Abstract

The aim of this study is to examine the influence of the task routineness on team learning and team performance in nursing teams, also the mediating role of team learning on the relationship between task routineness and team performance. A cross-sectional and quantitative design was employed. Sample comprises 1,110 healthcare professionals working in 229 nursing teams at different public hospitals throughout Spain. Members of nursing teams participated voluntarily by completing a confidential individual questionnaire. The results show a mediating effect of team learning on the relationship between task routineness and team performance. The findings suggest the importance of considering the type of task performed by nursing teams as a key factor for team learning processes and team performance.

Keywords

organizations, health, process, results, behaviours