

A Research on the Effect of Organizational Learning and Critical Thinking on Intrapreneurship

Örgütsel Öğrenme ve Eleştirel Düşünmenin İç Girişimciliğe Etkisi Üzerine Bir Araştırma

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ABSTRACT

In order for businesses to survive in a competitive environment and adapt to changing environmental conditions, the learning element is inevitable in order to constantly produce innovative and creative ideas. While trying to respond to this change through learning, thanks to the critical thinking of the employees, work processes that prevent change is determined. Organizational learning leads businesses to understand themselves and their environment by improving the critical thinking abilities of the employees and ensures success in the competitive environment by revealing the intrapreneurial abilities of the employees. The aim of this study is to determine whether organizational learning activity and critical thinking skills have an impact on the intrapreneurship tendencies of employees. Within the scope of the study, a questionnaire was applied to the employees working in the textile and automotive sectors operating in the Marmara Region. The obtained data were analyzed with the help of the SPSS statistical program and the LISREL structural equation program. According to the results of the structural equation model, it has been determined that organizational learning and critical thinking have a significant and positive effect on intrapreneurship. Accordingly, the increase in organizational learning and critical thinking levels leads to a positive increase in the intrapreneurship levels of the employees.

Keywords:

Organizational Learning,

Critical Thinking,

Intrapreneurship

Jel Codes:

C20, D2, M10

ÖZET

İşletmelerin rekabet ortamında ayakta kalabilmeleri ve değişen çevre koşullarına uyum sağlayabilmeleri için sürekli yenilikçi ve yaratıcı fikirler üretebilmeleri için öğrenme unsuru kaçınılmazdır. Bu değişime, öğrenme ile cevap vermeye çalışırken, çalışanların eleştirel düşünme yetenekleri ile değişimi engelleyen iş süreçleri saptanabilmektedir. Örgütsel öğrenme, çalışanların eleştirel düşünme yeteneklerini geliştirerek işletmelerin kendilerini ve çevresini anlamasına yol açarak ve aynı zamanda çalışanların iç girişimcilik yeteneklerini ortaya çıkararak rekabet ortamında başarılı olmaları sağlanabilmektedir. Bu çalışmanın amacı, örgütsel öğrenme etkinliği ve eleştirel düşünme becerilerinin, çalışanların iç girişimcilik eğilimleri üzerinde bir etkisinin olup olmadığını belirlemektir. Çalışma kapsamında Marmara Bölgesi'nde faaliyet gösteren tekstil ve otomotiv sektörlerinde görev yapan çalışanlara anket uygulanmıştır. Elde edilen veriler SPSS istatistik programı ve LISREL yapısal eşitlik programı yardımıyla analiz edilmiştir. Yapısal eşitlik modeli sonucuna göre örgütsel öğrenme ve eleştirel düşünmenin iç girişimcilik üzerinde anlamlı ve pozitif bir etkiye sahip olduğu tespit edilmiştir. Buna göre örgütsel öğrenme ve eleştirel düşünme düzeylerindeki artış, çalışanların iç girişimcilik düzeylerinde olumlu artışa yol açmaktadır.

Anahtar Kelimeler:

Örgütsel Öğrenme,

Eleştirel Düşünme,

İç Girişimcilik

Jel Kodları:

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1. INTRODUCTION

Today, the environmental conditions in which businesses operate are rapidly changing and becoming complex and uncertain. This change is happening faster than the changes in the past, forcing businesses to change their working styles and structures, and knowledge and expertise in any subject become insufficient in a short time. In the ever-changing business environment, “learning” comes to the fore as one of the necessary elements for organizations to be successful. Thanks to organizational learning, the people working together to achieve a common goal in the organization develop the skills necessary to better understand their work and ultimately be more effective, and acquire new and useful information. Organizational learning starts from the individual level and extends to group learning and then to the learning of the organization as a whole. In this way, an environment is created in which the members of the organization bring together the data obtained from various sources, develop the shared information and make it available to the members of the organization again. Along with this learned knowledge, employees' ability to manage the change in the environment and adapt to this change is developed by revealing their ability to think critically about their jobs. Critical thinking is a way of thinking that consists of mental processes such as reasoning, analysis and evaluation. In the business life of this age, it is necessary to catch the change and even to prevent the change. This change requires organizations to constantly develop new, different and creative ideas. For this, organizations find and employ employees with high entrepreneurial characteristics or create an organizational environment that supports the intrapreneurship activities of their already working employees. The entrepreneurial characteristics of the employees in the organization make it easier for the organization to cope with this change. An intrapreneur is an employee who engages in creative, innovative, change and development activities in an existing organization. For this, it is necessary to question, criticize, change or reject previously accepted ideas and practices in order to be able to innovate on an issue in the organization. Organizational learning, critical thinking of employees and the existence of intrapreneurship activities are important criteria for success in all organizations that operate to exist and survive in today's competitive environment, the main element of which is human. Continuous learning, critical thinking skills of employees and intrapreneurship potentials should be encouraged for businesses to achieve determined success in the rapidly changing environment. For this, it is necessary to make a difference by spreading the learning to the level of the organization, improving the critical thinking skills of the employees and revealing the intrapreneurship tendencies. This gives organizations a competitive advantage. In order to adapt to rapidly changing environmental conditions and to ensure the continuity of the organization, organizations need continuous learning, dissemination of learned information to the organizational level, critical thinking of employees and employees with entrepreneurial characteristics in the organization. In this respect, in this study, organizational learning, critical thinking and intrapreneurship were discussed and research was conducted.

Organizations need to encourage their employees to learn in order to sustain their existence in today's competitive environment and to achieve success by adapting to the environment of rapid change (Kuabara & Takahashi, 2017: 173-174). With the knowledge they have acquired, workers can also manipulate the changes that take place around them and develop their skills to adapt to these changes with their critical thinking abilities. Critical thinking is a way of thinking that involves the processes of reasoning, analysis, and evaluation. Critical thinking is challenging an idea. Therefore, it consists of actions of questioning, finding answers, and asking further questions (Moon, 2008: 20). Entrepreneurial characteristics of workers in an organization can help ease the management of changes on the organizational level. An intrapreneur is a worker in an existing organization that is involved in creative, innovative, transformative, and constructive activities (Ramachandran et al., 2006: 86). Intrapreneurship is a concept that is used for a number of purposes such as obtaining information for profit, strategic renovation, innovativeness, international success, and the effective use of resources, and is considered to be one of the ways of gaining a competitive edge (Kuratko, 2007: 152). While organizations try to respond to changes in the environment with learning, they can also detect the existing work processes that hinder adaptation to change with the help of critical thinking. Organizational learning helps workers develop critical thinking skills that allow businesses to understand themselves and their surroundings, as well as bring out the entrepreneurial skills of their workers which lead to success in a competitive environment.

2. LITERATURE REVIEW

2.1. Learning and Organizational Learning

Today, organizations are constantly in the process of learning. Learning is critical for the survival of an organization in a time of rapid change. It is of utmost importance for organizations to learn from their environments, adapt to new and ever-changing data, and learn to take lessons from an uncertain and unforeseeable

future (Gill, 2000: 1-2). Globalization, developing technologies, and uncertainties are some of the factors which put pressure on organizations in a competitive environment (Retna, 2007: 127). With organizational learning, employees are in a constant state of creating, obtaining, and relaying information, which helps businesses adapt to environmental changes quicker than their rivals (Sarder, 2016: 1). Although it is defined as the process of reformative actions with the use of more advanced information, the concept of organizational learning can be broadened to include individuals that are outside of the official borders of an organization, such as unofficial groups, customers, suppliers, colleagues, and other individuals who do not share the organizational mission of the company yet may still contribute to the learning processes of the organization (Kozlowski & Salas, 2010: 366). On the whole, organizational learning is defined as the process by which organizations learn (Kuabara & Takahashi, 2017: 173). Organizational learning entails the shift from the individual to the organizational level, which rouses the desire to come up with new ideas to increase organizational efficiency (George & Jones, 2012: 148).

2.2. Thinking and Critical Thinking

Nowadays, it is difficult to imagine a field where thinking skills are not needed. By tradition, one ought to be capable of thinking in order to participate in activities such as learning, remembering, decision-making, debating, analyzing, and problem-solving. Existing knowledge is used to make sense of new information. Thus, gaining knowledge involves an active cognitive process (Halpern, 2014: 5-7). Thinking must be directed towards an objective and must involve processes such as problem-solving, formulation, calculation, and conclusion (Moore, 2007: 2-13). Thinking may be defined as a potential activity of the brain. What is expressed in human communication is the conclusion of thought. Communication can be done in a number of ways such as language, speech, writing, images, and so on (Kirby et al., 1999: 5-6). Critical thinking is a process in which mental capabilities are conceptualized, applied, analyzed, and interpreted, as well as the process of developing knowledge that is gained through observation, experience, reaction, causation, or communication (Colakoglu & Sledge, 2013: 117). In other words, it is a way of thinking that is reasoned and target-oriented. It is used in problem-solving, formulation, deduction, probability calculation, and decision-making practices (Bell & Loon, 2015: 362). As problems become more difficult and complex, their structures and natures change, information and responsibilities increase, organizational and social structures grow, the need for new members arise in teams, and the necessity for independent thinking grows as critical thinking gains prominence (Cohen et al., 2002: 4-5). Who on average have strong characteristics in critical thinking have human literacy, communication, collaboration, and in being creative. When those characteristics strengthen intrapreneurship behavior, it is learned to build initiative, and creativity (Darmawan, 2023: 50).

2.3. Intrapreneurship

The notion of intrapreneurship was first introduced by Pinchot in 1985. According to Pinchot, an intrapreneur is an employee who undertakes the responsibility of implementing a business idea in an organization (Gürel, 2012: 59). An intrapreneur is a person who supports or seeks innovations and always pursues new practices (Kanai, 1992: 124). An intrapreneur is a proactive individual that strongly desires action (Jong & Wennekers, 2008: 8-9). Modern organizations become more dependent on the intrapreneurial activities of their employees in order to preserve and advance their organizational efficacy and competitiveness (Gawke et al., 2018: 508). In this context, intrapreneurship provides organizations with appropriate strategies to restructure their resources in new ways, detect opportunities, and utilize them (Kahkha et al., 2014: 9). Intrapreneurship refers to the entrepreneurial activities in an existing organization (Antoncic & Hisrich, 2001: 4970). Intrapreneurial behavior of employees mostly consists of practices such as taking initiative, risk-taking and coming up with new ideas (Parker, 2009: 2). In addition, it is the practice of taking advantage of a new opportunity and developing a new enterprise in an existing organization to create economic value (Bashir & Afzal, 2009: 7). It is defined as the process that is initiated and administered by the teams in an organization, who operate differently from the organization while utilizing and improving the presence, position, abilities, and other resources of the said organization (Wolcott & Lippitz, 2007: 75). Intrapreneurship in individuals is shown by the ownership of creative thinking, critical thinking, collaborative thinking, initiative skills, decision-making skills, and leadership skills (Rahman et al., 2022: 2). It is called as “intrapreneurship learning” in which related individual and organizational learning with intrapreneurship, apostrophizing the role of individuals as organizational agents for learning and change (Rupcic, 2020: 179).

3. METHODOLOGY

3.1. The Importance of the Research

Based on the knowledge that emerged from the literature review, it is seen that the concepts of organizational learning, critical thinking and intrapreneurship are very important for organizations. Because these concepts benefit the sustainability, continuity and competitive advantage for organizations. Therefore, in this study, the relationships between these concepts, which have critical and strategic importance for organizations, were examined. It is important to focus on organizational learning activities and critical thinking skills, which are thought to increase intrapreneurship activities in businesses. In this context, the importance of the research is to consider together the concepts of organizational learning, critical thinking and intrapreneurship, which are thought to contribute to the competitive advantage of businesses and to consider these concepts together. Because of that the learning element is inevitable for organizations in order to adapt to the changing environmental conditions and constantly produce innovative and creative ideas for businesses to survive in the competitive environment. While trying to respond to this change through learning, business processes that prevent change can be determined thanks to the critical thinking of the employees. Organizational learning activities and the development of employees' critical thinking skills lead the business to understand both itself and its environment, and it provides success in a competitive environment by revealing the entrepreneurial abilities of its employees. When the previous studies in the literature that are similar to this subject are examined, there is no study that includes the concepts of organizational learning, critical thinking and intrapreneurship, but the number of studies in which these three concepts are paired is also rare. However, according to the results of the studies on these concepts, it is seen that organizational learning, critical thinking and intrapreneurship are suitable for managerial elements, that organizations should show interest to provide competitive advantage, that productivity will increase by raising awareness of employees on these issues, and that these concepts have begun to be taken into account as current concepts in businesses.

3.2. The Scales and the Model of the Research

This study aims to determine the effect of organizational learning and critical thinking skills on the intrapreneurial skills of workers. The population of this study consists of textile and automotive industries in the Marmara Region in Turkey. In this context, in August and November 2018, 373 workers from the textile sector and 339 workers from the automotive sector were involved in a survey study. The sample of this study consists of a total of 712 workers. In the scope of this study, the survey form given to workers involves questions regarding organizational learning, critical thinking, and intrapreneurship. For organizational learning, the scale developed by Calantone, Cavusgil, and Zhao (2002) and adapted to Turkish by Avcı (2005) was used. For critical thinking, the scale developed by UF-EMI (University of Florida Engagement, Maturity and Innovativeness, 2007) and adapted to Turkish by Ertaş (2012) was used. For the intrapreneurship section, the scale developed by Şeşen (2010) was utilized. With the decision numbered 06/01 on 22.06.2018, the ethics committee permission required for the study was obtained.

In the model developed to determine the effect of organizational learning and critical thinking on intrapreneurship, organizational learning and critical thinking are the independent variables and intrapreneurship is the dependent variable. According to this model, organizational learning practices and critical thinking skills are discussed in tandem in order to determine the level of influence and the direction of their relation to the intrapreneurial capabilities of workers.

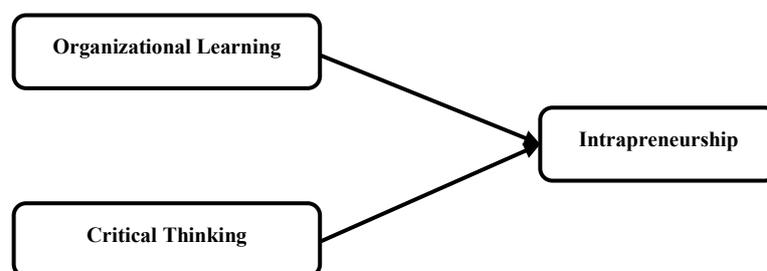


Figure 1. Conceptual Model

According to this model, the hypothesis of the research was determined as follows: “Organizational learning and critical thinking have a significant effect on intrapreneurship.” In order to test this hypothesis, the data collected in this study were analyzed with the SPSS and LISREL programs. In this context, explanatory and confirmatory factor analyses, reliability analyses of the scales and their sub-dimensions, normality test, and structural equation modeling were implemented.

3.3. Factor Analyses and Reliability Analyses of the Scales

The results of the exploratory factor analysis of the research are stated as follows. The organizational learning scale was grouped under the three following factors: “intra-organizational information sharing,” “the shared vision,” and “determination to learn.” (KMO value 0,951). The critical thinking scale was grouped under the three following factors: “cognitive maturity,” “innovativeness,” and “engagement.” (KMO value 0,972). The intrapreneurship scale was grouped under the three following factors: “risk-taking,” “individual networking,” and “autonomy.” (KMO value 0,951). According to the confirmatory factor analysis, the coefficient of each item in terms of the factors they belong to was found to be at a high level, and all of the t-values were found to be significant on the level of 0.01 (t-values > 2.576) (Şimşek, 2007: 86). Then, reliability analysis was applied to the scales used in the research.

Table 1. Reliability analysis of the scales

	N of Items	Cronbach's Alpha
Organizational Learning	17	0,943
Critical Thinking	26	0,966
Intrapreneurship	22	0,945

It was found that the reliability value of all the scales used in the research is higher than 0.90 as seen in Table 1. Reliability analysis was also carried out for the sub-dimensions that emerged as a result of the factor analysis for the scales used.

Table 2. Reliability Analysis of the Factors

	Cronbach's Alpha	CR	AVE
Organizational Learning			
Determination to learn	0,851	0,82	0,53
Shared vision	0,872	0,82	0,49
Information sharing	0,911	0,88	0,48
Critical Thinking			
Engagement	0,870	0,83	0,50
Innovativeness	0,911	0,83	0,46
Cognitive maturity	0,949	0,91	0,41
Intrapreneurship			
Individual networking	0,891	0,87	0,53
Autonomy	0,853	0,81	0,38
Risk-taking	0,916	0,89	0,46

It was determined that all sub-dimensions of the scales used in this study have a reliability value greater than 0.80, and the joint reliability value of the factors of each scale greater than 0.80 as seen in Table 2. Fornell and Larcker (1981) state that even if the AVE value is below 0.50, the convergent validity of the construct may be sufficient if the CR value is greater than 0.60.

3.4. The Testing of the Research Model

Before the structural equation modeling, the multivariate normality test was conducted on the data to determine the estimation method.

Table 3. Mardia multivariate normality test

Skewness			Kurtosis		
Value	Z-Score	p-Value	Value	Z-Score	p-Value
16.553	35.006	0.000	158.267	22.936	0.000
Skewness and Kurtosis					
				χ^2	p-Value
				1751.528	0.000

It was found that the data distribution was non-normal as the p values obtained as a result of this test were below 0.05 (p 0.000). It is advised that in cases where data distribution is non-normal, the “Robust Maximum Likelihood” method should be used (Çelik & Yılmaz, 2016: 27; Şimşek, 2007: 55).

4. FINDINGS

In the model composed to determine the relationship between organizational learning and critical thinking, and intrapreneurship, the independent variables of the model are organizational learning and critical thinking, and the dependent variable is intrapreneurship.

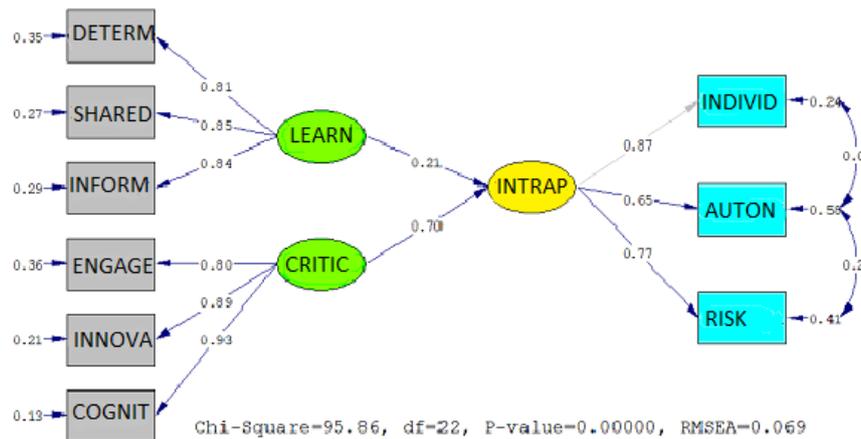


Figure 2. Structural Equation Modelling

In the model comprised, the presence, degree, and direction of the relation between the variables of organizational learning and critical thinking, and intrapreneurship.

Table 4. Structural Equation Results of the Model

Factors	Standard coefficient values	t-values	R ²
Organizational Learning			
Determination to learn	0.81	23.45	0.65
Shared vision	0.85	25.27	0.73
Intraorganizational information sharing	0.84	26.93	0.71
Critical Thinking			
Engagement	0.80	19.43	0.64
Innovativeness	0.89	21.69	0.79
Cognitive maturity	0.93	21.70	0.87
Intrapreneurship			
Individual networking	0.87	-	0.76
Autonomy	0.65	16.43	0.42
Risk-taking	0.77	20.76	0.59
Structural Relations			
Organizational Learning → Intrapreneurship	0.21	3.55	
Critical Thinking → Intrapreneurship	0.70	9.59	
Structural Equations			0.72
Intrapreneurship = 0.21*Organizational Learning + 0.70*Critical Thinking			

According to the results of the structural equation modeling, it was found that there is a statistically significant, positive, and direct relation between organizational learning and critical thinking, and intrapreneurship, and that the regression coefficient is 0.21 for organizational learning, and 0.70 for critical thinking. In addition, all t-values in the model were found to be significant at 0.01 (t-values > 2.576). When considered together, organizational learning and critical thinking explain 72 % of all intrapreneurships. High levels of path coefficients and correlation coefficients, significant levels of t-values, and low levels of error variances show that the designated model is

appropriate. Based on these data, it can be said that organizational learning and critical thinking have a significant effect on intrapreneurship.

In this structural model that is the subject of this research, according to the results obtained from the research of the effects of organizational learning and critical thinking on intrapreneurship, the increases in organizational learning and critical thinking levels also increase in parallel. Thus, each positive change in workers such as when improving their learning, their determination and resoluteness, when they share new information and skills with others in the organization, develop a common vision in the organization, increase in their critical thinking skills and their cognitive development, their openness to new information, and each improvement of their problem-solving, analytic thinking, thinking of alternatives in decision-making, reasoning, judgment, and finding new points of view positively affects the workers' intrapreneurship skills in proportion. At the same time, it can be said that this increase contributes to the development of employees in intrapreneurship, autonomy, risk taking and expanding individual networks.

Table 5. Fit Indices of the Model

Fit Criteria	Value	Fit Criteria	Value
χ^2	95.86	NNFI	0.98
df	22	PNFI	0.60
χ^2/df	4.3	CFI	0.99
RMSEA	0.069	RFI	0.98
RMR	0.021	IFI	0.99
SRMR	0.031	GFI	0.96
NFI	0.99	AGFI	0.91

According to the structural equation modeling results of this study, each fit index is within the designated reference values (Schermelleh-Engel et al., 2003: 52; Schreiber et al., 2006: 330; Şimşek, 2007: 14-48; Hooper et al., 2008: 58; Khine, 2013: 16; İlhan & Çetin, 2014: 31; İlhan & Çetin, 2014: 31; Aksu et al., 2017: 79). These results show that this model is appropriate, and when the values are considered, the structural model is statistically significant and appropriate.

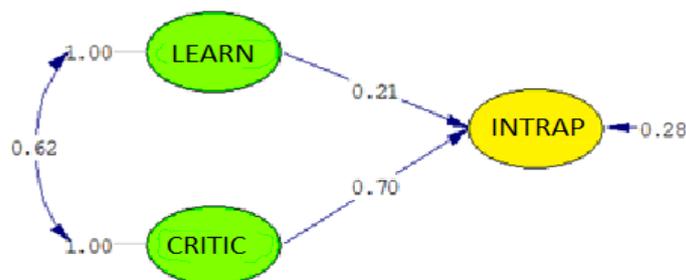


Figure 3. Structural Model

The aim of the structural equation modeling is to test whether the model that has been determined among variables beforehand can be verified by the data (Aksu et al., 2017: 63-70). The structural model obtained as a result of the test has confirmed the designated model. The result of the structural model shows that the subject of this study which is the effect of organizational learning and critical thinking on intrapreneurship can be determined. This result confirmed the hypothesis in the model determined before the research. So, the hypothesis “Organizational learning and critical thinking have a significant effect on intrapreneurship” has been confirmed. Accordingly, it is seen that there is a statistically significant, positive and direct relationship between organizational learning and critical thinking and intrapreneurship.

5. CONCLUSION, DISCUSSION, AND SUGGESTIONS

This study aims to determine the effect of organizational learning and critical thinking skills on the intrapreneurial skills of workers. Because of that, a questionnaire was applied to the workers in the textile and automotive sectors

operating in the Marmara Region. After the analyzes made with the help of the data obtained, the hypotheses determined within the scope of the research were tested and the results were stated. According to the result of the study, it was found that there is a statistically significant, positive, and direct relationship between organizational learning and critical thinking on intrapreneurship. So it can be said that organizational learning and critical thinking have a significant effect on intrapreneurship, and the increases in organizational learning and critical thinking levels also increase parallel in intrapreneurship. Therefore, the positive development in the learning abilities and skills of the employees in the organization, their determination and perseverance in learning, sharing the knowledge and skills they have acquired within the organization, developing a common vision within the organization, positive increase in critical thinking skills, cognitive development, being open to new information, problem-solving, Every development in analytical thinking, identifying alternatives in decision making, reasoning, making judgments, and obtaining different perspectives provides an increase in the intrapreneurship skills of the employees in parallel with this. At the same time, it can be said that this increase contributes to the development of employees in intrapreneurship activities, autonomy, risk taking and expanding individual networks.

As another result, there is a positive, significant, and direct relationship between organizational learning and intrapreneurship. This means that every increase in the learning levels of the employees in the organization will also lead to an increase in the levels of intrapreneurship. It is found that similar studies supported these results, and that organizational learning positively affected and increased intrapreneurship behavior (Honig, 2001; Liu et al., 2002; Basım et al., 2009; Oyarce, 2009; Kansikas & Murphy, 2010; Yılmaz & Görmüş, 2012; Martin-Rojas et al., 2013; Toksöz, 2015; Nielsen, 2015; Kılıçkaya, 2016; Sarıkaya et al., 2016; Solmaz, 2016; Safari et al., 2016; Safari et al., 2016; Seymen, 2017; Çiftçi et al., 2018; Ergün, 2019; Ergün & Korkmaz, 2020; Sağlam, 2020). Likewise, it is seen in the result, there is a positive, significant, and direct relationship between critical thinking and intrapreneurship. This means that every increase in the critical thinking levels of the employees in the organization will also lead to an increase in the levels of intrapreneurship. It is seen that previous studies also support this result (Agboeze et al., 2013; Kırbaşlar & Özsoy-Güneş, 2015; Akdemir & Yavuz, 2018; Akdemir, 2019; Gözübüyük, 2019). The previous studies show that organizational learning has a positive effect on intrapreneurship, and also, critical thinking has a positive effect on intrapreneurship. Therefore, these three variables were examined together in this study in terms of the fact that these concepts support and also affect each other positively.

According to Alshaar et al. (2023) knowledge-centered culture impacts employee intrapreneurial behavior significantly. Also Malik et al. (2021), it is concluded that corporate learning culture has a substantial impact on the growth of intrapreneurs. Schraiber et al., (2023) concluded that investing in knowledge management practices is essential to drive intrapreneurship and ensure the survival and competitiveness of organizations in challenging scenarios. Ashal et al. (2023) state that the learning organization has a strong effect on intrapreneurship. It could be concluded that organizations have to integrate and improve all of the dimensions of learning organization to develop an infrastructure that boosts the employment of intrapreneurship. Learning organization is considered a valuable method to promote intrapreneurship. Learning organization could build a bridge between organizational systems and people by boosting individual and corporate learning, encouraging the expression of implicit knowledge, and promoting entrepreneurial practices. Learning organization is considered an essential antecedent of intrapreneurship and it is an integrated and interconnected process.

Kikas (2022) states that the competencies of intrapreneurs are the foundation of the intrapreneurial behaviour of employees because they need specific competencies to participate in the intrapreneurial process and intrapreneurial projects. To facilitate intrapreneurship in organisations, employees should be provided with possibilities for intrapreneurial learning and developing intrapreneurial competencies, e.g. through intrapreneurship training. According to Sandberg (2021) the essential competencies employers will be looking for in the near future are critical thinking, analytical skills, creativity, and the ability to solve complex problems. Employees are expected to acquire new skills, while access to know-how is no longer a problem. Instead, mindfulness, empathy, the ability to cooperate, and a willingness to innovate are the traits most sought after.

In conclusion, the results obtained in this study show that organizational learning tendencies are of great importance to today's businesses. Therefore, workers and managers must give weight to the common goal of implementing learning practices and have a shared vision to maintain this goal. Additionally, workers must be trained and motivated to make decisions. Only in this way, employees can perceive the learning action not as an order but as their own will and become open to learning. In order to create organizational learning, managers and leaders need to support learning activities within the organization, lead in this regard and act decisively about learning. To have a clear attitude towards learning, to be sensitive, to provide a learning environment; it expresses

the determination of the organization and management in learning. In this way, learning can gain continuity. With intra-organizational knowledge sharing, elements such as knowledge, experience and ideas can be made meaningful and used in problem solving, business and production activities or decision-making processes. For this, businesses should consider the phenomenon of learning as a basic element for providing a competitive advantage, the continuity of the organization and the development of the organization, and they should see the expenditures made for the training of the employees as an investment, not an expense. In addition, there should be a continuous dialogue and flow of information between managers and employees, and in this way, a unity of purpose should be created in which all employees can see themselves as participants in determining the future of the organization. In addition, top management should emphasize the importance of knowledge sharing, create an environment for employees to share their experiences, and also analyze the unsuccessful activities of the organization and share the results with the organization in general.

In addition, the critical thinking skills of workers lead to a competitive advantage for organizations. Workers with a high tendency of engagement can not only utilize their reasoning skills in problem-solving and decision-making, but they are also inclined to communicate with others. Workers must be open to new ideas and be able to consider the differing opinions of others and change their minds when they obtain new information that is contradictory to their previous knowledge. Employees with a high tendency to participate use their reasoning skills and make an effort to communicate in problem-solving and making judgments. Employees with high cognitive maturity tend to be open to other ideas, make judgments or think objectively with different perspectives in problem-solving. Employees with a high tendency to be innovative make an effort to research, question and improve existing knowledge in order to acquire new knowledge. For this, employees should be open to new ideas, take into account the opinions of those who disagree with them, and be able to change their minds when they get new information that contradicts their own. Employees should be able to use the knowledge they have to solve a problem, go out of their way to find the right answer to the problem, and should not let their prejudices affect their decisions.

Likewise, it is crucial for the subsistence of businesses to uncover the intrapreneurial tendencies of their workers. For the workers to be able to realize their own ideas freely and exercise their command without fear of their superiors with the notion of autonomy in the context of intrapreneurship is also important for businesses. In this way, new product or service development or existing knowledge, process, product or service renewal is experienced. In terms of intrapreneurship, it is important for employees to transform their ideas and thoughts into action independently, to feel free, to use their authority without fear, and to make decisions without being under pressure, with the concept of autonomy. At the same time, it is necessary to take risks, which are in the spirit of entrepreneurship, and to take into account the damage that will occur at the end of the activity. It enables employees to use the information obtained with the help of their social environment, which is formed by expanding their individual networks within the organization, to reduce risk, to establish relationships based on trust, to share technical information, to access resources easily and quickly, to be aware of opportunities and to gain power by controlling the flow of information.

As suggestions, businesses must encourage and motivate their employees to learn, practice what they learn, criticize, question, and make innovations, and create a permanent organizational culture of learning by setting an example themselves, underline that organizational learning and critical thinking are part and parcel of the organization strategy. In addition, they must create environments that will increase intrapreneurial activities and support their workers in risk-taking and autonomy. Moreover, if there are any elements that may hinder organizational learning, critical thinking, and intrapreneurial activities within the organization or the administrative procedures, they must make a point of removing them. Considering all these conditions, the manager or leader in the organization, should support, encourage employees in learning, acquiring new knowledge, sharing the acquired knowledge within the organization and using the knowledge for the purposes of the organization. In addition, it is important for employees to be able to critically approach the issues in business processes, to look at events from different perspectives, to make objective decisions, and to produce alternatives and apply them in solving problems. Considering that the employees with intrapreneurship tendencies will contribute to the business, the top management should facilitate decision-making and taking responsibility, use initiative, take risks and act independently, and even reward the employees for positive entrepreneurial results. In this way, the motivation of other employees will increase and they will be encouraged in entrepreneurial issues. As a result, businesses encourage and motivate their employees to learn, apply and share what they have learned, criticize, question, and create innovation, create a permanent organizational culture in this regard, emphasizing that organizational learning and critical thinking are an indispensable part of organizational strategy. Employees should follow the developments in order to evaluate the activities in the business environment, take some risks such as exceeding the financial limits and standard procedures if necessary, and should not avoid spending time and resources for new product development activities. Employees should be in constant communication with the

people in their social networks, should not avoid contacting potential contact points that may be included in their social networks, and should use their social networks to get new ideas accepted by senior management. The top management should also empower the employees to help them come up with creative ideas, motivate them to be innovative and give them freedom in their work under necessary conditions. In addition, if there are factors that prevent organizational learning, critical thinking and intrapreneurship activities within the organization or in managerial practices, they should be removed.

The contribution of this research to the literature is to fill the gap in the literature by examining the concepts of organizational learning, critical thinking and intrapreneurship together for the first time. When the results obtained are examined, it is seen that these three concepts are positively affected by each other and tend to increase together in this research, and they are administrative issues that should be dealt with by organizations in terms of competitive advantage.

In future research on the subject of this study, the opinions of senior management, managers, supervisors, unit chiefs or leaders can be taken in addition to the evaluations of the employees in the research section. In this context, the attitude, attitude, encouragement, motivation, support, exemplary and rewarding of the organization and the management towards learning, the critical skills of the employees and the internal entrepreneurial activities of the employees, by creating an organizational culture, taking such activities around a purpose and creating a vision or otherwise. Elements such as prohibition, obstruction, punishment can also be examined. In this way, different results can be obtained. However, organizational learning, critical thinking and intrapreneurship activities and skills may also vary according to the sector. Within the scope of this study, employees in the textile and automotive sectors were taken as a basis and the research was limited to the Marmara Region. In future research, considering the employees in different sectors and research to be conducted in different regions may produce different results.

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AUTHORS' DECLARATION

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AUTHORS' CONTRIBUTIONS:

Conceptualization, writing-original draft, editing – **HG** and **ASÜ**, data collection, methodology, formal analysis – **HG**, Final Approval and Accountability – **HG**.

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