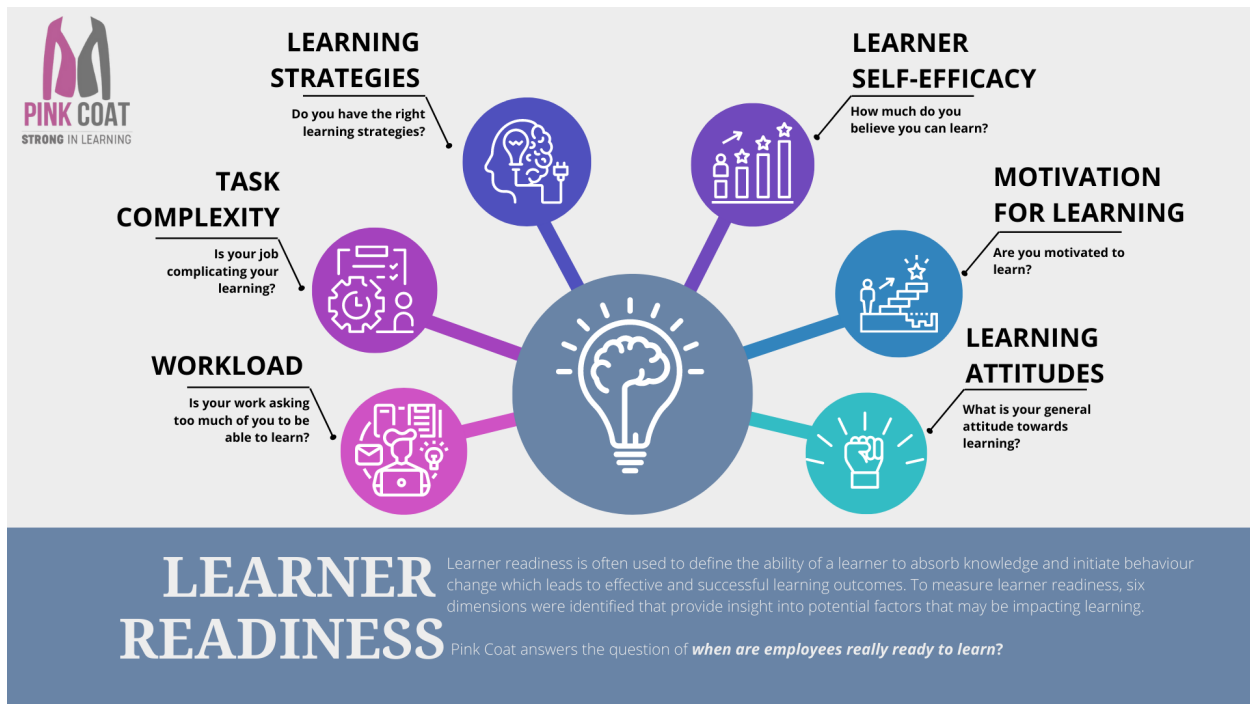


PLR Summary and Theoretical Background

Learner readiness is often used to define the ability of a learner to absorb knowledge and initiate behaviour change which leads to effective and successful learning outcomes (Chorrojprasert, 2020). With the Perceived Learner Readiness assessment (PLR), Pink Coat answers the question of **when are employees really ready to learn?** To do this, six dimensions were identified to measure learner readiness by providing insight into potential factors that may be impacting their learning. The PLR will capture whether there is sufficient mental capacity for the amount of learning that will be required from the employees and whether it is within their motivation.



The PLR assessment has Learner Readiness as the primary construct, which is comprised of multiple dimensions that measure what makes an employee ready to learn. Such as measuring learner self-efficacy, learning attitudes, and how motivated an individual is to learn (Hung et al., 2010). This is because if an individual doesn't believe they are capable of attaining new skills successfully, their motivation for learning will be low and will result in failed learning (Hung et al., 2010). Further, situational, and psychological factors need to be assessed in order to measure learner readiness, such as burnout and the cognitive demands within work (Ceballos-Vasquez et al., 2016). This is because when experiencing excessive cognitive demands at work, burnout tends to be prevalent, which prevents effective learning (Heo & Han, 2018). Therefore, the PLR measures workload and task complexity to address overload, exhaustion, and demands, which evaluates the state between work and the individual. Aside from evaluating learner readiness

with each domain affecting each other, the PLR can isolate individual dimensions to then inspect the main issue further.

It is important to measure whether employees are, in fact, ready to learn because it would then help organizations make better investments in their learning initiatives and implementing change. A missed opportunity to bring attention to the learning capacity or overall readiness of employees to learn, may result in cognitive overload and burnout. The learning itself will not stick if this is not taken into account, resulting in a waste of money and resources. Therefore, obtaining the perspective from the employee is crucial because if the organization demands so much cognitive effort from their employees through the workload, employees will be too overloaded and exhausted to process or retain any information taught.

References

- Ceballos-Vásquez, P., Rolo-González, G., Hernández-Fernaud, E., Díaz-Cabrera, D., Paravic-Klijn, T., Burgos-Moreno, M., & Barriga, O. (2016). Validation of the Subjective Mental Workload Scale (SCAM) in health professionals from Chile. *Universitas psychologica, 15*(1), 261-270. <https://doi.org/10.11144/Javeriana.upsy15-1.vsmw>.
- Chorrojprasert, L. (2020). Learner Readiness--Why and How Should They Be Ready?. *LEARN Journal: Language Education and Acquisition Research Network, 13*(1), 268-274.
- Heo, J., & Han, S. (2018). Effects of motivation, academic stress and age in predicting self-directed learning readiness (SDLR): Focused on online college students. *Education and Information Technologies, 23*(1), 61-71.
- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education, 55*(3), 1080-1090.