Relationships between Personal Characteristics, Job Satisfaction and Organisational Behaviour of Work Team Members and the Role of Organisational Agility Maturity

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Introduction & Purpose: The aim of this study is to analyse the relationships between professional personal competencies, organisational agility, job satisfaction, and organisational citizenship behaviour in work teams, as these factors can influence organisational performance and competitiveness.

Methodology: The cross-sectional study included a sample of 25 teams (N = 135) from various economic sectors in Slovakia. We conducted multilevel correlation and regression analyses, factor analyses, and structural modelling.

Results: The multilevel correlation analysis showed positive correlations with job satisfaction for all scales of the Bochum Inventory of Personality (ranging from 0.097 to 0.406), 10 of which were statistically significant. The results indicate that job competencies predict job satisfaction, and that job satisfaction correlates positively with employees' organisational citizenship behaviour. However, the moderating effect of organisational agility on the relationship between job competencies and job satisfaction could not be demonstrated. We found a statistically significant positive relationship between the maturity level of agility and job satisfaction. We discuss possible causes, highlight the limitations, and suggest implications.

Conclusion: Appropriate professional skills and a people-centred approach are key to long-term success in a competitive environment and, along with organisational agility, can contribute to employee job satisfaction.

Keywords: Job satisfaction, OCB, Organisational agility, Professional personal competencies, Team effectiveness

1 Introduction

Confrontation with a constantly changing environment is becoming the new norm. Technological progress and un-

predictable, turbulent changes require responsiveness, improvisation, inventiveness, agility, organisational stability, endurance, and resilience to maintain market positions in global competition and meet stakeholders' needs on time.

This creates new challenges that increase demands on jobs and skills. Organisational agility and effective teamwork are therefore among the current topics of interest to researchers and practitioners, but it is also important to consider the broader context of the organisation/team (e.g. Sherehiy ☐ Karwowski, 2014☐ De; ;nning, 2018☐ De ; et al., 2018☐ Russ 2021☐ Peter; mann ☐ Zacher, 2022☐ Rietze ; ☐ Zacher, 2022, etc.). Organisations are increasingly aware of the need to develop the human capital and skills of their employees, not only to deliver work proactively, but also to engage beyond formal requirements, adopt an entrepreneurial approach, respond quickly to unpredictable and complex changes, and innovate. Skills such as creativity, critical thinking, teamwork, initiative, and problem-solving are playing an increasingly important role in managing complexity and change in society (European Commission, 2018; Stareček et al., 2023). Dissatisfaction at work can lead to alienation from work, increased turnover intentions, and negatively affect life satisfaction, and vice versa (Demerouti et al., 2000; Loewe et al., 2014; Rastogi et al., 2018). From a Job Demands-Resources (JD–R) perspective (Bakker & Demerouti, 2007), this environment creates high job demands (e.g., time pressure, role ambiguity) that can erode well-being unless they are offset by adequate job and personal resources. Two resource streams are particularly relevant for knowledge-intensive teams:

Personal resources - stable individual characteristics that help employees cope with demands (e.g., self-efficacy, conscientiousness, emotional stability). In the JD–R model, these are termed personal resources and are known to predict job satisfaction and extra-role behaviours (Demerouti et al., 2020). In this study, we operationalise personal resources using the Bochum Inventory of Personality (BIP), which yields five factors: Conscientiousness, Teamness, Drive, Leadership, and Composure, providing a comprehensive measure of personal resources.

Job resources - aspects of the work environment that are instrumental, motivational, and developmental (e.g., autonomy, feedback, supportive leadership). Organisational agility encompasses these qualities: an agile organisation provides flexible structures, rapid decision-making, collaborative norms, and opportunities for continuous learning (Wendler, 2014; Petermann & Zacher, 2022). Within the JD–R framework, agility can be regarded as a job resource that should enhance job satisfaction and, through the satisfaction-mediated pathway, stimulate organisational citizenship behaviour (OCB). According to the JD–R model, resources can act additively (each resource independently increases satisfaction) and interactively (high job resources amplify the positive effect of personal resources). This leads to three testable propositions for work teams: (a) Personal resources to job satisfaction (main effect of job-related competencies). (b) Job resources to job satisfaction (main effect of agility). (c) Interaction: the competence–satisfaction link becomes stronger when the team's agility level is high (resource-gain interaction). Job satisfaction, in turn, is a proximal motivational outcome that predicts discretionary, extra-role actions such as OCB (Organ & Ryan, 1995; Podsakoff et al., 2000). Hence, the JD-R model predicts a mediated pathway from resources to satisfaction to OCB.

The aim of this paper is to test the relationships formulated in a proposed theoretical model and their fit with the data and extend existing knowledge and examines these JD–R-derived relationships in Slovak work teams. Specifically, we test whether (i) job related professional competencies (personal resources) and (ii) organisational agility maturity (job resources) each positively predict job satisfaction, (iii) and agility moderates the competence–satisfaction relationship.

2 Literature Review

2.1 Job-related professional personal competences and job satisfaction

Spector (1997) defines job satisfaction as "the overall feeling of individuals about various aspects of their jobs". Job satisfaction is a psychological concept reflecting adaptation to work, its characteristics and attributes; it is a complex, individually variable, largely conditioned, yet universal phenomenon (Kollárik, Sollárová et al., 2004). Job satisfaction can be viewed as a psychological state and a dynamic process influenced by employees' individual preferences. Hackman and Oldham (1976) argue that job satisfaction is directly affected by job characteristics and reflects the extent to which the job meets a person's expectations. Locke (1995) adds that job satisfaction also partly depends on how well tasks align with a person's long-term goals, which affects self-esteem, and on which types of work experience are most memorable. In some studies, job satisfaction is considered not in terms of need fulfilment, but rather in terms of work attitude and its aspects (Grüneberg, 1979; Spector, 1997). It results from the combined effect of the interrelationship between employees' attitudes, the structure of the organisation's value system, and leadership style. This study focuses on overall job satisfaction.

Studies (Abun et al., 2022; Fekonja et al., 2022) show that job satisfaction depends not only on the organisational environment but also on factors such as individual competencies, career and promotion opportunities, value alignment with supervisors and the organisation (Ko, 2012; Gorenak et al., 2020), organisational culture, and leadership style (Saleem, 2015; Specchia et al., 2021). Employees who possess the competencies required for their roles are more likely to be satisfied with their work, which leads to improved performance and organisational

outcomes (Yan et al., 2022). Self-esteem, locus of control, self-efficacy, and various personality traits have also been shown to be important predictors of job satisfaction (Judge et al., 1997) and to increase knowledge sharing within the organisation (Matošková et al., 2022; Stoyanova et al., 2024). Numerous studies in various settings show that competence-related personal resources predict job satisfaction and highlight the significant influence of personality traits. The Big Five personality traits, particularly conscientiousness, agreeableness, and emotional stability, are consistently associated with higher job satisfaction (Ariyabuddhiphongs & Marican, 2015; Bui, 2017; Judge & Ilies, 2002; Steel et al., 2019; Yan et al., 2022), whereas neuroticism has a negative impact (Kang & Malvaso, 2023; Peltokorpi & Sekiguchi, 2023). In JD-R terminology, personal resources are stable psychological characteristics that help individuals manage demands, mobilise energy, and sustain motivation (Bakker & Demerouti, 2007). Various dispositional factors (e.g., agreeableness, conscientiousness, positive and negative affectivity) predispose people to certain orientations towards colleagues and managers, which may increase the likelihood that they experience treatment they perceive as satisfying, supportive, fair, and deserving of commitment (Organ & Ryan, 1995). A study by Franěk and Večeřa (2008) reports positive correlations between agreeableness, emotional stability, openness, self-efficacy, and overall job satisfaction. In particular, agreeableness and openness foster positive social interactions and collaborative environments, which are associated with higher satisfaction. Other studies have found positive associations between conscientiousness and job satisfaction (Furnham et al., 2009), as well as between conscientiousness and OCB-C (Lapierre & Hackett, 2010; Topino et al., 2021). Conscientious employees tend to be organised, diligent, and goal-oriented, which enhances the perceived fit between job demands and personal capacities and, in turn, increases job satisfaction (Furnham et al., 2009). According to the research results of Thomas et al. (2004), personality has neither a direct influence on satisfaction nor a moderating influence on the relationship between job characteristics and job satisfaction. The results of the Steel et al. (2019) study show that the Big Five personality traits account for about 10% of the variance in job satisfaction, which in turn accounts for 13% of the variance in life satisfaction. The results also support the finding that dispositions influence perceptions of life satisfaction, which in turn influence the more specific subset of job satisfaction. These findings are important for researchers and practitioners, as they suggest that information is lost when personality aspects are overlooked and that training and interventions in the workplace could improve perceptions of satisfaction among individuals who tend to have lower subjective well-being. Studies confirm that job competencies are positively related to job satisfaction (Ko, 2012; Riyanto et al., 2023), and the more employees use their skills, the more satisfied they are with their job (Glisson & Durick, 1988). Several studies have confirmed that job satisfaction mediates the relationship between work competencies and OCB (Chiu & Chen, 2005), and between organisational justice and OCB (Saifi & Shahzad, 2017), as well as significantly influencing OCB (Fitrio et al., 2019). Ryan and Deci's (2000) Self-Determination Theory (SDT) states that people's levels of motivation and engagement can vary depending on their social environment, which can increase self-motivation and promote positive psychological development according to three innate psychological needs: autonomy, social belonging and support, and the experience of competence, especially through feedback. Agile collaboration reinforces these natural needs, particularly by promoting essential job resources such as autonomy, teamwork and task feedback (Rietze & Zacher, 2022). Furthermore, job crafting - the proactive reshaping of tasks and relational boundaries - mediates the relationship between personality traits and job performance. Employees who actively shape their job roles tend to experience higher job satisfaction and performance (Peral & Geldenhuys, 2020). Psychological safety and proactive personality traits improve job satisfaction and performance. Employees who feel safe to express themselves are more proactive, resulting in greater job satisfaction (Kuo et al., 2019; Shi & Cao, 2022). In line with JD-R, we therefore expect that higher scores on the BIP competency factors (especially Conscientiousness and Teamness) will be associated with greater job satisfaction.

H1: Employees' professional competencies predict job satisfaction.

2.2 Organisational and workforce agility

Agility is the proactive ability of an organisation and its employees to use resources to exploit a competitive advantage or avert a threat. The agile approach has both supporters and critics. Petermann and Zacher (2022) state that workforce agility is defined in various ways, theories and conceptualisations. Organisational agility is a readiness that enables rapid changes of direction and early recognition and exploitation of opportunities as they arise. Agility is a philosophy based on fast-moving, self-directed, project-based, innovative teams. Organisational agility maturity is essential for leveraging personality traits to enhance job satisfaction and performance. Agility enables organisations to adapt quickly, creating environments where diverse personalities can thrive (Marchalina et al., 2021). Companies that have successfully adopted an agile approach and agile methods include Mercedes-Benz (Ackermann et al., 2021), John Deere, Spotify, LinkedIn, Netflix, Amazon, Facebook, Bosch, Google, Nestlé, IBM, 3M and many others (Rigby et al., 2020). The agile approach originates from the Agile Manifesto, written by 17 visionaries

for software development (Beck et al., 2001), whose principles and core values aimed to improve processes in the IT sector. These principles have since been adopted and successfully implemented in other areas, such as education and HR management. Agile practices are designed to overcome obstacles and problems caused by rapid change, enabling teams to respond quickly and effectively through efficient information flow and decision-making processes (Sherehiy & Karwowski, 2014).

In a survey conducted by Deloitte (McDowell et al., 2017) involving over 10,000 HR and service managers across 140 countries, 94% of respondents stated that agility and collaboration are critical to their organisation's success. Only 19% of business executives consider traditional work models the best way to create value for workers and organisations, while 85% believe work must be organised more agilely to adapt quickly to market changes (Cantrell et al., 2022). However, the agile transformation of organisational processes takes time and is often complex and challenging (Naslund & Kale, 2020). The goal is to boost innovation and productivity by shifting from the traditional hierarchical organisational structure to a more efficient, flexible, flatter, and agile structure that encourages and empowers employees (Campanelli & Parreiras, 2015) to increase speed and improve problem-solving. Tripp et al. (2016) found a direct correlation between the use of agile development practises and job satisfaction. Information transfer and knowledge sharing in dynamic, uncertain, and highly demanding environments – both among employees and across the organisation – along with empowerment and intrinsic motivation, drive activities that achieve innovative results (Malik et al., 2021; Stoyanova et al., 2024).

Regarding conceptual aspects, the systematic literature review (Tessarini Junior & Saltorato, 2021) found that an agile workforce comprises four interrelated and interdependent dimensions: proactivity, flexibility and adaptability, resilience, and competence. These characteristics can be fostered through strategies in the following areas: a) learning and training, b) forms of work organisation, c) human resource management (HRM), and d) culture and organisational structure. The authors (Koch et al., 2023) of the pre-registered meta-analysis (k = 41 independent studies, N = 73,825) focused specifically on the affective, behavioural and cognitive outcomes of agile project management. For the affective outcomes of job satisfaction, affective strain, and organisational commitment, the effect sizes were generally small. Medium-to-large effect sizes were observed for the behavioural outcomes of performance and innovative behaviour. The meta-analysis shows a medium effect on the cognitive outcome of psychological empowerment. The analysis of the moderating effects of contextual factors was also notable, particularly regarding team size, which showed no significant moderating effect, and occupational groups, which showed a significant moderating effect. Compared to studies with software developers, effect sizes were stronger in other occupations, such as manufacturing, healthcare, and logistics. The studies showed a positive correlation between innovative behaviour, organisational agility, and job satisfaction (Omidvar et al., 2021); confirmed a significant positive impact of OCB on organisational agility (Vahdati et al., 2014; Moradi et al., 2017; Zakeri et al., 2018); and demonstrated that collaborative management positively affects organisational agility and employee empowerment, with a significant effect on organisational agility (Nouri & Mousavi, 2020). A study by Petermann and Zacher (2022) shows that workforce agility is associated with innovation performance, organisational citizenship behaviour, task performance, and job satisfaction. Organisations with high agility can better leverage diverse personality traits to enhance employee satisfaction and performance (Marchalina et al., 2021). Sherehiy and Karwowski (2014) also found that autonomy in the workplace is a key factor in predicting workforce agility. In addition, members of agile teams experience a higher level of psychological empowerment due to frequent communication within the team, support, and increased team accountability (Malik et al., 2021). Job resources are organisational, supervisory, or task-level characteristics that reduce job demands, stimulate growth, and fulfil basic psychological needs (autonomy, competence, relatedness) (Deci & Ryan, 2000). Organisational agility embodies these resources: agile structures provide high autonomy, rapid feedback loops, transparent communication, and empowering leadership (Rigby et al., 2020; Wendler, 2014). Empirical meta-analyses show that agile practices are positively related to job satisfaction and psychological empowerment (Koch et al., 2023; Tripp et al., 2016). From a JD-R perspective, agility should therefore function as a job resource that directly enhances satisfaction.

H2: Organisational agility moderates the relationship between professional competencies and job satisfaction.

2.3 Job satisfaction and OCB

Job satisfaction and OCB are well-researched constructs and valued outcomes in organisational practise. It is generally assumed that there is a reciprocal relationship; that is, job satisfaction correlates positively with Organisational Citizenship Behaviour (OCB), and several studies have confirmed a significant influence of job satisfaction on OCB (Dewi et al., 2021; Fitrio et al., 2019; LePine et al., 2002; Organ & Ryan, 1995; Urbini et al., 2023; Whitman et al., 2010). Job satisfaction significantly influences organisational behaviour, affecting turnover intentions and organisational commitment. Satisfied employees are more likely to demonstrate OCB and have lower turnover intentions (Bakotic, 2016; Chordiya et al., 2019). Some authors (Colquitt et al., 2011; Podsakoff et al., 2000) define OCB

as voluntary activities by employees that may or may not be rewarded. It is discretionary (self-initiated) behaviour beyond the call of duty, not part of the employee's formal job requirements, and contributes psychologically and socially to improving the overall quality of the work environment and working conditions (Robins & Judge, 2017). Dalal (2005) and Spector, Bauer, and Fox (2010) identify two types of OCB: those that benefit the organisation (OCB-O) and those that are employee-centred (OCB-P), which help others solve work-related problems. Researchers (Dewi et al., 2021) confirmed that psychological empowerment and job satisfaction enhance employees' OCB, and that there is a disparity between employees' personalities and their work behaviour. They recommend that adequate attention be given to employees' job-related personalities and abilities, as these influence OCB. A core JD R proposition is that job resources can enhance the positive impact of personal resources (the resource gain hypothesis). Empirical studies have shown that high autonomy strengthens the relationship between self-efficacy and satisfaction (Demerouti et al., 2020) and that supportive climates amplify the effect of conscientiousness on engagement (Bakker & Demerouti, 2017). In the present context, teams with greater agility should enable competent employees to convert their personal strengths into higher satisfaction. Conversely, in low-agility teams, the same competencies may be underutilised, weakening the competence satisfaction link.

H3: Employee job satisfaction predicts OCB.

Job Satisfaction as a Mediator of OCB

Within the JD-R framework, job satisfaction is a proximal motivational outcome that drives higher-order behaviours such as OCB and performance. Satisfied employees experience greater affective commitment and discretionary energy, which translate into voluntary, extra-role actions that benefit the organisation (Organ & Ryan, 1995; Podsakoff et al., 2000). Meta-analyses confirm a robust positive link between satisfaction and OCB (LePine et al., 2002; Whitman et al., 2010). Accordingly, we expect job satisfaction to mediate the effects of both personal and job resources on OCB.

H4: There is a positive relationship between organisational agility and employee OCB.

H5: Organisational agility moderates the relationship between professional competence and job satisfaction, and is manifested in employees' job satisfaction and positive organisational behaviour.

2.4 Objectives

The aim of the study is to test the relationships proposed in a theoretical model between professional personal competencies, organisational agility, job satisfaction, and organisational citizenship behaviour, and to assess their consistency with the data. Based on an analysis of literary sources, a theoretical model (Figure 1) is proposed in which occupational personality traits predict employee job satisfaction and organisational citizenship behaviour. Organisational agility moderates the relationship between professional competencies and job satisfaction, as well as the relationships among organisational agility, job satisfaction, and OCB. The model comprises several sub-models, with relationships first tested using two variables, then with the addition of the third and fourth variables.

Although the JD R model has been widely applied to stress , strain, and performance outcomes, few studies have examined agility as a job resource alongside personal competency factors, particularly in non-IT, multi-sector work teams. Furthermore, the moderating role of agility in competence satisfaction relationships remains underexplored, and the mediating pathway to OCB has rarely been investigated within a unified JD R framework. This research addresses these gaps by (1) measuring a broad range of competency dimensions, (2) assessing organisational agility maturity at the team level, and (3) applying multilevel modelling to capture cross-level interactions and mediation. In summary, the JD R perspective predicts that both personal competencies and organisational agility independently increase job satisfaction, that agility enhances the competence satisfaction relationship, and that satisfaction transmits these resource effects into higher OCB. The following sections describe the methods used to test these propositions.
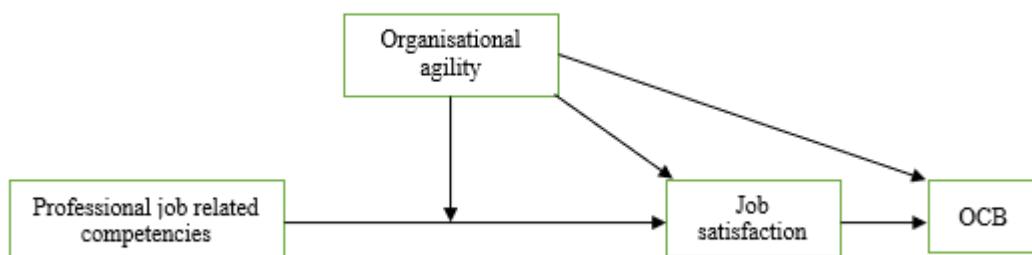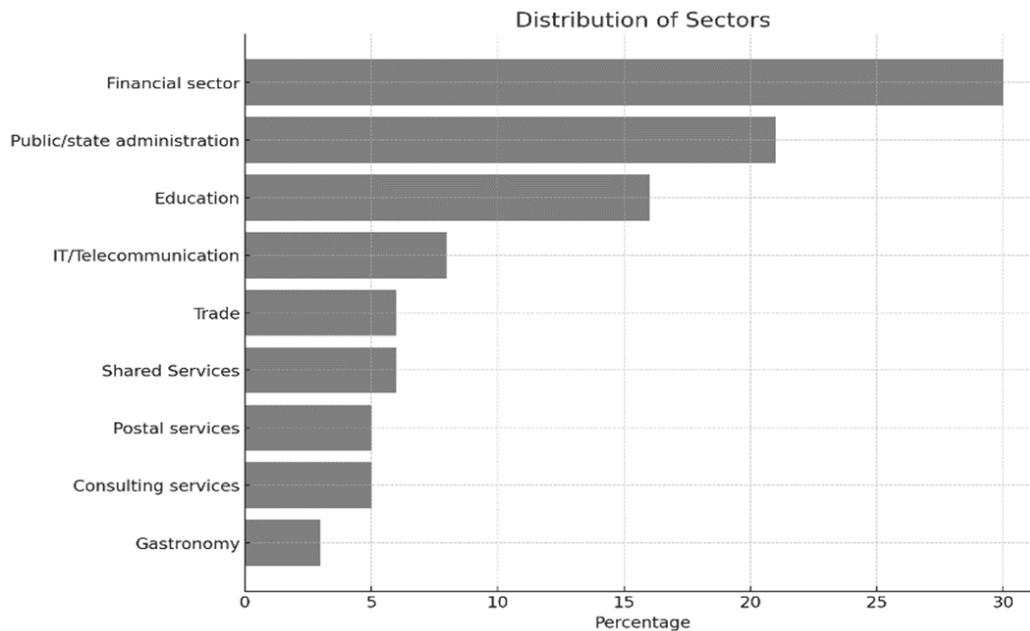

Figure 1: Theoretical model

Figure 2: Distribution of teams according to the employer's main sector

3 Method

Regarding the research objectives, research question, and hypotheses, we chose a quantitative, descriptive, correlational-comparative, cross-sectional research design. The research was based on the results of a self-administered paper-and-pencil questionnaire.

Sample

The research study used an opportunistic sample of 135 respondents, consisting of employees from Slovak work teams aged over 19. Number of teams: 25, Team size: M = 5.4, SD = 2.27, Q25 = 4, MED = 5, Q75 = 6, MIN = 3, MAX = 11, Gender: 33 males (24.4%), 102 females (75.6%), Education: 1x high school diploma without Matura (0.7%), 29x Abitur (21.5%), 6x Secondary school with abitur (4.4%), 16x Bachelor´s degree (11.9%), 73x Master´s degree (54.1%), 10x Doctor´s degree (7.4%), Age: M = 40.8, SD = 9.83, Q25 = 34, MED = 39, Q75 = 48, MIN = 24, MAX = 64, Team roles: 22 team leaders (16.3%), 113 team members (83.7%), Years with the company: M = 8.59, SD = 8.62, Q25 = 3, MED = 5, Q75 = 10.5, MIN = 0, MAX = 34. A high or postgraduate degree was reported by 73% of respondents, an intermediate degree by 26%, and a lower secondary school diploma by 1%. In terms of length of employment, the sample included both new entrants and long-serving employees, with up to 34 years of experience. By employer, the most represented sectors were finance (30%), including banking and insurance, public and government administration (21%), and education (16%). The overall sector breakdown is shown in Figure 2.

In the first part, socio-demographic data of the respondents were collected (gender, age, highest level of education achieved, role in the team, number of years, and sector in which they work in the current organisation). Each team and its individual members were coded according to team membership. The battery includes the Bochum Inventory of Personality (BIP; Hossiep & Paschen, in Džuka, 2007), the DMPS T303 (Kollárik et al., 1988) to measure job satisfaction, and two questionnaires adapted for the Slovak population using a back-translation procedure (Beaton et al., 2000): the Organizational Agility Maturity Model (Wendler, 2014) and the Organizational Citizenship Behavior Checklist (OCB C; Spector & Fox, 2011).

Measures

Professional job-related personal competencies.

The Bochum Inventory of Personality (Hossiep & Paschen, 1998, in Džuka, 2007) was used to assess 14 scales (210 experience-related items) across four dimensions of work behaviour, measuring respondents' occupational personality assumptions. The response scale was a 6-point forced-choice scale (from "strongly agree" to "strongly disagree"), with the median value omitted to prevent indifferent responses. Respondents selected the statement that best applied to them. The questionnaire includes a comprehensive set of scales measuring professional personality characteristics relevant to the topic under investigation and demonstrates good psychometric properties (reliability in the German sample, N = 9,139, with Cronbach's α ranging from 0.74 to 0.91, and in the Slovak sample, N = 373, with values from 0.58 to 0.83) (Džuka, 2007).

Organisational citizenship behaviour

The organisational behaviour of the research sample was assessed using a 20-item questionnaire adapted for the Slovak population (Spector & Fox, 2011). The questionnaire measures the frequency of organisational citizenship behaviour among employees. Respondents indicated on a 5-point Likert scale (from never to daily) how often they perform these activities at their current workplace. The total score reflects the overall level of OCB: the higher the score, the higher the OCB. According to the authors, the questionnaire has good psychometric properties, with internal consistency ranging from 0.75 to 0.92 and test-retest reliability from 0.77 to 0.89.

Organisational agility maturity

The battery also included the OAM questionnaire on organisational agility (Wendler, 2014), which measures six scales and was adapted for the Slovak population. The questionnaire covers key aspects of organisational agility and has a Cronbach's α between 0.90 and 0.96 (Wendler, 2014).

Job satisfaction

To measure job satisfaction, we used the 18-item DMPS T-303 questionnaire (Kollárik et al., 1988). Respondents selected one option for each statement on a 5-point Likert scale (from "strongly agree" to "strongly disagree"), indicating their relationship to their current job. The reliability calculated from the collected data shows a Cronbach's alpha coefficient α = 0.895.

Procedure

We conducted descriptive analysis to provide an overview of the distribution of the variables analysed. In addition, we used multilevel regression and multilevel correlation analyses to examine relationships between variables in data with a hierarchical structure, as well as factor analysis and structural modelling methods. For data analysis,

we used the programming language R for statistical calculations and data visualisation (R Core Team, 2020). Due to the nature of the data and the cross-sectional design, the relationships tested are not strictly causal but follow the tradition of approaches that use regression analysis methods.

4 Results

4.1 Hypothesis test

Employees' professional competencies predict job satisfaction (H1)

We conducted a multilevel Pearson product-moment correlation analysis, using team membership as the grouping variable, to examine the relationship between scores on all 14 BIP scales and scores on the DMPS T-303 test. For all BIP scales, the point estimates of the correlation coefficients are positive, ranging from 0.097 to 0.406, with 10 statistically significant at the alpha level of 0.05 (Table 1).

Organisational agility moderates the relationship between professional competencies and job satisfaction (H2)

Given the large number of scales in both the BIP and the Organisational Agility Maturity (OAM) test, our first step was to reduce the dimensionality of our data for analysis. For the OAM, we used a simple sum of the scores from all six OAM scales, as the scales are highly positively intercorrelated (0.38-0.7), and exploratory factor analysis (EFA) showed that one- and two-factor solutions explain more than 50% and 100% of the overall variability, respectively. For the BIP, we identified a well-fitted and meaningful five-factor EFA solution, which explained 100% of the overall variability. Instead of using the 14 original BIP

Table 1: Correlation between BIP and job satisfaction (DMPS)

BIP_scale	r	CI95L	CI95H	t_value	p
BIP_Team orientation	0.406	0.254	0.538	5.117	<.001
BIP_Conscientiousness	0.396	0.243	0.529	4.971	<.001
BIP_Achievement Motivation	0.331	0.172	0.474	4.051	<.001
BIP_Openness to Contact	0.317	0.157	0.461	3.856	<.001
BIP_Sociability	0.303	0.141	0.449	3.661	<.001
BIP_Social Sensitivity	0.302	0.140	0.448	3.651	<.001
BIP_Action Orientation	0.270	0.106	0.420	3.233	.002
BIP_Working under Pressure	0.252	0.087	0.404	3.009	.003
BIP_Leadership Motivation	0.211	0.043	0.367	2.487	.014
BIP_Power Motivation	0.189	0.020	0.347	2.216	.028
BIP_Assertiveness	0.158	-0.011	0.318	1.845	.067
BIP_Self-Confidence	0.147	-0.022	0.309	1.718	.088
BIP_Flexibility	0.120	-0.050	0.283	1.391	.167
BIP_Emotional Stability	0.097	-0.073	0.262	1.130	.261

scales, we used the five resulting factor values in subsequent analyses (see Table 2 below for the interpretation of the identified factors based on the factor loadings for the original BIP scales).

After variable reduction, we provide a multilevel regression analysis for each competency factor, including an interaction term between competency and agility, as well as a random intercept effect. For all competency factors, the estimated interaction terms were not statistically significant at the 0.05 alpha level (Table 3).

Employee job satisfaction predicts OCB (H3)

We used a multilevel Pearson product-moment correlation, with team membership as the grouping variable, to analyse the relationship between scores on the DMPS T-303 test and overall scores on the OCB-C test. The analysis showed a positive correlation between job satisfaction and organisational citizenship behaviour ($r = 0.272$, 95% CI [0.108, 0.422], $t = 3.263$, $p = 0.001$).

Positive relationship between organisational agility and OCB (H4)

We conducted a multilevel Pearson product-moment correlation analysis, using team membership as the grouping variable, to examine the relationship between scores on all six scales of the Organizational Agility Maturity Test (OAM) and overall OCB-C test scores. The analyses showed that, except for one OAM scale (RZ - Management of Change), all OAM scales were positively correlated with organisational citizenship behaviour. However, none of the correlations was statistically significant at the alpha level of 0.05 (see Table 4 below for details). Therefore, we have not found sufficient evidence to support a positive relationship between organisational agility and organisational citizenship behaviour.

Table 2: The five EFA solution factors according to the original scales

Competency factor	Original scales are most strongly associated with a particular competency factor.
Composure	Emotional Stability, Working under Pressure, Self-Confidence, Flexibility, Action Orientation
Drive	Achievement Motivation, Power Motivation, Leadership Motivation, Flexibility
Teamness	Sociability, Social Sensitivity, Team Orientation, Openness to Contact
Leadership	Openness to Contact, Sociability, Self-Confidence, Leadership Motivation
Conscientiousness	Conscientiousness

Table 3: Moderating effect of organisational agility on the relationship between professional competencies and job satisfaction

interaction_term	estimate	std. error	CI95L	CI95H	t statistic	p_value
Composure: Agility_Maturity	-0.006	0.028	-0.062	0.049	-0.219	0.827
Drive: Agility_Maturity	-0.005	0.027	-0.058	0.049	-0.180	0.857
Teamness: Agility_Maturity	0.016	0.029	-0.041	0.073	0.553	0.581
Leadership: Agility_Maturity	-0.056	0.032	-0.118	0.007	-1.734	0.085
Conscientiousness: Agility_Maturity	-0.010	0.032	-0.071	0.052	-0.305	0.761

Table 4: Correlation of the OAM scales with organisational citizenship behaviour

Agility_scale	Pearson_r	CI95L	CI95H	t_value	p_value
AH (Agile Values)	0.124	-0.046	0.287	1.445	0.151
Tech (Technology)	0.119	-0.051	0.282	1.381	0.170
PS (Workforce)	0.163	-0.007	0.323	1.900	0.060
RZ (Management of Change)	-0.123	-0.286	0.047	-1.434	0.154
KK (Collaboration and Cooperation)	0.085	-0.085	0.250	0.982	0.328
FS (Flexible Structures)	0.104	-0.066	0.268	1.209	0.229

Organisational agility moderates the relationship between professional competence and job satisfaction, which is manifested in the job satisfaction and positive organisational behaviour of employees (H5)

To test this hypothesis, we conducted a multilevel structural equation modelling (SEM) for each competency factor (Composure, Drive, Teamness, Leadership, and Consciousness), whose structure corresponds to the nested structure of the data and the hypothesised relationships between the constructs under investigation (e.g. 1) organisational agility maturity and professional competencies have a direct influence on job satisfaction, 2) organisational agility maturity moderates the direct influence of professional competencies on job satisfaction, 3) job satisfaction has a direct influence on organisational citizenship behaviour and 4) organisational agility maturity has a direct influence on OCB. Given the relatively small sample size, we had to simplify the nested structure of the models in order to fit these models. Therefore, we considered only the relationships between the DMPS, OCB-C, and OAM variables at the second level. The random part of the fitted two-level models includes only random intercepts. For model fitting, we used data with reduced dimensionality, as described earlier. All models, except those for Teamness and Leadership, showed satisfactory or at least marginally acceptable fit statistics:

- Composure: $\chi 2$ (df = 3) = 0.672, p = 0.880, CFI =1, RMSEA = 0;
- Drive: $\chi 2$ (df = 3) = 4.186, p = 0.242, CFI =0.998, RMSEA = 0.054;
- Teamness: $\chi 2$ (df = 3) = 14.956, p = 0.002, CFI =0.978, RMSEA = 0.172;
- Leadership: $\chi 2$ (df = 3) = 10.205, p = 0.017, CFI =0.987, RMSEA = 0.133;
- Conscientiousness: $\chi 2$ (df = 3) = 5.818, p = 0.12, CFI =0.995, RMSEA = 0.083.

The plots below, showing the standardised regression coefficients for each individual SEM model, present a multilevel structural equation model (SEM) for each competency factor: Composure, Drive, Teamness, Leadership, and Consciousness. The models have two levels – within (1) and between (2) teams – to account for the nested structure of the data. At the first level, the theoretical structure proposed by our research hypotheses is as follows: 1) organisational agility maturity (OAM) and professional competencies directly influence job satisfaction (DMPS); 2) organisational agility maturity (OAM) moderates the direct influence of professional competencies on job satisfaction (DMPS); 3) job satisfaction (DMPS) directly influences organisational citizenship behaviour (OCB-C); and 4) organisational agility maturity directly influences OCB. The values provided correspond to the estimated standardised regression coefficients and the variability of the individual variables. The second level of the model includes only the direct influence of the maturity level of organisational agility (OAM) on job satisfaction (DMPS), the direct influence of job satisfaction (DMPS) on organisational citizenship behaviour (OCB-C), and the direct influence of organisational agility maturity on OCB. The random part of the fitted two-level models includes only random intercepts.
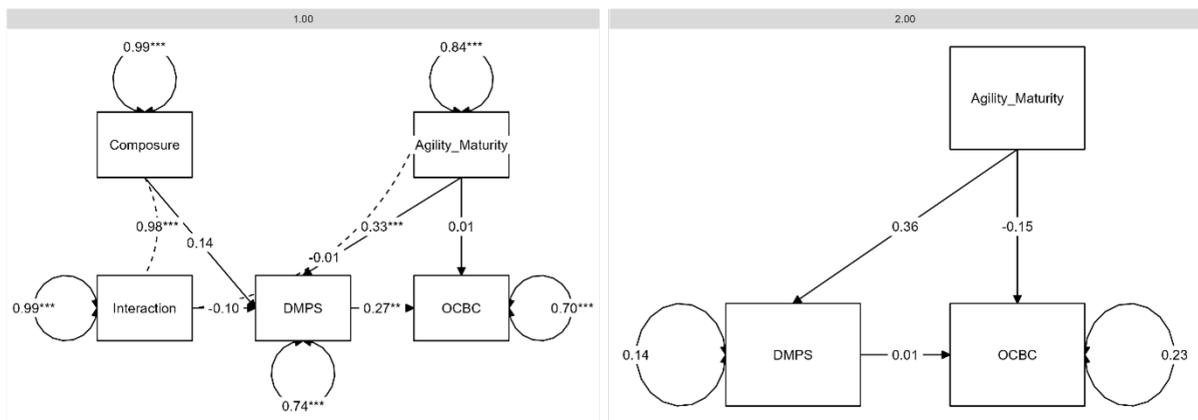

Figure 3: Plot of the individual SEM model of the competency factor Composure within and between teams according to the relationships hypothesised in the proposed theoretical model
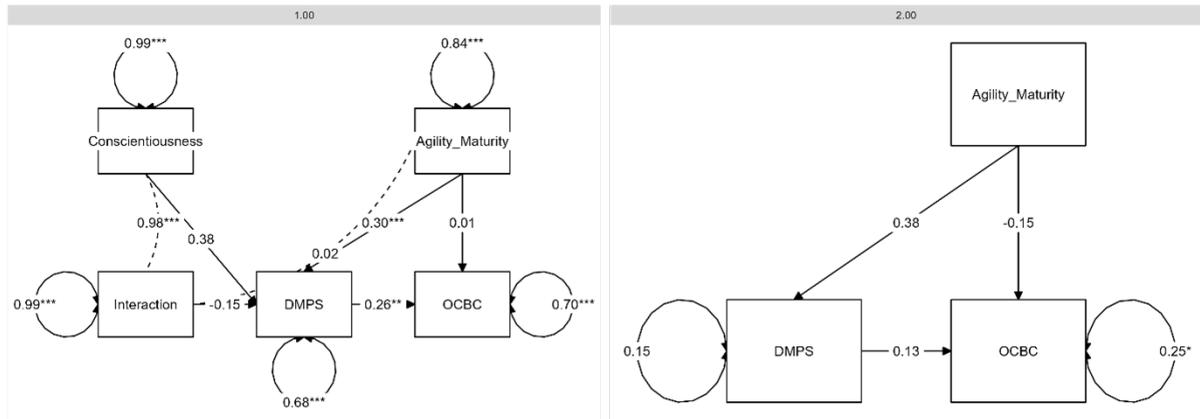
Figure 4: Plot of the individual SEM model of the competency factor Consciousness within and between teams according to the relationships hypothesised in the proposed theoretical model
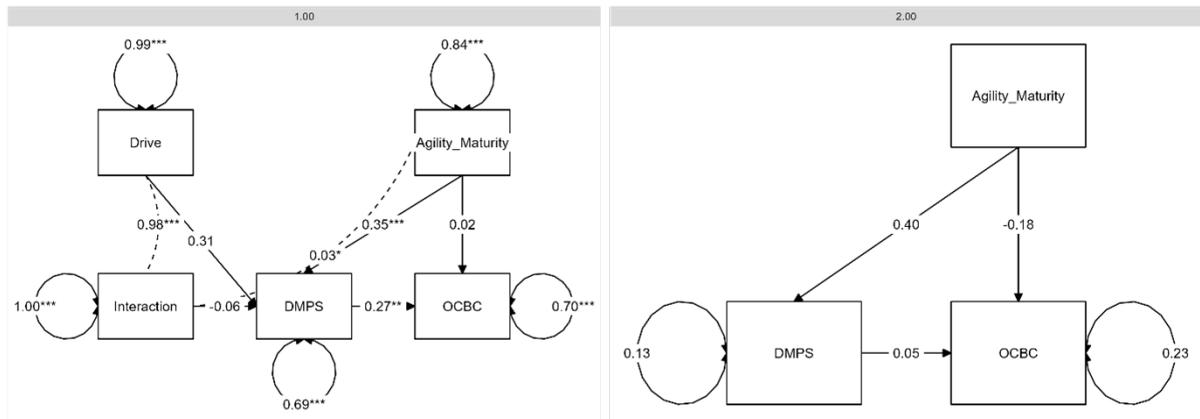

Figure 5: Plot of the individual SEM model of the competency factor Drive within and between teams according to the relationships hypothesised in the proposed theoretical model
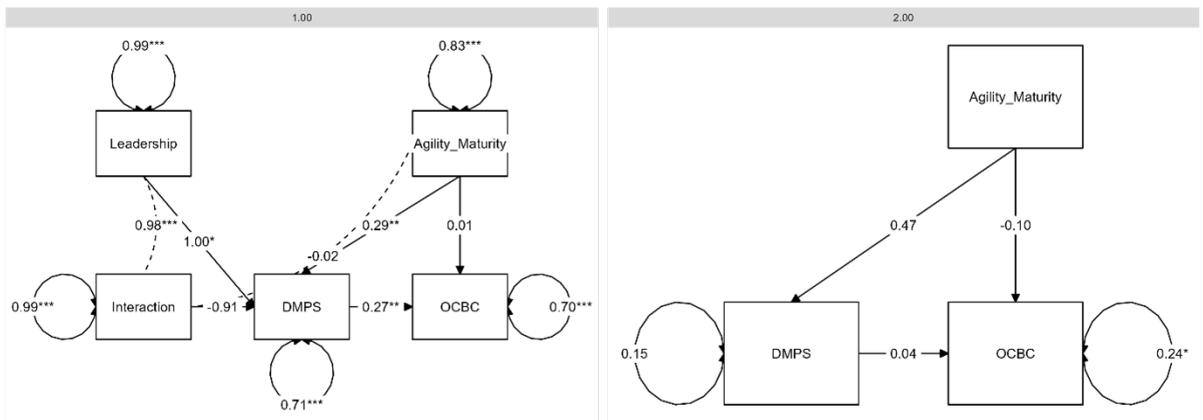

Figure 6: Plot of the individual SEM model of the Leadership competency factor within and between teams according to the relationships hypothesised in the proposed theoretical model
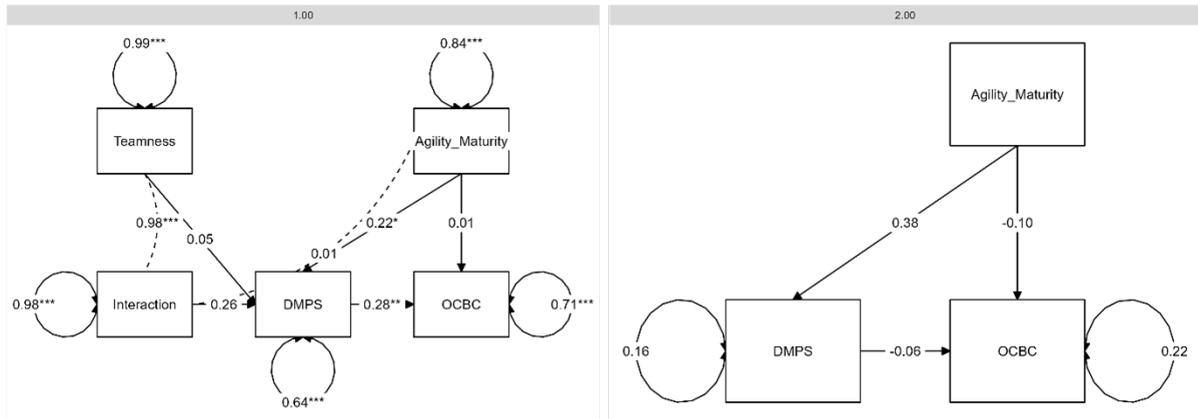
Figure 7: Plot of the individual SEM model of the competency factor Teamness within and between teams according to the relationships hypothesised in the proposed theoretical model

Table 5: Gender vs. OAM, OCB-C and DMPS

Gender vs. OAM									
Gen-der	Scale	n	M	SD	Q25	MED	Q75	MIN	MAX
female	AH	102	21.87	5.08	18	22	25	10	33
male	AH	33	22.7	6.58	18	22	26	9	35
female	FS	102	16.21	3.98	14	16.5	19	7	25
male	FS	33	16.12	3.6	14	16	18	6	25
female	KK	102	30.06	5.58	26	30.5	34	17	45
male	KK	33	30.52	6.62	27	30	36	15	42
female	PS	102	39.52	6.52	35	39	44	21	55
male	PS	33	37.21	7.3	30	39	42	25	54
female	RZ	102	22.69	4.77	20	22	26	11	33
male	RZ	33	22.97	6	18	22	27	11	35
Gender vs. OCB-C									
Gender		n	M	SD	Q25	MED	Q75	MIN	MAX
female		102	56.25	12.1	47	56.5	64.75	29	87
male		33	52.03	11.28	44	50	57	23	78
Gender vs. DMPS									
Gender		n	M	SD	Q25	MED	Q75	MIN	MAX
female		102	13.21	8.45	7	13.5	19	-9	31
male		33	12.27	10.63	7	15	21	-10	26

The fitted models showed similar results, specifically a statistically significant positive relationship between job satisfaction (DMPS) and organisational citizenship behaviour (OCB-C), as well as between Agility Maturity (OAM) and job satisfaction (DMPS). There was also a statistically non-significant interaction between professional competencies and Agility Maturity (OAM), a statistically non-significant relationship between Agility Maturity (OAM) and organisational citizenship behaviour (OCB-C), and a statistically non-significant relationship between professional competencies and job satisfaction (DMPS). Overall, the results of the analysis do not support the original conceptual model of relationships between the constructs of interest.

4.2 Exploratory analysis

In addition, we investigated the extent to which gender, age, education, and length of employment in the organisation play a role, and whether these personal variables influence organisational agility (OAM), organisational citizenship behaviour (OCB-C), and job satisfaction (DMPS), as some authors (Saremi & Rezeghi, 2015; Bowling et al., 2005) have confirmed differences in job satisfaction levels in their studies. Except for some scales, the exploratory analyses did not find any larger differences.

Table 6: Education vs. OAM, OCB-C and DMPS

Education vs. OAM									
Education	Scale	n	M	SD	Q25	MED	Q75	MIN	MAX
Higher	AH	99	22.21	5.4	18	22	26	9	34
Lower	AH	36	21.69	5.73	18	22	25	10	35
Higher	FS	99	16.33	3.74	14	16	19	6	25
Lower	FS	36	15.78	4.26	12.75	16	18	7	25
Higher	KK	99	29.51	5.9	26	29	33	15	45
Lower	KK	36	32	5.28	29.75	32	36	19	42
Higher	PS	99	38.74	7.15	33.5	39	44	21	55
Lower	PS	36	39.56	5.6	36	38.5	43	30	54
Higher	RZ	99	22.91	4.95	20	22	27	11	34
Lower	RZ	36	22.33	5.46	19.5	22.5	25	11	35
Education vs. OCB-C									
Education	n	M	SD	Q25	MED		Q75	MIN	MAX
Higher	99	53.77	11.59	45	52		61.5	23	80
Lower	36	59.22	12.37	49.75	60.5		67.75	29	87
Education vs. DMPS									
Education	n	M	SD	Q25	MED		Q75	MIN	MAX
Higher	99	13.49	9	7	14		21	-10	31
Lower	36	11.56	8.96	6.75	13.5		18	-6	26

Table 7: Age vs. OAM, OCB-C and DMPS

Scale	Regression coefficient	Person correlation coefficient
Age vs. OAM		
AH (Agile Values)	-0.103	-0.184
TECH (Technology)	-0.09	-0.175
PS (Workforce)	0.026	0.037
RZ (Management of Change)	-0.031	-0.059
KK (Collaboration and Cooperation)	0.054	0.091
FS (Flexible Structures)	-0.016	-0.040
Age vs. OCB-C		
OCB-C	0.227	0.184
Age vs. DMPS		
DMPS	0.035	0.038

Table 8: Years at the company vs. OAM, OCB-C and DMPS

Scale	Regression coefficient	Person correlation coefficient
AH (Agile Values)	0.027	0.043
TECH (Technology)	-0.013	-0.022
PS (Workforce)	0.050	0.064
RZ (Management of Change)	-0.045	-0.076
KK (Collaboration and Cooperation)	0.107	0.158
FS (Flexible Structures)	0.032	0.070
Years at the company vs. OCB-C		
OCB-C	0.338	0.243
Years at the company vs. DMPS		
DMPS	-0.061	-0.058

4.2.1 Gender vs. OAM, OCB-C, DMPS

4.2.2 Education vs. OAM, OCB-C, DMPS

Note that higher education is defined as education in one of the following categories: Bachelor's, Master's, or PhD. Lower education is defined as education in one of the following categories: high school, with or without a diploma, or college.

4.2.3 Age vs. OAM, OCB-C, DMPS

4.2.4 Years at the company

The exploratory analyses find some differences in job satisfaction, organisational behaviour, or organisational agility attributable to personal variables. The results show that men scored -2.62 lower on OCB-C than women (95% CI [-7.29, 2.05]). The assessment of job satisfaction by gender using mean scores shows that respondents scored very similarly (women about 2 points higher than men). The estimated difference: men scored 1.84 points lower than women (95% CI [-5.41, 1.74]). Respondents with a lower highest educational qualification scored higher on average on OCB-C (by more than 6 points). The estimated difference between the groups for the OCB variable is 4.15 points (95% CI: [-0.644, 8.95]) in favour of respondents with lower levels of education. The relationship between the highest educational qualification and the respondents' job satisfaction shows that the respondents with a lower educational qualification score -1.85 points (95% CI [-5.50, 1.80]), which is lower than the group with a higher educational qualification. There is a small positive corre-

lation between age and the OCB-C scales (rp = 0.07 (95% CI [-0.10, 0.24]). The estimated correlation coefficient between the age of the respondents and scores on the DMPS, which measures job satisfaction, is around zero (rp = 0.02 (95% CI [-0.15, 0.18]). The length of time working at the company shows a positive relationship with the respondents' OCB-C (rp = 0.23 (95% CI [-0.06, 0.38]) and has no connection with the DMPS. The scoring of respondents by gender across the scales of the OAM questionnaire, using the mean, was very similar, with the most significant difference in the Workforce factor (about 2 points). In the relationship between highest educational attainment and OAM, respondents scored quite similarly; the intervals are relatively wide, include 0, and do not swing significantly toward the positive or negative side. Across the OAM scales, the correlation with age is not significant (correlation coefficients are less than 0.2). The correlation is very weak, except for the Workforce and Collaboration and Cooperation scales, where it is stronger. The correlation between years of service in the organisation and scoring on the OAM questionnaire suggests essentially zero effect across the OAM scales, except for the Agile Values and Collaboration and Cooperation scales, where the data suggest weak positive and negative correlations, respectively.

5 Discussion

The confirmed effect of professional personal competencies – especially Teamness and Conscientiousness – on job satisfaction supports the JD R view of personal resources as relatively stable characteristics that help individuals manage demands, mobilise energy, and sustain motivation (Bakker & Demerouti, 2007). This is consistent with evidence that conscientiousness, agreeableness, and

emotional stability are robust predictors of job satisfaction (Judge & Ilies, 2002; Steel et al., 2019; Yan et al., 2022), and that self-efficacy and related traits are positively linked to satisfaction (Franěk & Večeřa, 2008; Gkolia et al., 2014). Team-oriented and conscientious employees are better able to coordinate with others, structure their work, and achieve a good person–job fit (Furnham et al., 2009; Wang et al., 2021), so these competencies function as internal resources that support satisfaction even under demanding conditions. This aligns with JD 2.0/3.0 extensions, which explicitly treat personality and job-related competencies as personal resources that feed into the motivational process leading to positive outcomes such as satisfaction and performance (Bakker & Demerouti, 2017; Demerouti et al., 2020).

Consistent with previous findings, the strongest correlations with job satisfaction in our data were for Teamness and Conscientiousness, suggesting a tendency towards cooperation, shared performance, and performance-oriented self-management (Furnham et al., 2009; Judge & Ilies, 2002; Unterreiner et al., 2013). Prior research shows that such traits foster positive social interactions, perceived support, and achievement motivation, which in turn increase job satisfaction and professional success (Huo & Jiang, 2021; Sheng et al., 2010; Walter & Bruch, 2008). Our results extend this literature by showing that team-related competencies are also strongly tied to OCB-C, supporting the idea, already suggested by Organ and Ryan (1995) and Topino et al. (2021), that resources fostering high-quality social exchange and psychological safety encourage discretionary, cooperative behaviour in teams. From a JD-R perspective, this is consistent with the notion that personal resources shape how employees experience and utilise job resources, ultimately influencing extra-role behaviour through their impact on motivational states (Bakker & Demerouti, 2007; Demerouti et al., 2020).

The positive relationship between job satisfaction and OCB in our data is also consistent with prior meta-analytic evidence that satisfaction is a robust predictor of OCB (Fitrio et al., 2019; LePine et al., 2002; Organ & Ryan, 1995; Whitman et al., 2010). Within the JD R framework, job satisfaction is a proximal motivational outcome that drives higher-order behaviours such as OCB and performance (Bakker & Demerouti, 2017). Our findings are consistent with this: satisfaction appears to act as a common channel for both personal resources (competencies) and job resources (agility maturity), which then feed into OCB. This mirrors earlier work showing that job and personal resources often predict OCB indirectly via engagement or satisfaction rather than only through direct paths (Dewi et al., 2021; Podsakoff et al., 2000). It also fits Self Determination Theory (Ryan & Deci, 2000), which posits that when needs for autonomy, competence, and relatedness are met, employees internalise organisational goals and voluntarily exceed formal role requirements; in our case, Teamness and Conscientiousness seem to support related-

ness and competence, providing a plausible mechanism for their link to both satisfaction and OCB.

In contrast, the absence of a significant moderating effect of organisational agility on the competence–satisfaction link challenges the common assumption in some JD R applications that job and personal resources will reliably interact synergistically (Demerouti et al., 2020). Instead, our results suggest largely additive effects: professional competencies and agility maturity each contribute independently to job satisfaction, with a small, statistically fragile interaction. This pattern is compatible with meta-analytic work indicating that resource interaction effects in JD-R are typically weaker and less consistent than the main effects of resources (Bakker & Demerouti, 2017; Steel et al., 2019). The tentative negative interaction for the Leadership competence factor can be interpreted as a potential "resource loss" effect: for individuals whose key resource is a strong leadership identity and aspiration for hierarchical influence, highly agile, flat structures may offer fewer clear leadership opportunities (Naslund & Kale, 2020; Rigby et al., 2020), thereby dampening the otherwise positive relationship between that competence and satisfaction.

The weak and largely non-significant association between agility maturity and OCB further suggests that agility, as a job resource, primarily enhances satisfaction but does not automatically lead to extra-role behaviour without additional, more immediate social resources, such as empowerment, trust, and psychological safety. This aligns with findings that agile practices have small to medium effects on satisfaction and psychological empowerment, but stronger effects on performance and innovative behaviour (Koch et al., 2023; Tripp et al., 2016), and that OCB is particularly sensitive to relational climates and empowerment (Dewi et al., 2021; Malik et al., 2021). In our data, OCB is more strongly associated with team-related competences than with agility maturity itself, highlighting the central role of team-level relational resources – such as cooperation, trust, and mutual support (Marks et al., 2001; Piccoli et al., 2004; Stoyanova et al., 2024) – for discretionary cooperative behaviour.

Taken together, the results support an interpretation in which personal job-related competencies and organisational agility maturity both function as resources within the JD-R framework, contributing to a shared motivational pathway via job satisfaction. Rather than demonstrating strong resource–resource interactions, the data indicate parallel, additive effects and highlight satisfaction as the key mechanism through which these resources are converted into OCB and other positive behaviours (Bakker & Demerouti, 2007; Organ & Ryan, 1995). Future JD-R-based research could build on this by explicitly modelling multi-step paths from personal and job resources to satisfaction or engagement to OCB, and by testing under which conditions agile structures are experienced as resource

gains versus resource losses for different competence profiles, especially for employees with strong leadership aspirations (Petermann & Zacher, 2022; Sherehiy & Karwowski, 2014).

6 Conclusion and implications

This paper aims to analyse the relationships between professional personal competencies, organisational agility maturity, job satisfaction, and organisational citizenship behaviour. The data collected supported only some aspects of the proposed model, with discrepancies most evident in the moderating effect of organisational agility on the relationship between job competencies and job satisfaction. The paper explains how personal professional skills and the organisation's agility maturity can influence employees' job satisfaction and organisational behaviour in work teams, thereby expanding the existing body of knowledge. Organisational agility is crucial for organisations, so it is important to leverage the benefits of OCB and foster togetherness, cohesion, and a mutually supportive approach. Even small improvements in collaboration (e.g., towards teamwork, regular communication and feedback) can lead to significant changes in design thinking and innovation that not only outperform the competition but also increase employee engagement, job satisfaction, and a sense of belonging. In summary, employees' professional competencies and agile organisational practices play an important role in predicting job satisfaction. From a management perspective, it is important to set priorities, consider the degree of autonomy (e.g. in decision-making, work organisation, and methods) according to the context and resources, communicate value and the broader mission and impact, support authenticity, actively encourage divergent thinking, promote self-organised teamwork, and share knowledge. The manager's role is to create and shape a culture of trust and support, acting as a servant leader and facilitator. Organisations that invest in training and developing employees' skills and agility foster a supportive, people-centred environment with open communication, psychological safety, learning, and empowerment, harnessing the potential of individuals and teams. Such organisations are more likely to achieve higher job satisfaction and stronger team relationships, which can positively influence overall performance, competitiveness, and loyalty.

The study adds several layers to existing theory. First, it confirms that the Job Demands Resources (JDR) model can accommodate two distinct streams of resources: personal resources in the form of professional competencies, and job resources in the form of organisational agility, each of which independently increases job satisfaction. This finding adds to evidence that resource effects in JD R are often primarily additive rather than strongly interactive, suggesting that competence and agility each contribute independently to job satisfaction. Second, the analysis clarifies the pathway from personal competencies to discretionary behaviour: job satisfaction mediates the relationship between competence and OCB. In other words, satisfied employees are more likely to go beyond their prescribed or formal duties. Third, the absence of a direct link between agility and OCB indicates that agility alone does not automatically generate extra-role actions; additional mechanisms, such as psychological safety or empowerment, appear necessary to translate an agile environment into higher OCB. Finally, the tentative negative interaction observed for the leadership competency factor suggests a possible misfit between hierarchical aspirations and flat agile structures, opening a new line of inquiry into how leadership identity aligns with organisational design.

From a practical perspective, the findings suggest several actions for managers. Human resources and learning and development professionals should focus on developing team-oriented skills such as collaboration, communication, and conscientious work habits, as these competencies are most strongly associated with job satisfaction and, through satisfaction, enhance OCB. Agile coaches and leaders should embed practices that increase autonomy, provide rapid feedback, and reinforce a sense of purpose, for example, through daily stand-ups and sprint retrospectives. These practices increase satisfaction regardless of employees' competence levels. Senior leadership should consider offering dual-track career paths that allow technically skilled employees to advance without taking on traditional managerial roles, thereby mitigating the negative interaction observed for the leadership factor. Performance management systems would benefit from pairing agile metrics with explicit recognition programmes for OCB, such as peer-nominated awards or collaboration points, to bridge the gap between an agile culture and discretionary behaviours. Finally, organisations should treat investments in competence development and agile maturity as complementary rather than substitutive, recognising that each contributes uniquely to employee well-being and overall effectiveness.

At the policy level, workforce development initiatives – such as those funded by European Union programmes – should allocate resources to both upskilling and supporting the adoption of an agile approach in small and medium-sized enterprises. Occupational health and safety regulations could be expanded to include psychosocial risk assessments that explicitly measure the combined presence of personal resources (competence) and organisational resources (agility) as protective factors against burnout and turnover.

Our study shows that personal job-related competencies and agile environments are distinct yet essential drivers of job satisfaction, which, in turn, channels well-being into OCB. Although agility does not moderate the competence–satisfaction link, it provides an independent

pathway to satisfaction that, when combined with empowerment and recognition, indirectly enhances OCB. Practitioners should adopt a dual strategy: develop teamwork and conscientiousness skills while fostering agile cultures that provide autonomy, rapid feedback, mastery, and leadership opportunities. Longitudinal research to disentangle the subcomponents of agility will clarify how organisations translate maturity into sustained extra-role performance.

7   Limitations and future research

Due to non-random sample selection, gender imbalance, and the study's self-reported cross-sectional design, we cannot generalise the research results to the entire population. Motivation to participate in the survey may be influenced by social desirability, deliberate response distortion, a lack of self-criticism or introspection, issues with double negatives, and the ambiguity or vagueness of some questions or statements. The respondents' concentration may have decreased due to the large number of items in the questionnaire battery (298), which could have led to fluctuations in their psychological state and increased frustration, potentially affecting the validity of their responses. To minimise the negative effects of common method bias and false internal consistency, we allowed respondents to complete individual questionnaires over multiple days, ensuring that the questionnaires measuring the predictors were separate from those measuring the dependent variable and could be completed at a location of their choice. The results may also be biased by the absence of team members or by various organisational factors. Given the sampling method (non-random sampling) and the educational disparity among respondents (73% reported higher education), caution is necessary when extrapolating the results to groups with lower levels of education. To reduce the tendency to provide expected answers (measurement effect), the research intention was not disclosed or made clearly recognisable. Despite multiple checks, the results may still have been affected by errors in data transcription, which we have eliminated to the extent possible. We plan to extend the study to a larger group of teams. It would also be advisable to include additional research methods, such as interviews, the previously mentioned observation, and 360° feedback, to enable triangulation. The impact on practice should be addressed through a tailored training programme and verified experimentally, which we intend to focus on in future research.

Despite the limitations, our findings – the correlation between employees' personal job competencies, job satisfaction, OCB, and organisational agility – provide additional insight into the factors that contribute to employees' job satisfaction and OCB, and could have important applications in management practice.

The research also identifies several avenues for future investigation. Further studies should examine additional variables within the organisational environment to deepen understanding of the impact of organisational agility and broaden perspectives. Longitudinal designs are needed to trace how agility initially enhances psychological empowerment, subsequently improves satisfaction, and ultimately drives OCB. Disaggregating the agility construct into its constituent dimensions (such as agile values versus change management capabilities) may reveal differential moderation effects that were obscured when the scales were combined. Experimental interventions, such as randomised rollouts of agile boot camps, could establish causal links between specific agile practices and the outcomes measured here. Expanding the sample to include a wider range of cultural contexts, more balanced gender and education distributions, and larger participant numbers would increase statistical power to detect interaction effects. Finally, qualitative interviews with leaders who feel constrained by flat agile structures could clarify why leadership competence sometimes conflicts with agility and inform the design of dual-track career paths.

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Povezanosti med osebnimi značilnostmi, zadovoljstvom pri delu in organizacijskim vedenjem članov delovnih skupin ter vloga zrelosti organizacijske agilnosti

Uvod in namen: Cilj raziskave je analizirati povezanosti med strokovnimi osebnimi kompetencami, organizacijsko agilnostjo, zadovoljstvom pri delu ter organizacijskim državljanskim vedenjem v delovnih skupinah, saj lahko ti dejavniki pomembno vplivajo na organizacijsko uspešnost in konkurenčnost.
Metodologija: V prerečno raziskavo je bilo vključenih 25 delovnih skupin (N = 135) iz različnih gospodarskih sektorjev na Slovaškem. Izvedli smo večnivojske korelacijske in regresijske analize, faktorske analize ter strukturno modeliranje.
Rezultati: Večnivojska korelacijska analiza je pokazala pozitivne povezave med zadovoljstvom pri delu in vsemi lestvicami Bochumskega osebnostnega inventarja (v razponu od 0,097 do 0,406), pri čemer je bilo deset korelacij statistično značilnih. Rezultati kažejo, da delovne kompetence napovedujejo zadovoljstvo pri delu, zadovoljstvo pa je pozitivno povezano z organizacijskim državljanskim vedenjem zaposlenih. Vendar pa moderirajočega učinka organizacijske agilnosti na odnos med kompetencami in zadovoljstvom nismo uspeli dokazati. Ugotovili smo statistično značilno pozitivno povezavo med stopnjo zrelosti agilnosti in zadovoljstvom pri delu. Razpravljamo o možnih vzrokih, poudarimo omejitve ter predstavimo praktične implikacije.
Sklep: Ustrezne strokovne veščine in pristop, usmerjen v ljudi, sta ključna za dolgoročni uspeh v konkurenčnem okolju ter lahko skupaj z organizacijsko agilnostjo prispevata k večjemu zadovoljstvu zaposlenih pri delu.

Ključne besede: Zadovoljstvo pri delu, Organizacijsko državljansko vedenje (OCB), Organizacijska agilnost, Strokovne osebne kompetence, Učinkovitost skupin