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The Relationship between Organizational Learning and Individual-Level or Ward-Level Organizational Socialization: A Cross-Sectional Survey on Acute Hospital Nurses

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Objective: This study aimed to investigate the association between individual-level or group-level organizational socialization (OS) and Organizational Learning (OL) sub processes: information acquisition, information distribution, information interpretation, information integration and organizational memory.

Methods: A cross-sectional study using anonymous self-report questionnaires was administered to 1077 nurses at 34 wards in two university hospitals in Japan from August to October 2018. OS and OL were measured using existing scales. Multi-level analyses using two-level hierarchical linear modeling (HLM) with fixed effects were conducted. Individual-level OS was analyzed using group-mean centering and ward-level OS was analyzed using each ward's average OS score. Individual-level OS and ward-level OS were used as independent variables, OL sub processes as a dependent variable and personal characteristics and critical thinking of each nurse as covariates.

Results: Excluding responses with no indication of consent and missing responses of both OS and OL scales and 10 wards with response rate under 50%, 466 nurses from 24 wards were analyzed. The average target number of nurses for analysis in each ward was 18.1. Although the estimated coefficients of OS were small, individual-level OS was positively and significantly associated with all organizational learning processes. On the other hand, ward-level OS was positively and significantly associated with information interpretation, information integration and organizational memory.

Conclusion: Although it is necessary to increase individual-level OS to foster all OL processes, ward-level OS also needs to be heightened to foster the three sub processes that come after information interpretation. Specifically, in order for members to convert newly generated knowledge into explicit knowledge, understand it as ward-wide common knowledge and establish it as a routine in the ward, it may be desirable to maintain a high ward-level as well as individual-level OS (282).

Biography

Keiko Ishii, RN, MHS, is a doctoral student in the Department of Nursing Administration, Graduate School of Medicine, The University of Tokyo. After completing her undergraduate courses, she worked as an RN in two university hospital in Tokyo for 10 years. Based on her clinical experiences, she believes that organizational learning is effective for the development of nursing organizations. She is interested in organizational dynamism, the interaction between groups and individuals within medical organizations and knowledge management. The current study is based on her experience, where changing the organization and routinization of evidenced-based-care is difficult in a team with members who have acquired high organizational socialization.

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