#### **4. Discussion and Conclusion**

In this study, the mediating role of transformational leadership in the relationship between knowledge sharing and organizational learning was examined. The findings of the analyses revealed that knowledge sharing has a significant and positive effect on organizational learning and transformational leadership has an important role as a partial mediator that reinforces and directs this relationship.

Knowledge sharing refers to the open, trust-based and voluntary flow of knowledge among employees in the organization. The resulting sharing environment improves the learning behaviors of employees and enables learning at the organizational level. The sustainability and effectiveness of this process is directly proportional to the leadership approach exhibited in the organization. The results of the study show that managers who exhibit transformative leadership encourage knowledge sharing among employees more and strengthen the infrastructure of organizational learning by creating a common vision.

One of the findings of our study is that knowledge sharing promotes organizational learning and there is a significant and positive relationship between these variables.

This finding is similar to the results of the study conducted by Kargılı and Şahinli (2024) on 244 healthcare workers in the general directorate of a private hospital group. The study revealed that there are significant positive relationships between intergenerational knowledge sharing, organizational learning and organizational communication climate. Again, Zeyada and Demirel's (2018) study in the Libyan Ministry of Justice showed that job-based intra-departmental and extra-departmental knowledge sharing and free knowledge sharing had a positive effect on organizational learning. Another study conducted by Wang and Noe (2010) on 1,200 employees working in international tourist hotels in Taiwan examined the impact of knowledge sharing on organizational learning and effectiveness and found that knowledge sharing plays an important role in increasing organizational learning and effectiveness. Similarly, Knight et al. (2014) conducted a study with employees of a large telecommunications company in Jordan and found a significant positive relationship between knowledge sharing practices and continuous organizational learning. Rao et al. (2018) examined how knowledge sharing shapes organizational learning in tourism businesses. In the study, it was emphasized that there are two levels of influence of knowledge sharing on organizational learning. These are individual characteristics and management intervention. Individual characteristics are shaped by individual characteristics such as employees' knowledge sharing intentions, educational background, work experience, friendships, and income level. In the study, it was found that less experienced employees were more likely to share knowledge. In addition, the positive effect of trust on knowledge sharing comes to the fore. It is stated that knowledge sharing should be supported by managerial intervention in order to realize organizational learning through managerial intervention. Therefore, it is emphasized that leaders should be pioneers in knowledge sharing and create an open, multifaceted learning culture within the organization. With knowledge sharing supported at the managerial level, learning at the individual level is transferred to the organizational level and this process increases the quality of organizational learning. Management strategies based on learning objectives increase the willingness of employees to collect and transfer knowledge and increase the level of organizational learning. The research conducted by Roa et al. supports our study in terms of both the relationship between knowledge sharing and organizational learning and the effect of leadership on this relationship. In our study, the mediating role of transformational leadership was examined and statistically supported. This leadership style was found to significantly strengthen the relationship between knowledge sharing and organizational learning. This result is in line with the findings of Noruzy et al. (2013) on the effect of transformational leadership on learning capacity and performance. The study examines the relationship between transformational leadership and organizational learning capability and the mediating role of knowledge management processes in this relationship. The results show that transformational leadership has a positive effect on organizational learning ability. Similarly, Imran et al. (2016) examines the effect of transformational leadership on organizational learning. The study by Hsiao et al. (2011) examines the effect of transformational leadership on organizational

innovativeness and the mediating role of organizational learning in this relationship. The study shows that the relationship between transformational leadership and organizational learning and these variables have a significant and positive effect on organizational innovativeness.

The visionary approaches exhibited by the transformative leader in the organization encourage employees to think innovatively. Thus, an environment of mutual trust is created and knowledge sharing becomes a natural process. With this leadership style, employees are directed not only to transfer their existing knowledge but also to co-produce knowledge. In this way, organizational learning is internalized at both individual and corporate levels and integrated into the corporate culture. As a result, encouraging knowledge sharing is not enough to create a sustainable learning culture in organizations. Adopting a transformative leadership approach as a tool to increase the effectiveness of this process will provide important results. The most important task of managers in this process is to support learning and knowledge sharing and to inspire employees to take action in line with the organizational vision.

### **Conflict of Interest Statement**

There is no conflict of interest between the authors.

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