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LEARNING ORIENTATION IN NURSING HOMES IN POLAND

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ABSTRACT

As a major challenge of a social, economic, and institutional nature, the phenomenon of population ageing is the basis for concern in terms of the direction of further socio-economic development. By the year 2050, the number of older people around the world will amount to more than 2 billion, constituting 22% of the total population. Over 75, people are faced with increased risk of disability (physical and mental), which can deprive of independent existence. The welfare system will not only have to meet the growing demand for nursing homes, but also the increasing requirements for the safety and quality of services. The innovation of nursing homes will be conditional on the learning of the units of this sector. The scientific goal of the pursued study was to evaluate the influence of learning orientation on the innovation of nursing homes in Poland. Learning orientation has been the subject of the Author's interest in the context of four constructs: (i) commitment to learning, (ii) shared vision, (iii) open-mindedness, and (iv) intra-organisational knowledge sharing. The article presents the results of a quantitative research conducted on a sample of 169 nursing homes in Poland. The study aimed to examine relationships between the four constructs of learning orientation and organisational innovativeness of nursing homes in Poland. The regression model confirmed the existing statistically significant positive relationship between open-mindedness and organisational innovativeness.

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INTRODUCTION

The processes related to ageing (greying) population are among of the most important short to mid-term challenges all over the world. The share of older people (+65) in Poland increased from 10.2 per cent in 1990 to 16.0 per cent in 2015 (Central Statistical Office (CSO), 2016). Globally, the number of older people (over 60) is expected to more than double,

from 841 million people in 2013 to more than 2 billion in 2050, representing 22% of the population (United Nations, 2017; Bloom, Canning & Fink, 2011). The projected population in three main age groups in 2050 in Poland (Tab. 1) shows that the number of people above the age 65 will increase from 6 071 in 2015 to 11 097 thousand in 2050, representing an increase of over 83%. In the population

Tab. 1. Population projection by biological age groups (in thousands)

YEAR	POPULATION BY AGE GROUP				TOTAL
	0-14 YEARS	15-64	>65 YEARS	>85 YEARS	
2015	5 728	26 620	6 071	1 560	38 419
2050	4 120	18 733	11 097	3 537	33 951

Source: elaborated by the author based on (CSO, 2017).

structure, the share of people over 65 will increase from 16.0% in 2015 to 33.0% in 2050.

In the population age structure, the population older than 85 plays a special role. At this age, the deteriorating physical condition reduces the ability to independently function in the society. As ageing progresses, older people find it increasingly more difficult to independently meet their basic needs. The global phenomenon of population ageing results in greater numbers of older people in need of care, while possibilities of family care are simultaneously decreasing. Europe has about 60% of people aged 75 and older with limitations in their daily activities (Organisation for Economic Co-operation and Development (OECD), 2013).

The processes associated with the ageing population will result in a steady increase in the interest for long-term care services, such as nursing home. Residential care refers to the services of care and social support, provided in supported living arrangements (OECD, 2008, p. 1). On the one hand, the growing interest in the care provided by nursing homes (residential care) results from lengthening duration of life and is also accompanied by the extended presence in the labour market, which often prevents children from taking care of their parents. On the other hand, the increasing demand for residential care services will arise because globally, as little as 40 per cent of older people live independently, i.e. alone or with their spouse only (United Nations, 2013). Lonely existence of older people is a common occurrence and constitutes a serious social problem. It requires the development of a variety of care measures in the form of institutionalised social welfare.

Considering the projected dynamics of changes in the population structure, the availability of places in nursing homes indicates a significant gap in this area. The availability of vacancies in nursing homes is much lower than the existing demand. Only Lithuania stands out in terms of the availability of vacancies in nursing homes with are as many as 66 vacancies per every 100 people over 65 years of age. The countries with the lowest coefficient of vacancies in resi-

dential care facilities include Bulgaria (0.32 per 100 people over 65 years of age) and Romania (0.79). In Poland, the analysed ratio amounts to 1.66 (Eurostat database, 2014).

In Poland, for more than 78 thousand available vacancies in nursing homes, around 10 thousand new pensioners are accepted every year. A queue amounts to an average of 7 thousand pensioners annually. Considering the functions performed by the social welfare homes in Poland and their types, 30% of the total number of vacancies available in social assistance institutions is allotted for the elderly aged over 65.

The growing demand for nursing homes will lead to growing expectations connected with the quality of such services and increasing requirements for long-term care services from the perspective of a family paying for such services (Ejdys, 2017). The need to ensure high-quality care for the older people (high-quality, long-term care) is associated with several irregularities in this regard, reported widely in the media. Many national reports, individual research and survey results confirm the poor quality of services (Capitman et al., 2005; OECD, 2013; Kautsch et al., 2017).

The requirements of today's generation of "baby boomers" are much higher than those of their parents. Particular attention is given to such qualities of the care system for the older people as ensuring independence, autonomy, and privacy. In addition, a modern system of care for the older people should be characterised by the ability to create a culture focused on improving the quality of services, market orientation manifested in the customisation of services according to customer expectations, the involvement of older people in the process of service improvement, providing security to pensioners. The processes of service improvement should be focused on three areas: workforce, living environment, and assistive technologies (OECD, 2013; Halicka, 2016). Establishing such a system requires the adoption at the unit level of learning orientation

conditioning the development of innovative processes.

The next part of the study presents the theoretical assumptions of learning orientation as the primary determinant of improving the innovativeness of processes and services. At the same time, the results of previous studies were pointed out, proving a significant correlation between innovation and learning orientation.

1. LITERATURE REVIEW

The term “learning orientation” is often identified in the literature with the terms “learning organisation”, and “organisational learning”. According to the author, despite the very frequent synonymous treatment of these terms, each of them should be considered in a different context (Fig. 1).

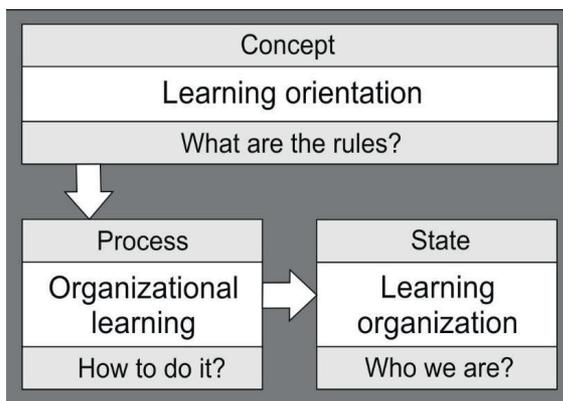


Fig. 1. Differences between “learning orientation”, “learning organisation”, and “organisational learning”

The most general term that reflects the conceptual level is the notion of “learning orientation”. According to the Sinkula et al., learning orientation is a set of organisational values which influence an organisation’s disposition to create and utilize knowledge and the degree to which proactive learning appears (Sinkula, Baker & Noordewier, 1997). The system of values adopted in the organisation also reflects the organisational culture, representing a system of values, norms and behaviours relating to the sphere of interpersonal contacts within the company itself or its surroundings. In the broad terms, learning orientation is the way an organisation “learns”, together with learning members of the organisation and the entire environment. In the

era of a turbulent and unpredictable environment, it is difficult to imagine that the learning orientation would solely address the interior of the organisation. A prerequisite of this orientation is being open to the surroundings to acquire, disseminate and share knowledge.

“Organisational learning” is the second term presented in Fig. 3. It refers to the process approach, ensuring the transition from the conceptual to the organisational level. Individual members of the organisation must answer the question of how to implement the principles of learning orientation in their organisation. One way is to use the process approach. In such context, organisational learning is an important and basic organisational process, through which information and knowledge can be processed and the attributes, behaviours, capabilities, and performance of an organisation can be changed (Cohen & Levinthal, 1990). Organisational learning consists of a series of subprocesses, such as knowledge acquisition, knowledge sharing, and knowledge utilisation (Nevis, Dibella & Gould, 1995). These processes may also be considered from the perspective of a member of an organisation in a network of connections (Hu, 2014).

Formation of a learning organisation is a tangible result of the use of the process approach encompassing organisational learning. At this level, a measurement should be performed allowing to answer the following questions: What is the level of maturity of our learning organisation? To what extent have the principles of learning orientation and organisational learning processes been adopted and in what has the organisation succeeded? Greater interest in the concept of the learning organisation was stimulated by the book *The Fifth Discipline: The Art And Practice of the Learning Organisation* authored by the Peter Senge and published in 1990 (Senge, 2006).

Despite the seemingly easy distinction between the three analysed concepts, the differences between them often become blurred and are even used interchangeably. Many authors see the same relationships between the terms “learning organisation” and “organisational learning” as opposites. For some, organisational learning is seen as an element and aspect of a learning organisation (Ortenblad, 2002), and for others, a learning organisation is seen as a special case, the result of the implementation of organisational learning (Easterby-Smith, 1997; Ortenblad, 2001). According to Ortenblad, organisational learning is one of the four components

Tab. 2. Different understating of the constructs of “learning orientation”, “organisational learning” and “learning organisation” from the perspective of value, process and act

LEARNING ORIENTATION	ORGANISATIONAL LEARNING	LEARNING ORGANISATION
<p>a set of organisational values which influence an organisation’s propensity to create and use knowledge, and the degree to which proactive learning occurs (Sinkula et al., 1997)</p> <p>learning-oriented values are manifested in a firm’s behaviour and processes of knowledge acquisition, creation, and transfer (Gavin, 1993)</p> <p>the organisation-wide activity of creating and using knowledge to enhance competitive advantage (Calantone, Cavusgil & Zhao, 2002)</p> <p>a set of values that stimulate organisational members to engage in knowledge creation and sharing activities (Liu, Luo & Shi, 2002)</p> <p>as a cultural aspect that emphasises the process of improving insights, knowledge, and understanding to improve organisational performance and customer value (Nasution, Mavondo, Matanda & Ndubisi, 2011)</p>	<p>organisational learning occurs when members of the organisation act as learning agents for the organisation, responding to internal and external changes (Argyris & Schön, 1978)</p> <p>the process through which information and knowledge can be processed and the attributes, behaviours, capabilities, and performance of an organisation can be changed (Cohen & Leventhal, 1990)</p> <p>can be considered as a process of change in thought and action both shared and individually, which is affected by the organisation of the institution (Vera & Crossan, 2004)</p> <p>is an attempt to develop structures and systems that make large organisations more adaptable and responsive to change (Alas, Zernand-Vilson & Vadi, 2012)</p> <p>embraces the concept of knowledge creation (Begona Lloria & Moreno-Luzon, 2014)</p>	<p>has a meaning that emphasises an individual, individual development and active learning, and aims to use the results of this process to have an advantage over its rivals (Somunoglu et al., 2012)</p> <p>the idea which consists of four categories: learning at work, organisational learning, climate for learning, learning structure (Ortenblad, 2013)</p> <p>is an institution in which information is created, transferred, and the behaviours of the workers are shaped based on the knowledge obtained (Öneren, 2008)</p> <p>represents a process having a set of stages; it is stated that the structure of the learning organisation emerges only once these stages are passed (Somunoglu et al., 2012)</p>

of a learning organisation. Among the other components, the author included learning at work, the climate for learning, and the learning structure.

Despite a considerably easy distinction between the three analysed concepts in theoretical and terminological fields, it appears they are often treated interchangeably, and the differences between them are blurred (Tab. 2). Unless there is a rather clear distinction between the terms “learning orientation” and “organisational learning”, then at the most operational level, “learning organisation” often includes elements of both organisational culture, processes and concrete actions. For this reason, measuring the level of maturity of a “learning organisation” is very difficult and only seemingly easy, and it turns out that it is easier to indirectly measure the learning orientation.

Comparing the concepts “learning orientation” and “learn-

ing organisation” at the level of constructs, one can observe many common elements (Tab. 3).

However, a closer analysis of the two concepts shows a different level of operationalisation, particularly when it comes to the moment of measuring their level of implementation or application. The concept of “learning orientation” is more general and emphasises a set of principles and values favourable to the creation of a general climate oriented to learning. In contrast, the concept of “learning organisation” refers more to particular solutions and best

Tab. 3. Comparison of the two concepts at the construct level

LEARNING ORIENTATION (CALANTONE ET AL., 2002)	LEARNING ORGANISATION (ORTENBLAD, 2013)
commitment to learning	climate for learning
shared vision	learning at work
open-mindedness	organisational learning
Intra-organisational knowledge sharing	learning structure

Tab. 4. Methodological approach in the two concepts

CHARACTERISTICS	LEARNING ORIENTATION	LEARNING ORGANISATION
Level of generalisation	generic	detailed
Application level	branch/sector	organisation
Research methods	quantitative	qualitative
Research tools	survey (CATI, CAWI)	case study, interview

Tab. 5. Learning orientation and innovation as a research object

AUTHOR(S)	EXAMINED RELATIONSHIPS	COUNTRY	BRANCH	SAMPLE	FINDINGS
(Calantone et al., 2002)	Learning orientation- innovativeness Learning orientation- performance	US	manufacturing and service industries	187	Learning orientation influences firm innovativeness Positive relationship between learning orientation and firm performance
(Nasution et al., 2011)	Learning orientation- innovativeness Learning orientation- customer value	Indonesia	Hotels	231	Positive relation between learning orientation and innovation Positive relation between learning orientation and customer value
(Li et al., 2010)	Learning orientation- product innovation	China	Cross-sectional samples	351	Learning orientation has a positive impact product innovation
(Kaya & Patton, 2011)	Learning orientation- innovation performance	Turkey	Cross-sectional samples	135	Learning orientation has an important effect on innovation performance
(Pesamaa, Shoham, Wincent & Ruvio, 2013)	Learning-orientation- organisational innovativeness	Israel	Healthcare industry	395	Learning orientation should be considered for understanding effective innovativeness work for competitive service delivery
(Salge & Vera, 2012)	Learning orientation- innovative Learning orientation- service quality	UK	Public hospital services	153	Moderating the role of learning orientation to innovative activity and public service quality
(Laukkanen, Nagy, Hirvonen, Reijonen & Pasanen, 2013)	Learning orientation- brand performance Learning orientation- market performance	Hungary, Finland	Cross-sectional samples	1120	Learning orientation can be seen to offer tools to enhance performance both in transitional and in mature markets
(Ejdys, 2015)	Learning orientation – organizational innovativeness	Poland	Residential care units	115	Statistically significant positive relationships between learning orientation and innovativeness were not confirmed
(Tajeddini, 2016)	Learning orientation-firm performance	Iran	Public organisation	127	Learning orientation and innovativeness leads to better public organisation performance
(Sheng & Chien, 2016)	Learning orientation -incremental innovation Learning orientation -radical innovation	Taiwan	High-tech industry	200	Learning orientation has a stronger effect on incremental innovation than on radical innovation

Source: elaborated by the author based on (Ejdys, 2014).

practices used at the level of the organisation. Therefore, an attempt to measure both concepts requires a different methodological approach (Tab. 4).

Considering the author's matter of interest, associated with the exploration of relationships between the term "learning orientation" and innovation of a chosen sector, understanding of the term "learning orientation" and the scope of previous studies in this area were subjected to detailed analysis.

According to Calantone, Cavusgil and Zhao, the construct of learning orientation has been conceptualised into (i) commitment to learning, (ii) shared vision, (iii) open-mindedness, and (iv) intra-organisational knowledge sharing (Calantone et al., 2002; Kaya & Patton, 2011; Li, Guo, Yi & Liu, 2010; Narver & Slater, 1990; Nasution et al., 2011; Wang, 2008). Commitment to learning means the extent to which the organisation promotes and assigns a value to the learning process, and the created climate for learning. Commitment to learning is a part of a long-term strategy rather than a single action. Shared vision means the focus of the entire organisation on learning, and not only its selected members. Open-mindedness is a tendency for evaluation and assessment of routine activities/behaviours and rewarding new ideas while accepting and learning from mistakes. Intra-organisational knowledge sharing is the ability to develop mechanisms, policies, behaviours enabling the spreading of learning principles between all units of the organisation.

One of the most important features of learning-oriented firms is that they can anticipate environmental and market changes and undertake the necessary changes if required (Calantone et al., 2002). A learning orientation may also be define as a process of information accumulation, information dissemination and shared interpretation that increases both individual and organisational effectiveness due to the direct impact on the results (Kaya & Patton, 2011).

A systematic study of the relationship between learning orientation and firm innovation has not been carried out for two reasons (Calantone et al., 2002). According to Calantone et al., first, there is no consensus on how to define and operationalise the learning orientation construct. Second, the role of learning orientation in firm innovativeness remains unclear. Learning orientation in relation to the innovation was the object of research in the context: innovativeness, product innovation, firms performance, service quality and customer value (Ejdys, 2014). The results of the literature review on the rela-

tionship between learning orientation and innovation are presented in Tab. 5.

The conducted literature review confirmed that learning orientation is crucial factor for innovation and performance. The existing positive relationship between learning orientation and the innovation of the companies were proved.

Research on the relationship between learning orientation and innovation concern many sectors of both the productive and services sectors. As claimed by Ortenblad, all types of organisation can and should become learning organisations (Ortenblad, 2013), which means that they should be learning-oriented organisations.

Considering the need for the required changes of both the quantitative and qualitative nature in the care sector for the older people, the research on learning orientation seems to be justified.

2. METHODOLOGY OF THE RESEARCH

2.1. DATA

The data used to test the hypothesis was gathered from 169 nursing homes in Poland. The questionnaire was sent to a total number of 804 nursing homes in Poland. The rate of return was at the level of 21%. The surveyed nursing homes with a total number of 16958 beds, represent 21.1% of all available beds in nursing homes in Poland (78793).

All nursing homes offer living and nursing services to their residents. Among all 169 surveyed units, 1.2 per cent were micro companies (1–9 employees), 38.5 per cent — small sized companies (10–49 workers), and 58.0 per cent — medium firms (50–249 workers) and 2.4 per cent were big enterprises (more than 250 workers) (Tab. 6).

According to the type of geographic market, surveyed residential care was represented in 13.6 per

Tab. 6. Profile of the nursing homes by the number of workers

COMPANY SIZE	FREQUENCY	PERCENTAGE
1–9 workers	2	1.2
10–49 workers	65	38.5
50–249 workers	98	58.0
>250 workers	4	2.4
Total	169	100.0

cent of municipal units, 54.4 per cent of district units and 32.0 per cent of regional units (Tab. 7).

Tab. 7. Profile of the nursing homes by geographic market

TERRITORIAL EXTENT	FREQUENCY	PERCENTAGE
Local (municipal)	23	13.6
District (powiat)	92	54.4
Province	54	32.0
Total	169	100.0

2.2. MEASURES

In this study, the survey method was used to collect data. The questionnaire, conducted based on confidentiality, was distributed between January 2015 and May 2015. All constructs were measured using a seven-point Likert scale to access the degree, to which the respondents agreed or disagreed with each of the items (1=totally disagree to 7=totally agree) (Ejdys, 2014; Ejdys, 2017).

Due to the fact, that the examined constructs (“learning orientation” and “innovativeness”) are

Tab. 8. Constructs and measurement items

ITEM DESCRIPTION	
COMMITMENT TO LEARNING	
C1	The basic values of this organisation include learning as a key to improvement
C2	The sense around here is that residential care employee learning is an investment, not an expense
C3	Learning in my organisation is seen as a key commodity necessary to guarantee organisational survival
SHARED VISION	
V1	There is a commonality of goals in our organisation
V2	All employees of residential care are committed to the goals of this organisation
V3	Employees view themselves as partners in charting the direction of the organisation
OPEN-MINDEDNESS	
O1	We are not afraid to reflect critically on the shared assumptions we have made about our customers
O2	Cooperation with the R&D sector and the higher education are the basic source of knowledge about new solutions, methods and technologies
O3	Personnel in this enterprise realises that the very way they perceive the marketplace must be continually questioned
O4	The organisation interprets information received from residents without any negative attitude
O5	We continually judge the quality of our decisions and activities taken over time
O6	Management appreciates and rewards new ideas offered by employees
INTRA-ORGANISATIONAL KNOWLEDGE SHARING	
IKS1	There is a good deal of organisational conversation that keeps alive the lessons learned from history
IKS2	We always analyse unsuccessful organisational endeavours from the past and communicate them widely
IKS3	We have specific mechanisms for sharing lessons learned from organisational activities among departments (units, teams)
IKS4	Top management repeatedly emphasises the importance of knowledge sharing in our company
IKS5	We put little effort in sharing lessons and experiences
ORGANISATIONAL INNOVATIVENESS	
I1	Organisation is characterised by a higher level of innovation than other residential care
I2	Organisation is characterised by a higher level of quality delivered services than other foreign residential care
I3	Organisation is characterised by the rapid process of innovation implementation
I4	Members of the organisation are encouraged to think and behave in an original and innovative
I5	New technologies determine the competitive advantage of our organisation
I6	External environment is the main source of technological innovation
I7	The organisation cooperates very closely with other stakeholders (medical sector, research institutions) in research and development of new solutions
I8	The development of new technology in the residential care unit is relatively faster than in other units

Source: elaborated by the author based on (Calantone et al., 2002; Kaya & Patton, 2011; Li et al., 2010; Narver & Slater, 1990; Nasution et al., 2011; Wang, 2008).

Tab. 9. Cronbach's alpha, means and standard deviations

CONSTRUCTS	ALPHA	MEAN	STANDARD DEVIATION
Commitment to learning (C)	0.825	5.63	1.06
Shared vision (V)	0.858	5.71	0.97
Open-mindedness (O)	0.806	5.47	0.88
Intra-organisational knowledge sharing (IKS)	0.868	5.49	0.96
Organisational innovativeness (I)	0.914	4.25	1.11

latent variables, the need emerged to adopt direct measures. Based on the literature review (Calantone et al., 2002; Kaya & Patton, 2011; Li et al., 2010; Narver & Slater, 1990; Nasution et al., 2011; Wang, 2008), the author adopted 17 items measuring learning orientation and 8 items measuring innovativeness (Tab. 8).

The Cronbach's alpha coefficients of the constructs (ranging from 0.806 to 0.14) were used (Tab. 9). The author used the average score of measures of each construct for further analysis.

3. ANALYSIS AND RESULTS

Among the analysed characteristics (constructs) concerning the measurement of learning orientation, the ones that were rated most highly were the elements connected with shared vision (5.71) and commitment to learning (5.63). The relatively low-rating was given to open-mindedness (5.47) and intra-organisational knowledge sharing (5.49) (Fig. 2).

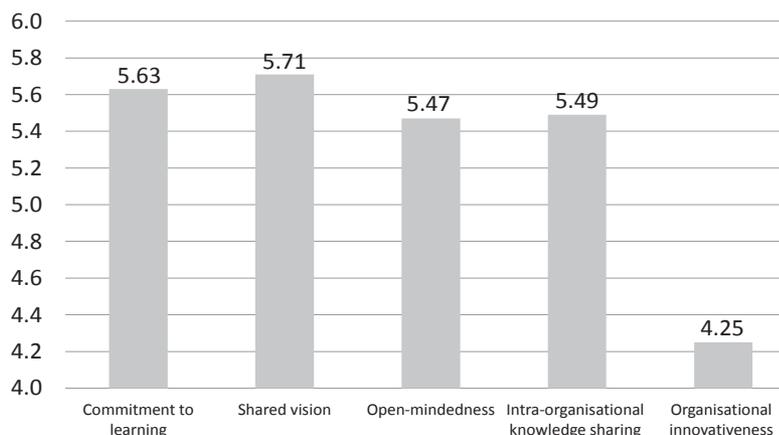


Fig. 2. Average rating of learning orientation and innovativeness

The obtained results indicate that in the examined sector for the care of the older people, elements indicating the commitment to learning were evaluated relatively highly. This is due to the specific nature of the sector, in which a significant part of the workforce are people with medical training (nurses) or persons who formerly worked in the medical sector (orderlies, midwives and nurses). The older people get gradually educated by participating in various training courses, specialised courses or postgraduate programs. The research has shown that such organisations shape their organisational culture, which is favourable to learning of individual members. Similarly, the element of a shared vision has been assessed at a high level, pointing to the fact that in the surveyed organisations, the employee participation in the shaping of the future development direction is important and employees are actively involved in the setting of strategic objectives of the organisation.

Significantly lower scores of opened mindedness confirm the need to improve openness to change and rewarding of new ideas and solutions. At the same time, more attention must be given to communication with residents who are a source of knowledge about possible improvements, weaknesses or corrections. Residents are usually mentally fit but have physical disabilities. They are keen observers and the "reviewers" of the conditions at the facility. The feature of openness is also frequently associated with the culture of tolerance for mistakes and learning from mistakes. However, the sector of care for

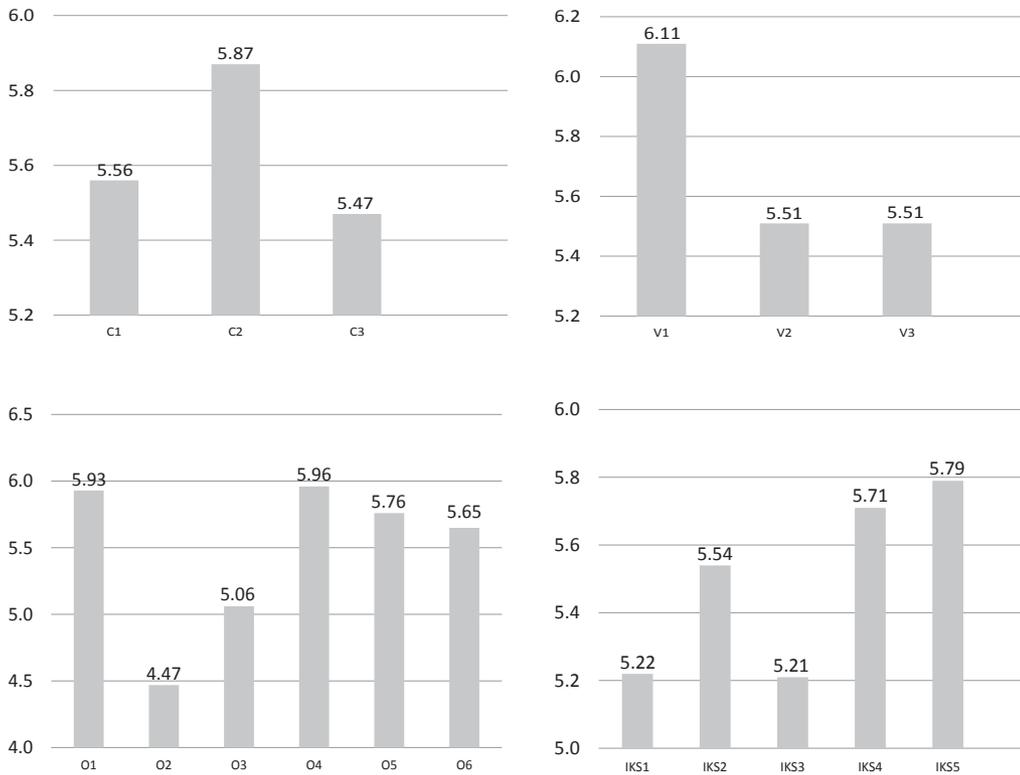


Fig. 3. Average rating of learning orientation items

the elderly must be careful with this type of policy, especially when it comes to taking care of people as even a small mistake can result in irreversible consequences.

The relatively low score obtained for intra-organisational knowledge sharing, indicates the need to develop mechanisms related to sharing knowledge and experience within the organisation. It is advisable to build interdisciplinary teams which would jointly solve the emerging problems, often of socio-psychological nature.

Fig. 3 presents the obtained mean scores of evaluations for individual characteristics (items) within the constructs of learning orientation.

The commitment to learning had relatively the lowest evaluation result, indicating the fact that the learning processes guarantee the survival of an organisation (C3). This result can be explained by the surplus of demand over supply of care services for the older people. Still, the annual number of people waiting for placement in a nursing home is twice as high as the number of vacancies. However, in a longer term, it should be expected that this factor will become even more important together with the increasing expectations and requirements of customers.

The analysis of the shared vision (V) construct shows that while common organisation goals are highly valued in the surveyed organisations, the involvement of employees in the development of common goals (V2) and the setting of strategic development directions (V3) have a distinctly lower score.

Within the construct of open-mindedness, the surveyed units gave a relatively low score to the cooperation with the R&D sector and universities as a source of new approaches, methods and technologies (O2). Unfortunately, the conducted study does not indicate the cause of the result as it remains unknown whether the surveyed units did not cooperate with the R&D sector at all or the cooperation with unsatisfactory.

Within the construct of intra-organisational knowledge sharing, the surveyed units gave the lowest score to the practice allowing for learning from the past (IKS1) and having specific mechanisms for knowledge sharing between the cells or units (IKS3).

Tab. 10 shows a significant correlation between the learning orientation constructs. Analysing the existing correlations between the constructs of learning orientation and organisational innovativeness, we

Tab. 10. Correlation matrix

	COMMITMENT TO LEARNING (C)	SHARED VISION (V)	OPEN-MINDEDNESS (O)	INTRA-ORGANISATIONAL KNOWLEDGE SHARING (IKS)	ORGANISATIONAL INNOVATIVENESS (I)
COMMITMENT TO LEARNING (C)	1.000				
SHARED VISION (V)	0.596**	1.000			
OPEN-MINDEDNESS (O)	0.695**	0.698**	1.000		
INTRA-ORGANISATIONAL KNOWLEDGE SHARING (IKS)	0.644**	0.652**	0.768**	1.000	
ORGANISATIONAL INNOVATIVENESS (I)	0.363**	0.420**	0.568**	0.442**	1.000

** Correlation is significant at the level of 0.01 (bilaterally).

Tab. 11. Results of Multiple Regression Analysis

	UNSTANDARDISED COEFFICIENT		STANDARDISED COEFFICIENT	T-VALUE	P-VALUE
	B	STANDARD ERROR	BETA		
Fixed	0.315	0.481		0.656	0.513
Commitment to learning (C)	-0.082	0.097	-0.078	-0.838	0.403
Shared vision (V)	0.066	0.107	0.057	0.611	0.542
Open-mindedness (O)	0.712	0.146	0.567	4.896	0.000
Intra-organisational knowledge sharing (IKS)	0.022	0.122	0.019	0.184	0.854
F	19.898				
p	0.000				

Dependent variable: organisational innovativeness (I)

Predictors: SE – staff engagement

can see that the strongest influence is exerted by the open-mindedness construct (0.568).

Tab. 11 reports the results of the follow-up regression analysis, in particular, the beta coefficients for the parameters. In the regression model, which analyses the simultaneous effect of four constructs of learning orientation on variable organisational innovativeness, only the relation between opened mindness (O) and organisational innovativeness (I) is statistically significant ($p < 0.05$).

CONCLUSIONS

The study aimed to examine relationships between four construct of learning orientation: commitment to learning, shared vision, open-mindedness, intra-organisational knowledge sharing and organisational innovativeness of nursing homes

in Poland. Regression model confirmed the existing statistically significant positive relationship between open-mindedness and organisational innovativeness.

Understanding the term open-mindedness within the context of old age residential care, services cannot be limited to the features assigned to employees. Residents must also be the source of this openness (open-mindedness). It is inextricably linked to the principle of customer orientation as being aware of their needs and expectations, residents should be able to articulate them, while social care home managers should strive to satisfy them. In the context of improving the innovation of the services provided by nursing houses for older people, it is necessary to develop the cooperation with R&D centres and universities as a source of innovative solutions of procedural, marketing, and productive (service) nature.

The specificity of the analysed care sector for the older people requires a different approach to

organisational learning processes. Certain solutions, such as those related to creating a culture of learning from mistakes, are not acceptable as even a small mistake can lead to serious consequences.

In addition, the complex issue of care for the older people enforces a broadly defined interdisciplinarity regarding methods, tools and innovative solutions, competencies and qualifications of personnel and learning processes.

In the context of future research on the care sector for the older people, further detailed analyses could be made on methods, tools, and assessment of the involvement of residents in the process of organisational learning to improve the quality and innovation of services. Identification of good practice in this field and its further popularisation could become an important element in the dissemination of knowledge about the processes of organisational learning.

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