

THE EFFECTS OF MINDSET, PSYCHOLOGICAL SAFETY AND PEER COACHING FOR ORGANIZATIONAL LEARNING

Background

Public organizations increasingly face fast change, increased task complexity, efficiency demands and expectations to user responsiveness and involvement. To be successful under these conditions, public organizations must excel at organizational learning, here understood as developing their service delivery based on new knowledge.

Research indicates that organizations' ability to learn is crucial to their achievement and success, but also that the path to organizational learning is complex and requires further exploration. The PhD project will contribute to this by examining the effects of mindset, psychological safety and peer coaching for organizational learning.



Objective and methods

The project contributes to the literatures on mindset, organizational learning and psychological safety by answering the following questions:

1. How do the individual mindsets of employees and manager affect the organizational unit's ability to create organizational learning?
2. How does the organizational mindset relate to the organizational unit's ability to create organizational learning?
3. How does psychological safety affect the unit's ability to create organizational learning?
4. How does peer coaching affect the unit's ability to create organizational learning?

The project is based on a mixed methods research design and primarily uses quantitative data. We use answers from three questionnaires to employees and leaders from 210 organizational units. This data is collected in the VUOS project. Additionally, qualitative data from interviews from selected organizational units (police and social homes) is also used.

Additional information

The PhD project is part of the VUOS project. It is funded by the Innovation Fund Denmark and headed by PhD student Rasmus Thy Grøn and supported by Professor Lotte Bøgh Andersen and Associate Professors Thomas Jønsson and Claus Elmhøldt.