

COACHING TO ACCELERATE THE DEVELOPMENT OF LEARNING AGILITY

Veronica Schmidt Harvey¹ and Anna Marie Valerio^{2,3}

¹ *Schmidt Harvey Consulting, LLC, Phoenix, Arizona, United States*

² *Executive Leadership Strategies, LLC, Ridgefield, Connecticut, United States*

³ *Department of Psychology, New York University*

Learning agility is a metacompetency important to leadership success, particularly in turbulent times. The global coronavirus pandemic catapulted individuals, organizations, and societies into the harsh reality of our volatile, uncertain, complex, and ambiguous (VUCA) world. Coaches can play an important role in accelerating the development of learning agility, thereby expanding the leadership pipeline within organizations. The purpose of this article is to help coaches and consultants (a) understand the behaviors and strategies that undergird learning agility; (b) better assess coaching clients' level of learning agility as well as the organizational context; and (c) become more intentional about incorporating the development of learning agile behavior into their coaching practice. The article reviews the literature regarding what we know about the construct of learning agility and the role coaches can play in intentionally developing it. Suggestions are provided for assessing a leader's level of learning agility as well as the organizational context. Recommendations for practical coaching application are organized around the heuristic "Agile Learning Process and Behaviors Model." Although many coaches may already be helping clients develop learning agility, this article describes how coaches may do it more deliberately.

What's It Mean? Implications for Consulting Psychology

Facilitating the development of learning agility may create a "double bottom line" for coaching by both increased leadership effectiveness and learning agility. Coaching for learning agility (a) supports the development of a greater capacity to deal with rapid, ongoing change; (b) builds independence and self-efficacy in learning; and (c) holds the promise of empowering more leaders to achieve success in leadership roles.

Keywords: agile learning, coaching, leadership development, learning agility

Veronica Schmidt Harvey  <https://orcid.org/0000-0003-4682-8420>

Anna Marie Valerio  <https://orcid.org/0000-0001-9684-597X>

Special thanks to Raphael Prager for his involvement in the early development of the Agile Learning Process and Behaviors model.

Correspondence concerning this article should be addressed to Veronica Schmidt Harvey, Schmidt Harvey Consulting, 515 East Carefree Highway, #1000, Phoenix, AZ 85085, United States. Email: veronicas.harvey@gmail.com

Early in 2020 the coronavirus pandemic catapulted individuals, organizations, and societies around the world into the stark realization that we live and work in an era where agility is essential to survival. The pandemic has brought the need for adaptation to center stage. Nearly all of us have had to figure out what to do in situations never faced before. Although the pandemic was a dramatic shock that upended virtually everyone's lives, the pace and complexity of change have been increasing for the past several decades, and this is likely to continue (Kotter et al., 2021). The acronym *VUCA* (volatility, uncertainty, complexity, and ambiguity) has become a standard part of our vocabulary and learning agility a critical leadership capability.

Although the need for agility may seem like a new trend, organizations began to recognize the importance of identifying individuals with the potential to learn from their experiences and adapt to changing circumstances in the late 1980s. Research by the Center for Creative Leadership culminated in the classic books *The Lessons of Experience* (McCall et al., 1988) and *Breaking the Glass Ceiling* (Morrison et al., 1987). Organizations began refocusing leadership development on learning from experience rather than solely in a classroom (Schmidt, 1988). The 70:20:10 formula (suggesting that 70% of learning should come through experiences, 20% by learning from others, and 10% from more formal approaches) became ubiquitous despite little evidence to support this specific ratio (see Kajewski & Madson, 2012; Nowack, 2015).

During the 1990s increased focus was placed on identifying executives who had the potential to thrive in permanent white water (McCall, 1998). In a seminal article in *Consulting Psychology Journal: Practice and Research (CPJ)*, McCall (1994) proposed that leadership potential was determined by the ability to learn from experience. In a later article Lombardo and Eichinger (2000) were first to coin the term *learning agility*. Like McCall, they also argued that a primary indicator of leadership potential is learning agility, aptly describing it as knowing how to learn "what to do when you do not know what to do" (Lombardo & Eichinger, 2021, p. xiii).

Organizations began to view learning agility as critically important to assess in their leadership pipelines (Eichinger & Lombardo, 2004; Finkelstein et al., 2018; Silzer & Church, 2009). In 2013, learning agility was touted as "the most in-demand business skill of the 21st century" (Delaney, 2013). By 2015, research on high-potential programs in organizations found that 56% were assessing for learning ability/agility (Church et al., 2015).

Empirical research also began to emerge demonstrating that learning agility predicts leadership potential (Dries et al., 2012), performance (Smith, 2015), overall leadership effectiveness (Kaiser & Craig, 2011), promotions, advancement, and salary increases (Bedford, 2012; Dai et al., 2013) and speed to competence (Allen, 2016). A meta-analysis based on a total sample size of 4,897 found correlations between learning agility and leader success and potential to be .47 and .48, respectively, indicating that learning agility is a stronger predictor of leadership performance than intelligence, emotional intelligence, or job experience (De Meuse, 2019).

Although there is relatively high agreement on the importance of learning agility within the business community, there has been much consternation about the lack of conceptual clarity on what learning agility is and what constitutes its components (Arun et al., 2012; DeRue, Ashford, & Myers, 2012). For example, it has been discussed as an antecedent, moderator, and outcome variable (Adler & Neiman, 2021; McCauley & Yost, 2021). Learning agility also shares common attributes with related constructs such as adaptability, adaptive performance (Baard et al., 2014; Bell & Kozlowski, 2010; Wang & Beir, 2012), flexible leadership (Norton, 2010), and autonomous learning (Ellingsen & Noe, 2017). Clearly, learning agility is still a relatively new and controversial construct, and like many constructs (e.g., emotional intelligence) it may take decades to reach consensus on many questions surrounding it.

However, of great practical relevance for developing leaders is the question of how malleable learning agility may be. Learning agility has been discussed both as a set of relatively stable individual differences as well as a set of learnable behaviors and strategies (DeRue, Ashford, et al., 2012; Harvey & Prager, 2021). For example, personality characteristics such as ambition, openness to experience, sociability, and inquisitiveness have been linked to learning agility and may be more difficult to change (Connolly, 2001; De Meuse et al., 2011; DeRue, Ashford, et al., 2012; Laxson, 2018). However, many behaviors and strategies consistently linked to learning agility *can* be

learned. Some examples include feedback seeking (Crommelinck & Anseel, 2013), reflection (DeRue, Nahrgang, et al., 2012), and mindfulness (Ashford & DeRue, 2012; Lee, 2021).

Assuming that learning agility follows a normal distribution, organizations that rely solely on selecting leaders who are high in the more traitlike aspects of learning agility may find their leadership pipeline severely constricted. Multiple researchers have noted concerns about an emerging gap in leadership supply and demand (see DeRue & Myers, 2014). Despite limitations in our complete understanding of learning agility, there is strong support for the practical utility of learning agility in selecting and developing leaders (Mitchinson et al., 2012). Increasing our understanding of how learning agility can be developed holds tremendous promise for meeting the leadership needs of organizations.

In the introduction to a special 2010 *CPJ* issue on developing flexible and adaptable leaders for an age of uncertainty, Rob Kaiser posed a critical question: “What can consulting psychologists do to help identify and develop the kinds of nimble, fleet-footed leaders we so desperately need to run our government and nonprofit institutions, as well as the commercial enterprises that fund our communities and societies?” (Kaiser, 2010, p. 78). We assert that given the role coaches play in developing leaders it is important for coaches to understand how they can support the development of learning agility, a capability so important to leadership success and adaptation to a constantly changing world.

The objectives of this article are to help coaches (a) understand the behaviors and strategies that undergird learning agility, (b) better assess the learning agility of coaching clients, (c) understand how context may impact both need and support for learning agility, and (d) become more intentional about incorporating the development of learning agile behaviors into their coaching practice. To achieve these objectives, we will review the literature regarding the following:

- What we know about the construct of learning agility
- The role of coaches in the intentional development of learning agility
- How coaches can assess a leader’s learning agility as well as the organizational context
- How coaches can practically and more deliberately integrate the development of learning agility into the coaching process

What We Know About the Construct of Learning Agility

As a first step, it is important for coaches to understand what learning agility is. It is beyond the scope of this article to provide an in-depth literature review on learning agility (see Dai & De Meuse, 2021; De Meuse et al., 2010; DeRue, Ashford, et al., 2012). However, we will outline some key points that are particularly salient to coaching.

As previously noted, there is not a single, commonly shared definition of learning agility nor agreement on its dimensions. The originators of the term emphasized the ability and willingness to learn from experience. The most frequently used definitions also include applying those lessons to perform successfully in new and challenging leadership roles (De Meuse, 2017; De Meuse et al., 2010). Harvey and Prager defined learning agile behavior as “the self-regulated behaviors, strategies, and habits that enable learning at an accelerated pace, facilitate more agile adaptation to dynamic conditions and result in more effective leadership” (Harvey & Prager, 2021, p. 147). DeRue et al.’s definition focused on speed and flexibility: “the ability to come up to speed quickly in one’s understanding of a situation, and move across ideas flexibly in service of learning both within and across experiences” (DeRue, Ashford, et al., 2012, pp. 262–263). For a range of other definitions that have been used see Harvey and De Meuse (2021).

As DeRue et al. pointed out in 2012, learning agility has lacked conceptual clarity, in part because it has not captured the interest of academics. Because of the proprietary nature of the applied tools, programs, and processes that have been developed, we may never have a single standard definition. Several theories and nomological nets have been proposed to provide structure for future research (see Allen, 2016; Dai & De Meuse, 2021; DeRue, Ashford, et al., 2012; Harvey &

De Meuse, 2021). However, from a practical standpoint, there is growing consensus on at least some aspects of the construct:

- It is likely to have predisposing factors which may include personality (Connolly, 2001; De Meuse et al., 2012; DeRue, Ashford, et al., 2012) and fluid intelligence (De Meuse, 2022).
- It is viewed as a metacompetency—an amalgamation of other competencies (Connolly, 2001; De Meuse & Harvey, 2021; Heslin & Mellish, 2021).
- It is recognized as important for more effectively adapting in dynamic leadership contexts (Connolly, 2001; Peterson, 2021).
- It includes learning from all our experiences (De Meuse et al., 2010; Harvey & Prager, 2021; Lombardo & Eichinger, 2000).
- It is multidimensional and includes our perceptions, thoughts, emotions, behaviors, motivations, knowledge, and social interactions (Dai & De Meuse, 2021; Harvey & De Meuse, 2021; Peterson, 2021).
- It is distinct from cognitive ability but may be influenced by it (Connolly, 2001; De Meuse, 2022).
- It has temporal aspects such as learning from the past, being mindful in the present as well as anticipating the future (Harvey & Prager, 2021; Lee, 2021).
- It is a dynamic process that includes anticipating needs, planning for change, taking action, self-regulating, and integrating learning (Heslin & Mellish, 2021; Lee, 2021; McCauley & Yost, 2021.)
- It is likely to have central operating mechanisms such as learning mindset, cognitive control and flexibility, emotional regulation, and behavioral flexibility (Harvey & De Meuse, 2021).
- Context matters, including the business environment, the organization, leadership expectations and opportunities, culture, and talent management practices (Church, 2021; DeRue, Ashford, et al., 2012; Ruyle et al., 2021).

Unfortunately, the literature that addresses how learning agility may be affected by coaching and other leadership development methodologies is severely limited. A search of scholarly literature resulted in just four sources, all thesis or dissertations. In a dissertation, Trathen (2007) examined how learning agility impacted changes in leadership competencies for a sample of senior executives receiving coaching where learning agility had been used as a measure of readiness for coaching. The researcher concluded that learning agility may be a useful filter for those who will benefit most from coaching. In another dissertation, Goebel (2013), concluded that learning agility can be developed through coaching. However, this research was qualitative and based on two coaching sessions with a sample of three clients. Drinka (2018) explored the impact of coaching by an employee's manager on learning agility. It was concluded that coaching by managers enhances psychological safety, which in turn positively impacts the subordinate's learning agility. Stilwell (2019) conducted a qualitative thesis on how well a specific army research, leadership program developed learning agility. We applaud those who have investigated learning agility, and we hope that this article will stimulate additional empirical research.

The Role of Coaches in the Intentional Development of Learning Agility

The use of executive coaching has evolved from remedial “fixing” of executives to developing global leaders. In the late 1980s and 1990s, coaching was used with increasing frequency by organizations to develop leaders for the challenges posed by the increases in the size and scope of jobs, business turn-arounds, mergers and acquisitions, and large, international, and global roles (McCall et al., 1988). In addition, it became clear that “the pace of change in organizations had accelerated and a premium was put on speed. . . . Coaching emerged as the preferred ‘just in time’ learning approach” (Valerio & Lee, 2005, p. 10). Much like learning agility, executive coaching evolved as a way to enable leaders to accelerate their learning, led by the observations of innovative practitioners (e.g., Kilburg, 1996; Witherspoon & White, 1996).

Coaches support the development of an array of leadership competencies ranging from strategic thinking to interpersonal skills. They can also play a critical role in the intentional development of

learning agility as a metacompetency that facilitates learning from experience as well as more nimbly adapting to constant and rapid change. As a foundation for this article, we define coaching for learning agility as *a process of facilitating development of knowledge, behaviors, strategies, and habits that increase learning agility*.

Coaching is about helping leaders change in intentional ways, in some cases to address immediate performance needs and in others to meet long-term career and succession goals. In this way, coaching for learning agility has much in common with the theory of intentional change (see Boyatzis et al., 2008). When coaching is effective, learning is long-lasting and transfers beyond just the coaching environment. However, what differentiates coaching for learning agility is the generalization and transfer of agile learning capabilities beyond the coaching environment and the ability to apply them in future situations. It creates a “double bottom-line” for coaching, with the first outcome being increased leadership effectiveness and the second being increased learning agility. We propose that coaching for learning agility (a) supports the development of a greater capacity to deal with rapid, ongoing change; (b) builds independence and self-efficacy in learning; and (c) holds the promise of empowering more leaders to achieve success in leadership roles, including those in underrepresented groups.

Enhancing the Capacity to Deal With Rapid Change

The pace of change continues to increase as advances in communications enable high-speed collaboration around the globe and even into space. Currently, there is not consensus on the role of speed in learning agility; some researchers view speed of learning as an important element (e.g., DeRue, Ashford, et al., 2012; Hoff & Burke, 2017) while others do not (De Meuse, 2017). However, given the velocity of change we are witnessing, it seems self-evident that leaders must learn both well and quickly. Coaches may add value by being more intentional in helping leaders develop capability in learning deftly from all their experiences and at an appropriate pace. If learning agility is about learning what to do when you do not know what to do, then coaching for learning agility is about helping leaders learn how to identify those needs sooner and more nimbly figure out what to do.

Increasing Independence and Learning Self-Efficacy

Hargrove (1999) describes the coach as being a “learning enzyme” that provides tools and methods with the intention of helping clients expand their own capacity to learn. Coaching to develop learning agility requires coaches to be transparent about techniques that enable self-directed capability in learning from experience. Commonly used coaching approaches may still be used, but they should have a greater emphasis on sharing the “why” and clarifying how the development of habits such as reflection and feedback seeking fosters long-term learning agility.

It has been hypothesized that self-efficacy, or a belief that we are capable of change, is one of the central mechanisms underlying learning agility (Harvey & De Meuse, 2021). Smither and Reilly (2001) also suggested that the coach’s efforts to strengthen a leader’s self-efficacy is critical to behavioral change. Although research is limited, some studies have found that coaching can increase self-efficacy, at least in relationship to certain aspects of leadership performance (Baron & Morin, 2010; Moen & Allgood, 2009). We propose that coaching to develop learning agility includes increasing self-efficacy, specifically about one’s ability to learn from experience and adapt to change.

Empowering Groups That Are Underrepresented in Leadership

Interestingly, early efforts by the Center for Creative Leadership to understand developmental experiences were linked to breaking the glass ceiling for women (Morrison et al., 1987). To enable gaining the leadership lessons of experience, managers have recognized the importance of providing leaders of all genders with challenging developmental experiences as well as sufficient support (Schmidt, 1988; Valerio, 2009.) It has since been referenced as a potential way to empower women and people of color (Harvey & De Meuse, 2021; Valerio, in press).

It is heartening that self-report assessments of learning agility (e.g., the TALENTx7, viaEDGE) do not appear to have adverse impact when used to identify women and people of color for leadership roles (De Meuse et al., 2019). As a result, incorporating the assessment of learning agility into the evaluation of those being considered for leadership can increase objectivity and level the playing field. In addition, because learning agility is associated with leadership success, developing learning agility likely offers an important pathway to leadership and higher levels of leadership to those who have long been under-represented. Coaching to develop learning agility shows promise for expanding the diversity of leadership pipelines across many different settings.

Assessing Learning Agility

Coaching often begins (and sometimes ends) with an objective assessment of the current state of the individual being coached. Assessing learning agility allows coaches to be more deliberate in supporting the development of learning agile behaviors and provides awareness of those that may be more (or less) challenging for a participant. For example, an introverted participant may need more encouragement to seek out opportunities to learn by engaging with others. Those who are more cautious and risk-avoidant may need support in objectively evaluating the risks associated with experimenting with new behaviors and finding psychologically safe ways to do so. In addition, given the relationship between learning agility and leadership success, measuring it is likely a prudent investment for organizations.

Including Assessments Specifically Designed to Measure Learning Agility

Using an instrument specifically designed to measure learning agility can be an ideal way to both assess it and initiate discussion about what learning agility is and why it is important. This might involve assessing it with a stand-alone instrument or as part of a multi-method leadership-assessment process. There are a limited number of self-report measures of learning agility available (e.g., the TALENTx7, viaEDGE, BurkeLAI). For a comprehensive review of various measures of learning agility see Boyce and Boyce (2021).

Leveraging Existing Assessment Data

If it is not possible to use an assessment tool specifically designed to measure learning agility, components of an existing assessment process may offer some clues about characteristics that are likely related to learning agility. As previously noted, there is evidence that some personality dimensions such as openness to experience, tolerance for ambiguity, self-efficacy, adaptability, curiosity, and low neuroticism are related to learning agility (Boyce & Boyce, 2021; DeRue, Ashford, et al., 2012). However, it must be emphasized that additional research is needed to conclusively confirm the linkages between learning agility and personality dimensions. Until more is known, information from personality assessments should be used as indicators, not proxies for targeted measures of learning agility.

When multirater-survey information is available, specific items may provide insight on some learning agile behaviors. For example, it is common for 360 surveys to include items such as “gains insight by reflecting on experiences” or “regularly seeks out and responds to feedback.” When recommending a 360 survey, coaches may encourage use of instruments that include items that will provide information on the demonstration of learning agile behaviors. Similarly, assessment centers or simulations can also provide rich sources of behavioral data on how learning agility is demonstrated in new and ambiguous situations.

Being Intentional With Interview Questions

Coaches who understand the dimensions of learning agility can develop interview questions to determine clients' development needs. These questions may be used in assessment or intake interviews to gain insight into the client's current repertoire of learning agile behaviors. For example:

“Tell me about the last time you experimented with behaving in a different way, even though it was uncomfortable to do so.”

Assessing the Organizational Context

Before encouraging the development of learning agility, coaches should also assess the context and gather information on how much learning agility is needed and how much support will be provided. Coaches may also expand their impact beyond the individual being coached by facilitating discussion around what learning agility is, why it is important to leadership, and how the organization can support it.

As noted by DeRue, Ashford, et al., 2012, “Anything in the environment that affects the speed of learning or degree to which people can be flexible across different points of view or competing ideas, would affect the degree to which people . . . can demonstrate agility in the learning process” (p. 271). Some features of the organizational context may indicate the need for coaches to place a higher emphasis on learning agility with clients. Especially salient to learning agility are (a) nature of the business, (b) requirements and level of the leadership role, (c) organizational culture and manager support, and (d) talent management practices.

Nature of the Business

Learning agility may be particularly important in business environments experiencing rapid and unpredictable change. Respondents in a 2019 Deloitte survey agreed that business leaders are facing new requirements in the 21st century, with 81% noting the ability to lead through more complexity and ambiguity (Volini et al., 2019). However, we should not assume that all organizations and industries operate with the same level of turbulence. As noted by Kraaijenbrink (2019) in *Forbes*, “Most industries, at some point in time, do have VUCA characteristics. However, most industries are not VUCA all the time, and very often also not to an extreme degree. Rather, they typically go through disruptive phases alternating with more stable periods where even the disruptive periods are often spread over a couple of years” (pp. 4–5). In addition, some products/services or markets within an organization’s portfolio may be experiencing more VUCA than others; some may be relatively stable.

Therefore, it is important for coaches to assess the degree and pace of change being experienced by the industry, the organization, the business unit, and the function or department the leader is working within (or will be facing in the near future). Encouraging a high degree of learning agility in an environment that offers few opportunities for new experiences or that requires strict adherence to policies and procedures could do more harm than good. Examples of just some of the contextual factors that coaches should consider include (a) the pace of change within the industry or market(s); (b) changing demographics and employee expectations; (c) influx of new technology; (d) changing customer expectations; (e) velocity of innovation; (f) need for cross-cultural interactions; and (g) internal group or team dynamics.

Role and Level

Currently, learning agility has been studied and deployed in the context of leadership roles. However, there is debate about the degree to which it is required for roles other than leadership. For example, McCauley and Yost (2021) suggested that we need frameworks for differentiating the more basic facets of learning agility required more broadly from those needed to move into more strategic and complex leadership roles. There is clear empirical evidence that learning agility predicts important indicators of leadership success. However, not all leadership roles are likely to require equal levels of learning agility even within the same organization or industry. Coaches can ask questions to analyze the degree of learning agility needed for a specific leadership role by assessing some of the same contextual factors noted in the previous section.

If the coaching participant is entering a new role, it is important to assess the significance in change of scope, complexity, and skills required. Roles at higher levels with greater complexity are likely to require greater learning agility (Drinka, 2018; Kaiser & Craig, 2011). Coaches should also keep in mind that it is possible for a leader to possess too much learning agility for a particular position, which may result in it becoming an overused strength (Kaiser & Overfield, 2011; McCall & Lombardo, 1983). For example, a leader that is too learning agile for the role may seek change for the sake of change or become disengaged if there are not enough learning opportunities.

Organizational Culture and Manager/Sponsor Support

It is also important to consider the support for learning agility that a leader will receive from the organization and from managers or sponsors. Cultural attributes thought to support learning include: (a) creating psychological safety, (b) promoting a growth mindset, (c) encouraging experimentation, (d) support for diversity of approach (vs. “one right way”), and (e) valuing learning agility (DeRue, Ashford, et al., 2012; Edmondson, 2019; Harvey & De Meuse, 2021).

The leader’s immediate manager or sponsor also plays an important role in supporting and encouraging learning agility. This may be demonstrated by modeling learning agility, recognizing the importance of social support in the learning process (Yost et al., 2021), encouraging giving and seeking feedback (Adler & Neiman, 2021), understanding what inspires learning (McKenna & Minkner, 2021), encouraging reflection and after-event reviews (Anseel & Ong, 2021), placing focus on learning and not solely performance (Peterson, 2021), identifying ways to provide stretch experiences (McCauley & Yost, 2021), actively encouraging learning from others such as mentors and role models (Harvey & Prager, 2021), and demonstrating confidence in individuals’ ability to change and grow with effort and appropriate strategies (Heslin & VandeWalle, 2008).

Talent Management Practices

Finally, it may also be beneficial for coaches to determine how well the organization has embedded learning agility into talent management practices such as hiring, succession planning, leadership development, placement in assignments, and reward/recognition processes. Although a full review is beyond the scope of this article, the reader is encouraged to see Ruyle et al. (2021) as well as Church (2021) for additional information.

Deliberately Integrating Development of Learning Agility Into the Coaching Process

Many coaches are already helping their clients develop learning agility, even though they may not be labeling it as such. For example, coaches regularly encourage seeking feedback and reflection. They typically create conditions that mediate the development of learning agility, including psychological safety (Edmondson, 2019) and encourage a growth mindset (Dweck, 2008). However, it may be relatively rare for coaches to deliberately and explicitly focus on the development of learning agility. This represents an area of opportunity for researchers to understand the extent to which coaches specifically address the development of learning agility with their clients.

The following sections will focus on providing evidence-based strategies, culled from the extant literature, that coaches can deploy for developing learning agility in a more systematic and intentional way. In 2009 McKenna & Davis wrote that many useful practices from psychotherapy research had been “hidden in plain sight”; we suggest that the same may be true for applying learning agility to coaching. Given the lack of consensus on the dimensions of learning agility, we have aimed to be inclusive rather than narrow in our coverage. In addition, some behaviors may be more relevant for certain individuals or in particular contexts.

Agile Learning Process, Behaviors, and Strategies

In describing the learnable behaviors and strategies that undergird learning agility, a variety of terminology has been used. However, despite the differences in terminology, there is a high degree of overlap in the elements considered aspects of the learning agility metacompetency. These are summarized in Table 1.

A model of agile learning process and behaviors (Harvey & Prager, 2021) was developed as a heuristic aide to capture many of the behaviors that can be developed as part of the coaching process (See Figure 1). In addition to being founded on learning agility research, the model integrates many influential learning and coaching theories, including adult learning theory (Knowles, 1975); action and double-loop learning (Argyris, 1977); social learning theory (Bandura, 1977); experiential learning theory (Kolb, 1984); the lessons of experience (McCall et al., 1988); growth mindset (Dweck, 2008); transformational learning theory (Mezirow, 1991); constructive-developmental theory (Kegan, 1994); intentional change theory (Boyatzis & McKee, 2006); the enlighten, encourage, and enable model (Nowack, 2019); and adaptive performance (Bell & Kozlowski, 2010; Ployhart & Bliese, 2006). The remainder of this article will be organized around the Harvey and Prager (2021) model, which is in alignment with other approaches to coaching.

The Agile Learning Process

The process portion of the model includes four phases: (a) identifying the need for change; (b) planning for change; (c) implementing change; and (d) regulating and monitoring change. These phases align well with many approaches and concepts applied to coaching by practitioners in psychology and consulting (e.g., Diedrich, 1996; Hudson, 1999; Kilburg, 1996; Levinson, 1996; McKenna & Davis, 2009; Valerio & Lee, 2005; Witherspoon & White, 1996). What differentiates coaching for learning agility is helping the client learn to recognize these phases and know how to move through them fluidly in a pace that balances focused effort with renewal and recovery.

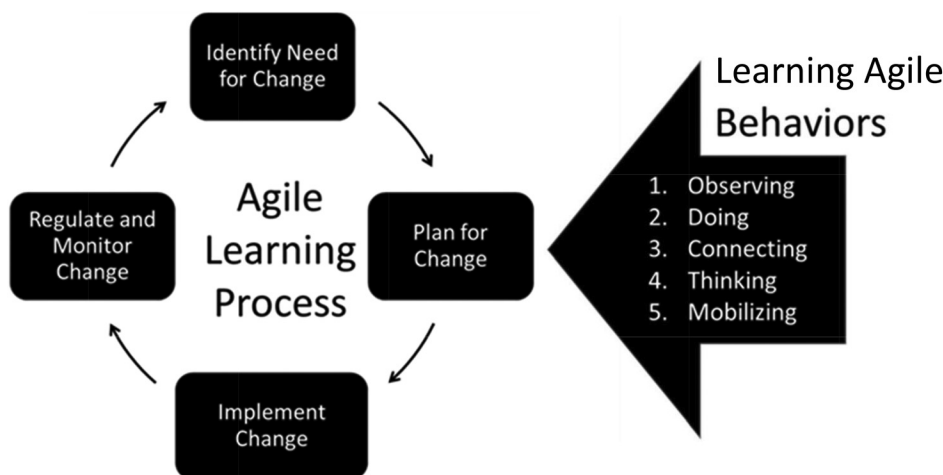
Identifying the Need for Change. The first phase involves situational awareness, detecting the internal and external indicators that signal a need for learning and the time and pace required for this adaptation (Yukl & Mahsud, 2010). This requires looking ahead and proactively identifying needed experiences and capabilities far enough in advance so there is adequate time to attain them.

Table 1
Summary of Components of Learning Agility That Can Be Learned

Component	Behaviors/Strategies
Affective	<ul style="list-style-type: none"> • Aware of own emotions and able to regulate them
Behavioral	<ul style="list-style-type: none"> • Seeks out opportunities to increase external and situational awareness • Seeks out and responds to feedback from a variety of sources • Proactively seeks out information • Demonstrates behavioral flexibility • Willing to experiment • Applies structure to learning process • Takes thoughtful risks
Cognitive	<ul style="list-style-type: none"> • Is curious and open-minded • Demonstrates flexibility in thinking, considering a variety of perspectives • Is reflective and distills lessons from experience
Knowledge	<ul style="list-style-type: none"> • Understands a range of learning strategies • Knows self, including values, beliefs, strengths, and weaknesses
Motivation	<ul style="list-style-type: none"> • Demonstrates a learning, growth-oriented mindset • Is driven to seek challenges, grow, and evolve • Acts with resilience and resourcefulness
Social	<ul style="list-style-type: none"> • Able to interact with social intelligence and sensitivity to others' needs • Leverages relationships to learn • Is inclusive and appreciates learning from a diverse range of people

Note. From "Learning Agility: What we Know, What we Need to Know and Where do we go From Here," by V. S. Harvey and R. Prager, 2021, *The Age of Agility: Building Learning Agile Leaders and Organizations*, p. 455, Oxford University Press. Copyright 2020 by V. S. Harvey and K. DeMeuse. Adapted with permission.

Figure 1
The Agile Learning Process and Behaviors



Note. For additional detail, see Harvey and Prager (2021). From “Developing Learning Agile Behavior: A Model and Overview,” by V. S. Harvey and R. Prager, 2021, *The Age of Agility: Building Learning Agile Leaders and Organizations*, p. 151, Oxford University Press. Copyright 2019 by V. S. Harvey and R. Prager. Reprinted with permission.

It may also involve understanding what behaviors to let go of. As noted by DeRue, Ashford, et al. (2012), “Learning agility is as much about unlearning as it is about learning” (p. 263).

Planning for Change. This phase includes understanding the learning agile behaviors most relevant to apply within the context of dynamic leadership situations. It also includes developing a learning plan with inspirational goals, clear tactics, identification of the resources required, and the anticipation of obstacles and ways to mitigate them.

Implementing Change. This phase requires implementing learning behaviors at the appropriate time and in the appropriate sequence. Leaders must learn to recognize the velocity at which learning must occur to keep up with the rate of change in their environment. For example, depending on someone’s career stage, they may have years to gain the experience needed to develop an executive-level skill. However, as the pandemic has proven, it may be necessary to learn some capabilities—such as leading a virtual team—literally over night!

Regulating and Monitoring Change. The coaching process provides the opportunity for clients to learn self-regulatory behaviors that will enable them to modulate and adjust their responses to external events and modify learning plans to meet the requirements of the situation (Kilburg, 2000). Coaching for learning agility may require being even more deliberate in helping clients understand the need for resilience and balancing cycles of discipline with renewal (Tabibnia & Radecki, 2018; Yost et al., 2021).

Learning Agile Behaviors

The learning agile process is enabled by a range of learnable habits, strategies, and practices that can be developed as part of the coaching process. Leveraging the model of Harvey and Prager (2021), these include the categories of (a) observing, (b) doing, (c) connecting, (d) thinking, and (e) mobilizing—each with specific behaviors as outlined in Table 2. It is important to note that this classification of learning agile behaviors is for heuristic purposes; some behaviors may fit in multiple categories. In addition, behaviors may have different degrees of importance at various stages in the learning process. The following section will address how coaches can serve as catalysts to developing each type of learning agile behavior.

Observing. Observing includes mindful awareness of situations and experiences as well as the ability to scan and forecast what will be needed in the future. This set of learning agile behaviors includes

Table 2
Learning Agile Behaviors and Strategies

1. Observing	2. Doing	3. Connecting	4. Thinking	5. Mobilizing
<ul style="list-style-type: none"> • Mindful Awareness • Environmental Scanning and Future Forecasting • Looking in the Mirror 	<ul style="list-style-type: none"> • Experimenting and Deliberate Practice • Seeking Stretch Experiences • Sourcing New Information and Frameworks • Taking Risks and Developing Courage 	<ul style="list-style-type: none"> • Asking For Help and Support • Learning Vicariously • Leveraging Coaches and Mentors • Seeking, Accepting, and Using Feedback 	<ul style="list-style-type: none"> • Reflecting • Examining Beliefs, Automatic Thoughts, and Assumptions • Asking Questions and Demonstrating Curiosity • Adopting a Learning Mindset 	<ul style="list-style-type: none"> • Setting Goals • Action Planning • Discipline and Focus • Managing Emotions • Resilience and Renewal

Note. From “Developing learning agile behavior: A model and overview,” by V. S. Harvey and R. Prager, 2021, *The Age of Agility: Building Learning Agile Leaders and Organizations*, p. 175, Oxford University Press. Copyright 2019 by V. S. Harvey and R. Prager. Adapted with permission.

being aware of what is going on internally and externally, accurately sensing the reality of the current situation, assessing the gap between what is and what learning is needed to arrive at a future desired state.

Mindful Awareness. Mindfulness involves an awareness and acceptance of the present moment, including internal thoughts, emotions, and bodily sensations as well as external stimuli in the physical and social environment. By encouraging mindfulness, coaches can help clients in breaking the automaticity that often tethers them to habitual ways of thinking and behaving that may not be adaptive to the requirements of new situations. Mindful awareness contributes to learning agility in multiple ways, such as (a) increased readiness for change (Gondo et al., 2013); (b) increased cognitive flexibility (Glomb et al., 2011); (c) vigilance in scanning the environment (Shapiro, 2009); (d) greater curiosity and openness to experience (Good et al., 2016); and (e) increased receptivity to feedback and regulation of emotions (Lee, 2021).

Mindfulness may come more or less easily to coaching clients based on their personality or on their preference for traditional meditation, technology-aided tools, or less formal approaches. Coaching may include helping coaching clients understand the importance of slowing down, looking at situations from a perspective of curiosity rather than judgment, recognizing and labeling their emotions, or simply taking time for contemplation.

Environmental Scanning and Future Forecasting. Coaches can support clients in learning to look beyond their immediate situation and taking a strategic, long-term view of their own development. Environmental scanning involves detecting trends and doing analyses such as a SWOT (strengths, weaknesses, opportunities, threats). Coaching clients can be encouraged to apply similar processes to their own development by learning to pay attention to changing circumstances, forecasting the new capabilities needed in the future, and making accurate estimates of the amount of effort and time required to gain needed experience. This also includes identifying which behaviors may no longer be useful or adaptive.

Learning How to Look in the Mirror. Leaders must learn how to regularly self-assess their personal gaps and strengths relative to what is required. This includes internal awareness of (a) how a leader views his or her capabilities; (b) personal goals and values; and (c) beliefs and emotional tendencies. It also involves external awareness of others’ perceptions and expectations. Increasing self-awareness leads to greater self-management and overall leadership performance (e.g., Atwater et al., 1998). Nowack (2019) suggested that self-awareness is a fundamental first step in behavioral change.

Self-awareness is malleable and can be increased both in scope and accuracy (Kaiser & Chamorro-Premuzic, 2019). Coaches can support the development of learning agility by helping clients identify methods useful for increasing self-awareness on a regular basis. These methods may include seeking feedback from others, reflecting on values and surfacing beliefs and assumptions (which will be discussed in later sections), and taking advantage of formal assessment opportunities. Coaches can also help clients increase the accuracy of their self-assessment by helping them understand the cognitive biases that may cause their mirror to be faulty (e.g., Duval & Silvia, 2002).

Doing. The second set of behaviors referred to as *doing*, includes seeking information and experiences, experimenting with different behaviors, and deliberately practicing new ways of responding. It requires behavioral flexibility, taking risks, and having the courage to take action even when it may be uncomfortable. Becoming more learning agile requires learning to experiment in big and small ways—through significant stretch assignments as well as through trying out new approaches and behaviors on a daily basis.

Experimenting and Deliberate Practice. Coaches can support the development of learning agility by encouraging iterative experimentation with new behaviors and learning from failures. Leaders face a multitude of learning situations each day and must develop their ability to see the opportunities to learn and experiment as part of their daily work. For example, Peterson and Hicks (1995) suggested doing routine tasks, like running a staff meeting in a new way or proactively looking for opportunities to practice a new skill. Commonly used business practices such as design thinking and agile methodology can be useful scaffolding to help coaching clients learn how to apply experimentation to their own development.

In contrast to experimentation, at times clients may need to engage in methodical, sometimes even tedious, deliberate practice. Just as mindful awareness allows coaching clients to identify autopilot behaviors, deliberate practice is required to rebuild new behaviors that once mastered become automatic (Day, 2010; Nowack, 2017). Clients can be encouraged to look at their daily work with an eye for deliberate practice opportunities. At times leaders may confuse operational speed (moving quickly) with strategic speed (reducing the time it takes to deliver value; Davis & Atkinson, 2010, p. 1). As a result, they may need to be reminded that sometimes it requires going slow to go fast. It is also important for coaching clients to develop skills in pairing experimentation and deliberate practice with seeking feedback and reflection.

Seeking Stretch Experiences. Successful executives view challenging job experiences as key events in their leadership development (McCall et al., 1988; McCauley & Yost, 2021). Learning occurs when there is a discrepancy between the leader's current skill set and the new skills required to perform the job. Leaders must stretch to get out of their comfort zones to learn new skills and behaviors in novel situations, and they report the accelerated learning experiences to be highly developmental (McCauley et al., 1994; Valerio, 1990).

Coaches can encourage leaders to be proactive in seeking out stretch assignments and finding out how to be considered for them. However, as McCall (2010) has noted, certain experiences are more valuable than others. Learning to assess these assignments regarding their developmental potential allows leaders to be more strategic in identifying those that will have the most impact given their personal goals and learning needs. McCauley and Yost (2021) have provided many useful examples of stretch assignments that may be helpful to clients.

Sourcing Information and New Frameworks. Information-sourcing strategies include communicating with experts, sourcing information through books, media, the Internet, and group conversations (Gray & Meister, 2006). Taking intentional actions to identify frameworks and best practices allows for more thoughtful experimentation and reduces random trial and error. Trying out approaches suggested by reputable sources can also reduce the perceived risk of stepping out of one's comfort zone.

Taking Risks, Developing Courage. Coaches support leaders in experimenting by creating conditions for psychological safety (Edmondson, 2019). The establishment of trust early in coaching engagements is critical to the success of the coaching engagement (Valerio & Lee, 2005; Wasylyshyn, 2003). However, to enable sustainable learning agility, coaches must also help clients learn how to evaluate risks independently and create their *own* conditions of psychological safety. Clients rarely recognize courage as a capability that can be developed (Pury, 2008).

Coaching can enable clients to practice weighing the concerns and discomfort with the new experiences relative to the learning benefits. Clients can be encouraged to engage in calculated risk-taking using a process suggested by Reardon (2007), which includes questioning self on goals, the existence of a support network, tradeoffs, timing, and contingency plans. In addition, clients can be encouraged to monitor their internal dialogue, or "self-talk", when faced with intense emotional situations (Rogelberg et al., 2013). For example, research has indicated that even a subtle shift in the

language used in self-talk, such as referring to self using one's own name, creates an emotional distance that promotes emotional self-regulation (Brinthaup et al., 2009; Orvell et al., 2021).

Connecting. *Connecting* involves learning with and from others by asking for help, observing role models, learning through coaches and mentors, and seeking feedback. These activities require allowing oneself to be vulnerable, knowing how and when to ask for help, and listening carefully to the person's responses. Smith et al. (2009) suggested that in the process of intentional change our relationships provide critical context in the following ways: (a) They can be antecedents in helping us envision who we want to become; (b) moderate the change process by providing support and protecting us from relapse into earlier behaviors; and (c) interpret our progress.

Asking for Help and Support. Initiating a request for help involves some psychological risk, as well as the discomfort of vulnerability, perceived shame, and dependence. Coaches can help leaders recognize that asking for help can be a sign of strength rather than weakness. They can also reinforce behaviors such as framing requests in ways that are realistic and specific and expressing thanks when help is provided. In addition, learning is most effective when individuals feel psychologically safe to process what they have learned without risk of shame or embarrassment (Kolb & Boyatzis, 1970). Coaches can help clients understand the value of supportive relationships in buffering the stress and arousal of the sympathetic nervous system that, over time, can be harmful to health. Experiencing compassion from others and social support helps ameliorate the negative effects of stress by activating the parasympathetic nervous system (Boyatzis et al., 2006).

Learning Vicariously. Learning from role models starts in infancy, and the impact of learning vicariously is well established (Kempster & Parry, 2014; Myers & DeRue, 2017). For leaders, development can be accelerated by more deliberately learning from the experiences of others. Coaches can support developing skill in learning from role models by encouraging clients to be mindful when observing other leaders with respect to the nuances of their behavior, the context, and the results of the leaders' behavior. For leaders who have limited exposure to a wide range of diverse leaders, it may be important to actively seek out situations to observe leaders with whom they might not normally interact. It can be especially important for women, people of color, and other groups that are underrepresented in leadership to seek out role models similar to them (Sealy & Singh, 2010). The wealth of media available also offers an abundance of opportunities to observe other leaders in action.

Leveraging Coaches and Mentors. Leaders are often unfamiliar with how to best utilize a coach or mentor. Coaches can increase the impact of the immediate coaching engagement and develop learning agile behavior by providing tips on how to get the most out of coaching and mentoring now and in the future. Often leaders miss opportunities to seek out mentors and with encouragement from a coach can learn to recognize them as important way to accelerate learning from experience. For example, leaders may assume mentoring is exclusively a long-term process with a single mentor. This assumption might lead to missed opportunities for micromentoring, defined as "soliciting the help of known experts for shorter term interactions . . . focused on targeted subjects" (Harvey & Prager, 2021, p. 164).

Seeking, Accepting, and Using Feedback. Feedback enables leaders to gauge progress and make the course corrections that are often necessary in adapting to new situations. Coaches can help develop the mindset that feedback from others is a key source of information for determining the alignment between their own and others' perceptions and expectations as well as for measuring the impact of changes in behavior.

Coaches can also support learning how and when to ask for feedback. Leaders are often reluctant to actively seek out feedback because they simply do not know how or because they believe receiving feedback during formal quarterly or annual reviews is sufficient. Often leaders do not realize the value of feedback from stakeholders other than their manager or the importance of expressing gratitude for feedback. Coaches should encourage clients to see opportunities to obtain feedback as part of their everyday routine, such as immediately following a meeting with stakeholders. Coaches can also provide suggestions for simple targeted questions to use, such as: "What could I

have done differently?” “Could you provide an example of what I did best and what I could have done even better?”

Perhaps one of the most important skills coaches can help clients develop is the ability to accept feedback without becoming defensive and to distill the lessons that it offers. When coaching clients are able to link the feedback to their own personal vision, it creates a positive context and may increase motivation (Nowack, 2019). In addition, coaches can help clients reduce defensiveness by learning to examine feedback from a standpoint of curiosity and by encouraging the belief that they have the ability to improve (Hu et al., 2016). For a detailed reviews on feedback seeking behavior, see Anseel et al. (2015) and Ashford et al. (2003).

Thinking. Learning to identify the mental models, beliefs, filters, and assumptions that are influencing a leader’s behavior can be exceptionally impactful. Coaches often recognize the moment a client lets go of an unproductive assumption or belief as the lightbulb moment. Enabling this is challenging enough for the coach, but the goal here is to help clients learn how to evaluate belief systems on their own. Clients can increase their learning agility by developing cognitive strategies such as reflection, metacognition, approaching situations with curiosity, and adapting a learning mindset.

Reflection. Reflection comprises thinking about events and people objectively, analyzing how and why things happened the way they did, and developing insights about what worked and what could have been handled differently. Research has indicated that the process of reflection results in richer cognitive maps of cause-effect relationships (Ellis & Davidi, 2005), updating of mental models and increased motivation (Anseel & Ong, 2021). A vast body of literature supports the importance of reflection in learning from experience (e.g., Anseel et al., 2015; Daudelin, 1996).

Coaches can support leaders in developing this capability by being explicit in explaining why reflection is important to converting a success or failure into learning and reinforcing the value of making reflection a habit. Coaches can model the types of questions that allow for deeper processing of events and integration of the lessons learned. It can also be useful to share practical reflection techniques such as using a learning journal or being purposeful about using exercise or commute time for reflection, given that even brief periods of reflection can have a significant impact (Ellis et al., 2006). It is especially important for coaches to help clients learn to differentiate between healthy reflection and harmful rumination (repetitive, negative self-focused attention; Artiran et al., 2019). For many high-achieving, self-critical leaders, learning to reflect must be paired with learning self-compassion (Bluth & Neff, 2018). For additional best practices in reflection, the reader is encouraged to see Anseel and Ong (2021).

Examining Beliefs, Automatic Thoughts, and Assumptions. Developing the ability to actively monitor thought processes is critical to the development of learning agility and integration of new experiences into one’s worldview (Lai, 2011; Mezirow, 1991). Argyris (1977) suggested that double-loop learning occurs when leaders uncover and change their underlying assumptions and mental frameworks. Similarly, cognitive behavioral coaching techniques are intended to help clients uncover the core beliefs and automatic thoughts that can impede them in some way (Ducharme, 2004). Coaches can help leaders recognize their power to be self-authoring in their beliefs and intentional in determining whether existing belief structures support the achievement of their life and learning goals. Providing models such as the ladder of inference (Argyris et al., 1985) and the change immunity map (Kegan & Lahey, 2009) are practical tools that can help leaders develop the skill of examining their own thinking processes. The construct of vertical learning—understanding not only what we know but how we know it—can be helpful to coaches when guiding their clients to more expansive ways of making sense of their world (Heaton, 2021).

Questioning and Demonstrating Curiosity. Learning to ask effective questions aids metacognition and reflection, in addition to being a powerful leadership skill (Adams et al., 2004). Coaches can serve as role models that enable leaders to see how questions support learning and to appreciate the value of different types of questions (Sofa et al., 2010). In addition, coaches can support leaders in developing the capacity to ask questions from a standpoint of curiosity rather than judgment, thereby opening up more expansive options for evaluation of situations and actions that can be taken.

Adopting Learning Mindsets. Coaches can support the development of learning agility by helping leaders understand and adopt learning mindsets. Heslin and Mellish (2021) described this as “being in learning mode.” Several theories and models are relevant to the development of a learning mindset, including learning goal orientation (Vandewalle et al., 2019), developmental efficacy (Avolio & Hannah, 2008), growth mindset (Dweck, 2008), learning self-efficacy (Machida & Schaubroeck, 2011), and error management mindset (Frese & Keith, 2015). What is common across these theories are the beliefs that (a) growth is possible with effort, trying different strategies, taking risks, and asking for help; (b) failures are learning opportunities; and (c) one has the capability to learn and master a new skill needed to perform successfully.

Throughout the coaching process, coaches can support development of a learning mindset by helping clients understand the importance of breaking down difficult learning goals into attainable steps (Heslin & Mellish, 2021). Coaches can also help clients learn to catch themselves in negative self-talk, such as “I’ll never be any good at this,” and develop a habit of replacing this internal dialogue with more productive thoughts. In addition, coaches can role-model praising effort rather than simply results and encourage celebrating the learning that results from failures as well as successes.

Mobilizing. The behaviors associated with mobilizing involve learning to (a) set goals that paint a clear and inspiring vision for the future, (b) regulate emotions that can take a coaching participant off course, (c) engage in strategies that will help maintain focus and discipline, and (d) recognize when resilience and periods of renewal are needed.

Setting Goals and Action Planning. Coaching for learning agility involves helping clients understand the value of setting clear, inspirational goals and creating an action plan that creates a path to success. To sustain the effort needed to change, coaching clients must learn to uncover what will fuel their motivation to experiment and change over the long-term. According to intentional change theory (Boyatzis et al., 2019), articulating an ideal self or vision anchors the coaching participant in positive emotional attractors (PEAs). PEAs are the personal hopes, dreams, possibilities, and optimism that comprise our ideal self and that activate specific neurological and hormonal responses.

Clients can learn the importance of breaking down a complex learning goal into manageable steps and incorporating situational cues to prime them to see when certain actions should be taken (Berkman, 2018). Clients can also be taught to create “if-then” statements, so that obstacles are mentally paired with a productive response, bridging the intention-behavior gap (Sheeran & Webb, 2016). Readers are also encouraged to see Nowack (2017) for a comprehensive discussion of the research on coaching, goal setting, and performance.

Discipline, Focus, and Managing Emotions. Sustaining learning agility for the long-term requires keeping your eye on the ball, staying focused on goals, and bouncing back from challenges and disappointments. This approach has also been called “goal striving” (Nowack, 2017). Learning to manage emotions, the highs and especially the lows, is important for the development of learning agility. Research by Boyatzis and others has suggested that individuals are more likely to flourish when they experience positive emotions at two to five times the frequency of negative emotions (Boyatzis et al., 2021).

Coaches can help clients learn how to more intentionally shift themselves into more positive emotional states. Some of the techniques coaches can help clients practice are (a) labeling negative emotions or reframing them (Tabibnia & Radecki, 2018); (b) recognizing intrusive negative thoughts and replacing them with positive, affirmative thoughts (Kaiser, 2019); (c) taking a broader, more forward-looking perspective focused on their vision (Boyatzis et al., 2021); and (d) acknowledging that with exposure and practice, discomfort and anxiety are likely to decrease.

Resilience and Renewal. To engage in agile learning over the long-term, it is important for clients to develop habits that support resilience and energy renewal. Coaches have a role to play in (a) reminding clients of the need for self-care and compassion, (b) learning to rebound from adversity (resilience), and (c) recognizing and remedying energy depletion. Coaching for learning agility requires coaches to be sufficiently knowledgeable about evidence-based practices for resilience and renewal to help their clients develop sustainable self-renewal habits (for in-depth reviews, see Kuntz et al., 2017; Tabibnia & Radecki, 2018).

Conclusion

Coaches and consulting psychologists have a critical role in helping leaders develop the learning agile behaviors needed to nimbly learn from all experiences in the face of rapidly changing conditions in today's VUCA world. When coaches support the development of learning agility, they enable a double bottom line for clients by building specific leadership skills and at the same time increasing the metacompetency of learning agility needed for sustainable and long-term leadership success. Although many consulting psychologists may already be helping clients develop learning agility, this article provides valuable approaches for doing so more deliberately. In addition, by increasing the learning agility within the leadership population, organizations may derive (a) a more robust leadership pipeline; (b) a more empowered and inclusive slate of leadership candidates; (c) more agile leadership overall; and (d) a more resilient capacity to deal with fast-paced change.

This article has described practical, evidence-based approaches to support coaches in accelerating the development of a range of learnable habits, strategies, and practices. Guided by the rich literature in areas such as learning theory, intentional change, and coaching, coaches can help their clients develop the behaviors that support learning agility.

References

- Adams, M., Schiller, M., & Cooperrider, D. (2004). With our questions we make the world. In D. L. Cooperrider & M. Avital (Eds.), *Constructive discourse and human organization* (pp. 105–124). Emerald Group Publishing Limited. [https://doi.org/10.1016/S1475-9152\(04\)01005-1](https://doi.org/10.1016/S1475-9152(04)01005-1)
- Adler, S., & Neiman, R. (2021). Seek and ye shall learn: Exploring the multiple links of learning agility and feedback seeking. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 229–258). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0009>
- Allen, J. (2016). *Conceptualizing learning agility and investigating its nomological network* (Unpublished doctoral dissertation). Florida International University. <https://www.proquest.com/docview/2014420602>
- Anseel, F., Beatty, A., Shen, W., Lievens, F., & Sackett, P. (2015). How are we doing after 30 years? A meta-analytic review of the antecedents and outcomes of feedback-seeking behavior. *Journal of Management*, *41*(1), 318–348. <https://doi.org/10.1177/0149206313484521>
- Anseel, F., & Ong, M. (2021). Reflection: behavioral strategies to structure and accelerate learning from experience. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 259–281). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0010>
- Argyris, C. (1977). Double loop learning in organizations. *Harvard Business Review*, *55*(5), 115–125.
- Argyris, C., Putnam, R., & Smith, D. (1985). *Action science: Concepts, methods, and skills for research and intervention*. Jossey-Bass.
- Artiran, M., Şimşek, O. F., & Turner, M. (2019). Mediation role of rumination and reflection on irrational beliefs and distress. *Behavioural and Cognitive Psychotherapy*, *47*(6), 659–671. <https://doi.org/10.1017/S1352465819000031>
- Arun, N., Coyle, P. T., & Hauenstein, N. (2012). Learning agility: Still searching for clarity on a confounded construct. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *5*(3), 290–293. <https://doi.org/10.1111/j.1754-9434.2012.01447.x>
- Ashford, S. J., & DeRue, D. S. (2012). Developing as a leader: The power of mindful engagement. *Organizational Dynamics*, *41*(2), 146–154. <https://doi.org/10.1016/j.orgdyn.2012.01.008>
- Ashford, S. J., Blatt, R., & VandeWalle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, *29*(6), 773–799. [https://doi.org/10.1016/S0149-2063\(03\)00079-5](https://doi.org/10.1016/S0149-2063(03)00079-5)
- Atwater, L. E., Ostroff, C., Yammarino, F. J., & Fleener, J. W. (1998). Self-other agreement: Does it really matter? *Personnel Psychology*, *51*(3), 577–598. <https://doi.org/10.1111/j.1744-6570.1998.tb00252.x>
- Avolio, B. J., & Hannah, S. T. (2008). Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research*, *60*(4), 331–347. <https://doi.org/10.1037/1065-9293.60.4.331>
- Baard, S., Rench, T., & Kozlowski, S. W. J. (2014). Performance adaptation: A theoretical integration and review. *Journal of Management*, *40*(1), 48–99. <https://doi.org/10.1177/0149206313488210>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>

- Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft-skills. *Leadership and Organization Development Journal*, 31(1), 18–38. <https://doi.org/10.1108/01437731011010362>
- Bedford, C. L. (2012). The role of learning agility in workplace performance and career advancement [Unpublished doctoral dissertation]. University of Minnesota.
- Bell, B. S., & Kozlowski, S. (2010). Toward a theory of learning centered training design: An integrative framework of active learning. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 263–302). Routledge.
- Berkman, E. T. (2018). The neuroscience of goals and behavior change. *Consulting Psychology Journal: Practice and Research*, 70(1), 28–44. <https://doi.org/10.1037/cpb0000094>
- Bluth, K., & Neff, K. (2018). New frontiers in understanding the benefits of self-compassion. *Self and Identity*, 17(6), 605–608. <https://doi.org/10.1080/15298868.2018.1508494>
- Boyatzis, R. E., Goleman, D., Dhar, U., & Osiri, J. K. (2021). Thrive and survive: Assessing personal sustainability. *Consulting Psychology Journal: Practice and Research*, 73(1), 27–50. <https://doi.org/10.1037/cpb0000193>
- Boyatzis, R. E., Howard, A., Rapisarda, B., & Taylor, S. (2008). Coaching for sustainable change. In A. B. Shani, S. A. Mohrman, W. A. Pasmore, B. Stymne, & N. Adler (Eds.), *Handbook of collaborative management research* (pp. 231–242). SAGE. <https://doi.org/10.4135/9781412976671.n11>
- Boyatzis, R. E., Smith, M., & Blaize, N. (2006). Developing sustainable leaders through coaching and compassion. *Academy of Management Journal on Learning and Education*, 5(1), 8–24. <https://doi.org/10.5465/amlle.2006.20388381>
- Boyatzis, R., & McKee, A. (2006). Intentional change. *Journal of Organizational Excellence*, 25(3), 49–60. <https://doi.org/10.1002/joe.20100>
- Boyatzis, R., Smith, M., & Van Oosten, E. (2019). *Helping people change*. Harvard Business Press.
- Boyce, C., & Boyce, A. (2021). Measure of learning agility. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 90–117). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0004>
- Brinthaup, T. M., Hein, M. B., & Kramer, T. E. (2009). The self-talk scale: Development, factor analysis, and validation. *Journal of Personality Assessment*, 91(1), 82–92. <https://doi.org/10.1080/00223890802484498>
- Church, A. (2021). The role of learning agility in identifying and developing future leaders. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 62–89). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0003>
- Church, A. H., Rotolo, C. T., Ginther, N. M., & Levine, R. (2015). How are top companies designing and managing their high-potential programs? A follow-up talent management benchmark study. *Consulting Psychology Journal: Practice and Research*, 67(1), 17–47. <https://doi.org/10.1037/cpb0000030>
- Connolly, J. A. (2001). *Assessing the construct validity of a measure of learning agility* [Unpublished doctoral dissertation]. Florida International University. <https://digitalcommons.fiu.edu/dissertations/AAI3013189>
- Crommelinck, M., & Anseel, F. (2013). Understanding and encouraging feedback-seeking behaviour: A literature review. *Medical Education*, 47(3), 232–241. <https://doi.org/10.1111/medu.12075>
- Dai, G., & De Meuse, K. (2021). Learning agility and the changing nature of leadership: implications for theory, research and practice. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 31–61). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0002>
- Dai, G., De Meuse, K. P., & Tang, K. Y. (2013). The role of learning agility in executive career success: The results of two field studies. *Journal of Managerial Issues*, 25(2), 108–131.
- Daudelin, M. W. (1996). Learning from experience through reflection. *Organizational Dynamics*, 24(3), 36–48. [https://doi.org/10.1016/S0090-2616\(96\)90004-2](https://doi.org/10.1016/S0090-2616(96)90004-2)
- Davis, J., & Atkinson, T. (2010, May). Need speed? Slow down. *Harvard Business Review*. <https://hbr.org/2010/05/need-speed-slow-down>
- Day, D. V. (2010). The difficulties of learning from experience and the need for deliberate practice. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(1), 41–44. <https://doi.org/10.1111/j.1754-9434.2009.01195.x>
- De Meuse, K. P. (2022). *A meta-analytic examination of the relationship between learning agility and general cognitive ability* [Manuscript submitted for publication].
- De Meuse, K. P. (2017). Learning agility: Its evolution as a psychological construct and its empirical relationship to leader success. *Consulting Psychology Journal: Practice and Research*, 69(4), 267–295. <https://doi.org/10.1037/cpb0000100>

- De Meuse, K. P. (2019). A meta-analysis of the relationship between learning agility and leader success. *Journal of Organizational Psychology*, *19*(1), 25–34.
- De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, *62*(2), 119–130. <https://doi.org/10.1037/a0019988>
- De Meuse, K. P., Dai, G., Eichinger, R. W., Page, R. C., Clark, L. P., & Zewdie, S. (2011). January The development and validation of a self-assessment of learning agility. [White paper]. <http://larryclarkgroup.com/Larry%20Clark%20Group%20-%20viaEdge%20Technical%20Report%20-%20Updated.pdf>
- De Meuse, K. P., Dai, G., Swisher, V. V., Eichinger, R. W., & Lombardo, M. M. (2012). Leadership development: Exploring, clarifying, and expanding our understanding of learning agility. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *5*(3), 280–286. <https://doi.org/10.1111/j.1754-9434.2012.01445.x>
- De Meuse, K. P., Lim, J., & Rao, R. (2019). The development and validation of the TALENT×7 assessment: A psychological measure of learning agility (third edition).
- De Meuse, K., & Harvey, V. (2021). Learning agility: The DNA for leaders and organizations in the twenty-first century. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 3–30). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0001>
- Delaney, J. T. (2013, December 6). The most in-demand 21st century business skill: Learning agility. *Huffington Post: Business*. http://www.huffingtonpost.com/john-t-delaney/the-most-indemand-21st-ce_b_3567377.html
- DeRue, D. S., Ashford, S. J., & Myers, C. G. (2012). Learning agility: In search of conceptual clarity and theoretical grounding. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *5*(3), 258–279. <https://doi.org/10.1111/j.1754-9434.2012.01444.x>
- DeRue, D. S., Nahrgang, J. D., Hollenbeck, J. R., & Workman, K. (2012). A quasi-experimental study of after-event reviews and leadership development. *Journal of Applied Psychology*, *97*(5), 997–1015. <https://doi.org/10.1037/a0028244>
- DeRue, D., & Myers, C. (2014). Leadership development: A review and agenda for future research. In D. Day (Ed.), *Oxford handbook of leadership and organizations* (pp. 832–855). Oxford University Press.
- Diedrich, R. C. (1996). An iterative approach to executive coaching. *Consulting Psychology Journal: Practice and Research*, *48*(2), 61–66. <https://doi.org/10.1037/1061-4087.48.2.61>
- Dries, N., Vantilborgh, T., & Pepermans, R. (2012). The role of learning agility and career variety in the identification and development of high potential employees. *Personnel Review*, *41*(3), 340–358. <https://doi.org/10.1108/00483481211212977>
- Drinka, G. (2018). *Coaching for learning agility: The importance of leader behavior, learning goal orientation, and psychological safety*. [Unpublished doctoral dissertation]. Columbia University.
- Ducharme, M. J. (2004). The cognitive-behavioral approach to executive coaching. *Consulting Psychology Journal: Practice and Research*, *56*(4), 214–224. <https://doi.org/10.1037/1065-9293.56.4.214>
- Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, *82*(1), 49–61. <https://doi.org/10.1037/0022-3514.82.1.49>
- Dweck, C. (2008). *Mindset: The new psychology of success*. Ballantine Books.
- Edmondson, A. C. (2019). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Wiley.
- Eichinger, R. W., & Lombardo, M. M. (2004). Learning agility as a prime indicator of potential. *Human Resource Planning*, *27*(4), 12–15.
- Ellingsen, J., & Noe, R. (2017). *Autonomous learning in the workplace*. Routledge. <https://doi.org/10.4324/9781315674131>
- Ellis, S., & Davidi, I. (2005). After-event reviews: Drawing lessons from successful and failed experience. *Journal of Applied Psychology*, *90*(5), 857–871. <https://doi.org/10.1037/0021-9010.90.5.857>
- Ellis, S., Mendel, R., & Nir, M. (2006). Learning from successful and failed experience: The moderating role of kind of after-event review. *Journal of Applied Psychology*, *91*(3), 669–680. <https://doi.org/10.1037/0021-9010.91.3.669>
- Finkelstein, L., Costanza, D., & Goodwin, G. (2018). Do your HiPos have potential? The impact of individual differences and designation on leader success. *Personnel Psychology*, *71*(1), 3–22. <https://doi.org/10.1111/peps.12225>
- Frese, M., & Keith, N. (2015). Action errors, error management, and learning in organizations. *Annual Review of Psychology*, *66*(1), 661–687. <https://doi.org/10.1146/annurev-psych-010814-015205>
- Glomb, T. M., Duffy, M. K., Bono, J. E., & Yang, T. (2011). Mindfulness at work. In A. Joshi, J. J. Martocchio, & H. Liao (Eds.), *Research in personnel and human resources management* (pp. 115–157). [https://doi.org/10.1108/S0742-7301\(2011\)0000030005](https://doi.org/10.1108/S0742-7301(2011)0000030005)

- Goebel, S. (2013). *Senior executive learning agility development based on self-discovery: An action research study in executive coaching* [Unpublished doctoral dissertation]. Georgia State University.
- Gondo, M., Patterson, K. D., & Palacios, S. T. (2013). Mindfulness and the development of a readiness for change. *Journal of Change Management*, *13*(1), 36–51. <https://doi.org/10.1080/14697017.2013.768431>
- Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., Baer, R. A., Brewer, J. A., & Lazar, S. W. (2016). Contemplating mindfulness at work: An integrative review. *Journal of Management*, *42*(1), 114–142. <https://doi.org/10.1177/0149206315617003>
- Gray, P. H., & Meister, D. B. (2006). Knowledge sourcing methods. *Information & Management*, *43*(2), 142–156. <https://doi.org/10.1016/j.im.2005.03.002>
- Hargrove, R. (1999). *Masterful coaching*. Pfeiffer.
- Harvey, V. S., & De Meuse, K. (2021). Learning agility: what we know, what we need to know and where do we go from here. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 445–478). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0019>
- Harvey, V. S., & Prager, R. (2021). Developing learning agile behavior: a model and overview. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 145–181). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0006>
- Heaton, L. (2021). Sense-making in a VUCA World. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 402–423). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0017>
- Heslin, P. A., & VandeWalle, D. (2008). Managers' implicit assumptions about personnel. *Current Directions in Psychological Science*, *17*(3), 219–223. <https://doi.org/10.1111/j.1467-8721.2008.00578.x>
- Heslin, P., & Mellish, L. (2021). Being in learning mode: a core developmental process for learning agility. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 282–300). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0011>
- Hoff, D. F., & Burke, W. W. (2017). *Learning agility: The key to leader potential*. Hogan Press.
- Hu, X., Chen, Y., & Tian, B. (2016). Feeling better about self after receiving negative feedback: When the sense that ability can be improved is activated. *The Journal of Psychology*, *150*(1), 72–87. <https://doi.org/10.1080/00223980.2015.1004299>
- Hudson, F. M. (1999). *The handbook of coaching*. Wiley.
- Kaiser, R. B. (2010). Introduction to the special issue on developing flexible and adaptable leaders for an age of uncertainty. *Consulting Psychology Journal: Practice and Research*, *62*(2), 77–80. <https://doi.org/10.1037/a0019986>
- Kaiser, R. B. (2019). Stargazing: Everyday lessons from coaching elite performers. *Consulting Psychology Journal: Practice and Research*, *71*(2), 130–139. <https://doi.org/10.1037/cpb0000143>
- Kaiser, R. B., & Chamorro-Premuzic, T. (2019). Integrating personality assessment with 360 feedback in leadership development and coaching. In A. Church, D. Bracken, J. Fleener, & D. Rose (Eds.), *The handbook of strategic 360 feedback* (pp. 193–112). Oxford University Press. <https://doi.org/10.1093/oso/9780190879860.003.0012>
- Kaiser, R. B., & Craig, S. B. (2011). Do the behaviors related to managerial effectiveness really change with organizational level? An empirical test. *The Psychologist Manager Journal*, *14*(2), 92–119. <https://doi.org/10.1080/10887156.2011.570140>
- Kaiser, R. B., & Overfield, D. V. (2011). Strengths, strengths overused, and lopsided leadership. *Journal of Consulting Psychology: Practice and Research*, *63*(2), 89–109. <https://doi.org/10.1037/a0024470>
- Kajewski, K., & Madson, V. (2012). *Demystifying 70:20:10*. Deakin University [Whitepaper], https://www.deakinco.com/wp-content/uploads/2021/07/dc_70-20-10wp_v02_FA.pdf
- Kegan, R. (1994). *In over our heads*. Harvard University Press.
- Kegan, R., & Lahey, L. (2009). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization*. Harvard Business Review.
- Kempster, S., & Parry, K. (2014). Exploring observational learning in leadership development for managers. *Journal of Management Development*, *33*(3), 164–181. <https://doi.org/10.1108/JMD-01-2012-0016>
- Kilburg, R. R. (1996). Toward a conceptual understanding and definition of executive coaching. *Consulting Psychology Journal: Practice and Research*, *48*(2), 134–144. <https://doi.org/10.1037/1061-4087.48.2.134>
- Kilburg, R. R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos*. American Psychological Association. <https://doi.org/10.1037/10355-000>
- Knowles, M. (1975). *Self-directed learning*. Association Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

- Kolb, D. A., & Boyatzis, R. E. (1970). On the dynamics of the helping relationship. *The Journal of Applied Behavioral Science*, 6(3), 267–289. <https://doi.org/10.1177/002188637000600302>
- Kotter, J., Akhtar, V., & Gupta, G. (2021, August 13). Is your organization surviving change—or thriving in it. *Harvard Business Review*. https://hbr.org/2021/08/is-your-organization-surviving-change-or-thriving-in-it?utm_medium=email&utm_source=newsletter_daily&utm_campaign=dailyalert_notactsubs&deliveryName=DM145978
- Kraaijenbrink, J. (2019, January 4). Is the world really more VUCA than ever? *Forbes*. <https://www.forbes.com/sites/jeroenkraaijenbrink/2019/01/04/is-the-world-really-more-vuca-than-ever/?sh=61e1e3871a64>
- Kuntz, J. R. C., Malinen, S., & Näswall, K. (2017). Employee resilience: Directions for resilience development. *Consulting Psychology Journal: Practice and Research*, 69(3), 223–242. <https://doi.org/10.1037/cpb0000097>
- Lai, E. R. (2011). Metacognition: A literature review. *Always Learning: Pearson Research Report*, 24, 1–40.
- Laxson, E. N. (2018). Within and between person effects of learning agility: A longitudinal examination of how learning agility impacts future career success [Unpublished doctoral dissertation]. Colorado State University.
- Lee, A. (2021). Cultivating learning agility through mindfulness: a framework and recommendations. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 182–203). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0007>
- Levinson, H. (1996). Executive coaching. *Consulting Psychology Journal: Practice and Research*, 48(2), 115–123. <https://doi.org/10.1037/1061-4087.48.2.115>
- Lombardo, M. M., & Eichinger, R. W. (2000). High potentials as high learners. *Human Resource Management*, 39(4), 321–329. [https://doi.org/10.1002/1099-050X\(200024\)39:4<321::AID-HRM4>3.0.CO;2-1](https://doi.org/10.1002/1099-050X(200024)39:4<321::AID-HRM4>3.0.CO;2-1)
- Lombardo, M., & Eichinger, R. (2021). A backward glance from the founders of learning agility. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (p. xxi). Oxford University Press.
- Machida, M., & Schaubroeck, J. (2011). The role of self-efficacy beliefs in leader development. *Journal of Leadership & Organizational Studies*, 18(4), 459–468. <https://doi.org/10.1177/1548051811404419>
- McCall, M. (1994). Identifying leadership potential in future international executives: Developing a concept. *Consulting Psychology Journal: Practice and Research*, 46(1), 49–63. <https://doi.org/10.1037/1061-4087.46.1.49>
- McCall, M. W., Jr. (1998). *High flyers: Developing the next generation of leaders*. Harvard Business School Press.
- McCall, M. W., Jr. (2010). Recasting leadership development. *Industrial and organizational psychology: Perspectives on science and practice*, 3(1), 3–19. <https://doi.org/10.1111/j.1754-9434.2009.01189.x>
- McCall, M. W., Jr., & Lombardo, M. M. (1983). *Off the track: Why and how successful executives get derailed*. Center for Creative Leadership. <https://doi.org/10.35613/ccl.1983.1083>
- McCall, M. W., Jr., Lombardo M. M., & Morrison, A. M. (1988). *The lessons of experience: How successful executives develop on the job*. Free Press.
- McCauley, C. D., Ruderman, M. N., Ohlott, P. J., & Morrow, J. E. (1994). Assessing the developmental components of managerial jobs. *Journal of Applied Psychology*, 79(4), 544–560. <https://doi.org/10.1037/0021-9010.79.4.544>
- McCauley, C., & Yost, P. (2021). Stepping to the edge of one’s comfort zone. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 204–228). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0008>
- McKenna, D. D., & Davis, S. L. (2009). Hidden in plain sight: The active ingredients of executive coaching. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2(3), 244–260. <https://doi.org/10.1111/j.1754-9434.2009.01143.x>
- McKenna, R., & Minaker, E. (2021). Learning agility and whole leader development. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 424–444). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0018>
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.
- Mitchinson, A., Gerard, N., Roloff, K., & Burke, W. (2012). Learning agility: Spanning the rigor-relevance divide. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 5(3), 287–299. <https://doi.org/10.1111/j.1754-9434.2012.01446.x>
- Moen, F., & Allgood, E. (2009). Coaching and the effect on self-efficacy. *Organization Development Journal*, 27(4), 69–82.
- Morrison, A., White, R., & Van Velsor, E. (1987). *Breaking the glass ceiling: Can women reach the top of America’s largest corporations?* Addison Wesley.
- Myers, C., & DeRue, D. (2017). Agency in vicarious learning at work. In J. Ellingson & R. Noe (Eds.), *Autonomous learning in the workplace* (pp. 15–37). Routledge. <https://doi.org/10.4324/9781315674131-2>

- Norton, L. (2010). Flexible leadership: An integrative perspective. *Consulting Psychology Journal: Practice and Research*, 62(2), 143–150. <https://doi.org/10.1037/a0019990>
- Nowack, K. (2015). Urban talent myths exposed. *Talent Management Magazine*, 11, 35–37.
- Nowack, K. (2017). Facilitating successful behavior change: Beyond goal setting to goal flourishing. *Consulting Psychology Journal: Practice and Research*, 69(3), 153–171. <https://doi.org/10.1037/cpb0000088>
- Nowack, K. M. (2019). From insight to successful behavior change: The real impact of development-focused 360 feedback. In A. Church, D. Bracken, J. Fleenor, & D. Rose (Eds.), *The handbook of strategic 360 feedback* (pp. 175–192). Oxford University Press. <https://doi.org/10.1093/oso/9780190879860.003.0011>
- Orvell, A., Vickers, B., Drake, B., Verduyn, P., Ayduk, O., Moser, J., & Kross, E. (2021). Does distanced self-talk facilitate emotion regulation across a range of emotionally intense experiences? *Clinical Psychological Science*, 9(1), 68–78. <https://doi.org/10.1177/2167702620951539>
- Peterson, D. B. (2021). The DNA of VUCA: a framework for building learning agility in an accelerating world. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 327–344). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0013>
- Peterson, D. B., & Hicks, M. (1995). *Development first: Strategies for self-development*. Personnel Decisions Inc.
- Ployhart, R. E., & Bliese, P. D. (2006). Individual adaptability (I-ADAPT) theory: Conceptualizing the antecedents, consequences, and measurement of individual differences in adaptability. In S. Burke, L. Pierce, & E. Salas (Eds.), *Understanding adaptability: A prerequisite for effective performance within complex environments* (pp. 3–39). Elsevier Science. [https://doi.org/10.1016/S1479-3601\(05\)06001-7](https://doi.org/10.1016/S1479-3601(05)06001-7)
- Pury, C. (2008). Can courage be learned? In S. Lopez (Ed.), *Positive psychology: Exploring the best in people* (Vol. 1, pp. 109–130). Praeger.
- Reardon, K. K. (2007). Courage as a skill. *Harvard Business Review*, 85(1), 58–64. 124. Review, 79(10), 84–92.
- Rogelberg, S. G., Justice, L., Braddy, P. W., Paustian-Underdahl, S. C., Heggestad, E., Shanock, L., Baran, B. E., Beck, T., Long, S., Andrew, A., Altman, D. G., & Fleenor, J. W. (2013). The executive mind: Leader self-talk, effectiveness and strain. *Journal of Managerial Psychology*, 28(2), 183–201. <https://doi.org/10.1108/02683941311300702>
- Ruyle, K., De Meuse, K., & Hughley, C. (2021). Becoming a learning agile organization. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 345–364). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0014>
- Schmidt, V. J. (1988). *An analysis of gender differences in experiences contributing to management development* [Unpublished doctoral dissertation]. Iowa State University.
- Sealy, R., & Singh, V. (2010). The importance of role models and demographic context for senior women's work identity development. *International Journal of Management Reviews*, 12(3), 284–300.
- Shapiro, S. L. (2009). The integration of mindfulness and psychology. *Journal of Clinical Psychology*, 65(6), 555–560. <https://doi.org/10.1002/jclp.20602>
- Sheeran, P., & Webb, T. L. (2016). The intention–behavior gap. *Social and Personality Psychology Compass*, 10(9), 503–518. <https://doi.org/10.1111/spc3.12265>
- Silzer, R., & Church, A. H. (2009). The pearls and perils of identifying potential. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2(4), 377–412. <https://doi.org/10.1111/j.1754-9434.2009.01163.x>
- Smith, C. L. (2015). How coaching helps leadership resilience: The leadership perspective. *International Coaching Psychology Review*, 10(1), 6–19.
- Smith, M., Van Oosten, E., & Boyatzis, R. (2009). Coaching for sustained desired change. *Research in Organizational Change and Development*, 17, 145–173. [https://doi.org/10.1108/S0897-3016\(2009\)0000017006](https://doi.org/10.1108/S0897-3016(2009)0000017006)
- Smither, J., & Reilly, S. (2001). Coaching in organizations: a social psychological perspective. In M. London (Ed.), *How people evaluate others in organizations* (pp. 221–252). Erlbaum.
- Sofo, F., Yeo, R. K., & Villafañe, J. (2010). Optimizing the learning in action learning: Reflective questions, levels of learning, and coaching. *Advances in Developing Human Resources*, 12(2), 205–224. <https://doi.org/10.1177/1523422310367883>
- Stilwell, K. D. (2019). *Learning agility—Preparing leaders to fight and win in a complex world*. [Unpublished thesis]. U.S. Army Command and General Staff College.
- Tabibnia, G., & Radecki, D. (2018). Resilience training that can change the brain. *Consulting Psychology Journal: Practice and Research*, 70(1), 59–88. <https://doi.org/10.1037/cpb0000110>
- Trathen, S. (2007). *Executive coaching, changes in leadership competencies and learning agility amongst Microsoft senior executives*. [Doctoral dissertation]. Colorado State University. ProQuest Dissertations Publishing, 2007. 3299787

- Valerio, A. M. (1990). A study of the developmental experiences of managers. In K. E. Clark & M. B. Clark (Eds.), *Measures of leadership* (pp. 521–534). Leadership Library of America.
- Valerio, A. M. (2009). *Developing women leaders: A guide for men and women in organizations*. Wiley-Blackwell. <https://doi.org/10.1002/9781444315967>
- Valerio, A. M. (in press). Supporting women leaders: Research-based directions for gender inclusion in organizations. *Consulting Psychology Journal: Practice and Research*.
- Valerio, A. M., & Lee, R. J. (2005). *Executive coaching: A guide for the HR professional*. Wiley.
- Vandewalle, D., Nerstad, C., & Dysvik, A. (2019). Goal orientation: a review of the miles traveled, and the miles to go. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 115–144. <https://doi.org/10.1146/annurev-orgpsych-041015-062547> hdl:10642/7408.
- Volini, E., Schwartz, J., & Indranil, R. (2019). Leadership for the 21st century: The intersection of the traditional and the new: 2019 Global Human Capital Trends [White Paper]. <https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2019/21st-century-leadership-challenges-and-development.html>
- Wang, S., & Beir, M. N. (2012). Learning agility: Not much is new. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 5(3), 293–295. <https://doi.org/10.1111/j.1754-9434.2012.01448.x>
- Wasylshyn, K. M. (2003). Executive coaching: An outcome study. *Consulting Psychology Journal: Practice and Research*, 55(2), 94–106. <https://doi.org/10.1037/1061-4087.55.2.94>
- Witherspoon, R., & White, R. P. (1996). Executive coaching: A continuum of roles. *Consulting Psychology Journal: Practice and Research*, 48(2), 124–133. <https://doi.org/10.1037/1061-4087.48.2.124>
- Yost, P., DeHaas, C., & Mackenzie, A. (2021). Learning agility, resilience, and successful derailment. In V. S. Harvey & K. De Meuse (Eds.), *The age of agility: Building learning agile leaders and organizations* (pp. 301–324). Oxford University Press. <https://doi.org/10.1093/oso/9780190085353.003.0012>
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81–93. <https://doi.org/10.1037/a0019835>

Received May 23, 2021

Latest revision received December 4, 2021

Accepted December 8, 2021 ■