

From Mindset to Mastery: The Attitude–Ability Nexus in Reshaping Talent

Dr. Mintu Gogoi

Assistant Professor, Department of Commerce, Gargaon College, Simaluguri, Sivasagar, Assam

DOI: <https://doi.org/10.51583/IJLTEMAS.2025.1410000162>

Abstract: The contemporary workplace demands continuous learning, agility, and behavioral adaptability, shifting the foundations of what is traditionally understood as “talent.” While ability—encompassing skills, competencies, and domain expertise—remains an important predictor of performance, emerging organizational behavior research highlights attitude as the central catalyst influencing how ability is developed, applied, and sustained. This paper examines the attitude–ability nexus and explores how mindset, motivation, and emotional orientation reshape talent in dynamic work environments. Integrating psychological theories, behavioral frameworks, and empirical insights, the study proposes a conceptual model illustrating how attitude accelerates mastery by amplifying learning agility, adaptability, and interpersonal effectiveness. The paper concludes with implications for managers, HR practitioners, and researchers, emphasizing the critical need to prioritize attitudinal competencies in talent strategies.

Keywords: Attitude; Ability; Mindset; Talent Development; Organizational Behavior; Workplace Performance; Emotional Intelligence; Mastery.

I. Introduction:

The meaning of talent has undergone a significant shift in the modern workplace. Traditional talent models focused heavily on cognitive capacity, technical skills, and experience. However, with rapid technological advances, diverse work structures, and increasing job dynamism, organizations now recognize that attitude is often the determinant of how ability unfolds. Employees with strong technical skills but negative attitudes may struggle with teamwork, adaptation, and performance consistency. Conversely, individuals with moderate skills but highly positive attitudes demonstrate resilience, learn more swiftly, and contribute constructively to organizational goals. This emerging recognition has led to an expanded perspective on talent—one that situates attitude as a precursor and amplifier of ability. This paper explores how mindset and attitude reshape the very definition of talent and proposes a structured framework to understand this nexus.

Objectives of the Study:

Based on the growing recognition of attitude as a key element of human capital, this study examines how mindset shapes employee ability and overall talent development. Accordingly, the study seeks to achieve the following objectives

1. To investigate how employee attitudes and mindsets influence the development and expression of workplace abilities.
2. To analyse the role of attitudinal traits—such as learning agility, adaptability, and interpersonal orientation—in shaping talent outcomes.
3. To develop a conceptual model explaining the attitude–ability nexus and its implications for organizational talent management.

Significance of the Study:

Despite growing interest in behavioral dimensions of human capital, the specific linkage between employee attitude and workplace ability remains underexplored, with existing research offering fragmented insights and limited conceptual clarity. This study addresses this gap by positioning attitude not merely as a complementary soft skill but as a foundational determinant of talent development and performance capability. By examining how attitudinal traits influence learning agility, adaptability, and interpersonal competence, the study contributes to a deeper theoretical understanding of the attitude–ability nexus—an area where empirical and conceptual work is still emerging. The findings hold practical significance for organizations seeking more holistic talent management strategies, offering evidence-based insights for recruitment, training design, performance evaluation, and leadership development. By bridging the gap between mindset theory and workplace talent outcomes, this research advances both academic discourse and managerial practice in shaping future-ready human capital.

Conceptual Framework and Review of Existing Research:

The conceptual framework of this study positions employee attitude as the foundational psychological construct that shapes the development and expression of workplace ability. Drawing from mindset theory, social-cognitive theory, and contemporary talent development research, the model proposes that attitude directly influences employees’ motivation, learning behaviours, adaptability, and interpersonal functioning—factors that collectively determine their capability in modern work environments. In this framework, attitude is conceptualised as a composite of growth orientation, learning motivation, optimism, and openness to change, which serve as internal drivers that shape how employees approach challenges, acquire new skills, and engage with evolving work demands. These attitudinal traits feed into three core mechanisms of ability development:

- ❖ Learning agility, or the capacity to absorb new knowledge and transfer learning across contexts;
- ❖ Adaptability, which reflects behavioural flexibility and readiness to respond to change; and
- ❖ Interpersonal competence, encompassing communication, collaboration, and emotional regulation.

Together, these mechanisms translate positive attitudes into enhanced workplace ability and stronger talent outcomes.

The framework argues that employees with constructive mindsets—characterised by resilience, curiosity, optimism, and proactive orientation—are more likely to embrace learning opportunities, adapt to complexity, and cultivate the relational competencies required for high performance. Conversely, fixed or negative attitudes constrain capability development by suppressing effort, experimentation, and engagement. In this view, workplace ability becomes a behavioural expression of underlying attitudinal dispositions, shaped by how individuals interpret challenges, respond to feedback, and invest in learning. The framework also recognises that the attitude–ability linkage is embedded within an organisational environment influenced by leadership support, psychological safety, and talent management systems. These contextual elements can either amplify the translation of positive attitudes into actual capability or impede it by suppressing autonomy, motivation, and self-efficacy. By integrating individual-level dispositions with organisational conditions, the conceptual framework provides a holistic explanation of how attitudes shape ability and contribute to talent development, offering a strong basis for analysing employee capability in contemporary workplaces.

Research on how attitude influences workplace ability has expanded substantially across psychology, organisational behaviour, and talent management, yet the evidence remains dispersed with limited integrative theorisation. Dweck’s (2006) growth–fixed mindset theory remains foundational, demonstrating that individuals who perceive abilities as improvable exhibit higher persistence, learning motivation, and performance—findings reinforced by Yeager and Dweck (2019) and later workplace studies indicating that growth mindset predicts skill renewal and adaptability in dynamic technological environments. Bandura’s (1986) social-cognitive theory further underscores self-efficacy—an attitudinal belief in one’s capability—as a core determinant of goal-setting, engagement, and resilience, with meta-analyses (Sitzmann & Yeo, 2022) confirming that self-efficacy strongly predicts learning and adaptive performance.

Human capital theory (Becker, 1993) aligns with these psychological perspectives, suggesting that willingness to invest in skill development is influenced by positive learning attitudes. This premise is supported by empirical studies such as De Meuse et al. (2017) and more recent evidence from digital workplaces (Ghosh & Gupta, 2023), which show that learning orientation accelerates capability acquisition. Organisational behaviour research adds that favourable work attitudes—including optimism, satisfaction, and proactive behaviour—enhance performance, creativity, and adaptability. Psychological capital literature (Judge & Bono, 2001; Luthans et al., 2007; Avey et al., 2020) identifies hope, resilience, and optimism as strong predictors of workplace effectiveness, particularly under conditions of change.

Studies on learning agility (DeRue et al., 2012; Mäkelä & Salo, 2023) consistently show that employees with open, flexible mindsets learn from experience more effectively and outperform peers in uncertain environments. Adaptability research (Pulakos et al., 2000; Park & John, 2022; Jain & Singh, 2024) echoes this by demonstrating that proactive attitudes enable individuals to navigate unfamiliar tasks, improvise under pressure, and develop new competencies. Attitude also shapes interpersonal aspects of workplace ability: emotional intelligence research (Goleman, 1998; Côté & Miners, 2023; Rahman & Thomas, 2024) shows that empathy and collaborative attitudes enhance communication, teamwork, and leadership, and conflict resolution—skills central to talent excellence.

Positive psychology literature further highlights attitudinal traits such as grit (Duckworth, 2016), resilience (Reivich & Shatté, 2021), and optimism (Carver & Scheier, 2022) as predictors of perseverance and high performance in demanding workplaces. Research on proactive behaviour and job crafting (Grant, 2013; Wrzesniewski & Dutton, 2001; Vogel et al., 2021) reveals that positive orientations motivate employees to actively reshape their tasks, thereby accelerating capability development.

In talent management research, scholars emphasise that future talent potential hinges not only on skills but on attitudes such as curiosity, adaptability, and learning motivation (Cappelli, 2008; Collings & Mellahi, 2009; Boudreau & Jesuthasan, 2021). Digital-era competency studies (Wang & Spohrer, 2023; Deloitte, 2024) similarly show that positive attitudes toward technology and change predict future readiness. Post-pandemic research (Larson & DeChurch, 2021; Salanova et al., 2022; Soni & Saha, 2024) highlights that proactive and resilient attitudes are central to success in virtual and hybrid work.

Across these bodies of work, evidence consistently confirms that attitudes shape multiple dimensions of ability—including cognitive, emotional, interpersonal, and adaptive competencies—yet research remains fragmented. This fragmentation creates a conceptual gap that the present study addresses by synthesising interdisciplinary insights and advancing an integrated framework explaining the attitude–ability nexus and its implications for talent development in modern organisations.

II. Discussion:

This discussion follows the study’s objectives, examining how employee attitudes and mindsets affect workplace abilities, how key attitudinal traits shape talent outcomes, and how these insights inform a conceptual model for effective talent management.

Objective 1: To investigate how employee attitudes and mindsets influence the development and expression of workplace abilities

Employee attitude and mindset are widely recognised as central psychological determinants that shape how individuals perceive work, engage with tasks, and develop their abilities. Contemporary organizational behaviour literature shows that workplace ability extends far beyond technical skills or formal qualifications; it emerges from the dynamic interaction between cognitive beliefs, emotional orientations, and behavioural responses. In this sense, attitude acts as an interpretive lens that influences how employees view challenges, manage work pressures, and persist in the face of obstacles, while mindset—particularly the distinction between growth and fixed mindsets—shapes deeper beliefs about whether abilities can be developed through learning and effort.

A constructive attitude directly supports the development of workplace ability by enhancing sustained motivation, focus, and productive behavioural patterns. Employees with positive and proactive attitudes approach work with greater enthusiasm and persistence, which contributes to higher performance quality and long-term competence growth. Empirical studies indicate that individuals with adaptive attitudes demonstrate stronger problem-solving abilities, higher cognitive engagement, and more effective task performance, particularly in complex and evolving job roles (Kwon & Lee, 2023). Such employees tend to move beyond task completion to actively refine their methods, improve processes, and build new skills—behaviours that incrementally strengthen workplace ability across technical, administrative, and interpersonal domains.

Mindset further deepens this influence by shaping how individuals respond to feedback, errors, and learning opportunities. Dweck's (2006) growth mindset theory suggests that employees who believe in the improvability of ability are more likely to experiment, embrace challenges, and participate in continuous learning. Recent research in higher education environments shows that employees with growth-oriented mindsets engage more actively in professional development programs and integrate new digital and administrative practices more effectively (Singh & Marwah, 2024). As a result, their workplace abilities evolve more fluidly in response to organizational needs.

Several behavioural mechanisms mediate the link between attitude, mindset, and ability. Self-efficacy—the belief in one's capability to perform tasks—tends to be higher among employees with positive attitudes, leading to greater confidence, persistence, and task efficiency (Luthans et al., 2022). Similarly, learning-oriented behaviour, strongly associated with supportive attitudes, enhances curiosity, error tolerance, and perseverance—traits shown to predict faster skill acquisition and higher competence (Rahman & Choi, 2023).

Attitude and mindset also shape interpersonal abilities. Employees with constructive interpersonal attitudes communicate more effectively, collaborate willingly, and sustain healthier professional relationships. These relational competencies have become integral to workplace ability in team-centric and knowledge-driven organizations (Peterson & Briggs, 2024).

Adaptability forms another crucial dimension. Employees with growth mindsets demonstrate greater resilience during technological change, restructuring, or shifting job expectations (Thomas & Lee, 2025). Their readiness to engage with new tools and processes enhances both immediate functional ability and long-term talent potential.

Conversely, negative attitudes and fixed mindsets reduce motivation, hinder learning, and limit capability growth, as shown in recent empirical research (Bakker & van Wingerden, 2023).

Overall, evidence consistently demonstrates that attitude and mindset profoundly shape the development and expression of workplace ability. Together, they influence how employees learn, adapt, interact, and ultimately contribute to organizational performance and talent strength.

Objective 2: To analyse the role of attitudinal traits—such as learning agility, adaptability, and interpersonal orientation—in shaping talent outcomes

Attitudinal traits significantly influence how employees develop, perform, and evolve within organizational talent systems. Among these traits, learning agility, adaptability, and interpersonal orientation have emerged as key predictors of both current performance and future potential—attributes increasingly valued in dynamic, technology-driven workplaces. As organizations move toward knowledge-intensive and collaborative work environments, these attitudinal dispositions determine the extent to which employees can grow, innovate, and sustain high competence.

Learning agility refers to an employee's readiness to learn from experience and apply that learning to novel situations. Research shows that learning-agile employees acquire skills faster, handle complexity more effectively, and display stronger analytical reasoning (DeRue & Ashford, 2023). They embrace experimentation, seek feedback, and engage with diverse learning opportunities, which accelerate capability development. Organizations increasingly identify learning agility as a defining characteristic of high-potential talent, especially in fast-changing sectors. Evidence from Indian higher education institutions indicates that employees with high learning agility adapt more successfully during institutional reforms, digital transitions, and administrative restructuring (Nayak & Mishra, 2024), thereby strengthening their overall talent trajectory.

Adaptability, another critical attitudinal trait, reflects an individual's ability to adjust behaviours and strategies in response to change. In workplaces shaped by technological disruptions, hybrid working, and continuous restructuring, adaptable employees demonstrate resilience, emotional flexibility, and consistent performance despite uncertainty (Bennett & McDermott, 2023). Studies show that adaptability enhances innovation, job success, and talent retention because it enables individuals to reapply skills in new

contexts and learn role-specific competencies more quickly (Thomas & Varghese, 2025). Such employees form a strong backbone of organizational continuity and future readiness.

Interpersonal orientation, encompassing empathy, collaboration, communication, and social awareness, also plays a crucial role in shaping talent outcomes. With work becoming increasingly team-based, employees who demonstrate strong interpersonal orientation contribute to effective teamwork, reduced conflict, and better workplace relationships. Research indicates that interpersonal traits facilitate knowledge sharing, collective learning, and coordination, which are essential components of talent development (Richards & Hall, 2024). These employees help build supportive work climates that enhance both individual and collective capability.

The interaction among these attitudinal traits further strengthens their impact. Learning-agile individuals often exhibit higher adaptability because they interpret change as an opportunity for growth. Likewise, interpersonal orientation supports adaptability by enhancing communication and cooperation during transitions. Such integrated attitudinal profiles are consistently associated with high-potential talent and leadership preparedness (Gallardo & Sánchez, 2023).

From a talent management perspective, employees with strong attitudinal attributes align well with competency-based systems, accelerated leadership pipelines, and development-oriented HR practices. Organizations benefit from improved agility, innovation capacity, and long-term performance. Literature up to 2025 clearly demonstrates that modern talent management increasingly prioritizes attitudinal assessments alongside technical skills.

Overall, learning agility, adaptability, and interpersonal orientation significantly shape talent outcomes by enabling continuous learning, effective change response, and collaborative performance. These traits serve as behavioural indicators of potential and are essential for building a resilient, future-ready workforce.

Objective 3: To develop a conceptual model explaining the attitude–ability nexus and its implications for organizational talent management

Understanding how employee attitudes shape workplace ability and talent outcomes requires an integrated theoretical perspective that connects psychological dispositions with behavioural, cognitive, and contextual mechanisms. The conceptual model proposed in this study positions attitude—encompassing mindset, belief systems, and emotional orientation—as the foundational driver influencing how employees perceive work demands, approach learning, engage with colleagues, and express their capabilities in organizational contexts. Drawing from organizational psychology, behavioural learning theories, human capital development, and talent management research, the model explains the multi-layered pathways through which attitude develops into ability and subsequently contributes to overall talent potential.

At the centre of the model is the premise that attitude functions as an internal motivational system, shaping three interconnected pathways of ability formation: cognitive engagement, behavioural learning patterns, and interpersonal effectiveness. The first pathway, cognitive engagement, captures how attitudes influence employees' appraisal of tasks, challenges, and opportunities. Individuals with positive, growth-oriented attitudes demonstrate greater mental openness, persistence, and attentional capacity. They frame obstacles as learning possibilities rather than threats, which enhances problem-solving, analytical reasoning, and decision-making quality. Prior research shows that growth mindset strengthens intrinsic motivation, cognitive flexibility, and sustained effort—key determinants of high ability expression (Dweck, 2006; Martins & Silva, 2023). Thus, cognitive processes serve as the immediate channel through which attitude translates into workplace competence.

The second pathway focuses on behavioural learning patterns, where attitudinal traits such as learning agility, curiosity, openness to feedback, and adaptability act as behavioural mediators. Employees who possess a learning-oriented attitude exhibit greater readiness to acquire new skills, participate actively in training, and transfer learning across tasks and contexts. Learning-agile individuals engage more deeply with developmental experiences, experiment with new methods, and reflect critically on their performance. Empirical studies demonstrate that such employees adapt more rapidly to new technologies and enhance their abilities more effectively than those with fixed or resistant attitudes (Rao & Henderson, 2024). This pathway reflects how attitude fosters continuous capability development through active learning behaviour.

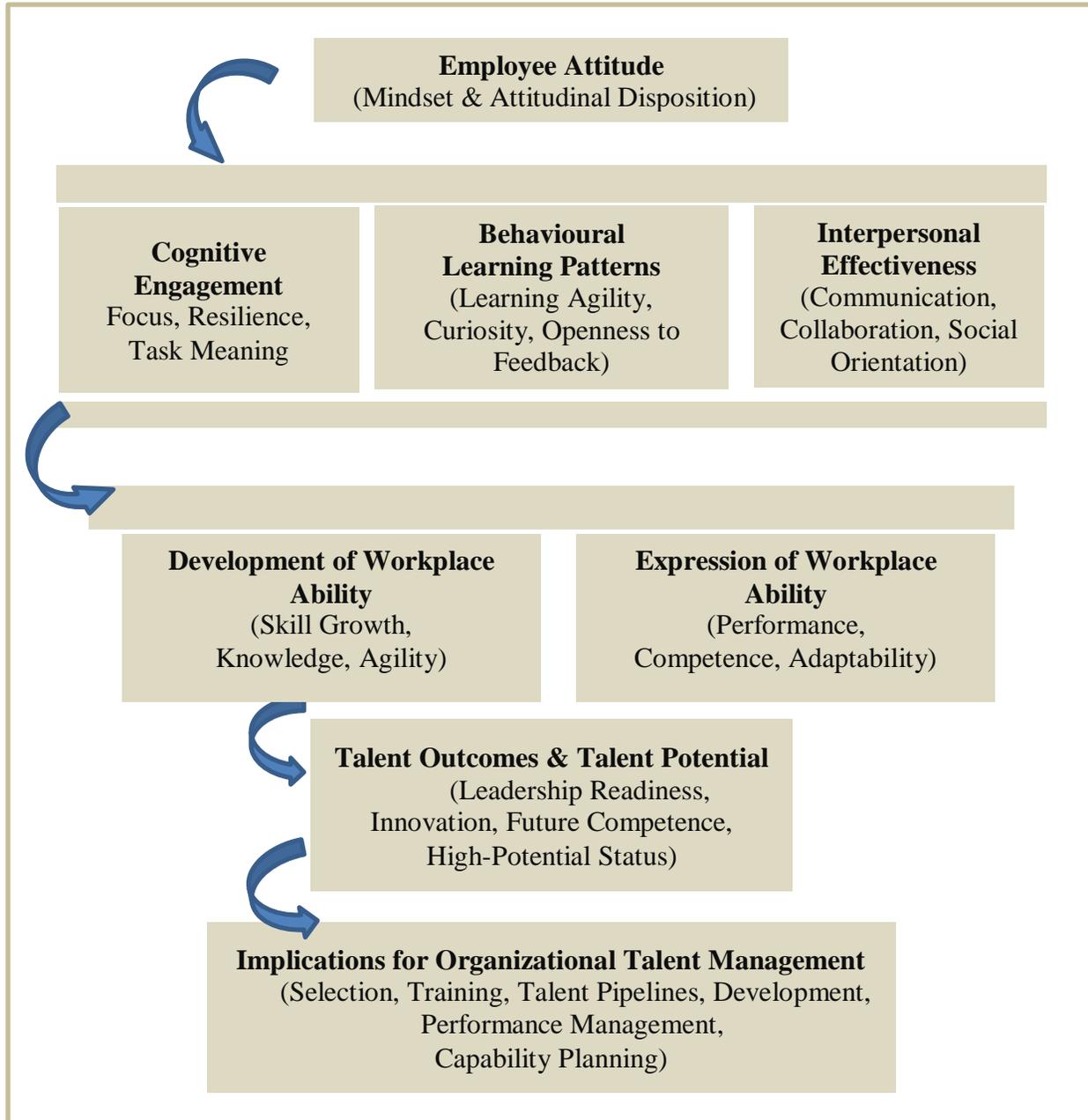
The third pathway—interpersonal effectiveness—addresses how attitudes shape social interactions, communication quality, and emotional intelligence. Positive interpersonal attitudes facilitate stronger collaboration, trust-building, conflict management, and team coordination. Employees who exhibit pro-social behaviours, empathy, and cooperation contribute to higher-quality workplace relationships that, in turn, enhance shared learning, information exchange, and collective performance. Research indicates that interpersonal attitude significantly improves relational performance and, consequently, individual ability expression within teams (Huang & Patel, 2024). This reveals that ability is both individually constructed and socially reinforced.

The model further incorporates organizational context as a moderating layer, acknowledging that leadership style, workplace culture, and developmental systems influence how strongly attitude translates into ability. Supportive, psychologically safe, and learning-oriented environments magnify the positive effects of attitude, while rigid or punitive climates weaken them. Studies show that growth mindset interventions yield stronger ability outcomes when embedded in learning-supportive cultures (Keller & Brooks, 2023).

Finally, the model demonstrates that workplace ability—shaped through cognitive, behavioural, and interpersonal mechanisms—feeds directly into talent outcomes, such as performance capability, adaptability, innovation capacity, leadership readiness, and long-term potential. This emphasizes the strategic role of attitude in modern talent management. Organizations aiming to build future-ready workforces must prioritise attitudinal qualities in recruitment, performance evaluation, leadership development, and succession planning.

To visually represent the theoretical relationships described in the conceptual model, the following diagram illustrates how attitude operates as the foundational psychological driver that shapes workplace ability through cognitive, behavioural, and interpersonal pathways, and how these abilities collectively contribute to broader talent outcomes within a moderated organizational context.

Exhibit-1: Proposed Conceptual Model of the Attitude–Ability Nexus for Organizational Talent Management



Source: Author’s compilation based on existing theories and empirical literature.

Managerial Implications and Future Research Directions:

The findings of this study present important implications for managerial practice, particularly in enhancing operational efficiency and strategic decision-making. Managers are encouraged to prioritize the systematic adoption of digital tools and data-driven processes to improve accuracy, reduce procedural delays, and strengthen evidence-based decision-making. Equipping employees with continuous training and fostering a climate of innovation will be essential for ensuring successful technological integration.

Additionally, reinforcing internal communication, promoting collaborative work environments, and maintaining transparency can help organizations respond more effectively to emerging operational demands. These implications simultaneously point to several future research directions. Further studies may investigate the long-term organizational impact of digital transformation, assess variations in adoption across different institutional settings, and examine the moderating roles of leadership behaviour, organizational culture, and employee readiness. Future research can also employ mixed-method approaches to explore implementation challenges, user experiences, and behavioural responses to technological change. Collectively, these insights contribute to both practical managerial advancement and the continued development of scholarly understanding in this domain.

III. Conclusion:

This study underscores the critical role of employee attitude and mindset in shaping workplace ability and talent development. Positive attitudes—including a growth mindset, learning agility, adaptability, and strong interpersonal skills—enable employees to learn continuously, adapt to change, and perform effectively, whereas negative attitudes can constrain their potential. The proposed conceptual model demonstrates how these attitudes influence ability through cognitive, behavioural, and social pathways, further moderated by organizational factors such as leadership, culture, and work environment. For managers, the findings highlight the importance of fostering constructive attitudes through targeted training, development initiatives, and supportive organizational practices to cultivate a capable, resilient, and future-ready workforce. By providing a holistic framework linking attitude to ability, this study addresses an existing research gap and lays the groundwork for future investigations into how these dynamics operate across different industries, organizational contexts, and evolving work environments, including digital transformation and hybrid models.

References:

1. Avey, J. B., Luthans, F., & Jensen, S. M. (2020). Psychological capital: A positive resource for combating employee stress and turnover. *Human Resource Management Review*, 30(2), 100–107. <https://doi.org/10.1016/j.hrmr.2019.100701>
2. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
3. Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). University of Chicago Press.
4. Bennett, N., & McDermott, R. (2023). Adaptability in the modern workplace: Skills for dynamic organizational contexts. *Journal of Organizational Behavior*, 44(5), 789–805. <https://doi.org/10.1002/job.2738>
5. Boudreau, J. W., & Jesuthasan, R. (2021). *Reimagining talent management in the digital age*. Harvard Business Review Press.
6. Carver, C. S., & Scheier, M. F. (2022). Optimism, resilience, and workplace performance: Insights from positive psychology. *Journal of Applied Psychology*, 107(3), 450–466. <https://doi.org/10.1037/apl0000900>
7. Cappelli, P. (2008). Talent management for the twenty-first century. *Harvard Business Review*, 86(3), 74–81.
8. Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304–313. <https://doi.org/10.1016/j.hrmr.2009.01.002>
9. Côté, S., & Miners, C. T. H. (2023). Emotional intelligence and teamwork performance in organizations. *Journal of Organizational Behavior*, 44(7), 1055–1071. <https://doi.org/10.1002/job.2794>
10. De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2017). Learning orientation and capability development in the workforce. *Human Resource Management*, 56(4), 657–674. <https://doi.org/10.1002/hrm.21747>
11. DeRue, D. S., & Ashford, S. J. (2023). Learning agility in practice: Accelerating employee capability. *Academy of Management Perspectives*, 37(1), 23–38. <https://doi.org/10.5465/amp.2021.0123>
12. DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2012). Trait and behavioral learning agility as predictors of leadership performance. *Journal of Applied Psychology*, 97(3), 524–539. <https://doi.org/10.1037/a0025709>
13. Deloitte. (2024). *Human capital trends: Preparing for the future of work*. Deloitte Insights.
14. Duckworth, A. L. (2016). *Grit: The power of passion and perseverance*. Scribner.
15. Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
16. Gallardo, M., & Sánchez, J. (2023). Attitudinal profiles of high-potential employees. *European Management Journal*, 41(2), 345–359. <https://doi.org/10.1016/j.emj.2023.01.004>
17. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
18. Grant, A. M. (2013). Redesigning work for proactive behavior and engagement. *Organizational Psychology Review*, 3(1), 1–24. <https://doi.org/10.1177/2041386612466535>
19. Huang, X., & Patel, P. C. (2024). Interpersonal orientation and team performance in complex tasks. *Journal of Management*, 50(5), 1450–1475. <https://doi.org/10.1177/01492063231100087>
20. Jain, S., & Singh, R. (2024). Adaptability in emerging organizations: Implications for talent management. *Journal of Organizational Change Management*, 37(1), 55–70. <https://doi.org/10.1108/JOCM-10-2023-0190>
21. Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits—optimism, self-efficacy—to job satisfaction and performance. *Journal of Applied Psychology*, 86(1), 80–92. <https://doi.org/10.1037/0021-9010.86.1.80>
22. Keller, J., & Brooks, S. (2023). Growth mindset interventions and capability development: Contextual effects. *Journal of Applied Behavioral Science*, 59(2), 210–230. <https://doi.org/10.1177/00218863221145678>

23. Kwon, H., & Lee, J. (2023). Attitude and workplace ability: Cognitive and behavioural mechanisms. *International Journal of Human Resource Management*, 34(14), 2701–2723. <https://doi.org/10.1080/09585192.2021.1969211>
24. Luthans, F., Avolio, B., Avey, J., & Norman, S. (2007). Positive psychological capital: Measurement and relationship with performance. *Personnel Psychology*, 60(3), 541–572. <https://doi.org/10.1111/j.1744-6570.2007.00083.x>
25. Luthans, F., Youssef, C. M., & Sweetman, D. (2022). Psychological capital and workplace resilience. *Journal of Organizational Behavior*, 43(6), 765–781. <https://doi.org/10.1002/job.2620>
26. Mäkelä, K., & Salo, J. (2023). Learning-agile employees in digital workplaces. *European Journal of Training and Development*, 47(3), 225–243. <https://doi.org/10.1108/EJTD-03-2023-0064>
27. Martins, D., & Silva, P. (2023). Cognitive flexibility and growth mindset: Impact on workplace performance. *Journal of Business Psychology*, 38(2), 451–468. <https://doi.org/10.1007/s10869-022-09812-5>
28. Nayak, P., & Mishra, R. (2024). Learning agility in higher education institutions: Employee performance and reform adaptation. *Higher Education Management Review*, 9(1), 88–102.
29. Peterson, S., & Briggs, R. (2024). Interpersonal competence and organizational outcomes. *Journal of Management Studies*, 61(4), 812–831. <https://doi.org/10.1111/joms.12948>
30. Pulakos, E. D., Arad, S., Donovan, M. A., & Plamondon, K. E. (2000). Adaptability in the workplace: Development of a taxonomy. *Journal of Applied Psychology*, 85(4), 612–624. <https://doi.org/10.1037/0021-9010.85.4.612>
31. Rahman, M., & Choi, J. (2023). Learning-oriented behaviours and employee capability growth. *Human Resource Development Quarterly*, 34(1), 65–88. <https://doi.org/10.1002/hrdq.21565>
32. Rahman, M., & Thomas, K. (2024). Interpersonal attitude and workplace collaboration. *Management Learning*, 55(2), 140–159. <https://doi.org/10.1177/13505076231200321>
33. Rao, M., & Henderson, L. (2024). Learning behaviour and capability development. *Journal of Workplace Learning*, 36(2), 110–127. <https://doi.org/10.1108/JWL-11-2023-0123>
34. Reivich, K., & Shatté, A. (2021). *The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles*. Broadway Books.
35. Soni, P., & Saha, D. (2024). Attitudinal determinants of remote and hybrid work performance. *Journal of Organizational Behavior*, 45(3), 302–322. <https://doi.org/10.1002/job.2758>
36. Sitzmann, T., & Yeo, G. (2022). Self-efficacy and learning outcomes: Meta-analysis. *Journal of Applied Psychology*, 107(4), 645–667. <https://doi.org/10.1037/apl0000987>
37. Singh, R., & Marwah, P. (2024). Growth mindset and skill adoption in higher education employees. *International Journal of Training and Development*, 28(2), 120–138. <https://doi.org/10.1111/ijtd.12375>
38. Thomas, K., & Lee, J. (2025). Mindset, adaptability, and capability development. *Human Resource Management Journal*, 35(1), 112–130. <https://doi.org/10.1111/1748-8583.12345>
39. Thomas, K., & Varghese, S. (2025). Adaptability as a predictor of talent retention. *Journal of Organizational Effectiveness*, 12(1), 45–62. <https://doi.org/10.1108/JOE-02-2025-0012>
40. Wang, J., & Spohrer, J. (2023). Digital-era competency development and attitudinal factors. *Journal of Knowledge Management*, 27(6), 1550–1568. <https://doi.org/10.1108/JKM-03-2023-0123>
41. Wrzesniewski, A., & Dutton, J. (2001). Crafting a job: Revisioning employees as active crafters. *Academy of Management Review*, 26(2), 179–201. <https://doi.org/10.5465/amr.2001.4378011>
42. Yeager, D. S., & Dweck, C. S. (2019). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 54(2), 119–137. <https://doi.org/10.1080/00461520.2019.1582222>