

The Effect of Training, Organizational Flexibility, and Proactive Personality on Learning Agility to Enhance Employee Agility

Training,
Organizational
Flexibility

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Nurmiyati^{1*}, Tjutju Yuniarsih², Disman³, Ade Sobandi⁴, Budi Harto⁵

¹Department of Computer Science Education, Faculty of Mathematics and Natural Sciences Education, Universitas Pendidikan Indonesia; Bandung, Indonesia

^{2,4}Department of Office Management Education, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia; Bandung, Indonesia

³Department of Economic Education, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia; Bandung, Indonesia

⁵Department of Management Science, Faculty of Economics and Business Education, Universitas Pendidikan Indonesia; Bandung, Indonesia

*Corresponding Author E-Mail: nurmiyati@upi.edu

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ABSTRACT

In increasingly dynamic and technology-driven environments, healthcare professionals are required to adapt rapidly, making employee agility a critical capability. This study is to analyze the influence of employee training, organizational flexibility, and proactive personality on learning agility, as well as the impact of learning agility on employee agility. This study employs an explanatory quantitative approach, with data collected from 177 physicians in Semarang Regency using purposive sampling techniques. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The findings indicate that employee training and organizational flexibility have significant positive effects on learning agility, and that learning agility, in turn, significantly enhances employee agility. However, proactive personality does not exhibit a significant effect on learning agility. These findings suggest that organizational factors and structured training play a more dominant role than individual characteristics in fostering adaptive capabilities among healthcare professionals. In conclusion, strengthening training programs and enhancing organizational flexibility are essential strategies for improving employee agility, particularly within highly structured and rapidly evolving healthcare environments.

Keywords: Employee Agility, Employee Training, Learning Agility, Organizational Flexibility, Proactive Personality.

INTRODUCTION

In an increasingly dynamic and uncertain business environment, an organization's ability to maintain competitiveness is highly dependent on the quality of its human resources, particularly in terms of adaptability. The concept of employee agility has become increasingly important as it reflects an individual's ability to respond to change, acquire new knowledge, and adjust to evolving job demands. In this context, employee agility does not emerge spontaneously but is influenced by several key factors, including proactive personality, organizational flexibility, and employee training and development (Alviani et al., 2024). A proactive personality encourages individuals to take initiative and actively seek solutions to challenges, while organizational flexibility fosters a work environment that is adaptive and open to change. Furthermore, effective training equips employees with the necessary skills and knowledge to address the complexities of a rapidly changing workplace.

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The relationships among variables in this study demonstrate that training, organizational flexibility, and proactive personality play important roles in enhancing learning agility, which in turn contributes to the development of employee agility. Individuals with proactive personalities tend to show higher learning agility, as they actively seek new information, develop competencies, and adjust their behavior in response to changing job demands (Oktaviani, 2025). This proactive orientation enables employees to learn from experience more effectively and adapt more quickly to dynamic work environments (Crant & Chen, 2024).

In addition, organizational flexibility and training further strengthen learning agility by providing supportive conditions and resources for continuous learning. A flexible organizational system encourages employees to experiment, innovate, and respond promptly to emerging challenges, thereby enhancing their capacity to learn and adapt (Andrew & Mohankumar, 2016). At the same time, well-structured and ongoing training programs equip employees with the relevant knowledge and skills needed to handle complex tasks (Widjaja & Hadi, 2025). As a result, employees with higher learning agility are better prepared to face uncertainty and demonstrate greater adaptability, ultimately improving overall employee agility (Alviani et al., 2024).

Although prior research has extensively examined technology adoption and workforce agility across various sectors, there remains a notable research gap, particularly within the healthcare context. Most previous studies have not comprehensively investigated the combined influence of proactive personality, organizational flexibility, and training on employee agility within a single integrated framework. Moreover, studies by Chai et al. (2023) and Nayak and Malik (2024) focusing specifically on healthcare professionals remain limited, despite the sector's unique characteristics, including rapid technological advancements and high service demands.

Based on this gap, this study offers novelty by proposing an integrated conceptual model that positions proactive personality, organizational flexibility, learning agility, and training as key determinants of employee agility among healthcare professionals. This approach provides a more comprehensive perspective on how individual and organizational factors simultaneously influence employees' adaptive capabilities. Consequently, this study not only contributes to the existing literature on employee agility but also offers practical insights for human resource management in the healthcare sector.

The urgency of this research is further emphasized by the rapid advancement of medical technology and global challenges such as pandemics, which require healthcare professionals to respond quickly and effectively. For instance, the implementation of Electronic Health Records (EHR) systems demands healthcare workers to continuously adapt to digital workflows, manage patient data efficiently, and develop new technical competencies. Limited adaptability may hinder the implementation of new technologies and reduce the quality of healthcare services. Therefore, enhancing employee agility has become a critical necessity for hospitals to improve both operational efficiency and service quality (Williams & Nowack, 2022). The objective of this study is to examine the influence of proactive personality, organizational flexibility, and training on employee agility among healthcare professionals. In addition, this study provides strategic recommendations for organizations in designing adaptive human resource policies and practices to enhance employees' capacity to respond to increasingly complex and dynamic work environments.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Effect of Employee Training on Learning Agility

Employee training and development play a crucial role in shaping individuals' readiness to adapt to change. According to Human Capital Theory, investing in employee training enhances skills, knowledge, and capabilities, ultimately improving productivity and workplace flexibility (Meera et al., 2022). Training programs focused on cognitive and technical skill development can enhance learning agility, enabling employees to quickly acquire and apply new knowledge (De Meuse & Harvey, 2022; Williams &

Nowack, 2022). From the perspective of experiential learning theory, individuals learn most effectively through direct experiences that develop problem-solving and critical thinking skills. Experience-based training is particularly effective in dynamic and competitive work environments (Adler et al., 2024; Mohammad et al., 2024). Furthermore, the self-determination theory emphasizes that training that fosters autonomy, competence, and social connectedness enhances employees' intrinsic motivation for continuous learning and development (Walter & Raetze, 2021; Puspitowati & Gustomo, 2023). Research indicates that organizations implementing adaptive training through simulations, mentoring, and case studies produce employees with higher levels of learning agility compared to those receiving solely theory-based instruction (Barbaroux, 2022).

Aligned with the job demands-resources theory by Bakker and Demerouti (2007), training functions as a job resource that helps employees balance work demands and capabilities. Employees who receive high-quality training exhibit greater learning agility, enabling them to manage work-related stress and perform effectively in challenging situations (De Meuse & Harvey, 2022; Vinesian et al., 2023). Organizations that consistently invest in experience-based training and adaptive competency development cultivate a workforce that is more agile, innovative, and capable of responding effectively to the complexities of a continuously evolving business environment (Khaw et al., 2023; Liu et al., 2025).

H1: Employee training has a positive effect on learning agility.

The Effect of Organizational Flexibility on Learning Agility

Organizational flexibility refers to an organization's ability to adjust its policies, procedures, and work structures to respond to changes in the business environment (Chaudhuri et al., 2023; Desalegn et al., 2024). This concept is grounded in contingency theory, which emphasizes that organizational structures must be aligned with the level of environmental uncertainty to achieve effectiveness. Flexible organizations provide employees with the space to explore diverse work approaches, encourage innovation, and enhance their capacity for continuous learning (Wulandari, 2024). According to dynamic capability theory by Pundziene et al. (2023), organizations that can adapt quickly to environmental changes are more likely to achieve competitive advantages. This is consistent with research by Ismayajati and Widhianingtanti (2023) and Boerma et al. (2024), which found that flexibility in work policies and procedures enables individuals to be more open to change and improves their ability to learn and adapt quickly (learning agility).

Flexible organizations create an environment that supports employees in experimenting with different work methods and fostering continuous learning (Boerma et al., 2024). Such an environment promotes openness to change and enhances individuals' capacity for rapid learning and adaptation (learning agility) (Desalegn et al., 2024). Additionally, research by Andrew and Mohankumar (2016) indicates that a flexible organizational culture contributes to greater employee readiness to acquire new skills and to effectively face complex workplace challenges.

H2: Organizational flexibility has a positive effect on learning agility.

The Effect of Proactive Personality on Learning Agility

Proactive personality is an individual characteristic that reflects a person's tendency to take initiative, identify opportunities, and act proactively in addressing work-related challenges (Mercan & Öztemel, 2023; Choveaux & Leng, 2024). This concept was first introduced by Bateman and Crant (1993) in the Proactive Personality Theory, which posits that individuals with high levels of proactivity do not merely respond reactively to changes but actively seek to control and shape their environment. According to Adipat (2021), in his Social Cognitive Theory, individuals with proactive personalities are

generally more goal-oriented and exhibit high self-efficacy, enhancing their confidence in facing challenges and learning from experience. Proactive personality is also closely associated with self-directed learning, enabling individuals to develop skills independently and continuously (Chai et al., 2023; Fu et al., 2024).

Individuals with proactive personalities tend to learn from experience and adapt quickly to changes in the work environment, a capacity commonly referred to as learning agility (Chai et al., 2023; Lin et al., 2024). Several studies indicate that proactive personality is strongly related to an individual's ability to enhance cognitive flexibility and adaptive skills (Wang et al., 2021; Doğanülkü & Korkmaz, 2023). Employees with proactive personalities are more likely to seek new information, develop new competencies, and adjust their behaviors in response to evolving job demands (Crant & Chen, 2024).

H3: Proactive Personality has a positive effect on learning agility.

The Effect of Learning Agility on Employee Agility

Learning agility refers to an individual's capacity to learn from experience and apply new knowledge across various situations (De Meuse & Harvey, 2022; Nayak & Malik, 2024). This concept is grounded in experiential learning theory, which emphasizes that individuals acquire deep understanding through a continuous cycle of experience, reflection, and practical application. Learning agility encompasses not only the speed at which individuals absorb new information but also their ability to adapt to change and develop innovative solutions in dynamic work environments (Desalegn et al., 2024; Saefullah et al., 2024). Individuals with high learning agility are better prepared to face complex challenges and demonstrate greater flexibility in responding to workplace changes (Rowe & Brook, 2022; Alviani et al., 2024).

Employees exhibiting high learning agility are more likely to develop innovative work strategies and adjust rapidly to shifts in organizational dynamics (Tripathi & Dhir, 2023; Boerma et al., 2024). Organizations that foster learning agility among their workforce are better positioned to cultivate teams that are resilient, adaptive, and responsive to change (Nayak & Malik, 2024). Therefore, promoting learning agility is essential for enhancing organizational performance, enabling employees to navigate uncertainties effectively, and sustaining competitiveness in rapidly evolving business environments.

H4: Learning agility has a positive effect on employee agility.

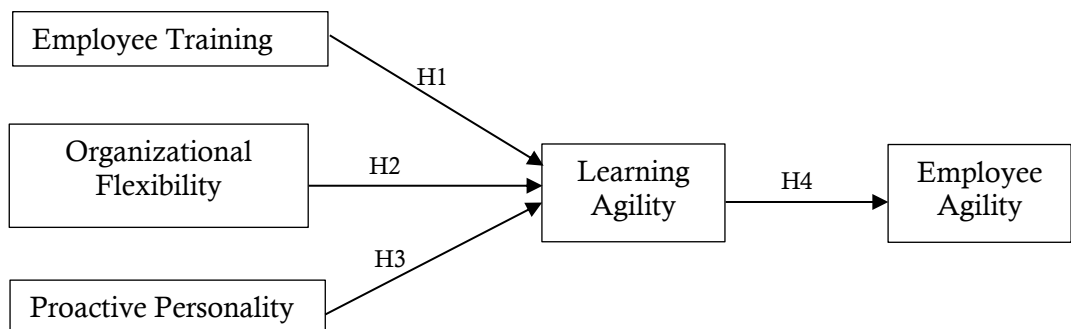


Figure 1. Conceptual Framework

Figure 1 presents the conceptual framework of the study, illustrating the relationships among employee training, organizational flexibility, proactive personality, learning agility, and employee agility. The model proposes that employee training, organizational flexibility, and proactive personality function as key antecedents that influence learning agility, where training enhances employees' knowledge and skills, organizational flexibility provides an adaptive and supportive work environment, and proactive personality encourages individuals to take initiative and respond actively to change.

Furthermore, learning agility is positioned as a crucial factor that directly influences employee agility, indicating that individuals who are more capable of learning from experience and applying new knowledge in different situations are more likely to demonstrate higher adaptability in the workplace. The framework emphasizes the integrated role of individual and organizational factors in fostering adaptive capabilities, particularly in dynamic and rapidly evolving environments such as the healthcare sector.

RESEARCH METHODS

This study uses an explanatory quantitative approach, which aims to analyze the causal relationship between variables using numerical data and statistical techniques to test hypotheses objectively. The population for this study comprises 316 civil servant doctors in Semarang District, including 133 specialist doctors, 146 general practitioners, 31 dentists, and 6 specialist dentists. This composition represents the professional diversity within the civil medical workforce in the district, providing a comprehensive basis for the study. Sampling was conducted using the Slovin formula. With a confidence level of 95% and a margin of error of 5%, according to the Slovin formula, the sample size that can be obtained is 177 respondents.

Therefore, the sample size, calculated with a 5% standard error, was determined to be 177. This study employed purposive sampling based on specific criteria. Participants were selected among doctors who had been using Electronic Health Records (EHR) for at least one year, had attended medical technology training, and utilized telemedicine in their practice. These criteria ensured that the respondents possessed relevant experience and exposure to digital medical tools, which are essential for accurately assessing the variables under study.

Data were collected from both primary and secondary sources. Primary data were obtained through a closed-ended questionnaire using a 5-point Likert scale, distributed both directly and digitally to doctors working in hospitals in Semarang Regency, while secondary data were sourced from reports and academic literature to strengthen the analysis. The research instruments were developed based on prior studies relevant to proactive personality, organizational flexibility, employee training, learning agility, and employee agility, with all variables measured using validated indicators. Specifically, proactive personality indicators were adapted from Riaz et al. (2022), organizational flexibility from Bouguezzi et al. (2023), employee training from Zulkifly (2022), learning agility from Williams and Nowack (2022), and employee agility from Ajgaonkar et al. (2022). An instrument trial was conducted prior to the main study to ensure validity and reliability, and all indicators met the required criteria after refinement.

The study operationalized five key variables, each measured through specific indicators. Proactive personality was assessed using indicators of proactive information seeking, proactive problem solving, and proactive implementation. Organizational flexibility was evaluated through structural flexibility, functional flexibility, and behavioral flexibility. Employee training was measured using indicators of training design, training delivery, training transfer, and effectiveness. Learning agility was operationalized with indicators including mental agility, people agility, change agility, result agility, and self-awareness. Finally, employee agility was assessed through sensing, seizing, and continual renewal.

Data analysis was conducted to examine direct and indirect relationships and to assess the reliability of the model using Confirmatory Factor Analysis (CFA) within the Partial Least Squares Structural Equation Modeling (SEM-PLS) framework. The SEM-PLS method was employed to analyze complex relationships among variables, with both the measurement model (outer model) and structural model (inner model) evaluated to determine direct and indirect.

RESULTS

The demographic characteristics of the study respondents are presented in Table 1. These data provide an overview of the sample composition in terms of gender, age,

position, level of education, department, and training participation. Understanding these characteristics is important for contextualizing the study findings and ensuring that the sample adequately represents the target population in the research setting.

Table 1. Respondent Demographics

Characteristics	Category	Frequency (persons)	Percentage (%)
Gender	Male	79	44.63
	Female	98	55.37
Age	Under 30 years old	50	28.25
	30-40 years	65	36.72
	41-50 years	40	22.60
	>50 years old	22	12.43
Position	Specialist Doctor	103	58.20
	General Practitioner	61	34.46
	Dentist	7	3.95
	Dental Surgeon	6	3.39
Level of Education	Bachelor's Degree - Professional	71	40.12
	Master's Degree - Specialist	106	59.88
Department	Inpatient Unit	139	78.53
	Emergency Department (ED)	38	29.47
Training Participation	Have attended training	145	81.92
	Never participated in training	32	18.08

The majority of respondents in this study were women (98 people or 55.37%), while men numbered 79 people (44.63%), indicating the dominance of female medical personnel. Based on age, the largest group was 30-40 years old (65 people or 36.72%), followed by <30 years old (50 people or 28.25%). There were 40 respondents aged 41-50 years (22.60%), while those aged >50 years numbered 22 people (12.43%). These data show that the majority of medical personnel are still of productive age. Most respondents were specialists (103 people or 58.20%), followed by general practitioners (61 people or 34.46%), dentists (7 people or 3.95%), and dental surgeons (6 people or 3.39%). This proportion indicates that the study involved many medical personnel with a high level of expertise. In terms of education, the majority had a master's degree in specialization (106 people or 59.88%), while 71 people (40.12%) had a bachelor's degree in professional studies, indicating that most medical personnel had pursued further education. Based on their place of work, 139 people (78.53%) worked in inpatient units, while 38 people (29.47%) worked in the emergency department. This shows that the majority of respondents provided continuous patient care. Most respondents had participated in training, with 145 people (81.92%) having training experience, while 32 people (18.08%) had never participated in training. This data reflects that the majority of medical personnel have had access to professional skills development to improve their readiness in facing the dynamics of the healthcare world.

Table 2 presents the results of convergent validity and construct reliability testing, including factor loadings, Cronbach's alpha, composite reliability, and Average Variance Extracted (AVE). All indicators across constructs exhibit factor loading values above 0.70, such as learning agility (0.752–0.804), proactive personality (0.840–0.917), organizational flexibility (0.730–0.896), employee training (0.724–0.839), and employee agility (0.772–0.812). This indicates that each indicator adequately reflects its corresponding latent construct. Furthermore, the AVE values for all variables exceed the threshold of 0.50, suggesting that each construct explains more than 50% of the variance of its indicators, thereby satisfying the criteria for convergent validity.

Table 2. Factor Loadings, Cronbach's Alpha, Composite Reliability, and AVE Values

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Learning Agility	LA01	0.784	0.603	0.771	0.628
	LA02	0.752			
	LA03	0.767			
	LA04	0.804			
	LA05	0.802			
Proactive Personality	PP01	0.917	0.693	0.811	0.590
	PP02	0.840			
Organizational Flexibility	OF01	0.730	0.843	0.887	0.612
	OF02	0.896			
	OF03	0.858			
Employee Training	ET01	0.724	0.806	0.869	0.691
	ET02	0.736			
	ET03	0.839			
Employee Agility	EA01	0.812	0.759	0.872	0.773
	EA02	0.772			

In terms of reliability, the composite reliability values for all constructs are above 0.70, indicating good internal consistency. Cronbach's alpha values for most variables also meet the recommended minimum threshold of 0.70, such as organizational flexibility (0.843) and employee training (0.806). However, this construct remains acceptable as its composite reliability and AVE values meet the required thresholds. Therefore, overall, the measurement model can be considered both valid and reliable for further analysis.

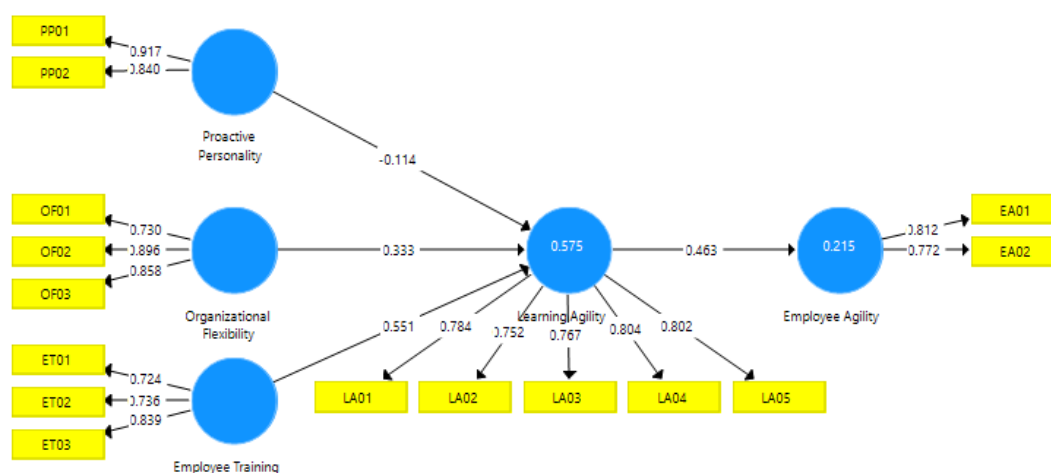


Figure 2. Research Model

Figure 2 presents the structural model depicting the relationships among Proactive Personality (PP), Organizational Flexibility (OF), Employee Training (ET), Learning Agility (LA), and Employee Agility (EA). Organizational flexibility and employee training exert positive effects on learning agility, with path coefficients of 0.333 and 0.551, respectively, whereas proactive personality demonstrates a small negative effect (-0.114). In turn, learning agility positively influences employee agility (0.463). The numbers adjacent to the indicators (PP01 = 0.917) represent factor loadings, indicating that all measurement items load strongly on their respective constructs, thereby confirming the reliability of the measurement model.

Table 3 presents the results of the structural model, highlighting the explanatory power and predictive relevance of the constructs. The R-Square values indicate how much variance in the endogenous variables is explained by the model. Learning agility has an R-Square of 0.575, meaning that 57.5% of its variance is explained by proactive personality, organizational flexibility, and employee training. In contrast, employee

agility has an R-Square of 0.215, indicating that 21.5% of its variance is accounted for by learning agility.

Table 3. Structural Model

Variable	R-Square	Q ²
Employee Training	0.215	0.273
Learning Agility	0.575	0.390

Goodness of Fit Index (GFI) = 0.79
Standardized Residual Mean Root Square (SRMR) = 0.057

The Q² values, which assess predictive relevance through the blindfolding procedure, are 0.390 for employee agility and 0.273 for employee agility, suggesting that both constructs have medium predictive relevance. The model's overall fit is also reported, with a Goodness of Fit Index (GFI) of 0.79, reflecting an acceptable fit between the model and the data, and a Standardized Residual Mean Square Root (SRMR) of 0.057, which is below the 0.08 threshold, indicating a good fit of the structural model.

Table 4. Hypothesis Test

Relationship	Original Sample	p-value
Employee Training → Learning Agility	0.551	0.000
Organizational Flexibility → Learning Agility	0.333	0.001
Proactive Personality → Learning Agility	-0.114	0.102
Learning Agility → Employee Agility	0.463	0.000

Table 4 presents the results of hypothesis testing for the structural model, showing the path coefficients and p-values for each relationship. Employee training has a strong positive effect on learning agility, with a path coefficient of 0.551 and a p-value of 0.000. This indicates that the effect is highly significant, confirming that employee training plays a crucial role in enhancing learning agility.

Learning agility, in turn, positively influences employee agility, with a path coefficient of 0.463 and a p-value of 0.000. This finding supports the hypothesis that employees with higher learning agility are more capable of adapting and performing effectively, highlighting the importance of developing learning capabilities within organizations. Organizational flexibility also demonstrates a significant positive effect on learning agility, with a coefficient of 0.333 and a p-value of 0.001, suggesting that flexible organizational structures and processes facilitate the development of agile learning behaviors among employees.

In contrast, proactive personality exhibits a small negative effect on learning agility (-0.114) with a p-value of 0.102, which is not statistically significant. Consequently, the hypothesis for proactive personality is rejected, indicating that proactive personality does not have a meaningful impact on learning agility within this model. The results suggest that employee training and organizational flexibility are key predictors of learning agility, which in turn enhances employee agility, whereas proactive personality does not contribute significantly to learning outcomes in this context.

DISCUSSION

This study investigates the influence of employee training, organizational flexibility, and proactive personality on learning agility and, subsequently, the impact of learning agility on employee agility. The results indicate that employee training has a significant positive effect on learning agility. This suggests that structured and experience-based training programs effectively enhance employees' ability to acquire and apply new knowledge rapidly, which is essential for navigating dynamic work environments. Previous research supports this finding; for example, Jo and Hong (2022) highlighted that targeted training not only improves task-related skills but also strengthens cognitive adaptability, thereby enhancing overall performance and responsiveness in the workplace.

Organizational flexibility was also found to have a significant positive effect on learning agility, emphasizing the importance of a work environment that allows adaptive processes, flexible procedures, and supportive management structures. Flexible organizational arrangements enable employees to experiment with new approaches, learn from experience, and adjust behaviors according to situational demands. These findings are consistent with Pelánek (2025), who argues that adaptive organizational systems are crucial for managing uncertainty and complexity. Similarly, Hatunoğlu (2024) demonstrated that organizations with flexible structures facilitate employee learning and innovation, which in turn support higher performance and agility.

Learning agility was found to significantly contribute to employee agility, reinforcing the notion that the ability to learn quickly and adapt effectively is a key determinant of employees' capacity to respond to changing work demands. This aligns with Junker et al. (2022), who emphasize that learning-oriented behaviors enhance employees' ability to handle novel tasks and challenges, thereby improving overall organizational adaptability. In this study, learning agility serves as a critical mechanism through which organizational and training inputs translate into enhanced employee agility, highlighting that employees' adaptive capabilities are strongly influenced by both organizational context and development initiatives.

In contrast, proactive personality did not exhibit a significant effect on learning agility, leading to the rejection of the corresponding hypothesis. This indicates that within the context of medical personnel, individual proactivity does not necessarily translate into higher learning agility. This outcome may reflect the highly structured and regulated nature of healthcare work, where standard procedures and hierarchical protocols limit the direct impact of individual initiative on learning and adaptive performance. These findings are supported by Parker (2010), who notes that proactive behavior tends to be more influential in less structured environments, whereas in highly regulated or routine-driven contexts, organizational factors play a more critical role in shaping employees' learning and adaptive behaviors.

The findings emphasize the primacy of organizational factors and structured training over individual personality traits in developing employees' learning and adaptive capabilities. For healthcare organizations, these results suggest that enhancing training programs and promoting flexibility in work processes can significantly improve workforce adaptability. Training programs focused on problem-solving, simulations, and collaborative learning are particularly effective, while flexible policies regarding workflow, decision-making, and procedural adjustments allow employees to apply and refine their learning in practical contexts (Jo & Hong, 2022). This study reinforces the critical role of learning agility as a foundation for employee agility and highlights the importance of organizational and training interventions in developing adaptive capacity. In practice, it provides guidance for organizations seeking to improve employee performance in dynamic and complex work environments, suggesting that investments in structured learning opportunities and flexible organizational design are more effective than relying solely on individual personality traits.

CONCLUSION

This study concludes that employee training and organizational flexibility are significant predictors of learning agility, which in turn positively influences employee agility. The findings indicate that structured, experience-based training programs and a flexible work environment enhance employees' ability to learn quickly and adapt to dynamic work demands. In contrast, proactive personality did not have a significant effect on learning agility, suggesting that in highly structured and regulated environments, such as the healthcare sector, organizational factors play a more dominant role than individual traits in shaping employees' adaptive capabilities. These results underscore the importance of investing in organizational resources and development initiatives to cultivate workforce agility.

The practical implications of this study suggest that organizations, particularly in healthcare, should prioritize the improvement of training programs that foster adaptive learning and promote flexibility in work procedures to enhance employee performance and responsiveness. The study reinforces the role of learning agility as a core factor linking organizational interventions to employee agility. Limitations include the cross-sectional design, reliance on self-reported measures, and the specific context of medical personnel, which may restrict the generalizability of the findings. Future research is encouraged to explore cross-industry and cross-cultural contexts, employ longitudinal designs to examine the development of employee agility over time, and investigate the role of technology and innovation in supporting adaptive capabilities. Such approaches can provide deeper insights into the factors that drive employee agility across diverse organizational settings.

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