

Search Results

Table of Contents

Search History	page 2
1. 'If we can't do more, let's do it differently!': Using appreciative inquiry to promote innovative ideas for better health care work environments.	page 3
2. An exploratory study of group development and team learning.	page 3
3. Building a culture of excellence: Learning from our successes.	page 3
4. Developing a dynamic project learning and cross-project learning capability: Synthesizing two perspectives.	page 4
5. Factors that influence cooperation in networks for innovation and learning.	page 4
6. How do leaders and their teams bring about organizational learning and outcomes?	page 5
7. In search of reflective behavior and shared understanding in ad hoc expert teams.	page 5
8. Knowledge sharing between project teams and its cultural antecedents.	page 5
9. Learning organizations without borders? A cross-cultural study of university HR practitioners' perceptions of the salience of Senge's five disciplines in effective work outcomes.	page 6
10. Team and organisational learning in a cross-functional community of practice: The importance of privileging voices.	page 6
11. Team learning: Building shared mental models.	page 7
12. The challenge of collective learning from event analysis.	page 7
13. The impact of individual philosophies of teamwork on multi-professional practice and the implications for education.	page 7
14. The romance of learning from disagreement. The effect of cohesiveness and disagreement on knowledge sharing behavior and individual performance within teams.	page 8

Search History

2. PsycInfo; (celebrat* adj3 (success OR successes OR achievements)).ti,ab; 145 results.
3. PsycInfo; (shar* adj3 (learn* OR success OR successes)).ti,ab; 2316 results.
4. PsycInfo; 2 OR 3; 2455 results.
5. PsycInfo; (team OR teams).ti,ab; 56223 results.
6. PsycInfo; 4 AND 5; 239 results.

1. 'If we can't do more, let's do it differently!': Using appreciative inquiry to promote innovative ideas for better health care work environments.

- Citation:** Journal of Nursing Management, Dec 2009, vol. 17, no. 8, p. 947-955, 0966-0429 (Dec 2009)
- Author(s):** Richer, Marie-Claire; Ritchie, Judith; Marchionni, Caroline
- Abstract:** Aim: To examine the use of appreciative inquiry to promote the emergence of innovative ideas regarding the reorganization of health care services. Background: With persistent employee dissatisfaction with work environments, experts are calling for radical changes in health care organizations. Appreciative inquiry is a transformational change process based on the premise that nurses and health care workers are accumulators and producers of knowledge who are agents of change. Methods: A multiple embedded case study was conducted in two interdisciplinary groups in outpatient cancer care to better understand the emergence and implementation of innovative ideas. Results: The appreciative inquiry process and the diversity of the group promoted the emergence and adoption of innovative ideas. Nurses mostly proposed new ideas about work reorganization. Both groups adopted ideas related to interdisciplinary networks and collaboration. A forum was created to examine health care quality and efficiency issues in the delivery of cancer care. Conclusion: This study makes a contribution to the literature that examines micro systems change processes and how ideas evolve in an interdisciplinary context. Implications for nursing management: The appreciative inquiry process created an opportunity for team members to meet and share their successes while proposing innovative ideas about care delivery. Managers need to support the implementation of the proposed ideas to sustain the momentum engendered by the appreciative inquiry process. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)
- Source:** PsycInfo
- Full Text:** Available from EBSCOhost in [Journal of Nursing Management](#)
Available from EBSCOhost in [Journal of Nursing Management](#)

2. An exploratory study of group development and team learning.

- Citation:** Human Resource Development Quarterly, Mar 2015, vol. 26, no. 1, p. 5-30, 1044-8004 (Spr 2015)
- Author(s):** Raes, Elisabeth; Kyndt, Eva; Decuyper, Stefan; Van den Bossche, Piet; Dochy, Filip
- Abstract:** Teams need to pass through a series of development stages before they can operate effectively, and, in a changing context, it has also been demonstrated that teams need to continue learning in order to remain effective. This article aims to explore the relationship between team development and team learning. In particular, it focuses on when and why basic team learning processes such as sharing information, co-construction, and constructive conflict occur during different phases of development. It can be hypothesized that although each stage of team development is characterized by specific learning tasks, team learning processes occur more in certain stages than in others. The results from a model-based cluster analysis and ANOVA analyses on a sample of 44 professional teams show that team learning occurs more in the later phases of group development due to higher levels of team psychological safety and group potency. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)
- Source:** PsycInfo

3. Building a culture of excellence: Learning from our successes.

- Citation:** Academic Medicine, Jul 2015, vol. 90, no. 7, p. 835-837, 1040-2446 (Jul 2015)
- Author(s):** Sklar, David P.
- Abstract:** [Correction Notice: An Erratum for this article was reported in Vol 90(10) of Academic Medicine (see record 2015-48631-036). In the original editorial, there was an error in the sentence beginning at the bottom of page 836 and continuing on 837 and in the source cited. The corrected sentence and reference citation are present in the erratum.] This

editorial discusses teamwork, medical education, and creation of a culture supportive of individual and team excellence through sharing and celebrating success. In an effort to shift the current discourse about quality and safety in another, complementary direction, the Editor presents a case where everything went right, against great odds. There were at least three lessons to be learned from the case presented. The first lesson was the importance of clear communications. The second lesson was the critical role of trust between the emergency department team and the vascular surgery team. The third lesson was the interdependence of individuals' medical expertise and highly functioning teams. Culture is a term that one uses often, and one invests it with many meanings, which can diminish its force. In its simplest form, culture is what one values and how one communicates it, so in health care it is about how one values life and understand illness, death, and suffering and how one communicates about it to the students and patients. (PsycINFO Database Record (c) 2015 APA, all rights reserved)

Source: PsycInfo

4. Developing a dynamic project learning and cross-project learning capability: Synthesizing two perspectives.

Citation: Information Systems Journal, Nov 2008, vol. 18, no. 6, p. 567-591, 1350-1917 (Nov 2008)

Author(s): Newell, Sue; Edelman, Linda F.

Abstract: Driven by the complexity of new products and services, project work has become increasingly common in all types of organizations. However, research on project learning suggests that often project teams do not meet their stated objectives and, moreover, there is limited organizational learning from the experiences of project work. We use the dynamic capabilities framework to argue that building a dynamic project learning capability is useful for organizations that make extensive use of projects. We use both survey and interview data to discuss the key ways in which such a dynamic capability can be built. Our survey data demonstrate the importance of documenting project learning, but our interview data show that teams are often remiss at documenting their learning. The results from the two different approaches are synthesized using Boland & Tenkasi's notions of perspective-making and perspective-taking. Importantly, combining the results from the two sets of data suggests that organizations need to emphasize the benefits from project reviews and documentation and explore ways in which the documents produced can be made more useful as boundary objects to encourage the sharing of learning across projects. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycInfo

5. Factors that influence cooperation in networks for innovation and learning.

Citation: Computers in Human Behavior, Aug 2014, vol. 37, p. 377-384, 0747-5632 (Aug 2014)

Author(s): Sie, Rory L. L.; Bitter-Rijkema, Marlies; Stoyanov, Slavi; Sloep, Peter B.

Abstract: Innovation networks and learning networks share the same cooperative intention, but they too often fail as members of the network do not know which partnerships are valuable. If one plans to build a support service that provides insight into the value of future cooperation, one first needs to know what contributes to effective and efficient cooperation. In addition to carrying out a literature review, we invoked the eDelphi method to answer this question. eDelphi is a method to solicit knowledge from experts anonymously and without geographical constraints. Observations from two eDelphi rounds are reported in this article. The first round focused on factor generation and determined which factors influence cooperation networks; it was conducted with two groups of six representative experts. Experts list open communication, a positive attitude, trust, keeping appointments, and personality as influential factors for cooperation networks. A team of four moderators categorised the factors in a second round, resulting in four core clusters: personal characteristics, diversity, effective cooperation, and managerial aspects. Interestingly the experts failed to list some factors that are mentioned in the literature. This finding is discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)

Source: PsycInfo

6. How do leaders and their teams bring about organizational learning and outcomes?

- Citation:** Personnel Psychology, Mar 2015, vol. 68, no. 1, p. 79-108, 0031-5826 (Spr 2015)
- Author(s):** Berson, Yair; Da'as, Rima'a; Waldman, David A.
- Abstract:** How do leaders generate a learning climate that yields favorable organizational outcomes? To address this question, we offer and test a model linking charismatic leadership with the team's emergent states of shared vision and trust within the team, as predicting organizational learning climate, and long-term assessments of organizational outcomes by key stakeholders. We examined this model in a sample of 69 Arab elementary schools in Israel using multiple sources of raters, predicting long-term assessments by key stakeholders of respective schools (parents and superintendents) at 2 points in time: 1 year and 3 years following the survey of the teachers. In line with our expectations, we obtained an overall, indirect effect between charismatic leadership and organizational learning climate. We also found support for both the direct and indirect effects of leader charisma through trust within the team on organizational learning climate and school outcomes. Although charismatic leadership predicted shared vision among team members, shared vision did not predict organizational learning climate, and hence, our proposed mediating effects of shared vision on organizational learning climate and outcomes were not supported. We discuss both theoretical and practical implications for the effects of leaders on learning processes and outcomes. (PsycINFO Database Record (c) 2015 APA, all rights reserved)(journal abstract)
- Source:** PsycInfo

7. In search of reflective behavior and shared understanding in ad hoc expert teams.

- Citation:** CyberPsychology & Behavior, Apr 2004, vol. 7, no. 2, p. 141-154, 1094-9313 (Apr 2004)
- Author(s):** Mulder, Ingrid; Swaak, Janine; Kessels, Joseph
- Abstract:** The work reported on here concentrates on virtual ad hoc expert teams for the integration of learning and working, as ad hoc teams seem to be one way to cope with complexity in a knowledge-intensive society. In order to let ad hoc teams learn and work together, group members require effective communication and shared understanding among each other. Two empirical studies were conducted to study collaborative learning and shared understanding, one exploratory study and one experiment. In the first study, it was explored how virtual design teams work and learn together. Based on conceptual ideas, collaborative learning and shared understanding were observed and assessed in a design team over a period of four months. It was concluded that shared understanding was suboptimal; mainly due to the effect that hardly any questions were raised and answered. The second study elaborates on the need to encourage question-answer patterns and reflective behavior in such teams. A tool was developed that supported questioning behavior. As it was hypothesized that this tool leads to better questioning behavior, which in turn results in more reflective behavior and in increased shared understanding, an experiment was conducted. In the exploratory study, as well as in the experimental study, the perceived shared understanding increased over time. However, in both studies suboptimal questioning behavior and little reflective activity were noticed. The main results of the two empirical studies are compared and discussed. (PsycINFO Database Record (c) 2014 APA, all rights reserved)(journal abstract)
- Source:** PsycInfo
- Full Text:** Available from *EBSCOhost* in [CyberPsychology & Behavior](#)

8. Knowledge sharing between project teams and its cultural antecedents.

- Citation:** Journal of Knowledge Management, Jan 2012, vol. 16, no. 3, p. 435-447, 1367-3270 (2012)
- Author(s):** Mueller, Julia
- Abstract:** Purpose: The aim of this article is to provide insights into how knowledge sharing between project teams takes place (if formal channels are not provided) and which

cultural antecedents influence this process. Design/methodology/approach: The author adopts a qualitative research design using a triangulation of methods (interviews, observations, company data and group discussions) to receive detailed results for one case study. Findings: The findings show that knowledge sharing between project teams takes place even though top-management did not include these processes in the formal work organization. Project team leaders as well as members share knowledge with other project teams by transferring boundary objects, interchanging team members and directly interacting. Furthermore, this study confirms some elements of a knowledge culture, but also discovers new cultural elements that are favorable and unfavorable to knowledge sharing between teams, such as personal responsibility, intrinsic motivation, top-management's trust in employees, and output orientation. Research limitations/implications: Despite the fact that only one case study could be researched with this level of detail, the results provide insights into a research area neglected thus far and show that not all knowledge processes depend on the same cultural antecedents. Practical implications: Managers and team leaders learn that knowledge sharing between project teams enhances the efficiency of project work and organizational learning. Originality/value: This study addresses a specific knowledge process, namely knowledge sharing between project teams, and discovers that specific cultural antecedents support and hinder this type of cross-boundary knowledge sharing process. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

9. Learning organizations without borders? A cross-cultural study of university HR practitioners' perceptions of the salience of Senge's five disciplines in effective work outcomes.

Citation: International Journal of Cross Cultural Management, Apr 2012, vol. 12, no. 1, p. 101-114, 1470-5958 (Apr 2012)

Author(s): Coldwell, David A. L.; Fried, Andrea

Abstract: The learning organization has been put forward as an effective way of conflict management through the adoption of the disciplines of personal mastery, mental models, team learning, systems thinking and shared vision (O'Keefe and Stewart, 2004; Fisher-Yoshida, 2005), but this depends to a large extent on the transferability of the concept cross-culturally (Fisher-Yoshida, 2005). This paper investigates the transferability of the learning organization concept in British, German and South African contexts with a sample of university-based human resource (HR) management employees. Specifically, the paper investigates the comparative importance of Senge's (1990) learning organization disciplines in generating effective work outcomes among HR employees in three different national cultural contexts. It is suggested that the importance of the learning disciplines in different countries may be influenced by prevailing cultural differences. The study interrogates the notion that the model provides a globally relevant tool for general applications in effective work outcomes. A survey was conducted utilizing HR practitioners employed by three separate universities in three countries (the United Kingdom, South Africa and Germany). Specific measuring instruments were constructed to operationalize Senge's (1990) model. Results suggest influences of national culture on emphases put on specific aspects of the five disciplines in effective work outcomes. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycInfo

10. Team and organisational learning in a cross-functional community of practice: The importance of privileging voices.

Citation: The Career Development International, Jan 2001, vol. 6, no. 7, p. 396-402, 1362-0436 (2001)

Author(s): Peile, Ed B.; Briner, Wendy

Abstract: New ways of working predicate new ways of learning. Reports on a workshop which examined facilitated case history discussions as a means whereby a team could share and extend their learning around the common focus of interest—the patient. Discussion in the workshop focused on “how-to” aspects of small group facilitation. A question stimulated

subsequent enquiry about “privileging voices”. Examines how the facilitation enabled interactive, inter-professional education through an informal form of discourse analysis on the transcripts of the case discussions. The concept of “privileging voices” is demonstrable in the way the authors worked to facilitate the case history discussions. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

11. Team learning: Building shared mental models.

Citation: Instructional Science, May 2011, vol. 39, no. 3, p. 283-301, 0020-4277 (May 2011)

Author(s): Van den Bossche, Piet; Gijsselaers, Wim; Segers, Mien; Woltjer, Geert; Kirschner, Paul

Abstract: To gain insight in the social processes that underlie knowledge sharing in teams, this article questions which team learning behaviors lead to the construction of a shared mental model. Additionally, it explores how the development of shared mental models mediates the relation between team learning behaviors and team effectiveness. Analyses were performed on student-teams engaged in a business simulation game. The measurement of shared mental models was based on cognitive mapping techniques. The results indicate that a team learning perspective provides insight in how people share knowledge. Particularly the team learning behaviors identified as co-construction and constructive conflict are related to the development of shared mental models. In addition, a shared mental model of the task environment in a team leads to improved performance. This underscores the importance of developing shared cognition in teamwork. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycInfo

12. The challenge of collective learning from event analysis.

Citation: Safety Science, Jan 2011, vol. 49, no. 1, p. 83-89, 0925-7535 (Jan 2011)

Author(s): Ramanujam, Rangaraj; Goodman, Paul S.

Abstract: This paper examines the difficulties of learning from event analysis. The central idea is that learning represents a distinct set of team-or unit-level outcomes and processes that is different from valid analysis, effective problem-solving, or individual learning. In other words, event analysis cannot automatically generate group learning. For learning to occur, several conditions must be satisfied: Change in the team’s or unit’s repertoire of behaviors (the learning) must be a clear outcome of the event analysis; this learning must be shared by the team members (i.e., members must become aware of both the content of the learning as well as of the fact that other members are aware of this learning); the shared learning must be stored in repositories for future retrieval; the stored learning must be retrieved when the team subsequently encounters situations where the learning is relevant; and, finally, these processes of sharing, storing, and retrieving the learning must continue to occur over an extended period of time. These requirements pose major dilemmas or challenges for learning from event analysis. We discuss these challenges using examples from event analysis teams in two hospitals and in a computer emergency response center. We offer some potential strategies for addressing these challenges. (PsycINFO Database Record (c) 2015 APA, all rights reserved)(journal abstract)

Source: PsycInfo

13. The impact of individual philosophies of teamwork on multi-professional practice and the implications for education.

Citation: Journal of Interprofessional Care, Aug 2000, vol. 14, no. 3, p. 237-247, 1356-1820 (Aug 2000)

Author(s): Freeman, Marnie; Miller, Carolyn; Ross, Nick

Abstract: An emphasis on multi-professional teamwork and the development of shared learning to support this process figures prominently in current policy documents in the UK, information dissemination from professional bodies and Trust statements (e.g., DoH, 1997,1998). The assumption behind these prescriptions is that working collaboratively

enhances the outcomes to patients. However, working collaboratively may not be readily achieved. This research used a case study approach to explore the factors which inhibited or supported collaborative practice. Case studies of six teams working in a variety of specialisms were conducted. There were difficulties in developing collaborative practice identified at three levels of analysis: the organisation, the group, and the individual. Whilst organisational and group dynamic constraints may well impinge on practice, this paper would argue that the different interpretations which various professionals have of team-working are of equal importance. Three philosophies of teamwork which emerged from the data will be described and discussed using examples of professional interactions from the case studies. Given the problems identified where the philosophies of individual team members were mismatched, the implications for education will be explored. (PsycINFO Database Record (c) 2015 APA, all rights reserved)

Source: PsycInfo

Full Text: Available from *Taylor & Francis* in [Journal of Interprofessional Care](#)
Available from *EBSCOhost* in [Journal of Interprofessional Care](#)
Available from *EBSCOhost* in [Journal of Interprofessional Care](#)
Available from *EBSCOhost* in [Journal of Interprofessional Care](#)

14. The romance of learning from disagreement. The effect of cohesiveness and disagreement on knowledge sharing behavior and individual performance within teams.

Citation: Journal of Business and Psychology, Mar 2010, vol. 25, no. 1, p. 139-149, 0889-3268 (Mar 2010)

Author(s): van Woerkom, Marianne; Sanders, Karin

Abstract: Purpose: The purpose of this study was to explore the effects of disagreement and cohesiveness on knowledge sharing in teams, and on the performance of individual team members. Design/methodology/approach: Data were obtained from a survey among 1,354 employees working in 126 teams in 17 organizations. Findings The results show that cohesiveness has a positive effect on the exchange of advice between team members and on openness for sharing opinions, whereas disagreement has a negative effect on openness for sharing opinions. Furthermore, the exchange of advice in a team has a positive effect on the performance of individual team members and acts as a mediator between cohesiveness and individual performance. Implications: Managers who want to stimulate knowledge sharing processes and performance within work teams may be advised to take measures to prevent disagreement between team members and to enhance team cohesiveness. Originality/value: Although some gurus in organizational learning claim that disagreement has a positive effect on group processes such as knowledge sharing and team learning, this study does not support this claim. (PsycINFO Database Record (c) 2012 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Full Text: Available from *EBSCOhost* in [Journal of Business & Psychology](#)