

This is a sample of the instructor materials for *Organizational Behavior and Theory in Healthcare: Leadership Perspectives and Management Applications*, by Stephen L. Walston.

The complete instructor materials include the following:

- Test bank
- PowerPoint slides for each chapter
- Answer guides to the chapter discussion questions
- Chapter case guidelines

This sample includes the PowerPoint slides, answer guide, and chapter case guidelines for Chapter 3, “Individual and Organizational Learning.”

If you adopt this text, you will be given access to the complete materials. To obtain access, e-mail your request to hapbooks@ache.org and include the following information in your message:

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Organizational Behavior and Theory in Healthcare

Chapter 3

Individual and Organizational Learning

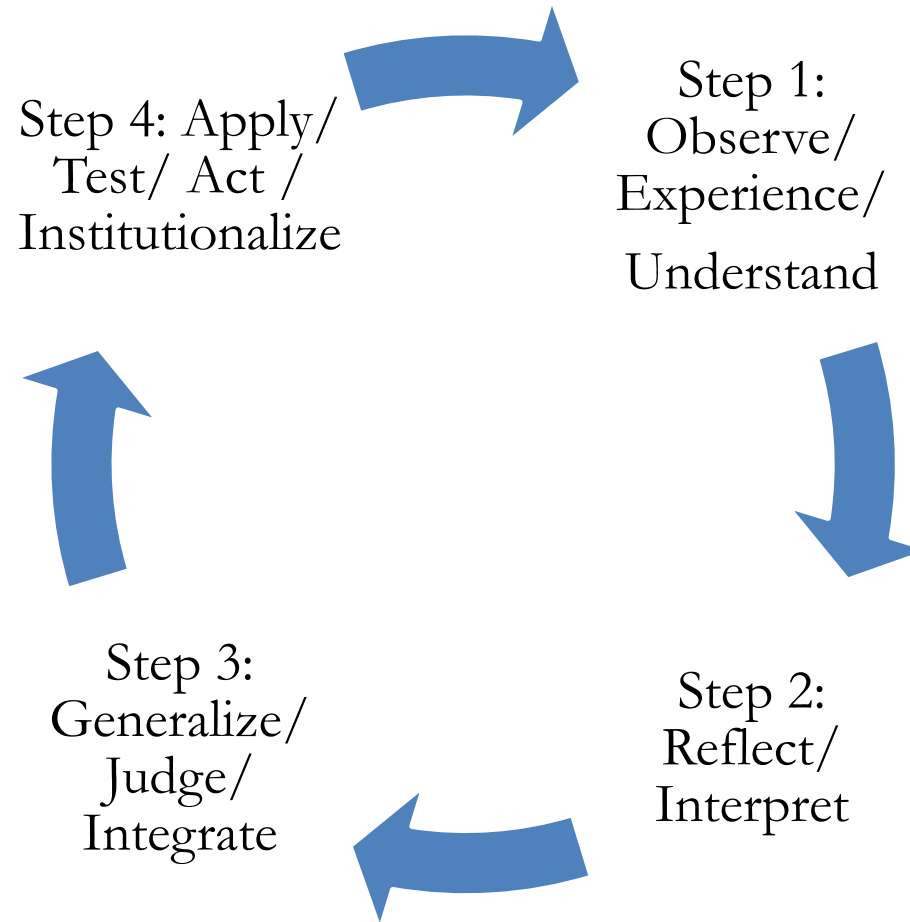
Definition of *Organizational Learning*

- “an organizationally regulated collective learning process in which individual and group-based learning experiences concerning the improvement of organizational performance and/or goals are transferred into organizational routines, processes and structures”

Learning's Four Separate Processes

- Understanding—The process of gaining new insights and ideas based on personal experience
- Interpreting—The process of deducing relationships among insights, including the ability to explain the relationship to self and others
- Integrating—Assimilating new insights into groups to allow for collective action within an organization
- Institutionalizing—The implementation of shared understanding through organizational rules, procedures, and strategies, which engrains insights in an organization

The Cycle of Learning



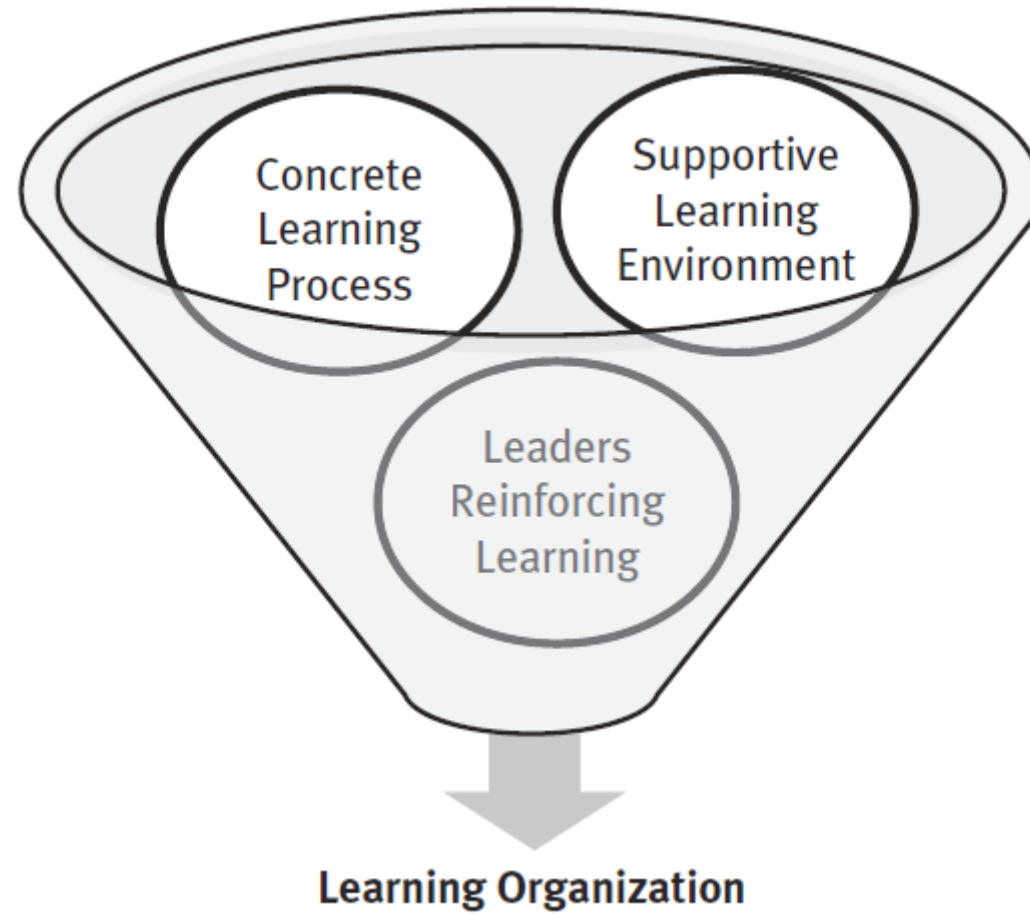
Single- and Double-Loop Learning

- Single-loop learning: Employees search for solutions within the given goals, values, plans, and rules.
- Double-loop learning: The “governing variable” is questioned, and shifts in strategies, values, and/or mission may take place.

A Learning Organization

- A learning organization creates appropriate strategies and structures to enhance learning.
- System thinking: Understanding and analyzing how all the components of an organization influence each other within the whole to find and eliminate obstacles to learning
- Personal mastery: Individual commitment to self-improvement and the process of learning
- Mental models: The assumptions held by individuals and the organization that promote learning through their culture and mindsets
- Shared vision: A common vision that stimulates learning
- Team learning: Group cohesiveness and dialogue that motivates common team learning (Senge 1990)

Components of a Learning Organization



Barriers to Learning

- **Personal barriers to learning**
 - Personal biases
 - Lack of motivation
 - High degree of stress
 - Lack of skills
 - Deficit of trust
 - Fear of punishment
- **Group and organizational barriers to learning**
 - Lack of clear goals
 - Minimal feedback
 - Strict work rules
 - Excessive competition
 - A “blame” culture

Characteristics of a Continuously Learning Health Care System

- Real-time access to knowledge
- Digital capture of the care experience for care improvement
- Engaged, empowered patients
- Incentives aligned to reward high-value care
- Full transparency
- Leadership-instilled culture of learning
- Supportive system competencies through training, system analysis, and feedback loops

(adapted from Smith et al., 2013)

Learning in Healthcare Is More Complicated

- The professionalism, functional organizational structures, and tight interdependencies that exist in healthcare create situations ripe for disasters, unless diligence and learning takes place.
- For example, healthcare providers (doctors and nurses) are taught to make independent decisions and address individual patient problems.

Embedding Learning

- Key concepts are reinforced by online learning. Ideas introduced at meetings can be reinforced by providing online learning modules.
- Address specific units' needs by customizing training and education.
- First-hand experience: Employees are given the opportunity to “test drive” that which is being learned and have “hands-on” training.
- A safe environment to ask challenging, difficult questions exists.

Chapter 3 Questions

1. What is the difference between individual and organizational learning?

Answer: Organizational learning involves collective learning that combines individual and group-based experiences to improve organizational routines, processes, and structures.

2. How does the learning process of integrating differ from institutionalizing?

Answer: Integrating brings a concept within the organization collectively; institutionalizing makes it part of the rules, procedures, and strategies, which formally engrains it into the organization.

3. How does the apply/test/act/institutionalize cycle lead to the observe/experience/understand cycle?

Answer: The first step creates actions and outcomes that can be observed and understood.

4. How could double-loop learning be disruptive to an organization?

Answer: It changes existing processes, policies, and objectives, which may require employees to alter their common practices and, if the changes are not selected properly, could result in unforeseen negative consequences.

5. Why are leaders' behaviors so important to organizational learning?

Answer: They establish the degree of safety and ability to ask challenging question.

6. Of the three components of a learning organization, which do you think is the most important?

Answer: This answer could vary and would probably depend on the organization. Usually the one that is lacking is the most important.

7. How do barriers to learning come to exist in organizations?

Answer: The culture and work rules often create and embed the barriers.

Management inattention can also cause many of these to exist.

8. How does public punishment damage organizational learning?

Answer: It creates fear and causes employees to limit their efforts from taking nontraditional/double-loop behavior.

9. Why is learning more difficult in healthcare than in other industries?

Answer: Healthcare has many defined professions, very functionally structured organizations with tight interdependencies, and outcomes that are very critical and time related.

10. How is Lean quality improvement related to organizational learning?

Answer: It is focused on improving organizational processes, which require constant learning.

Chapter 3

The Role of Information Technology in Healthcare Learning: This case can be used to review the concepts of organizational learning in healthcare. The instructor may begin by reviewing the four processes presented in this chapter:

1. *Understanding*: The process of gaining new insights and ideas based on personal experience.
2. *Interpreting*: The process of deducing relationships among insights, including the ability to explain the relationship to self and others.
3. *Integrating*: Assimilating new insights into groups to allow for collective action within an organization.
4. *Institutionalizing*: A shared understanding is implemented through organizational rules, procedures, and strategies, which engrains insights in an organization.

Discuss with the class what patient-centered care is (a good article that defines patient centered care can be found at http://www.commonwealthfund.org/usr_doc/Shaller_patient-centeredcarewhatdoesittake_1067.pdf?section=4039) and how it necessitates organizational learning. Highlight that patient-centered care requires that patients participate in their care and in the decisions about their care. This requires that appropriate data and information be available and that the organization members “learn” from their patient interactions. Moving to a learning organization can be very difficult, as it involves many interrelated changes that must reinforce openness and transparency and provide the proper incentives. Ask the class what characteristics a learning organization should have. These should include the four listed in the text: respect and dignity, information sharing, participation, and collaboration. Inquire what behaviors and policies should exist to demonstrate and encourage these characteristics. Discuss how IT systems

can facilitate these characteristics or can become barriers in implementing learning behaviors.