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# Knowledge Management in Health Care Education

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# Introduction

- Knowledge is essential strategic resource (Arora, 2011), organizations engage in KM initiatives to improve business processes, financial savings & revenues, and increase competitiveness (Chua & Lam, 2005)
- Public sector organizations experience constant shortages in financial and human resources, general public expects them to deliver high-quality services (Gill, 2009) – need to effectively & efficiently manage existing resources, role of KM.
- For KM to succeed in health care: positive effects > negative impact of barriers; leadership, culture, HR practices, ICT & skills must be appropriate and supportive (Sensky, 2002)

# Purpose

- Purpose of this study:
  - (1) to understand previous knowledge on management and organization topics of Management in health care students; and
  - (2) to find out what students who selected the elective course wish to learn at course.

# KM in health sector

- KM - source of creating sustainable competitive advantage (Shih et al., 2009) due to its role in retaining, developing, organizing, and utilizing knowledge (Karamat et al., 2018)
- Health care sector experiences rapid growth and generates huge amounts of new knowledge (Karamat et al., 2018)
- KM can support health sector employees to create, store, transfer, & implement new knowledge in daily practice (Kothari et al., 2011)
- ICT vital due to enormous amount of data and information available in health care (Hulse et al., 2012)

# KM in health sector

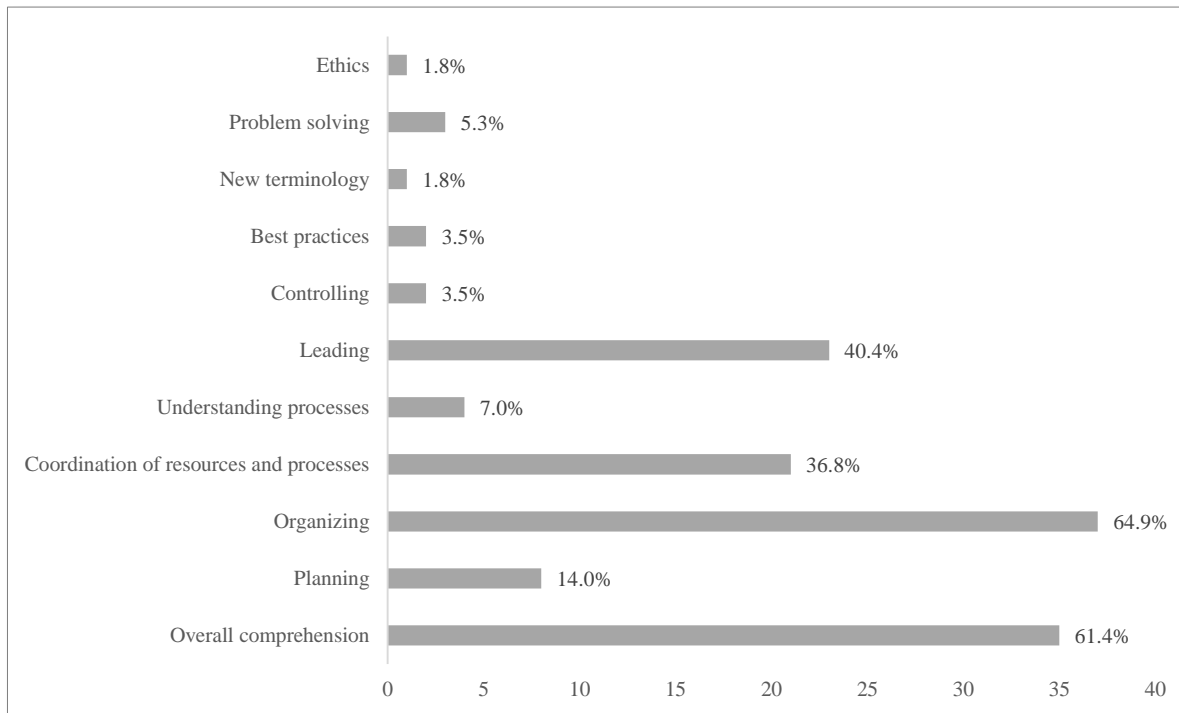
- Health care: strong orientation towards practicing evidence-based medicine, emphasizing explicit knowledge, while KM promotes transfer of tacit and explicit knowledge (Russell et al., 2004), organizations must motivate employees to share knowledge they have, especially tacit (Shahmoradi et al., 2017)
- Knowledge in health care is highly fragmented, implying need for more collaboration within and between organizations (Meijboom et al., 2004)
- Adequately implemented KM has potential to completely transform health care delivery system over the next few decades, into a more cost-effective, error-averse, and accountable public resources (Guptill, 2005)

# Research design

- Aim: (1) find what is the previous knowledge of students related to management and organization and (2) which management topics they wish to study at elective course Management in health care. Content of course was then enriched with most common topics that students stated in their first session
- Method: interviews, 57 students who participated in course Management in health care in 2018/19 at the Faculty of Health Sciences University of Ljubljana
- Content analysis to analyze qualitative data; presented in quantitative form, next to proof quotations

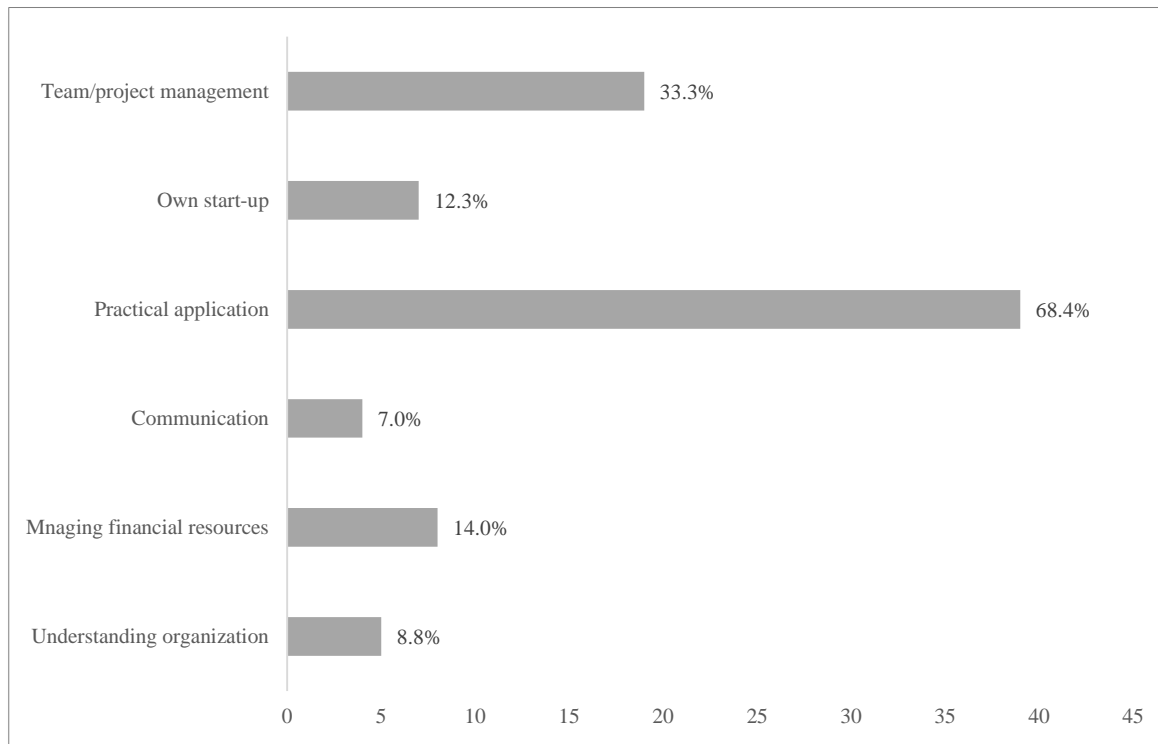
# Results

- Sample of 57 students, thereof 42 or 73.7% females
- Average respondent age: 21.03 years
- Figure 1: Students' course expectations



# Results

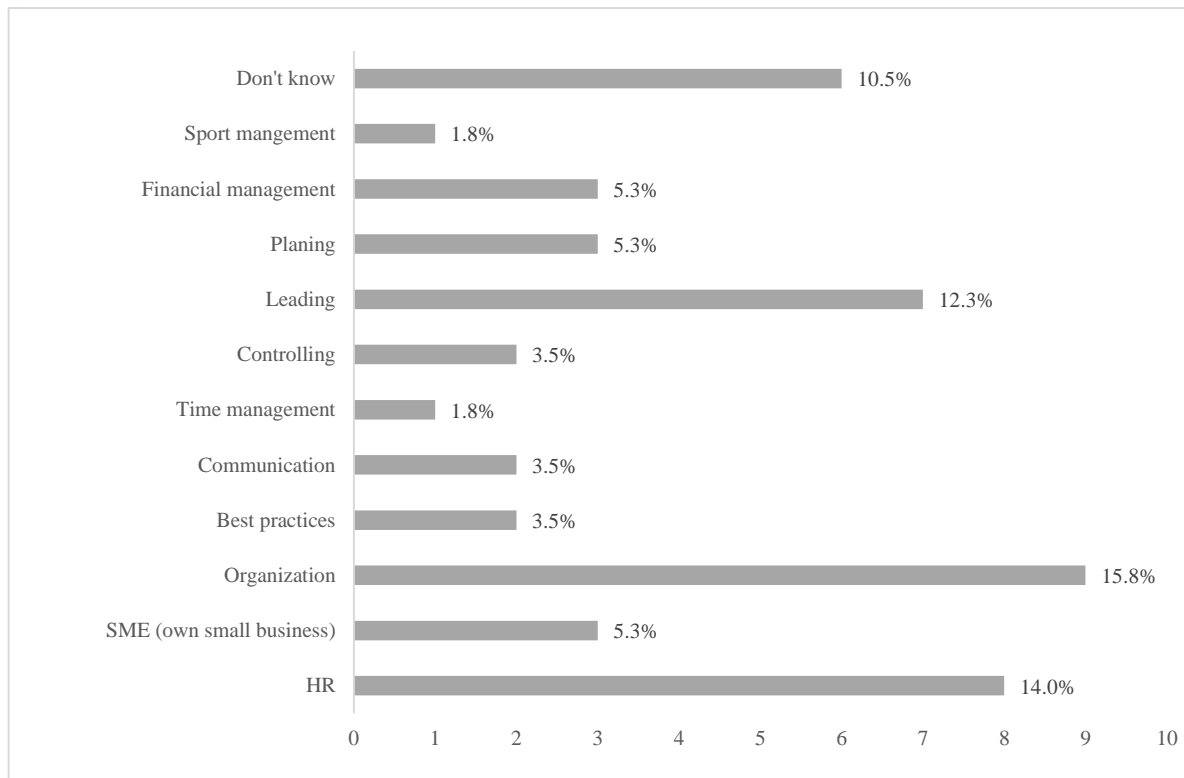
- Figure 2: Areas students expect to be capable of, after completing course





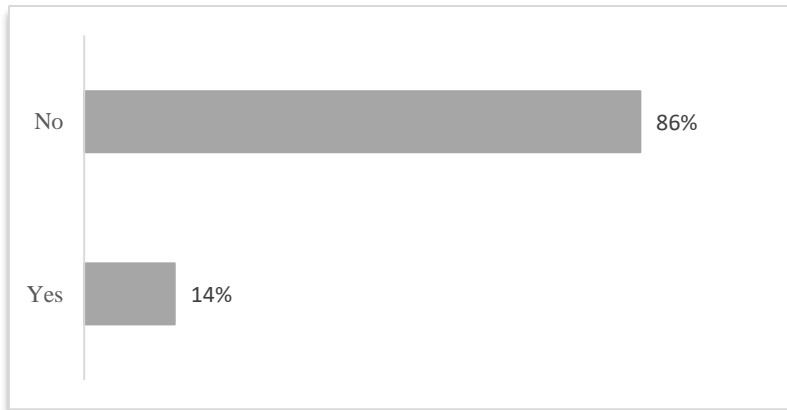
# Results

- Figure 3: Specific fields, students are interested in



# Results

- Figure 4: Student's previous practical experiences related to organization and management field



- Figure 5: Student's previous study related to organization and management field



# Discussion & conclusion

- Students wish to learn management strategies, tools, techniques, and methods that they can implement in their studies and professional career.
- Students are aware of state of public sector, seek to achieve optimal functioning despite continuous shrinking resources. They wish to learn from cases of successful managers and best practice examples.
- We agree with Meijboom et al. (2004) that knowledge in health care is highly fragmented, as are expectations about course, that is why course is based on four managerial functions, supported with cases from Slovene health care environment.
- Some students mix terms management and leadership.

# Discussion & conclusion

- Key limitation: research setting does not allow statistical generalization to population.
- Avenue for future research: expand study also on current health care practitioners and increase sample size.
- Authors acknowledge that the paper was partly financially supported by the Slovenian Research Agency, Program P5-0364 – The Impact of Corporate Governance, Organizational Learning, and Knowledge Management on Modern Organization.
- We also wish to thank students at course Management in health care for participating in our study.