Evidence Brief: Building a learning and coaching culture

Contents

HEE Knowledge Management Team, January 2020

Produced by the HEE Knowledge Management team Evidence Briefs offer a quick overview of the published reports, research and evidence on a workforce-related topic. A starter for 10 on the evidence if you will.

Reports, guides and resources

[Building a work-based learning culture infographic](#) NHS Employers, March 2019
This infographic aims to support employers with understanding the key elements which need to be in place to successfully embed a culture of work-based learning. The infographic cover details from senior leader and manager buy-in, to infrastructure, workforce planning, and robust relationships with education providers.

[Truth and courage: implementing a coaching culture](#) Center for Creative Leadership, July 2016
Many leaders recognize that coaching is more than a collection of effective techniques. This recognition has led them to strive for a corporate culture that reflects a coaching mindset and the kind of relationships that coachees find liberating. As many more leaders have experienced the benefits of coaching (by professional coaches or mentors) the appeal has expanded dramatically and so has the demand for interventions that can deliver this kind of culture. Leaders whose organizations have learned to adapt to rapid, turbulent change have developed an obsession with getting the culture and cultures within their organizations right. Culture and its expressions shape the practical and emotional environment in which we work, and influences the ways organizations accomplish their goals. Expanding

on this conversation, this paper defines coaching culture, provides practical expressions of as well as unhelpful assumptions about coaching culture, and offers tips on what works and where to begin.

[Being fair report: supporting a just and learning culture for staff and patients following incidents in the NHS](#) NHS Resolution, July 2019
The paper draws on NHS Resolution's unique dataset to explore best practice in response to incidents resulting from claims from across the system. NHS Resolution received 317 claims valued at close to £27.5 million in the past four years relating to staff stress and bullying in NHS trusts.

[Creating a learning culture in social care: what can we learn from local authority complaints reports?](#) Healthwatch, August 2019
Our findings suggest that councils are not currently making the most of their annual complaints reports as an opportunity to demonstrate how responsive they are to feedback. Read our report to find out more.

[Podcast: Learning to learn: a look at today's learning organisations](#) CIPD, June 2017
In his best-selling book, The Fifth Discipline, Peter Senge outlines the concept of the 'learning organisation'. These organisations would be agile, innovative and highly

competitive. They would emphasise continual learning and work from a shared vision for all employees. Senge was certainly ahead of his time and 27 years after publication, organisations are still seeking (and often struggling) to embody these ideas.

Learning in the workplace CIPD, November 2018
When undertaken effectively, learning supports organisational strategy, performance and bolsters workplace skills. Theories encouraging employee learning have evolved considerably over the past decade, and employers need to have a working knowledge on emerging insights into how people learn.

Evaluation of coaching in the NHS Institute for Employment Studies, 2008
This report presents the results of an evaluation of coaching in the NHS carried out by the Institute for Employment Studies (IES) on behalf of the NHS Institute for Innovation and Improvement in August and September 2007. Specifically, it focuses on two elements of the NHS coaching portfolio: internal coaching and the external coaching register.

Blog posts and commentaries

The 'cult' of learning…and the 3 C's to a learning culture
eLearning Industry, April 2019
Cult. A word that sends shivers down the spine of most people. It's more ambiguous when the word 'learning' comes before 'culture'. But ask those leading 'learning cultures', and they'll say it's never about learning; it's about the contribution learning makes to results.

How to build a learning culture – from those who've done it Raconteur, February 2018
How can you create a learning culture inside an organisation? More than 50 executives, consultants and academics responded when Raconteur asked this question. Here are an edited selection of their answers.

The Leader's Guide to corporate culture Harvard Business Review, January-February 2018
Strategy and culture are among the primary levers at top leaders' disposal in their never-ending quest to maintain organizational viability and effectiveness. Strategy offers a formal logic for the company's goals and orients people around them. Culture expresses goals through values and beliefs and guides activity through shared assumptions and group norms.

How WD-40 created a learning-obsessed company culture Harvard Business Review, September 2016

the future. But none of them was as determined as Garry Ridge, CEO of the WD-40 Company, to keep learning as fast as the world is changing. Indeed, I'm not sure I've met a CEO who has made learning more central to the corporate culture than Ridge has, or has found more ways to develop a thirst for learning among his colleagues. How he is confronting the "paradox of expertise" offers lessons for long-established organizations in all sorts of fields.

4 ways to create a learning culture on your team Harvard Business Review, July 2018
Technology is disrupting every industry and area of life, and work is no exception. One of the main career implications of the digital revolution is a shift in demand for human expertise. […] As a result, there is now a premium on intellectual curiosity and learnability, the desire and ability to quickly grow and adapt one's skill set to remain employable. What you know is less relevant than what you may learn, and knowing the answer to questions is less critical than having the ability to ask the right questions in the first place.

How IBM creates a culture of learning IBM blog, May 2019
To revolutionize how hundreds of thousands of IBMers learn, grow and explore their interest, we created an iconic personalized learning experience with a laser focus on:

- *Artificial Intelligence – IBM Watson Technology*
- *Content Design*
- *User Experience*

How leaders foster a 'culture of learning' – and unlock digital potential Microsoft, April 2019
In today's artificial intelligence-powered Fourth Industrial Revolution, change has become the new constant for both employees and employers. I've found the best way to keep pace is by advocating for a culture of constant learning. As technology continues to disrupt the way we live and work, companies willing to embrace continuous learning as a strategy for navigating change will not just survive, but flourish.

Six ways a learning culture will create more pathways to tech Forbes, May 2018
The tech industry has a way of putting people on pedestals, elevating titans like Steve Jobs, Mark Zuckerberg and Bill Gates as "visionary geniuses" who possess abilities that simply can't be taught. The focus is rarely on their early access, curiosity and rigorous approach to learning.

13 ways leaders can build a 'coaching culture' at work Forbes, October 2016
Building a coaching culture in the workplace better positions companies to grow and nurture talent. But

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what exactly is a "coaching culture," and how can leaders make this part of their everyday environment?

Does your organization have an effective learning culture? Key strategies to consider Forbes, July 2019
From future-proofing your workforce to boosting retention and engagement, your organization can reap long-term benefits and create a competitive advantage by having a learning culture. A successful learning culture creates an ecosystem that enables employees to seek, share and apply new knowledge and ideas that support the organizational mission and goals. This type of culture brings bottom-line success by improving customer relations and product or service innovation.

Why you should cultivate a learning culture to impact employee wellbeing Forbes, February 2019
In my role at TotalWellness, I talk a lot about how employee wellness programs should be designed with the "whole person" in mind. But what does that really look like? In the most general sense, it means helping people be the best version of themselves. That means going beyond just focusing on diet and fitness goals. Wellness programs that look at the whole person can help employees reach their full potential – impacting not only their own well-being but the well-being of the company.

Microsoft's Chief People Officer: what I've learned about leading culture change Forbes, October 2019

One of the world's most successful culture transformations is unfolding before our eyes. Given the ubiquity of Microsoft's technologies, the impact reaches well beyond the company's 140,000 employees. CEO Satya Nadella has written about his journey at the helm, and Chief People Officer Kathleen Hogan has shared early insights on progress. But I wanted a closer look behind the magic.

Is yours a learning organization? Harvard Business Review, March 2008
Leaders may think that getting their organizations to learn is only a matter of articulating a clear vision, giving employees the right incentives, and providing lots of training. This assumption is not merely flawed—it's risky in the face of intensifying competition, advances in technology, and shifts in customer preferences.

Trade secrets: ten steps to a coaching culture Personnel Today, June 2008
Investing in coaching for the sake of it will never get results. Here are 10 ways to embed a coaching culture at your organization.

Creating a culture of learning in 6 steps LinkedIn Learning, n.d.
Whether you know it or not, your organization has a learning culture. If you employ humans, learning happens in your workplace every day. We're biologically wired to learn. We can't stop ourselves.

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Marc my words: ten steps to building a learning culture
Learning Solutions, 2016
A learning culture is an environment that celebrates and rewards learning, incents people to freely share what they know, and helps them to change based on the acquisition of new skills and knowledge. We all like to think we work in a positive learning culture, but that's not always the case.

When I say…learning culture Medical Education, May 2015 (Athens log in required)
When I say *learning culture*, I mean the culture in which learning takes place, as distinct from the notion of a culture *of* learning that organisations are increasingly called upon to develop (as if creating a culture were as easy as writing a policy). Learning culture refers to the shared attitudes, beliefs, practices and values that underpin how an institution or a profession designs the education of its learners.

Building a coaching culture Healthcare Financial Management (HFMA), May 2017
What is coaching? How can a simple conversation help me? The answers are much simpler than you might think. There are no fancy tools or gadgets to bring as a coach, the only thing the coach has is themselves and how they use their personal style, personality and range of experience to help a client.

This one's in house: why it pays to develop internal coaches Personnel Today, May 2007
Could the influence of coaching – that infant prodigy of the learning and development world – finally be on the wane? Initial findings from the latest annual learning and development survey by the Chartered Institute of Personnel and Development (CIPD) certainly seemed to indicate so, as it revealed that in 2007 fewer organisations were involved in coaching activity – 63% of respondents compared to the 2006 figure of 70%.

Case Studies

The implementation of a coaching quality strategy in Mid Cheshire Hospitals eWIN, October 2012
The Trust adopted a Coaching for Quality Strategy which included a commitment to developing a coaching programme across the Trust to allow trained coaches to support, challenge, develop and build success in all areas of the organisation. In addition, it was accepted in the strategy that coaching would become the preferred leadership approach.

Creating a coaching culture to support staff wellbeing in an NHS trust The Pharmaceutical Journal, June 2019
The Royal Surrey County Hospital NHS Foundation Trust sought to promote this culture. Since 2015, one-to-one coaching has been an integral part of the trust's training

programmes for pharmacy preregistration trainees. The coaching provides trainees with a safe, confidential space to discuss aspects of work and prepare them for professional registration.

How Guy's and St Thomas' NHS FT implemented am immersive coaching programme People Management, March 2018
Getting staff at one of London's busiest hospitals to take time out for reflection has proved a revelation.

Just culture case profiles NHS Improvement, updated March 2019
As part of our work to encourage and support organisations to use our Just culture guide we are curating case examples highlighting approaches organisations are following to make their culture fairer and safer. We will continue to add more examples to this page as they become available.

Just and learning culture – what it means for Mersey Care Mersey Care NHS FT, n.d.
Mersey Care is committed to delivering Perfect Care. This depends on the development of a Just and Learning Culture. The widely reported mistakes in some NHS organisations were not helped by reluctance amongst employees to report those mistakes. That reluctance came from concern about what the personal consequences might be. It also comes from the concept that investigations often tend to see human factors as the

cause of the mistake, seeing people as the problem, assuming that because we have policies and procedures in place things won't go wrong and if they go wrong people are blamed.

HEE Star

More resources and tools are available if you search **"learning organisation"** in the HEE Star:
https://www.hee.nhs.uk/our-work/hee-star

Statistics

You can find relevant statistics on the Health and Care Statistics Landscape under
https://gss.civilservice.gov.uk/hc-statistics-landscape/

HEE National Data Programme

HEE staff can look at the National Data Warehouse (NDL) SharePoint site to find out more about datasets and Tableau
products.

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Published Peer Reviewed Research

Systematic Reviews

[Leadership and organisational learning culture: a systematic literature review](#) European Journal of Training and Development, February 2019 (Abstract only)
Peer workers (people with personal experience of mental health problems) are increasingly being employed in mental health services in England. The aim of this research was to find out if the international evidence available is useful for developing new peer worker roles in England.

Leaders

[Leadership in learning organisations: a strategy for improvement](#) British Journal of Hospital Medicine, November 2016 (Abstract only)
The learning organization is a potential framework for managing transformational culture change and delivering high quality health care. It helps to shift the focus from the development of individuals as leaders to one which takes a 'whole organization' approach.

[Training for the coaching leader: how organisations can support managers](#) Journal of Management Development, 2018

Purpose: The demand for leaders to coach their employees is increasing as the benefits become more and more evident. However, little is known about the training managers have received in coaching or what support is available/required from their organizations. The paper aims to discuss this issue.
Design/methodology/approach: The paper encompassed a survey of 580 managers in Australian organizations with more than 200 employees. The authors used qualitative thematic analysis to examine the extensive free text answers. Findings: The findings indicated that while some managers had received some form of training in coaching (30-40 percent, depending on training type), 40 percent of them expressed a desire for introductory and/or further training. The findings suggest that training should be tailored to the managerial context instead of a generic coaching training, with a more structured and coordinated approach to organizational coaching required. Practical implications: Organizations could benefit from supporting managers with the following strategies: Why—Organizations need to explain clearly why a coaching leadership style is beneficial. How—Training can come in many forms from workshops to "on-the-job" learning. When—Managers want more insights into when and when not to use a coaching style. What—it should not be assumed that all leaders possess coaching skills but rather those coaching skills need to be acquired and developed. Originality/value: This paper offers insight into current training and support structures for "leadership

coaching", and suggests strategies to help managers to implement coaching as a leadership skillset.

Culture of learning

Implementing a culture of learning in the care home
Nursing & Residential Care, October 2017 (Abstract only)

The Care Quality Commission has said that the best care homes are those that adopt a culture of learning. In this article, Rosemary Hurtley discusses a case study where a care home in Betchworth used the 360 Standard Framework to help embed such a culture.

Creating a workplace culture of learning and development
Nursing & Residential Care, August 2017

Continued learning is a large part of a registered nurse's revalidation requirements. In this article, Adrian Ashurst outlines a simple and effective approach to growing a workplace culture where staff learn from each other's experience.

Coaching culture

Determinates of coaching culture development: a case study Precedia – Social and Behavioural Sciences (Abstract only)
This article aims to examine the relationship among determinants towards creating a coaching culture. A quantitative research design (descriptive) using

questionnaire survey of a sample of 60 respondents from United Meteoric Group Sdn Bhd, Malaysia was adopted. The findings suggest that among five determinants, all determinants (manager commitment, link between business strategy and developmental focus, recognize and reward coaching culture behaviours, training for coaches and learning and development opportunities) correlated significantly in creating a coaching culture. Significantly, learning and development opportunity was a stronger determinant in creating this coaching culture.

The third 'generation' of workplace coaching: creating a culture of quality conversations Coaching: an international journal of theory, research and practice, January 2017 (Abstract only)
Workplace coaching is increasingly used in organisations. Workplace coaching is conducted internally within an organisation for the purpose of helping employees, managers and leaders attain work-related goals. Workplace coaching methodologies have evolved over time. The first 'generation' (1990s) focused on performance management. A hallmark of the second-'generation' (2000s) approach is structured step-by-step proprietary 'Leader as Coach' performance-focused coach training programmes. Such mechanistic approaches do not meet the challenges of the contemporary organisational context where uncertainty and rapid change are the norm. This paper describes the third-'generation' approach to workplace coaching that is

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increasingly apparent in the workplace. This is an approach that explicitly focuses on enhancing both the performance and the well-being of individuals and organisations in ways that are sustainable and personally meaningful. A case study example of how to integrate 'Leader as Coach' programmes into an organisation is presented. This developmental approach aims to create the culture of quality conversations needed for the challenges faced by contemporary organisations.

Learning culture

The impact of a learning culture on organisational change in regional SMEs International Journal of Learning and Change, 2015 (Abstract only)
This paper explores the impact of a learning culture on organisational change in small to medium-sized regional manufacturing enterprises following a review of the related literature, and a qualitative study of 10 manufacturing SMEs in the Riverina region of New South Wales. The research confirmed that key learning culture factors as identified in the literature were significant in the regional manufacturing firms studied. These included a strong commitment to a learning culture within the organisation, employee involvement in the development of the learning culture, demonstrating the tangible benefits of a learning culture to senior managers, and strong leadership support for organisational learning.

Learning organisations

Hospitals as learning organisations: fostering innovation through interactive learning Quality Management in Health Care, 2015 (Abstract only)
The article aims to provide an analytical understanding of hospitals as "learning organizations." It further analyzes the development of learning organizations as a way to enhance innovation and performance in the hospital sector. The article pulls together primary data on organizational flexibility, innovation, and performance from 95 administrators from hospital boards in Portugal, collected through a survey, interviews with hospital's boards, and a nominal group technique with a panel of experts on health systems. Results show that a combination of several organizational traits of the learning organization enhances its capacity for innovation development. The logistic model presented reveals that hospitals classified as "advanced learning organizations" have 5 times more chance of developing innovation than "basic learning organizations." Empirical findings further pointed out incentives, standards, and measurement requirements as key elements for integration of service delivery systems and expansion of the current capacity for structured and real-time learning in the hospital sector. The major implication arising from this study is that policy needs to combine instruments that promote innovation opportunities and incentives, with instruments stimulating the further development of the core components of

learning organizations. Such a combination of policy instruments has the potential to ensure a wide external cooperation through a learning infrastructure.

[Can learning organisations survive in the new NHS?](#) Implementation Science, October 2006 (Abstract only) This paper outlines the principal characteristics of a learning organisation and the organisational features that define it. It then compares these features with the organisational conditions that currently obtain, or are being created, within the British NHS. The contradictory development of recent British health policy, resulting in the NHS becoming *both* more marketised *and* more bureaucratised has correspondingly ambiguous implications for attempts to implement a 'learning organisation' model.

[Scoping literature review on the Learning Organisation concept as applied to the health system](#) Health Research Policy and Systems, 2017
There is growing interest in the use of the management concept of a 'learning organisation'. The objective of this review is to explore work undertaken towards the application of this concept to the health sector in general and to reach the goal of universal health coverage in particular. Of interest are the exploration of evaluation frameworks and their application in health. METHOD: We used a scoping literature review based on the York methodology. We conducted an online search using selected keywords on some of the main databases on health science, selected websites and main reference books on learning organisations. We restricted the focus of our search on sources in the English language only. Inclusive and exclusive criteria were applied to arrive at a final list of articles, from which information was extracted and then selected and inserted in a chart. RESULTS: We identified 263 articles and other documents from our search. From these, 50 articles were selected for a full analysis and 27 articles were used for the summary. The majority of the articles concerned hospital settings (15 articles, 55 per cent). Seven articles (25 per cent) were related to the application of the concept to the health centre setting. Four articles discussed the application of the concept to the health system (14 per cent). Most of the applications involved high-income countries (21 articles, 78 per cent), with only one article being related to a low-income country. We found 13 different frameworks that were applied to different health organisations. CONCLUSIONS: The scoping review allowed us to assess applications of the learning organisation concept to the health sector to date. Such applications are still rare, but are increasingly being used. There is no uniform framework thus far, but convergence as for the dimensions that matter is increasing. Many methodological questions remain unanswered. We also identified a gap in terms of the use of this concept in low- and middle-income countries and to the health system as a whole.

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Investing in organisational culture: nursing students'
experiences of organisational learning culture in aged
care settings following a program of cultural development
Contemporary Nurse, October 2016 (Abstract only)
BACKGROUND Concerns around organisational learning
culture limit nursing student placements in aged care
settings to first year experiences. AIM Determine the
impact of an extended staff capacity building program on
students' experiences of the organisational learning
culture in the aged care setting. DESIGN Pre and post-
test design. METHODS A convenience sample of first,
second and third year Bachelor of Nursing students
attending placements at three residential aged care
facilities completed the Clinical Learning Organisational
Culture Survey. Responses between the group that
attended placement before the program (n = 17/44; RR
38%) and the group that attended following the program
(n = 33/72; RR 45%) were compared. RESULTS
Improvements were noted in the areas of recognition,
accomplishment, and influence, with decreases in
dissatisfaction. CONCLUSION Organisational investment
in building staff capacity can produce a positive learning
culture. The aged care sector offers a rich learning
experience for students when staff capacity to support
learning is developed.

Reflecting talks: a pedagogical model in the learning
organisation Reflective Practice, August 2018
The aim of the article is to deepen the understanding of
how a pedagogical model for reflecting talks can be used
in order to make sustainable learning part of the daily
work in the learning organization. From an interactive
research approach, we have together with a project
management group in a European Social Fund project
worked with sustainable learning and knowledge
development. Empirical data has been collected at the
implementation of ten reflecting talks about sustainable
equality. The results lead to a strategy for how
sustainable learning can become part of the daily work at
a workplace. The strategy is constituted by a pedagogical
model for reflecting talks, which clearly shows how
sustainable learning in an organization can be structured.
The core of the pedagogical model for the reflecting talks
where both practically applied and theoretically anchored
knowledge are important components. The learning
process is based on observation, reflection, analysis and
discussion of concrete situations/events. The models
rests on four basic conditions; pedagogical competence, a
delimited problem area, the learning group and
timeframes. The model can be used in the daily work at
short dialogues or at more penetrating discussions.

Towards a learning organisation? Employee perceptions
Learning Organisation, 2006 (Abstract only)

Purpose: The purpose of this research is to explore employee perceptions of the development of a learning culture in a medium-sized manufacturing company that was aspiring to become a learning organization. Design/methodology/approach: The research comprised an extended interview with the company's Organizational Development Manager, a validated questionnaire on the learning organization with a cross-section of 80 staff, and semi-structured interviews with a stratified sample of 20 employees. Findings: The company was using learning to develop its competitive edge, and employees were at various stages of understanding and acceptance of the need for learning and competence development on the job to sustain and develop the company. A tension was detected between the company's objectives and the aspirations of some employees, but the majority appeared to accept the overt learning policy as good for them and the company. Research limitations/implications: Through circumstances, the sample of employees included a fairly high proportion already involved in training, so there was potential for some positive bias towards training and a learning culture. Nevertheless, the study provides some pointers for involving employees in the development of an organization that values learning and for resolving possible tensions between institutional objectives and individual aspirations. Originality/value: As well as adding empirical data to the theory-dominated literature on learning organizations, this study contributes towards a better understanding of the perceptions of employees in the development of a learning organization, rather than from the organizational or management perspectives that tend to dominate the literature.

The learning organisation: variations at different organisational levels Learning Organisation, July 2010 (Abstract only)

Purpose: The purpose of this paper is to examine the perceptions of managers, supervisors, and employees from different organizations relevant to the seven dimensions of a learning organization (LO), and the two dimensions of knowledge and financial performance. Design/methodology/approach: The perceptions of 143 organizational members from different levels of four organizations were measured and compared using the Dimensions of a Learning Organization Questionnaire (DLOQ). Findings: ANOVA results indicated significant effects for level and organization for the LO dimensions and the two performance dimensions. The results indicated significant differences across levels for two of the learning dimensions (empowerment and system connections), and across organizations for six of the learning dimensions including all except continuous learning. The results for the performance dimensions showed managers higher than supervisors and employees on financial performance, and managers higher than employees on knowledge performance. The

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results also showed variations in the performance dimensions across organizations. Research limitations/implications: The results indicated variations across levels and across organizations that may hinder progress toward a learning organization and performance improvements. Practical implications include the need for more communication and participation across all levels of the organization, improved access to and sharing of information at lower levels, and empowering employees to use information for decision making. Originality/value: The paper addresses the paucity of research on the perceptions of disparate groups relevant to the learning organization and organizational performance. It identifies an important area of research by identifying a potential road-block for organizations attempting to adopt a learning organization culture.

Organisational learning

Organisational learning Leadership in health science, October 2018 (Abstract only)
Purpose The understanding of "organisations" has changed fundamentally from seeing them as concrete entities to viewing them as communities of meaning. Mature adults in healthcare learn best when addressing pressing problems in company of their peers. Healthcare is unlike other sectors because of the emotional labour which is part of the experience of clinical staff. Absorptive capacity offers a conceptual model for viewing

organisational learning and the encouragement of systemic eloquence can be enabled through a variety of approaches, provided they are designed and delivered as part of a well-thought-through approach to developing local absorptive capacity. Design/methodology/approach This is a viewpoint paper. Findings Healthcare differs from other sectors. Organisational learning can be enabled by a range of approaches, but these need to be sensitive to local circumstances. Originality/value The paper asserts that healthcare is unlike other sectors because of emotional labour on the part of clinical staff. It maintains that organisations are communities of meaning, rather than concrete entities. Systemic eloquence can be enhanced by the concept of absorptive capacity, applied in local contexts.

Organisational learning in hospitals: a realist review
Journal of Advanced Nursing, June 2019 (Abstract only)
AIM To establish a middle-range theory of organizational learning in hospitals. […] RESULTS The initial search yielded 2,332 citations, 147 of which were ultimately included in the review. The included citations were generally of high quality. Reviewed evidence indicates certain aspects of organizational context can be conducive to mechanisms of organizational learning, leading to a range of positive organizational outcomes. CONCLUSION This review updates and expands on a previous review of the literature on organizational learning in hospitals, refines the concept of organizational learning

in hospitals, and provides a middle-range theory of organizational learning in hospitals. IMPACT This updated review provides a strong evidence base for future work on the topic of organizational learning in hospitals. The refined concept of organizational learning makes it possible to develop reliable, valid research instruments that better reflect of the full scope of organizational learning. Finally, the middle-range theory guides researchers and clinical leaders as they advance the science and practice of organizational learning.

[Organisational learning in hospitals: a concept analysis](#)
Journal of Nursing Management, April 2019 (Abstract only)
AIM To provide a clear definition and description of organisational learning in hospitals. BACKGROUND Organisational learning is a promising strategy nurse managers, and leaders can use to improve organisational performance. A clear definition and description of organisational learning is necessary to advance theory, research and practice in this field. METHODS Walker & Avant's method was used to conduct a concept analysis of organisational learning in hospitals. Data sources included 147 empirical studies, 16 review articles, three dictionary entries and three book chapters. RESULTS Organisational learning occurs when experiences are translated into positive changes in the organisation's collective knowledge, cognition and actions. Organisational context plays a key role in the learning

process. Other manifestations of the concept are identified. CONCLUSIONS This concept analysis provides a clear definition of organisational learning and a description of its defining attributes, antecedents, empirical referents and consequences. IMPLICATIONS FOR NURSING MANAGEMENT Nurse managers and leaders can improve patient and organisational outcomes by creating an environment conducive to translating experiences into organisational learning. Further research is needed to continue advancing the science of organisational learning in hospitals.

[Revisiting organisational learning in integrated care](#)
International Journal of Integrated Care, July 2017
Progress in health care integration is largely linked to changes in processes and ways of doing. These changes have knowledge management and learning implications. For this reason, the use of the concept of organisational learning is explored in the field of integrated care. There are very limited contributions that have connected the fields of organisational learning and care integration in a systematic way, both at the theoretical and empirical level. For this reason, hybridization of both perspectives still provides opportunities for understanding care integration initiatives from a research perspective as well as potential applications in health care management and planning.

[Applying organisational learning research to accountable care organisations](#) Medical Care Research & Review, December 2016

To accomplish the goal of improving quality of care while simultaneously reducing cost, Accountable Care Organizations (ACOs) need to find new and better ways of providing health care to populations of patients. This requires implementing best practices and improving collaboration across the multiple entities involved in care delivery, including patients. In this article, we discuss seven lessons from the organizational learning literature that can help ACOs overcome the inherent challenges of learning how to work together in radically new ways. The lessons involve setting expectations, creating a supportive culture, and structuring the improvement efforts. For example, with regard to setting expectations, framing the changes as learning experiences rather than as implementation projects encourages the teams to utilize helpful activities, such as dry runs and pilot tests. It is also important to create an organizational culture where employees feel safe pointing out improvement opportunities and experimenting with new ways of working. With regard to structure, stable, cross-functional teams provide a powerful building block for effective improvement efforts. The article concludes by outlining opportunities for future research on organizational learning in ACOs.

[Perceived usefulness of podcasting in organisational learning: the role of information characteristics](#) Computers in Human Behaviour, November 2016 (Abstract only)

Podcasting has been used widely to support individuals' learning activities. However, most of the research focuses its use in formal educational contexts. Little attention has been paid to the use of podcasting in organizational settings to support employees' learning activities. To address this gap, this research investigates employees' perceived usefulness (PU) of podcasting to facilitate their learning activities within organizational settings. Using a global company as the case study, the data collected through semi-structured interviews were analyzed using qualitative techniques. The study finds that the characteristics of the information delivered by the podcasts (i.e., information overload, information privacy, and information relevance) play an important role in shaping employees' PU to adopt podcasting for learning. Excitement toward the technology and tenure are also found to have an impact. In fact, contrary to prior findings, which showed the importance of emotions occurring during the use of technologies, towards their ultimate adoption, this study finds that emotions (excitement in our case) in anticipation of podcasting implementation plays a significant role in individual's PU towards adoption. Further, we develop a set of propositions to discuss the relationships between these factors and the PU of podcasting in organizational settings. Practical and theoretical implications are discussed.

Organisational learning: the role of the physical environment Psychological Studies, December 2017 (Abstract only)

This paper examines the role of the physical environment in facilitating organizational learning. Semi-structured interviews related to learning and experiences of physical environment were conducted in two organizations in India. Workspaces were studied using non-participant observation. Cognitive maps of the layouts were created and movements in the workspaces mapped. Content analysis was performed on interview responses, and space syntax analysis was used to analyse maps of the workspaces. Findings suggest that knowledge in organizations is transformed through dialogue and discussion. Relationships, supportive leadership, culture, organizational strategy, and physical environment were found to play a key role in facilitating this process. The physical environment afforded co-presence, movement, and encounter. These features were found to contribute to interaction that facilitated dialogue, and thereby transformation of knowledge. This paper highlights the importance of physical design and provides areas of concrete intervention, allowing for facilitation of learning based on the physical dimension of the learning context.

The significance of 'facilitator as a change agent' – organisational learning culture in aged care home settings Journal of Clinical Nursing, April 2015 (Abstract only)

AIMS AND OBJECTIVES To explore the impact of an educational programme focused on social behaviours and relationships on organisational learning culture in the residential aged care context. BACKGROUND The number of aged care homes will continue to rise as the frail older elderly live longer, requiring more formal care and support. As with other small- to medium-sized health services, aged care homes are faced with the challenge of continuous development of the workforce and depend upon registered nurses to lead staff development. […] While each site received the same educational programme over a six-month period, the change in organisational learning culture at each site was notably different. Two aged care homes had significant improvements in affiliation, one in accomplishment and one in recognition. The educators' journals differed in the types of learning observed and interventions undertaken, with Eucalyptus focused on organisational change, Grevillea focused on group (student) change and the Wattle focused on individual or situational change. CONCLUSION Clinical educator activities appear to have a significant effect on organisational learning culture, with a focus on the organisational level having the greatest positive effect on learning culture and on individual or situational level having a limited effect. RELEVANCE TO CLINICAL PRACTICE Clinical educator facilitation that is focused on organisational rather than individual interests may offer a key to improving organisational learning culture.

Organisational learning and intrapreneurship: evidence of interrelated concepts Leadership and Organisational Development Journal, 2015 (Abstract only)
Purpose: The purpose of this paper is to explore in-depth the interface between organisational learning and intrapreneurship. In this way, the paper aims at understanding how these two concepts are interrelated and mutually dependent. Design/methodology/approach: The method employed is qualitative analysis, including multiple exploratory case studies. For data collection, interviews with staff members of the selected companies and analysis of documents were used. Content analysis served as the data processing technique. Findings: The research identifies four dimensions of organisational learning and intrapreneurship in which both concepts are interlinked. Within each of these levels, the most beneficial attitudes and behaviours are highlighted. Practical implications: This study helps to better understand the dyadic effects between organisational learning and intrapreneurship. Through the dimensions and drivers identified, mechanisms can be developed and implemented leading firms to improve their performance through their employees' learning and intrapreneurial capacities. Originality/value: The contribution of this paper is to provide an in-depth view of the interdependence between organisational learning and intrapreneurship. The findings allow development of a new conceptualisation of these concepts and the underlying drivers.

Team building, employee empowerment and employee competencies: moderating roles of organisational learning culture European Journal of Training and Development, 2019 (Abstract only)
Purpose: The purpose of this paper is to examine the impact of team building and employee empowerment on employee competencies and examine the moderating role of organizational learning culture in between these relationships. Design/methodology/approach: An integrated research model is developed by combining resource-based view, signalling theory and experiential learning theory. The validity of the model is tested by applying moderated structural equation modelling (MSEM) approach to the data collected from 653 employees working in cement manufacturing companies. The reliability and validity of the dimensions are established through confirmatory factor analysis and the related hypotheses are tested by using MSEM. Findings: The findings suggest that organizational learning culture significantly strengthens the relationships of team building and employee empowerment on employee competencies. Research limitations/implications: The research is undertaken in Indian cement manufacturing companies which cannot be generalized across a broader range of sectors and international environment. Practical implications: The findings of the study have potential to help decision makers of manufacturing companies to develop strategies which will enable them to improve employee competency, to formulate effective human

resource development interventions and to enhance the capability of the employees to achieve desired goals and objectives of the organization. Originality/value: The research is unique in its attempt to combine three frameworks to build a new theoretical model explaining the importance organizational learning culture along with team building and employee empowerment.

Technology

MOOCocracy: the learning culture of massive open online course Educational Technology Research and Development, December 2016 (Abstract only)
Massive open online courses (MOOCs) are often examined and evaluated in terms of institutional cost, instructor prestige, number of students enrolled, and completion rates. MOOCs, which are connecting thousands of adult learners from diverse backgrounds, have yet to be viewed from a learning culture perspective. This research used virtual ethnographic methods to investigate the adult learner experience in a MOOC learning culture. Specifically, authors observed and interviewed twelve adult learners from countries around the world to gain a richer understanding of their online experiences and interactions within a MOOC focused on the social justice topic of human trafficking. Results showed that while a MOOC learning culture has some similarities to traditional distance education environments, it is indeed complex due to the large global scale. Based

on the six themes that emerged from the data, the authors present the concept of MOOCocracy—a social learning democracy, as a description of the MOOC learning culture. Implications for MOOC instructional design are also discussed.

A just culture of learning

A culture of learning for the NHS Journal of European CME, 2019 (Abstract only)
A recent report suggests that current conditions in the NHS may be preventing the delivery of optimal patient care. For example, patients with various common cancers or cardiovascular diseases can expect sub-optimal treatment in the NHS. In March 2018, the King's Fund confirmed common knowledge on poor NHS performance, staff shortages, lengthening waiting lists, cancelled operations and financial pressures. The UK is out-performed by comparable countries, coming 30th out of 192 countries in a worldwide study and 16th out of 35 countries in a European study with Switzerland in the first place. In addition to poor outcomes, health-care professionals (HCPs) are shown to have behaved badly in a long series of scandals. Almost 8,000 UK doctors were consulted in the recent BMA's Caring, Supportive, Collaborative project. The findings point to the persistence of a culture of fear and blame in the NHS, despite this being highlighted as a problem in two major reports.

Today's NHS may be represented as a demotivated workforce with low morale, lacking opportunities for meaningful professional development, and resentful of an autocratic and remote bureaucracy. As an example, the proportion of hospital doctors taking voluntary early retirement in the last decade has increased from 14% to 27%. Medical and surgical firms with their "chiefs" no longer exist. The complexity of junior doctor rotas has prevented seniors from mentoring and supporting juniors. Medical collegiality is vanishing. Poor outcomes and disaffected HCPs suggest a dysfunctional organisational culture.

Embedding a just and learning culture in the NHS British Journal of Nursing, August 2019 (Abstract only)
John Tingle, Lecturer in Law, Birmingham Law School, discusses recently published NHS Resolution guidance on developing in the NHS a 'just and learning culture' to support staff, patients and carers.

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