

Organisational Learning at Team Level and Perceived Employability: an Empirical Examination

Sylwia Wiśniewska

Krakow University of Economics

e-mail: sylwia.wisniewska@uek.krakow.pl

ORCID: [0000-0003-4760-2634](https://orcid.org/0000-0003-4760-2634)

Kamil Wiśniewski

Jan Kochanowski University of Kielce

e-mail: kamil.wisniewski@ujk.edu.pl

ORCID: [0000-0002-4708-4163](https://orcid.org/0000-0002-4708-4163)

Robert Szydło

Krakow University of Economics

e-mail: robert.szydlo@uek.krakow.pl

ORCID: [0000-0003-1411-1687](https://orcid.org/0000-0003-1411-1687)

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Abstract

Aim: The article aimed to explore the relationship between organisational learning solutions at team level and perceived employability in the modern labour market, according to the opinions of the team members surveyed.

Methodology: The author reviewed the existing literature on perceived employability and organisational learning, and analysed the empirical research results using various tools, including general descriptive statistics, statistical tests, and the Covariance-Based Structural Equation Modelling (CB-SEM) method.

Results: The analysis revealed the three subgroups of solutions at the team level of organisational learning, namely internal solutions, experience-based solutions, and external solutions. With the flow of CB-SEM analysis, it appeared that only the experience-based solutions were affecting the perceived impact on employability. Based on the research results, it can be concluded that teamwork is an excellent platform for the formal and informal exchange of opinions, contributing to the development of the perceived employability of team members.

Implications and recommendations: The proposed implications relate to a work environment that allows for a casual exchange of views and a formal exchange of opinions. The formal and informal exchanges of opinions provide opportunities to confront views on professional issues with those who view them from their perspective, for example enable the dissemination of good practices within a team.

Originality/value: For the first time, the author empirically investigated the relationships between organisational learning at team level and the employability of team members. The contribution of this study was to bring a work environment perspective to shaping the internal employability of team members. The literature studies confirmed the lack of research in this field.

Keywords: organisational learning, perceived employability, team level, team member

1. Introduction

The contemporary challenges of human resource management (HRM) include shaping the employability of workers. This problem was addressed by both HRM theorists and practitioners (Wiśniewska, 2020; Dinh et al., 2022; Ng et al., 2022). Furthermore, today the requirements placed on employees imply the need for continuous learning and the permanent development of competencies to increase employability in a changing labour market. It is important to note that the current challenges of the labour market determine the growing importance of the employability of workers (Wiśniewska, 2020; Hamzah et al., 2022; Ma & Chen, 2022). The subject literature reveals that employability and learning seem to be immeasurably related, and constitute accompanying research constructs (Knight & Yorke, 2003), but lack a clear understanding, mainly due to the limited focus of research on these two notions and their associations (Sumanasiri et al., 2015; Wiśniewska et al., 2021).

Empirical research carried out in the discussed area indicated that the level of a worker's employability depends on learning at the workplace (Clarke & Patrickson, 2008; Sparrhoff, 2012; van der Heijden et al., 2016; Gabor et al., 2019; Tentama et al., 2019). Moreover, some studies also provide strong support for the role of the performance of professional work with a high learning value and work-integrated learning to employee development (Berings et al., 2008; Derue & Wellman, 2009; Dragoni et al., 2009), as well as for enhancing self-perceived employability (van der Heijden et al., 2009; Jackson, 2013; van der Heijden & Spurk, 2019). The research results also showed that the variety of professional tasks employees had a positive effect on informal learning, which in turn affected the level of their employability (Froehlich et al., 2019). It was also highlighted that generating opportunities for learning at the workplace facilitates increased employability of workers in the long term (Opengart & Short, 2002). It should be noted that one of the key factors affecting the employability of workers is lifelong learning (Nauta et al., 2009; Urbaniak, 2010).

Organisational learning theory contributes to the growing importance of the development and storage of knowledge in organisations, including team learning (Walsh & Ungson, 1991; Grant, 1996; Kogut & Zander, 1996; Cannon-Bowers & Salas, 2001; Madsen & Desai, 2010). The relation between organisational learning and employability is well-established. Research results showed that employees perceived that organisational learning at the individual, organisational and inter-organisational levels positively impacted their employability (Wiśniewska, 2020; Wiśniewska et al., 2021). However, there is a gap in the study of relations between organisational learning at team level and the employability

of team members, hence it is desirable to identify such a relationship. This study provides a contribution to the subject literature in this important but under-researched area.

Thus, the article aimed to explore the relationship between organisational learning solutions at team level and perceived employability in the modern labour market, according to the opinions of the team members surveyed.

2. Literature Review

Considerations on the issue of employability have a relatively long tradition (Beveridge, 1909; Feintuch, 1955). Initially, employability was undertaken in a political context as a tool to reduce unemployment and social exclusion, e.g. in disadvantaged groups such as people with disabilities (Beveridge, 1909; Magrin et al., 2019; Strindlund et al., 2019). This issue was reflected in national and international policies and strategies (Rothwell & Rothwell, 2017). Moreover, employability is considered in terms of education as a key task of a university and an important issue in the study programmes. In this context, educational success is measured by the level of employability of graduates (Tymon, 2013; Cheng et al., 2022). It is also worth highlighting that employability is related to HRM strategies and refers to the ability of individuals to get and keep a job in a changing labour market (Bernstrøm et al., 2019).

In general, employability refers to an individual's ability to function at work and in the labour market (Fleuren et al., 2020). Employability is also understood as the ability to obtain sustainable employment adequate to the level of competencies (Vargas et al., 2018). It also emphasises that employability is a way to secure employment in the context of changes in the pattern of professional careers and challenges in the modern labour market (Gazier, 2006; Kusterer & Bernhard-Oettel, 2020). This led to the dissemination of research on the employability of persons already employed (Thijssen et al., 2008; Wiśniewska & Wiśniewski, 2020). Importantly, there is no consensus on how to measure employability as it can be measured in two ways: (1) as an objective factor (such as education, training, position, or type of contract), (2) as a subjective factor, based on the study of a person's beliefs and perceptions (de Cuyper et al., 2010; Arnold & Staffelbach, 2012).

Therefore, perceived employability relates to the employee's perception of one's chance/possibility of employment in the labour market (internal and/or external), as well as the individual's perception of employment opportunities with the current (internal) or other (external) employer (De Cuyper & de Witte, 2010; Vanhercke et al., 2014). Additionally, perceived employability is understood as the perceived ability and possibility of obtaining permanent and sustainable employment, adequate to the level of competencies (De Cuyper & de Witte, 2010; Vanhercke et al., 2014; Yeves et al., 2019). Such perception is determined by both personal and contextual (i.e. organisational and social) factors (or inputs) that shape the subjective assessment of employment capacity (De Cuyper & de Witte, 2010; Vanhercke et al., 2014; Wiśniewska, 2020).

Perceived employability may also be defined as one's perception of his or her opportunities for taking, maintaining, and changing employment and developing a professional career in the internal and external labour market, resulting from both individual and contextual factors. Nowadays, the subject literature devotes a lot of space to the analysis of internal employability. The studies related to internal employability examine its relationship with perceived investments in Human Resource (HR) practices (Akkermans et al., 2019), and regulatory-focused job crafting, i.e. promotion – and prevention – focused job crafting, and a person-job fit (Sameer & Priyadarshi, 2023). The research presented in this article involved an analysis of the relationships between organisational learning at the team level and the employability of team members; the findings also contributed to the analysis of internal employability.

It is worth noting that organisational learning might be considered one of the important factors in shaping employability in the modern labour market (Wiśniewska, 2020). There are four main approaches to defining organisational learning in the literature, namely social, technical, cognitive, and

behavioural. According to the social approach, organisational learning is inextricably linked to organisational structure and culture, transformational leadership, and the organisation's ability to acquire, disseminate, use, and store knowledge. These processes occur through the interactions and involvement of an organisation's employees (Gherardi et al., 1998; Argote, 2012).

The technical approach combines organisational learning with the processing of information and the acquisition of knowledge potentially useful to the organisation, which then leads to the expansion of the range of possible behaviours. This approach emphasises the need to transform past experiences into routines that guide organisational behaviour (Levitt & March, 1988; Huber, 1991).

The cognitive approach defines organisational learning in terms of actions taken within the organisation that will enable the organisation to learn. It involves not only changes in behaviour, but also the acquisition of knowledge, skills, attitudes, and dispositions. This approach focuses on thought processes, cognitive structures, individual mental models, and changes in individuals' judgments, values, preferences, and assumptions. It allows information from different sources to be combined into a logical whole (Shuell, 1986; Chen, 2005).

The behavioural approach, however, reduces organisational learning to the organisation's adaptive behaviour to changes in the environment. It also emphasises the importance of the relationship between information, knowledge, actions, and organisational change, processing information, developing knowledge bases, learning from past experiences to obtain new ideas, and detecting and correcting errors (Argyris & Schön, 1978; Askim et al., 2008). For the research in this article, organisational learning is understood according to a behavioural approach.

In line with Madsen and Desai (2010), organisational learning is "any modification of an organisation's knowledge occurring as a result of its experience". Moreover, Schmidt et al. (2020) claimed that organisational learning "should not only focus on one's own experiences but also those of others". Additionally, Weinzimmer & Esken (2017) emphasised that both aspects of learning have a positive impact on organisational processes and enhance organisational resilience, and can be a meaningful catalyst for organisational changes. Note that the organisational learning concept is crucial because organisations must be able to learn to adapt to new circumstances (Szarka et al., 2004). Organisational learning involves processes at the individual, team, and organisational levels and the interactions between these levels (Crossan et al., 1999), and it is realised through a process that involves the acquisition, transfer, and the application of knowledge (Garvin, 1993).

The increasing emphasis on work teams as the fundamental architecture of the organisational structure has led researchers to focus on team learning and the processes that support them (Bell et al., 2012). Since Senge (1990) stated that teams, not individuals, are the basic unit of learning in contemporary organisations, there has been a continuous shift from work organised around individual workplaces to team-based work systems (Devine et al., 1999).

There are various definitions of team learning in the subject literature. According to Senge (1990, p. 236), team learning is "the process of aligning and developing the capability of the team to create the results its members truly desire". Kasl et al. (1997, p. 229) claimed that team learning is "a process through which a group creates knowledge for its members, for itself as a system, and for others". Similarly, Sole and Edmondson (2002, p. 18) emphasised that team learning is an "acquisition and application of knowledge that enables a team to address team tasks and issues for which solutions were not previously obvious. Furthermore, Ellis et al. (2003, p. 822) indicated that team learning is "a relatively permanent change in the team's collective level of knowledge and skill produced by the shared experience of the team members".

In turn, Gibson & Vermeulen (2003, pp. 203-204) defined team learning as "behaviors, including the exploration of knowledge through experimentation, the combination of insights through reflective communication, and the explication and specification of what has been learned through codification". An important definition of team learning was given by van der Vegt & Bunderson (2005, p. 534). In

their view, team learning means “activities by which team members seek to acquire, share, refine, or combine task-relevant knowledge through interaction with one another”. The functioning definitions indicate the importance of knowledge as well as developing capabilities and appropriate behaviour and activities in team learning.

Research indicates that team learning influences organisational learning (Chan et al., 2003) and is essential for organisational learning (Barker & Neailey, 1999; Bell et al., 2012; de Groot et al., 2022). Moreover, team learning is a bridge between learning at individual and organisational level (Murray & Moses, 2005). It is worth emphasising that team learning is an important mechanism by which teams adapt to changes in their environment, develop their performance capabilities, as well as renew and maintain their performance over time (Bell et al., 2012). Team learning is also the main way to achieve team effectiveness (Syed & Murray, 2005), and it is both an outcome and a process (Day et al., 2004; Wiese & Burke, 2019).

Organisational learning at team level was analysed in the conducted research, which refers to the processes resulting from interactions between the employees who make up the team. These processes are oriented towards group problem-solving and decision-making, which are the basis for subsequent joint action. The result of learning at this level is shared knowledge and a way of perceiving problems, and often the emergence of new knowledge, different from that of individual team members (Mikuła, 2002; Weldy & Gillis, 2010; Popova-Nowak & Cseh, 2015; Lin & Lee, 2017; Mahmoudi et al., 2018).

Literature studies indicate that there is a research gap in exploring the relationship between organisational learning solutions applied at team level and perceived employability in a contemporary changing labour market. Therefore, and based on the above subject literature, this article aimed to explore the relationship between organisational learning solutions at team level and perceived employability in the modern labour market, according to the opinions of the team members surveyed. In light of the above discussion, it was decided to introduce the following hypothesis:

H1: Perceived organisational learning at team level is positively correlated with team members' perceived employability.

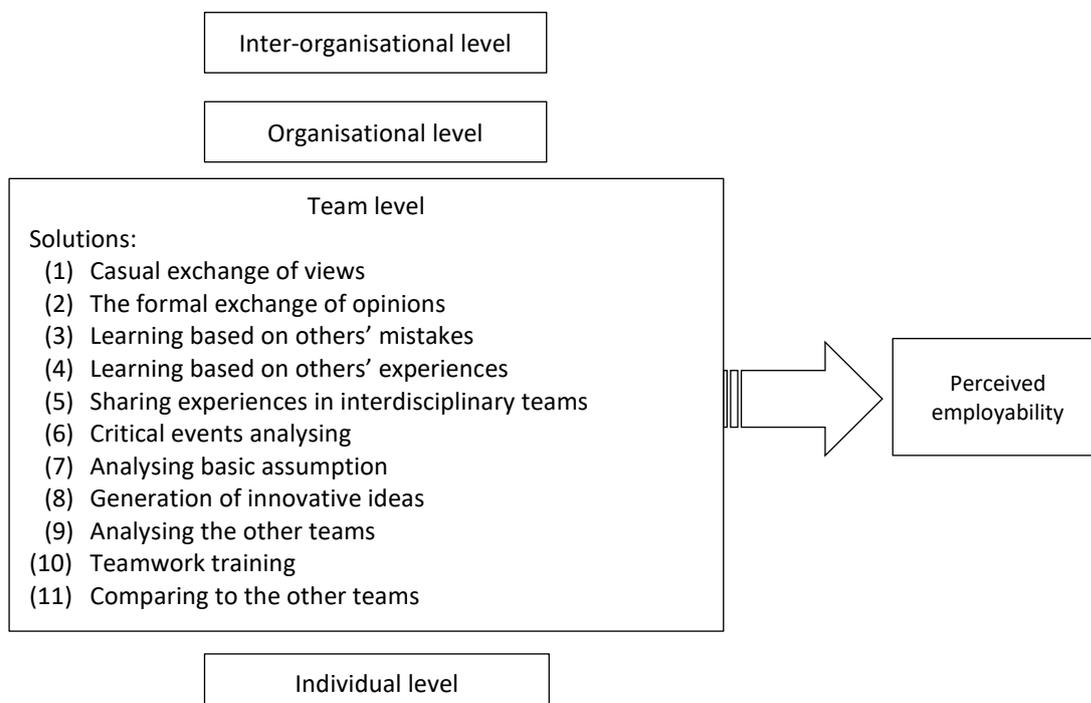


Figure 1. Conceptual model of the team level of organisational learning in the context of perceived employability

Source: own study based on (Wiśniewska, 2020; Wiśniewska & Wiśniewski, 2020).

For the article, a review of the existing literature on perceived employability and organisational learning as well as an analysis of the own empirical research results was undertaken. The conceptual model of the team level of organisational learning in the context of perceived employability is shown in Figure 1.

3. Methodology

Achieving the aim of the paper was possible due to the formulation of two research questions: (1) What organisational learning solutions used at team level are the most important in developing team members' employability? (2) Which personal characteristics affect perceived employability? In light of the conducted discussion of the subject literature, it was decided to introduce the following hypothesis:

H1: Perceived organisational learning at team level is positively correlated with team members' perceived employability.

Answering the second research question was possible due to analysing gender, age, education level, workplace, professional status, work experience, company size, company profile, and generations to which the research participants belong. There was no hypothesis introduced because of the lack of previous research addressing those issues.

The definitions of perceived employability and perceived organisational learning at team level were to be presented to clarify the research procedure. For the study, it was assumed that perceived employability is described as one's perception of his or her opportunities for taking, maintaining, and changing employment and developing a professional career in the internal and external labour market, resulting from both individual and contextual factors. Note that this research focused on the part of perceived organisational learning at team level and covered topics from the team members' perspectives. Therefore, perceived organisational learning at team level was defined as the process of acquisition, generation, development, and use of knowledge by team members in response to the organisation's mission and objectives as well as to market challenges (cf. Wiśniewska, 2020; Wiśniewska & Wiśniewski, 2020).

The operationalisation of the variables was also crucial for a clear understanding of the research results. The authors decided that: (1) gender was coded as women or men (dichotomic scale), and participants could leave this question without an answer; (2) participants marked their age themselves between 18 to 90 – as for the data collection method, no other options were assumed; (3) the educational level represent the types of education possible to be achieved in Poland – it was an ordinal variable with eight-level answers (according to the level advancement): primary, vocational, secondary, secondary technical, post-secondary, bachelor's degree, master's degree and "others"; (4) the hierarchical levels of the workplace were described as the positions of manager, team leader, specialist, and others; (5) public sector, private sector, entrepreneur and others were the descriptions of the professional status variable; (6) work experience, similar to age, was measured in years; (7) company profile was described by three possibilities: industrial, services, mixed and there was also an "others" option available; (8) the size of the company was described as (OECD, 2017): micro, small, medium, and large companies; (9) the generations were classified into categories (Wiśniewska, 2020): Baby Boomers (44-59 years old), Generation X (36-43 years old), Generation Y (23-35 years old), Generation Z (19-22 years old).

There were 351 employees taking part in the research, working for several organisations, and the study used the Computer Self-Administrated Questionnaire (CSAQ), while the statistical analysis of the results was conducted with the SPSS 27 software.

The core of the questionnaire was built in the form of so-called scale questions (with a Likert scale) from 1 – a given solution is not important, to 7 – very high importance of a given action, whereas choosing "0" meant that the given solution was not applicable. The research was conducted based on

one questionnaire, hence the common method bias might occur. The CSAQ method with the Google Forms tool provides two ways of preventing this, namely separate sections with an inquiry of a short break as well as the different settings and visual part of the research. Both methods were implemented in this study. The questionnaire was characterised by high reliability, and was created prior to the research and tested in the pilot study. The results of Cronbach's alpha during the research were equal to 0.957 for the whole sheet, and between 0.714 to 0.914 for particular aspects, and at the same time confirmed the results from the pilot study. Based on the presented results of internal reliability, all the items were included in the final version of the research questionnaire.

The pilot study was conducted between September and November 2019., which resulted in the questionnaire's verification and small adjustments. The research proper was carried out from March to May 2020, and involved 351 team members, of which 274 were women (78.1%) and 77 men (21.9%), aged from 19 to 64. The research participants had varied work experience (from 1 to 40 years), as well as the educational level: basic vocational – 3 persons (0.9%), secondary general – 55 (15.7%), secondary technical – 62 (17.6%), post-secondary – 12 people (3.4%), higher undergraduate – 118 people (33.5%), higher engineering – 15 (4.3%), higher graduate – 81 (23.1%), and PhD – 5 participants (1.5%). Among those, 73 persons (20.8%) were employed in micro companies, 97 (27.6%) in small, 66 (18.8%) in medium-size companies, and 115 (32.8%) in large enterprises. The Baby Boomers generation was represented by 5.7% of research participants, Generation X by 8.5%, Generation Y by 53.8%, and Generation Z by 30.08% of the whole sample, and four people did not admit their age.

All ethical standards were observed while conducting the research, and all the participants volunteered to take part (option in the Google Forms questionnaire). No e-mail addresses or personal data that allowed for identifying the respondents were collected during the process. Each participant was informed about the possibility of withdrawing at any time. The data were stored on a secured Google Workspace Cloud (in line with the EU General Data Protection Regulation), with access granted only to the authors.

4. Results

The respondents were asked to assess eleven different activities supporting organisational learning at team level in the context of employability. The data distribution was not normal, with p -value < 0.001 for every activity as well as the general score; Cronbach's alpha was 0.932. The mean value for the general assessment of the team level was $M = 5.04$, $SD = 1.412$. The assessment of each criterion is presented in Table 1.

Table 1. Descriptive statistics of team level

Description		Casual exchange of views	Formal exchange of opinions	Learning based on others' mistakes	Learning based on others' experiences	Sharing experiences in interdisciplinary teams	Critical events analysing	Analysing of basic assumption	Generation of innovative ideas	Analysing the other teams	Teamwork training	Compared to the other teams
N	Valid	351	351	351	351	351	351	351	351	351	351	351
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		5.13	5.03	4.82	4.77	4.72	4.59	4.36	4.35	4.31	4.28	4.07
Median		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
Standard deviation		1.609	1.785	1.709	1.833	1.906	1.960	1.996	2.104	1.953	2.077	1.853
Percentiles	25	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00
	50	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00
	75	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	5.00

Source: own study.

According to the opinion of the research participants, the casual exchange of views had the highest impact on employability ($M = 5.13$, $SD = 1.609$), exchange of opinions in a more formal way was assessed as second ($M = 5.03$, $SD = 1.785$); both solutions scored more than 5. The third solution with the highest impact was learning based on others' mistakes ($M = 4.82$, $SD = 1.709$). Compared to the other teams, the lowest importance to employability scored ($M = 4.07$, $SD = 1.853$). It is important to state that all the solutions scored above 4 (on a scale from 1 to 7), and the median of almost all solutions (excluding comparing to the other teams) was 5. Although the reliability of the scale was assessed as very good (Cronbach's $\alpha = 0.893$), the exploratory factor analysis (EFA) was conducted to estimate the hidden factors. The results are shown in Table 2.

Table 2. EFA for team perspective

Description	Factor 1	Factor 2	Factor 3
Generation of innovative ideas (Z11)	.838	.152	.227
Analysing of basic assumption (Z10)	.811	.264	.209
Critical events analysis (Z9)	.791	.345	.076
Teamwork training (Z2)	.621	.272	.263
Casual exchange of views (Z3)	.275	.765	.030
Formal exchange of opinions (Z1)	.315	.704	.073
Learning based on others' experiences (Z5)	.376	.675	.218
Sharing experiences in interdisciplinary teams (Z8)	.250	.666	.307
Learning based on others' mistakes (Z7)	.030	.644	.485
Comparing to the other teams (Z4)	.207	.146	.808
Analysing the other teams (Z6)	.319	.199	.797

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalisation.

Source: own study.

The EFA revealed three factors. The first factor comprised the generation of innovative ideas, analysis of basic assumptions, critical events analysis, and teamwork training. The factor had reliability $\alpha = 0.856$, which can be assessed as good. Factor 1 can be described as internal. The second factor comprised a formal exchange of opinions, casual exchange of views, learning based on others' experiences, and sharing experiences in interdisciplinary teams with the reliability $\alpha = 0.748$ (acceptable level). This factor can be described as an experience. The last, and third factor comprised comparison of the other teams and their analysis (as there were only two elements, Cronbach- α was not be calculated). This factor can be described as external. A confirmatory factor analysis (CFA) method was conducted to explain the structural model of the impact of activities on the team level of organisational learning on perceived employability. The results are presented in Figure 2.

There were two to three solutions that qualified for each of the factors in CFA. This was because the acceptance level of loadings should be greater than 0.7 (Fabrigar et al., 1999; Watkins, 2018). The final model of the solutions for team level of organisational learning that have an impact on employability contained Internal, External, and Experience factors. The results of CFA are presented in Table 3.

The impact of internal ($p = 0.483$) and external ($p = 0.162$) factors was not confirmed within the CFA. The impact of the experience was then confirmed by the CFA (0.77 , $p < 0.001$). The abovementioned model presents a good fit index: $CMIN/DF = 1.579$; $CFI = 0.992$; $RMSEA = 0.041$ and $PCLOSE = 0.661$.

As the only confirmed impact was connected with the experience factor, only this one was subjected to further research, namely a factor calculated as a weighted average (EFA loadings) of both solutions. The variable did not have a normal distribution (Shapiro-Wilk test = 0.926 , $p < 0.001$). The outcome of the statistical analysis was presented in Table 4.

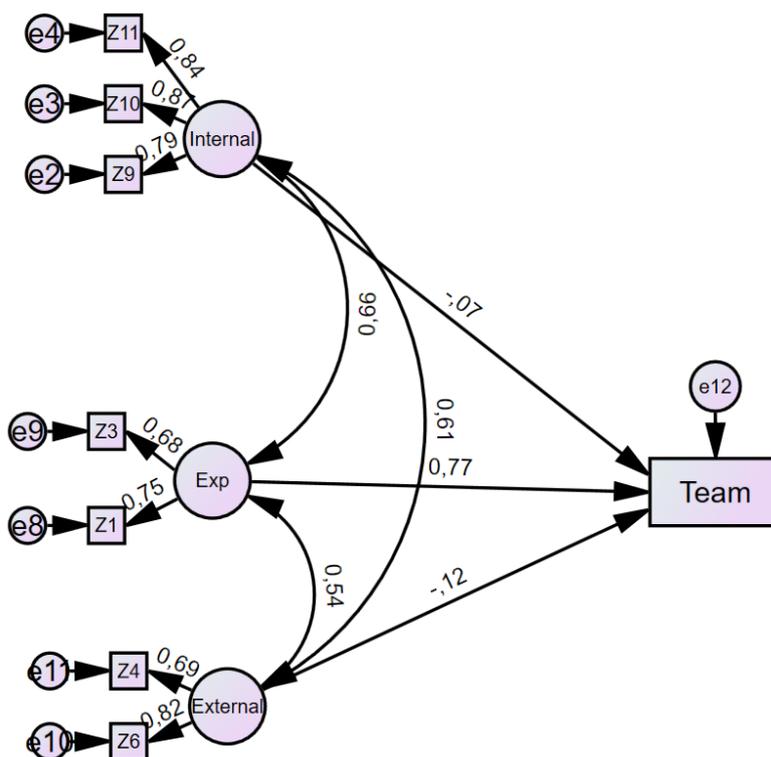


Figure 2. CB-SEM model of team level

Source: own study.

Table 3. CFA results for team level of organisational learning

Description	Description	Description	Estimate	S.E.	C.R.	P
Z9	←	Internal	.881	.053	16.622	***
Z10	←	Internal	.988	.054	18.399	***
Z11	←	Internal	1.000			
Z1	←	Exp	1.224	.114	10.756	***
Z3	←	Exp	1.000			
Z6	←	External	1.267	.143	8.877	***
Z4	←	External	1.000			
Team	←	Internal	-.058	.082	-0.701	.483
Team	←	Exp	1.057	.164	6.431	***
Team	←	External	-.137	.098	-1.397	.162

Source: own study.

Table 4. Statistical analysis of external factors of team level of organisational learning

Independent variable	Dependent variable	Test result (U Mann-Whitney, H Kruskal-Walls, Spearman's rho)	p-value	Decision
Gender	Experience factor	$U = 10461.00$	$p = .911$	No impact
Age		$r_s = .006$	$p = .906$	No correlation
Education level		$H = 8.247$	$p = .221$	No impact
Sector		$H = 9.340$	$p = 0.025$	Impact
Job position		$H = 11.184$	$p = 0.011$	Impact
Seniority		$r_s = .048$	$p = .365$	No impact
Enterprise size		$H = 4.211$	$p = .240$	No impact
Company profile		$H = .809$	$p = .847$	No impact
Generation		$H = .701$	$p = .873$	No impact

Source: own study.

The analysis revealed differences in the experience factor based on job position. To elaborate on the topic, the U Mann-Whitney test was conducted. The results are presented in Table 5 for the job position and in Table 6 for the job sector.

Table 5. U Mann-Whitney test for the job position

Job position 1	Job position 2	Test result	<i>p</i> -value	Decision
Manager	Team leader	402.5	0.670	No difference
Manager	Specialist	1165.5	0.162	No difference
Manager	Others	744	0.025	Difference – managers assess higher
Team Leader	Specialist	3416.5	0.201	No difference
Team Leader	Other	2233.5	0.013	Difference – leaders assess higher
Specialist	Other	8807	0.093	No difference

Source: own study.

Two differences were found: managers assessed the importance of the experience factor higher than other employees, whereas team leaders assessed it higher than other employees. It should be stated that other employees did not include managers, team leaders, and specialists.

Table 6. U Mann-Whitney test for the sector

Sector 1	Sector 2	Test result	<i>p</i> -value	Decision
Public	Private	7761	0.001	Difference – public higher
Public	Entrepreneur	1025.5	0.193	No difference
Public	Other	306.5	0.091	No difference
Private	Entrepreneur	2888.5	0.730	No difference
Private	Other	1036	0.706	No difference
Entrepreneur	Other	122.5	0.674	No difference

Source: own study.

Note that the only difference was between the public and private sectors. Employees of the public sector claimed that the experience factor was of higher importance to employability than for those the private sector.

5. Discussion and Conclusions

The research results indicate that organisational learning at team level contributes to an increase in the employability of team members. This study enriched the existing literature on organisational learning and perceived employability (Wiśniewska, 2020; Wiśniewska & Wiśniewski, 2020; Wiśniewska et al., 2021) by showing how organisational learning at team level is correlated with perceived employability of team members in the modern labour market. All the abovementioned solutions scored between 4.07 to 5.13, which proves that all the solutions were connected strongly with the team level of organisational learning (Mikuła, 2002; Weldy & Gillis, 2010; Wiśniewska & Wiśniewski, 2020). Thus, it can be concluded that organisational learning at team level is important for perceived employability in the contemporary labour market, whilst the average grades could be related to the employability problem in Poland (Jeruszka, 2019).

Two of the analysed solutions were assessed as having rather high importance in the context of employability, i.e. a casual exchange of views ($M = 5.13$, $SD = 1.609$) and a formal exchange of opinions ($M = 5.03$, $SD = 1.785$). Based on the research results, it can be concluded that teamwork is a very good platform for the formal and informal exchange of opinions, contributing to the development of the

perceived employability of team members. The possibility of confronting views on a given professional issue with the perspective of other people may, for example, enable the diffusion of good practices within the team (Polat et al., 2018).

Furthermore, a team is a group of people that are bound by a common goal and a strong interaction between strong (Ingels et al., 2022; Presler-Marshall et al., 2022). That feeling of comfort among the members allows them to learn effectively without concerns about a misunderstanding of their point of view or emotions (Schilpzand et al., 2011). Therefore, they can share effectively their knowledge both in daily, casual situations such as lunch and working together in one place, or connected with a formal meeting and sharing knowledge, as shown in the research results (Szpilko et al., 2022).

The point in question was the low assessment of comparison with other teams ($M = 4.07$, $SD = 1.853$). This was the hardest action as it involved external teams and agreement from both teams to share the information. As some of it may be classified, this was the possible reason for such a low assessment. This issue requires further investigation.

The analysis revealed the three subgroups of solutions at team level of organisational learning, namely internal solutions, experience-based solutions, and external solutions. With the flow of CB-SEM analysis, it appeared that only the experience-based solutions affected the perceived impact on employability, although there may be some difficulties within the teams (Tu, 2022). This is certainly consistent with the research indicating the impact of the solutions on employability: (1) casual exchange of views (Epitropaki et al., 2021), (2) formal exchange of opinions (Byrne, 2001; de Schepper & Sotiriadou, 2018). These are also the solutions assessed highest in the descriptive statistics analysis.

Sharing views and opinions are differentiated by job position as well as the sector. In the case of job positions, both managers and team leaders assessed the importance of sharing more highly than other employees. As leaders and managers can observe the work of a team from a longer time perspective (Lyons et al., 2016), they can see the results of that experience sharing much easier than those directly involved in it. As for the sector dimension, the public sector assessed the experience factor as more important than the private sector. It is possible that in the private sector this occurred on the daily basis, whereas public sector employees were still missing it.

The presented study corroborates the hypothesis that selected organisational learning solutions at team level are positively correlated with the perceived employability of team members. The analysis revealed three subgroups of team-level organisational learning solutions: internal solutions, experience-based solutions, and external solutions. The CB-SEM analysis demonstrated that only the experience-based solutions have a significant impact on perceived employability. The findings demonstrate that teamwork fosters a conducive environment for the exchange of diverse perspectives, thereby contributing to the enhancement of the perceived employability of team members.

6. Practical Implications and Limitations

The conducted research represents practical value, which involves the possibility of offering recommendations to the organization's management in the context of shaping a work environment conducive to the development of organisational learning that contributes to the development of team members' employability. The proposed implications relate to a work environment that allows for a casual exchange of views and a formal exchange of opinions. Formal and informal exchanges of opinions, providing opportunities to confront views on professional issues with those who view them from their perspective, for example, can enable the dissemination of good practices within a team. The findings contribute to a better understanding of the nature of internal employability. It is worth emphasising that a team member's internal employability is the result of the interaction between a person's resources and the working conditions and the environment in which they work – as confirmed by the obtained research results. Employees may strive to find work that creates conditions

for a casual exchange of views and a formal exchange of opinions, which in turn can have many beneficial effects at organisational and individual levels. These interconnections can have significant implications for employers and managers.

The research presented in the article was subject to limitations, such as (1) low variability of the research sample, (2) majority of women and people from Generation Y in a research sample, and (3) online form of data gathering. The limitations were connected with the COVID-19 pandemic situation, in which collecting data was possible mainly via online forms. The authors are aware of the limited possibilities of generalising research. The discussed study is considered idiographic and therefore the results cannot be generalised to other samples. Note, however, that the presented research is an empirical exemplification of the undertaken research problem, and that the topic of organisational learning has a strong perceived impact on employability. A detailed analysis of the effectiveness of organisational learning solutions in developing employees' employability in the contemporary labour market also appears justified, which significantly enriches the results of the empirical research presented in this article, hence it is worth continuing research mainly by enlarging the research sample.

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Organizacyjne uczenie się na poziomie zespołu a postrzegana zatrudnialność: badanie empiryczne

Streszczenie

Cel: Celem artykułu jest określenie zależności między rozwiązaniami z zakresu organizacyjnego uczenia się na poziomie zespołu a postrzeganą zatrudnialnością na współczesnym rynku pracy w opinii ankietowanych członków zespołu.

Metodyka: W artykule dokonano przeglądu literatury przedmiotu na temat postrzeganej zatrudnialności i organizacyjnego uczenia się. Dodatkowo przeanalizowano wyniki badań empirycznych przy użyciu różnych narzędzi, w tym ogólnych statystyk opisowych, testów statystycznych i metody modelowania równań strukturalnych opartej na kowariancji (CB-SEM).

Wyniki: Analiza ujawniła trzy podgrupy rozwiązań na poziomie zespołu w zakresie organizacyjnego uczenia się: rozwiązania wewnętrzne, rozwiązania oparte na doświadczeniu i rozwiązania zewnętrzne. Dzięki analizie CB-SEM okazało się, że tylko rozwiązania oparte na doświadczeniu wpływają na postrzeganą zatrudnialność. Na podstawie wyników badań można stwierdzić, że praca zespołowa stanowi doskonałą platformę do formalnej i nieformalnej wymiany opinii, przyczyniając się do rozwoju postrzeganej zatrudnialności członków zespołu.

Implikacje i rekomendacje: Proponowane implikacje odnoszą się do kształtowania środowiska pracy, które pozwala na formalną i nieformalną wymianę opinii i poglądów. Wyniki mają na celu stymulowanie i usprawnianie procesów organizacyjnego uczenia się na poziomie zespołu, aby przyczynić się do rozwoju zatrudnialności członków zespołu w organizacjach.

Oryginalność/wartość: Po raz pierwszy badanie empirycznie bada relacje między organizacyjnym uczeniem się a zatrudnialnością członków zespołu. Nasze badanie wnosi perspektywę środowiska pracy do kształtowania wewnętrznej zatrudnialności członków zespołu. Może to przyczynić się do lepszego zrozumienia natury wewnętrznej zatrudnialności, która jest wynikiem interakcji między zasobami członka zespołu a środowiskiem pracy, w którym dana osoba pracuje.

Słowa kluczowe: organizacyjne uczenie się, postrzegana zatrudnialność, poziom zespołu, członek zespołu
