



WHY LEARNABILITY IS CRITICAL IN THE KNOWLEDGE AGE

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“

Learnability is the key skill. We hunt for learning animals

- Eric Schmidt, Executive Chairman Google

”

1

Why Learnability is critical in the knowledge age?

As industries pulled themselves by their boots and adapted to the changes by virtue of the pandemic, there has been emergence of newer working models, practices, roles, and the like. There is transition to the new way of “working from anywhere”, there are opportunities galore for organizations to passage to the new normal. It is industrial revolution 4.0. Today, the business landscape is highly competitive, industries are consolidating, new business models are evolving and there is increased complexity.

Today's workforce is multi-generation (Gen X, Gen Y, Millenia, Gen Z etc.) and multi-culture. The world is witnessing the rise of the gig economy with multi-skilling at the core. The shelf life of skills is getting shorter by the day. The half-life of skills has come

down drastically from 30 years to 5 years. New roles demand new skills and at times cross-functional skills.

Rapid acceleration in technological innovations, unpredictable future, ever-changing industries, dealing with the unknowns and complex jobs necessitates that we encourage a culture of lifelong learning. The world is in for massive disruptions to employment as AI enabled, information rich tools are readily available in the market. In this rapidly changing workplace, employees need to constantly keep learning and acquire radically different capabilities to remain relevant and in demand.

65% of the students entering schools today are expected to work in jobs that do not yet exist. The half-life of a learned skill in 1984 was 30 years, the half-life of a learned skill in 2021 is 5 years. To deal with the new skills demand at the workplace, employers cannot adopt the “Fire and Hire” model every 12 to 24 months or even less.

Only 15% of the hiring managers say that they find the skills that they are looking for in the job seekers. If one aspires to be in that elite 15% club, they should be prepared to acquire fresh knowledge and skills and stay current.

According to the US Department of Labor survey, the average tenure of professionals at an employer has reduced to just 4.1 years, as shown in the table.

Age	Average Tenure with an Employer
Overall	4.1 years
55-64 years	9.9 years
25-34 years	2.8 years

Source: Bureau of Labor Statistics 2020

Worker's Age and Average No. of Years Spent at An Employer

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Defining learnability

Learnability is the desire, intent, and ability to quickly grow and adapt the skillsets throughout one's working lives.

It is about seeking out new skills to learn on a continual basis. It is about developing an agile growth mindset. It is not about "what we already know" but about "how quickly can one learn" and readily "seek out opportunities for development." It is

about holding the reins of your own career progression, being open to the new and continually increase your knowledge, skills

and competence. Employability no longer connotes "what employees already know" but rather "what they are likely to learn".



Fig 1: The now obsolete "Learn, Do, Retire"

In keeping with the paradigm shift from "doing" to "thinking", "creating" and "deciding", there is a swing from "Learn → Do → Retire" to "Learn, do, rest, unlearn, learn do, rest, unlearn, learn, do, rest, unlearn, repeat until retirement". Refer Figure 1 & 2.

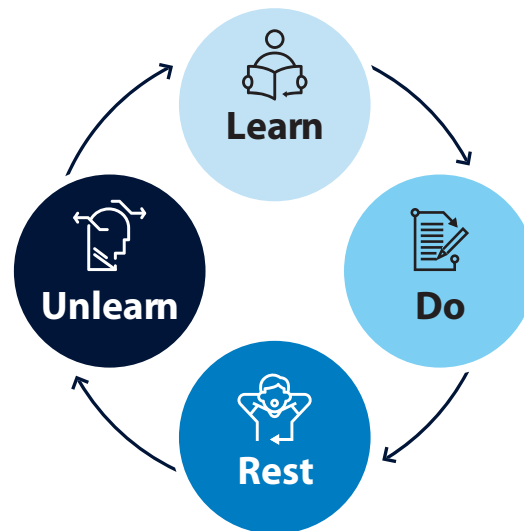


Fig 2: The new mantra: Become a novice again and again!

As learnability gains in-prominence, here is a look at the benefits ensuing from it for employees (learners) and the organization. Refer Figure 3.

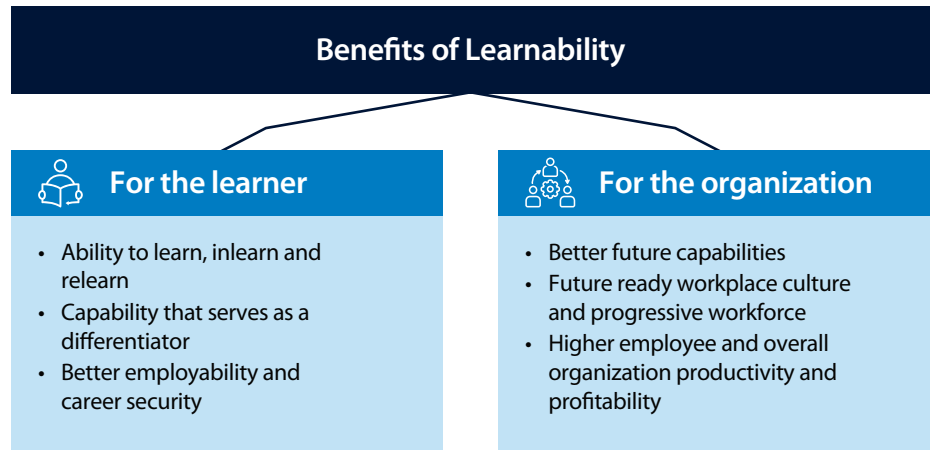


Fig 3: Benefits of learnability



3

Three dimensions of learnability

Cognitive, metacognitive, and affective abilities, skills, and experience form the tripods of learnability with curiosity stringing it together. Refer Figure 4.

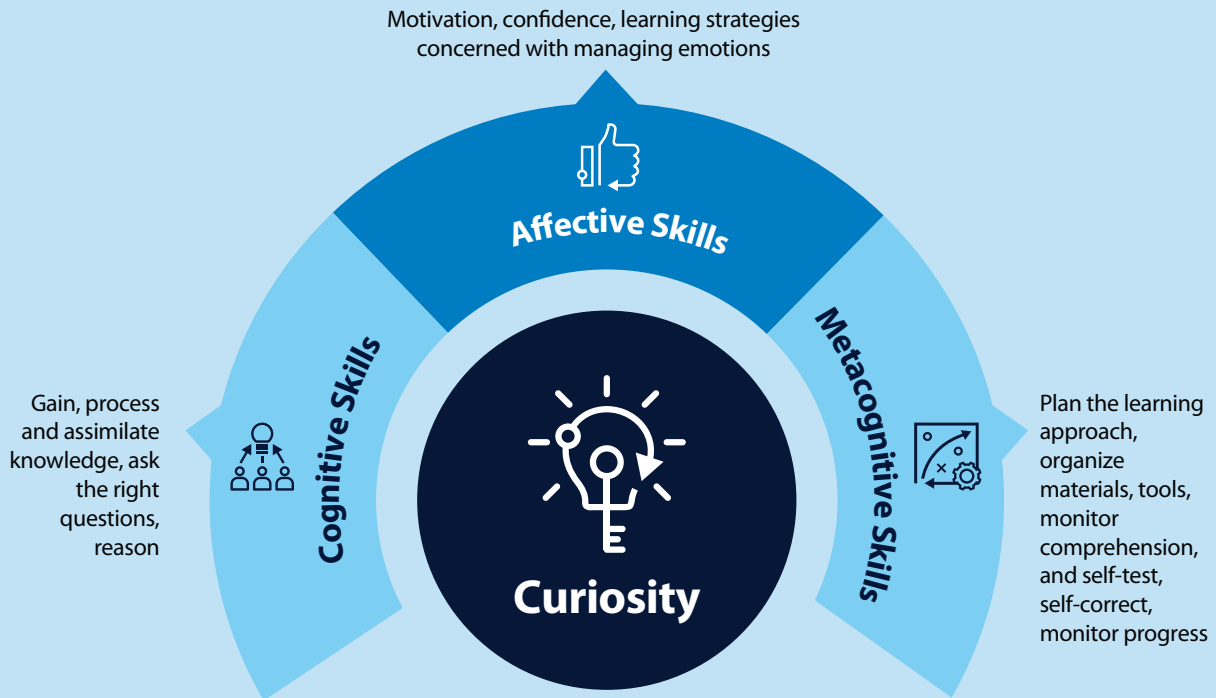


Fig 4: Dimensions of learnability

“

I have no special talent. I am just passionately curious

- Albert Einstein

”

→ Curiosity – the bedrock of learnability

At the core of life-long learning is curiosity. There are those who take the textbook answers to be the “be all and end-all”. And then there are those who are intrinsically curious. They have the grit to challenge conventional thinking, traditional paradigms, their own pre-conditioned thought patterns, beliefs, and values. They ask the right questions. They exemplify critical thinking in its most pristine form. Curiosity driven learning makes learning more interesting and sustaining.

“Blessed are the curious for they shall have adventures” – Anonymous

Curiosity is the catalyst for innovation. It fuels the desire to know more, learn more, hypothesize and experiment more. Curiosity not only hones the problem-solving ability but allows to find new problems. Curious minds are active minds and active minds become smart minds.



Suggestions to develop curiosity

- **Embrace diversity:** Increase interaction with people from different cultural background, different professional background, different geographies, different demographic groups etc.
- **Ask open questions:** Ask questions such as “why”, “what if”, “how could we improve”, “how does this work”, “is there a different approach to solve this problem”, “what are the alternatives”, etc.
- **Listen more:** Listen with the intention of understanding better, take time to reflect
- **Become comfortable with not knowing:** Realize that you may not have all the answers. Nurture that realization and the willingness to learn.
- **Adopt a growth mindset:** Develop a progressive mindset.

Dimensions of curiosity:

Refer Figure 5.

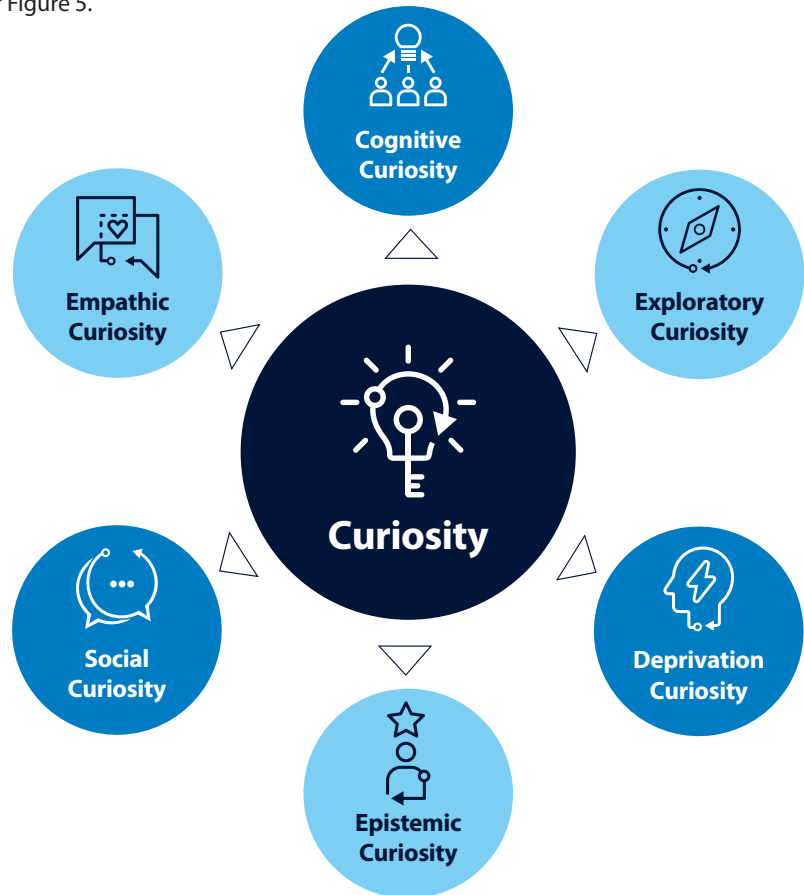





Fig 5: Dimensions of Curiosity

Cognitive Skills		Diversive / Novelty / Cognitive Curiosity Exploratory Curiosity	Affordable / State Sponsored Seeking new information to solve a problem through observation, consultation and directed thinking.
Metacognitive Skills		Deprivation sensitivity Exploratory Curiosity	Being aware of the gaps in one's knowledge and skills and work hard to fill the same. Deep dive and learn everything about a subject area.
Affective Skills		Social Curiosity Empathic Curiosity	Desire to acquire new information about other people by talking, listening, and observing them to better understand them and their behavior. Desire to understand the real person - feelings and thoughts.

Measure curiosity

There are quite a few curiosity profiling tests available which can give a fair assessment of your curiosity. Examples:

- a) Hogan assessment
- b) Curiosity Profile assessment developed for Harvard Business Review by Tomas Chamorro-Premuzic

These assessments and several others are focused on deciphering:

- a) whether the person is a traditional or an unconventional thinker or is somewhere in between
- b) what is an individual's intellectual hunger – does the person gravitate towards exploring a wide range of educational subjects or does he/she rely on his/her experience to solve problems
- c) how well does one adapt to new situations / new roles / new opportunities / new experiences and new relationships etc.

d) whether the person prefers his/her comfort zone or is willing to step into the learning zone

e) whether the person seeks opportunities to meet new people excites or prefers to hang out with the old set of friends and colleagues.

f) whether the person prefers to experiment, innovate, and explore or sticks to conventional and traditional paradigms

g) whether the person seeks out opportunities to learn and hone skills or sticks to what he / she knows, etc.



→ Learning strategies to help with amplifying learnability

Cognitive Skills



This includes analysis and synthesis / transformation of information such as

- Contextualization
- Inductive inferencing (moving from specific observations to broader generalizations)
- Deductive reasoning (moving from broader generalizations to specific observations)
- Memorization
- Practice, etc.

Metacognitive skills



This helps learners to regulate and supervise learning by self-management by way of

- Planning
- Setting priorities
- Establishing goals
- Monitoring progress
- Self-assessment / self-evaluation, etc.

Affective skills



This includes socio-affective skills to amplify learning by way of

- Collaborating
- Connecting with other learners
- Listening to others
- Soliciting constructive feedback
- Dealing with emotions, etc.



4

Expert Recommendation on Developing learnability

Learnability can be developed and organizations like Infosys have a committed investment to develop learnability in its employees. A shift in mindset is required for individuals and hence organizations to achieve learnability among its employees.

- Shift from comfort zone to learning zone
- Shift from fixed mindset to growth mindset
- Shift from T shaped to M shaped skills
- Knowing what they don't know
- Be vulnerable
- Aspire for more
- Embrace psychological diversity

This is illustrated in Figure 6 and explained in the subsequent section.

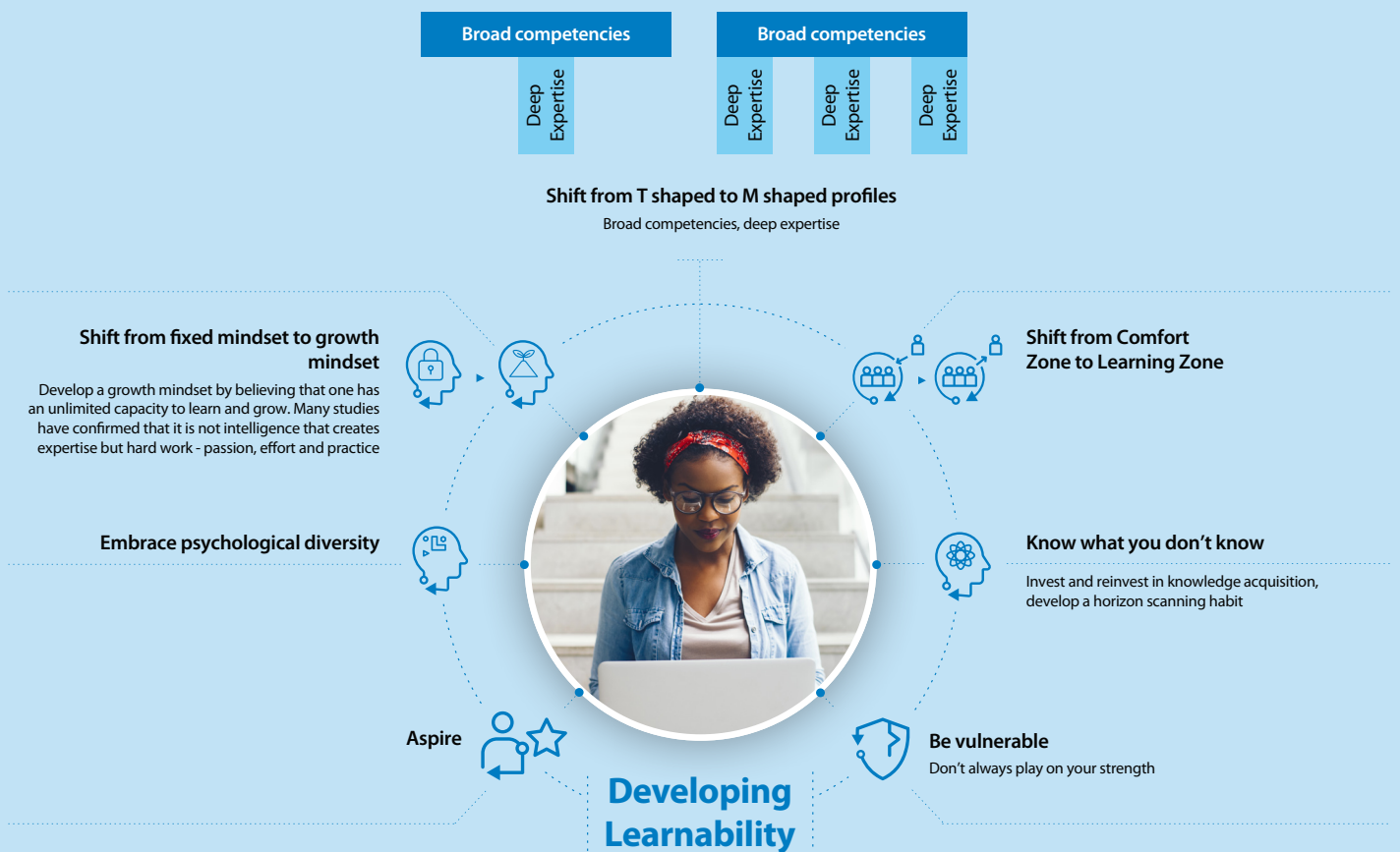


Fig 6: Mindset changes for developing learnability



Shift from “Comfort Zone” to “Learning Zone”:

The human brain loves a challenge but only within an optimal zone of difficulty. Imagine playing a game of golf. You are an 18-handicap golfer, and you play against a golfer who is a 5-handicap. You are very likely to lose and that may kill your motivation. Imagine the reverse, you are a 5-handicap golfer and play against one who is an 18-handicap golfer. This isn't a challenge for you, and you will soon be bored. However, if you were an 18-handicap golfer and play against an opponent who is a 24-handicap golfer, you have a fair chance of winning. As the game progresses you win some and you lose some. You can win only if you try diligently. The game has equally poised players. Here is a challenge of manageable difficulty.

The **Goldilocks rule** as described in “Atomic Habits” by “James Clear” or as in psychology the “**Yerkes Dodson**” law states that challenges should be within one’s manageable difficulty level as shown in Figure 7 and 8.

It then will help to be fully focused, invested, and devoid of all distractions. Scientists suggest that a task should be roughly 4 percent above your current ability. As per Yerkes Dodson law a curvilinear relationship exists between an increase of stress and enhancement of performance. When a new task is given to a motivated employee and he/she will experience excitement, happiness, will learn the skills and develop the confidence. After a time, inflection point sets in and that when the competence, skill(s), confidence etc. accelerates quickly.

This is the time that performance is at the optimum level. If they continue longer chances are, they will experience a downward spiral. That is when they

should be given a new role, a new task, a new responsibility that requires them to unlearn, and learn a new skill, build a new capability etc.

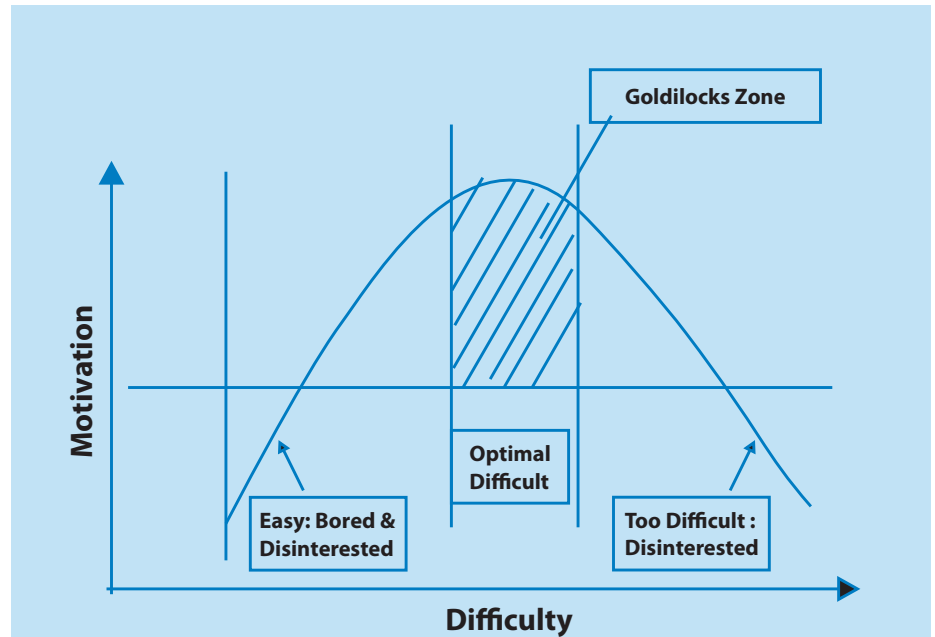


Fig 7: Goldilocks rule (relationship between motivation and difficulty level)

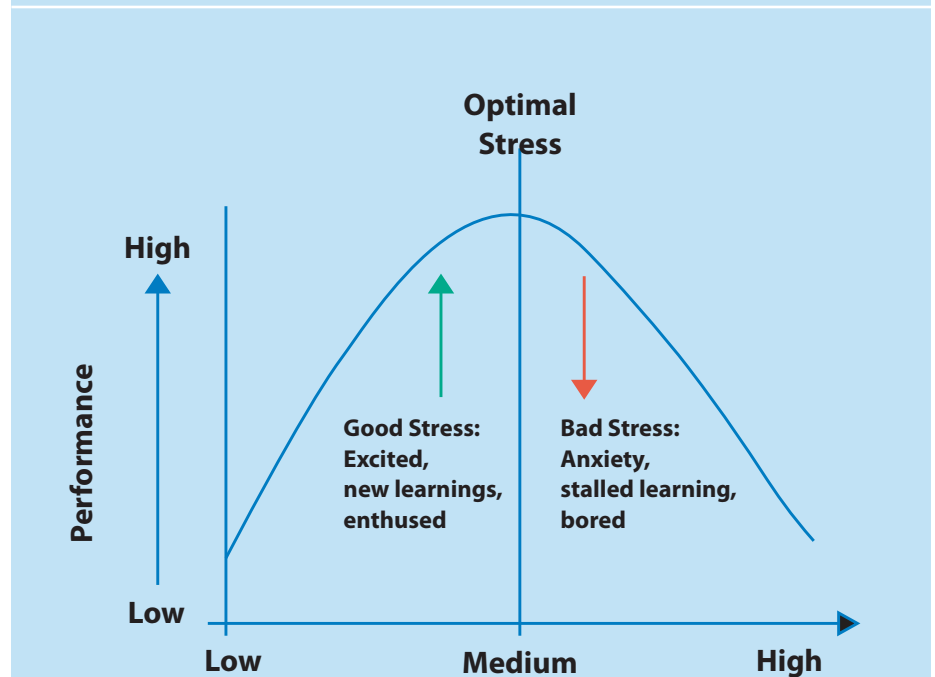


Fig 8: Yerkes Dodson law (relationship between stress (“Arousal”) and performance)



Shift from “Fixed Mindset” to “Growth Mindset”:

Carol Dweck, author of *Mindset: The New Psychology of Success* states that a “pure” growth mindset does not exist. Everyone has both a fixed and a growth mindset. When companies / organizations have

growth mindset, it leads to empowerment of their employees and promotes a culture of collaboration, innovation, continual learning, learning from each other, learning from mistakes, seeking feedbacks, admitting mistakes, making apt course corrections, and evolving. It leads to enhanced productivity for their employees and the organization. The differences are shown in Figure 9 respectively.

“Everyone has both a fixed and a growth mindset.”



Fig 9: Growth vs fixed mindset

Shift from “T-Shaped Competencies” to “M-Shaped Competencies”:

Gone are the days, when one attained deep dive knowledge / specialization into one technology (skill, competence etc.) and over the years as one progressed in the job learned to acquire broader understanding of related competencies through their experience on the job, interactions with colleagues, etc. This was classic T-Shaped competency development.

As times changed. T-shaped competency development is slowly becoming obsolete. It is making way for M-shaped profile

wherein over a period, the expectation is to develop deep competencies into a wide array of fields. This M-Shape competency

enhancement will ensure employees stay the course in the long haul by being relevant as shown in Figure 10.

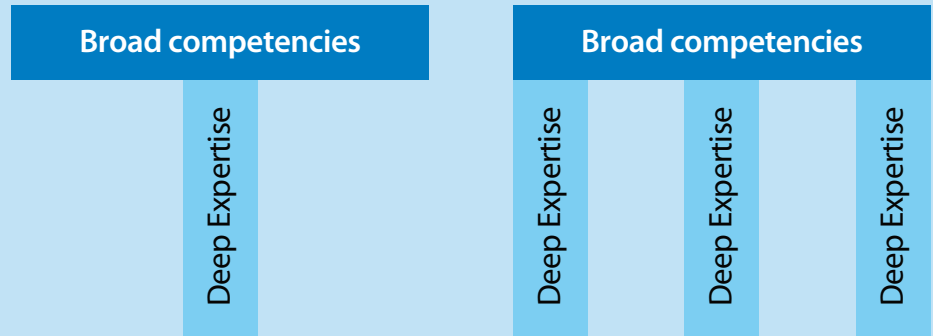


Fig 10: Shift from T shaped to M Shaped Profile



Knowing what they don't know:

It is imperative that we evaluate ourselves accurately. The more accurate the assessment, the better the chances to learn, grow and even pivot. It is important to be aware of “what you know” and “what you don't know”, “what skills you have” and “what skills you don't have”, “what are your strengths” and “what are your areas of improvement” etc. It is vital to solicit feedback and recognize how others see and perceive you.



Be vulnerable:

It is time to get comfortable with “not knowing”. You may not know everything about everything, you may not have all the answers, but it augurs well if you are willing to “find out”, learn and see it as an opportunity to embark on the chapter of discovery and exploration.



Aspire for more:

Aspire to learn that wee bit more, aspire to network a tiny bit more, aspire to strike up conversations with new people, aspire for change and innovation, aspire to forge collaborations, and aspire to grow more socially and professionally.



Embrace psychological diversity:

As the world turns into a global village courtesy the advancements in technology, the rapid expansion of businesses into different geographies and the multi-generational and multi-cultural work force virtually at almost every office, there are opportunities galore to learn from each other and broaden one's perspectives and become familiar with divergent viewpoints, beliefs, and values. Learnability can be further helped by embracing psychological diversity, networking with people who have very different viewpoints than your own.



5

Measuring learnability

Motivation for self-development VUCA model (Volatility, Uncertainty, Complexity, Ambiguity) was used in 1987 which was derived from the leadership theories of Warren Bennis and Burt Nanus [11]. With the ever-changing business landscape and more recently the emergence of unforeseen situations due to the pandemic, the more refined VUCA namely Vision, Understanding, Clarity and Agility is applicable. To adopt the refined VUCA, organizations are looking for employees with high learnability. Measuring learnability of an individual / organization involves several parameters. At a high

level, learnability can be measured from the learning aptitude and attitude of the individual / organization. The learning aptitude would involve both cognitive and meta cognitive areas, the attitude would involve the affective aspects. The summation of some / all these parameter measurements provides the learnability index of an individual / organization. The area of measurement of learnability is inter-disciplinary fusion of learning and psychology theories. Figure 11 given below provides an exhaustive list of attributes and parameters that may be measured.

“

To adopt the refined VUCA, organizations are looking for employees with high learnability.

”

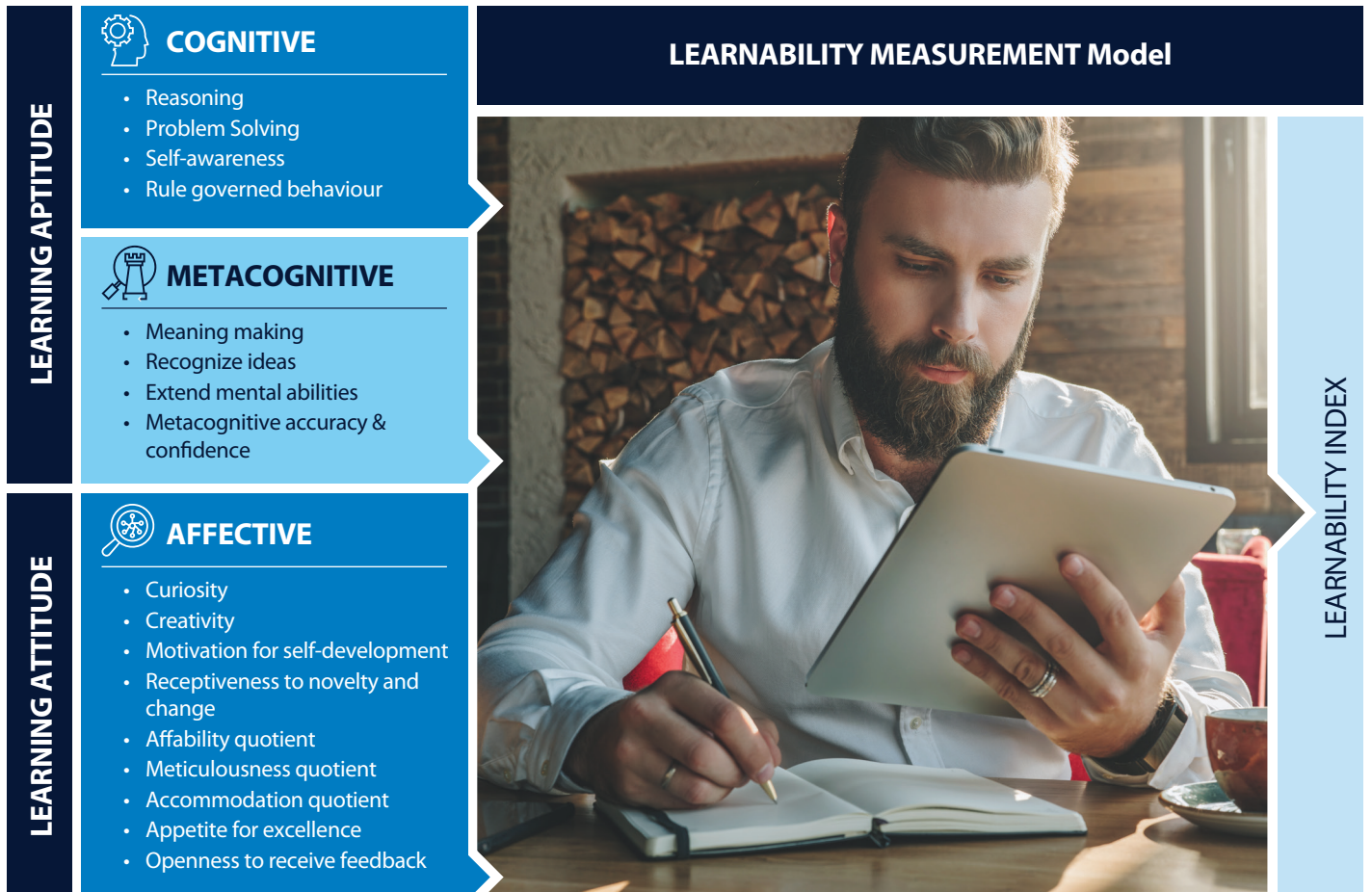


Fig 11: Measuring learnability

The learning aptitude measures the ability of an individual to learn new things and the learning attitude measures the willingness of an individual to learn. The measurement of these two broad areas needs to be done using several parameters. These parameters are divided into three broad categories – Cognitive and meta cognitive parameters for learning aptitude and affective parameters for learning attitude. In this section, we shall define these parameters.

I. Learning aptitude

Cognitive parameters: Cognition refers to the mental processes of acquiring knowledge and understanding. This includes thinking, knowing, remembering, judging, and problem-solving.

Meta-cognitive parameters: Metacognition refers to higher order thinking that comprises of active control over the reasoning processes in learning. The approach towards learning, monitoring the gain of knowledge, assessment of the progress towards completion of learning are examples of meta-cognition. Meta cognition plays a critical role in evaluating the effectiveness of learning and hence measurement of these become imperative to determine learnability of an individual. The parameters involved are:

- i. **Meaning making:** This is the capability of an individual to relate the new learning to what they already know.
- ii. **Recognition of ideas:** This is the capability of an individual to identify root cause, finalize approaches and implement the solution.

The parameters that are involved are:

- i. **Reasoning:** This is the capability of an individual to comprehend and analyze problems through logic.
- ii. **Problem solving:** This is the capability of an individual to identify root cause, finalize approaches and implement the solution.
- iii. **Self-awareness:** This refers to the capability of an individual to be aware of their surroundings and know what they don't know and what they should know.

- iv. **Rule Governed behavior:** This is a behavior where the individual plays by the rules of the book or instructions provided.

These parameters indicate the capabilities of an individual to learn and explore new areas in other words contribute to the learnability from a cognitive dimension. The parameters and how they can be measured is shown in the figure 12 given below:

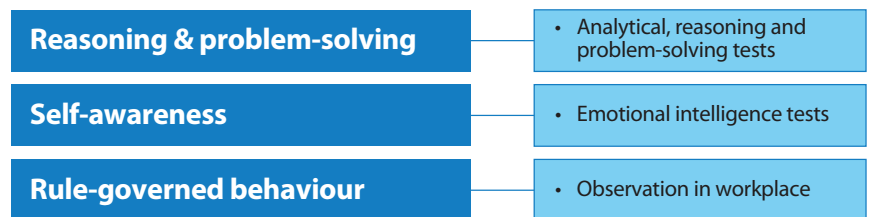


Fig 12: Measuring learnability form cognitive perspective

- iii. **Ability to extend mental abilities:** This refers to the capability of an individual to be aware of their surroundings and know what they don't know and what they should know.

- iv. **Meta cognitive accuracy and confidence:** This is a behavior where the individual plays by the rules of the book or instructions provided.

The parameters and how they can be measured is shown in the Figure 13 given below:

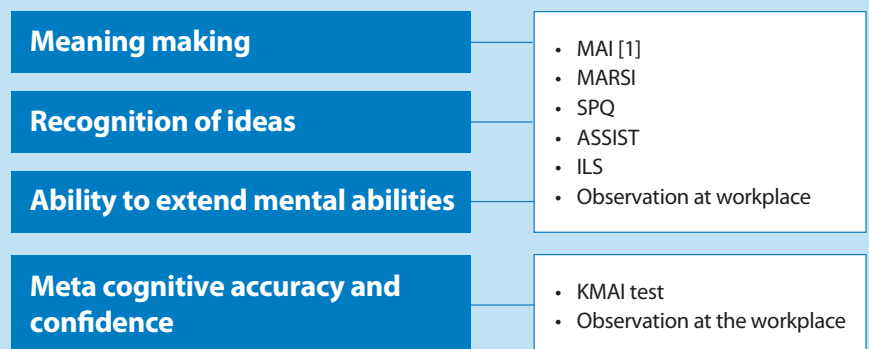


Fig 13: Measuring learnability from meta-cognitive perspective

II. Learning aptitude

Affective parameters: The learning attitude measures the willingness aspect of the learner to learn. This plays a very important role as it manifests in activities partaken by individual in the cognitive and meta cognitive space. This is the emotional dimension and captures the motivation, curiosity, response to change, openness to new ideas, how well they are organized and how they introspect themselves. The parameters involved are:

- i. **Curiosity:** This is the interest of an individual to uncover new patterns, trends, explore new areas
- ii. **Creativity:** This is the characteristic of the individual to think out of the box, take up unconventional approaches and ideas and demonstrate critical thinking
- iii. **Motivation for self-development:** This is intrinsic in nature and comes from within the individual and refers to the innate drive to learn something for themselves.
- iv. **Receptiveness to novelty and change:** This refers to the openness of the individual to accept new things and change so that they can learn newer skills to adapt themselves to innovation and change.
- v. **Affability quotient:** Individuals who are affable can interact and collaborate with teams to learn and innovate.
- vi. **Meticulousness quotient:** This refers to how organized the individual is. This in turn would help them self-gauge and monitor their learning

vii. **Accommodation quotient:** This refers to the individual's agreeability quotient which in turn can help them work in teams to build great products together

viii. **Appetite for excellence:** This refers to the drive in individuals to excel in the work/learning that they do

ix. **Openness to receive feedback:** This is very important for individuals to work and reflect on feedback to improve themselves which in turn will help them in their activities.

The parameters and how they can be measured is shown in the Figure 14 given below:

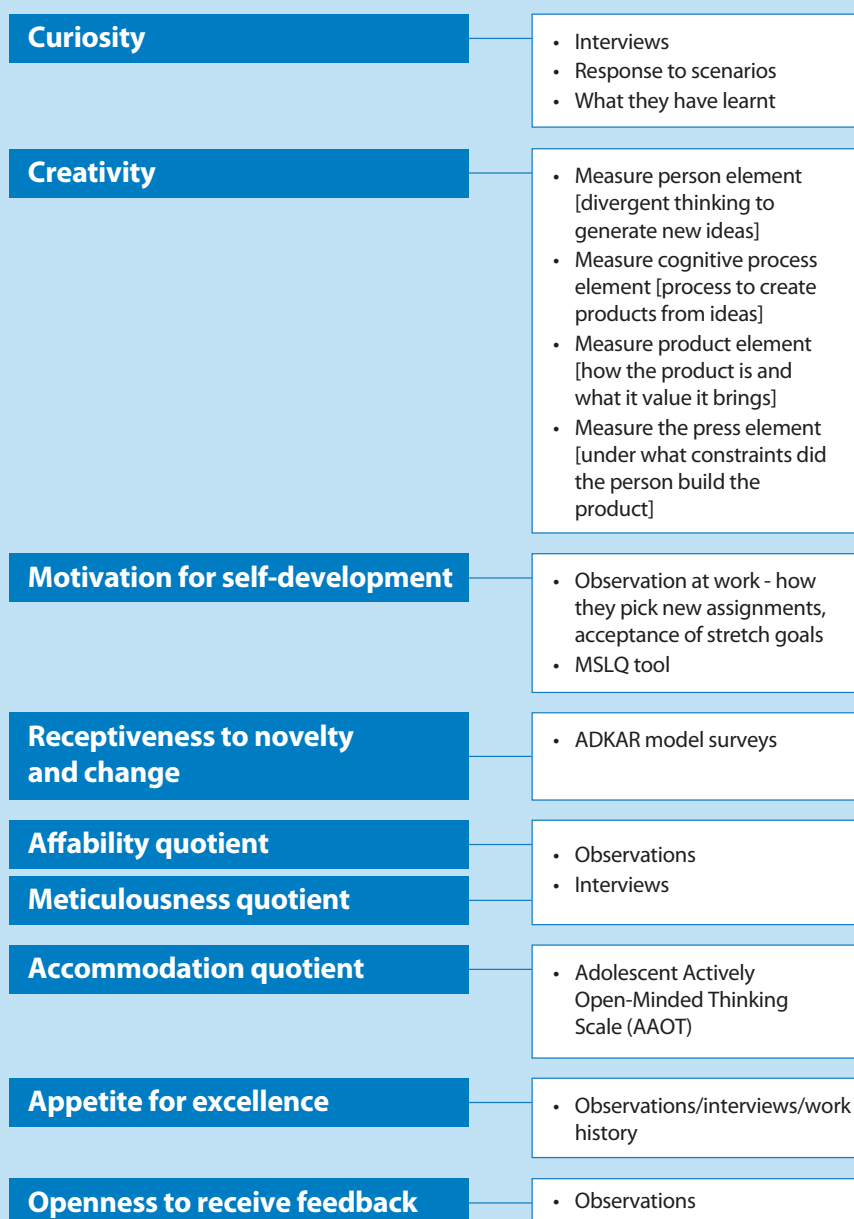


Fig 14: Measuring learnability form affective skill perspective

The learnability parameter measurements find great use while hiring talent, evaluating existing workplace talent for elevation in roles and for evaluation of leadership to lead critical assignments. It can also be observed that all the parameters are not required in all scenarios. Hence the framework to measure learnability need to be configurable. The next section lays focus on some of the scenarios where and how learnability measurements can be done.

Scenario 1: Hiring talent



As mentioned in the statistics in the earlier section, learnability is a very key attribute

that organizations look out for when it comes to hire talent. The challenge here is that the employer would not have all the inputs for learnability measurement as the candidate is new to the organization. Here are the considerations:

1. Identification of relevant parameters that can be tested: Parameters which can be identified through tests, interviews and observation during interviews can be taken up
2. Identification of parameters as per job profile: The parameters can be fine-tuned based on kind of job profile. This

will ensure removal of any unintentional bias. For example, if the hiring is being done for a business process management professional to handle day to day operations, data processing etc. The meticulousness quotient would be relevant than problem solving one. If the hiring is for building innovative products, the cognitive and meta cognitive parameters would be very relevant like problem solving, recognition of ideas etc.

Here is a sample of parameters that can be measured while hiring a talent for building innovative products.



Category	Parameter type	Parameters	Possible tests to assess the parameters
Learning aptitude 	Cognitive	Reasoning Problem Solving Self-awareness	Analytical, reasoning, and problem-solving tests Emotional intelligence tests
	Meta cognitive	Meaning making Recognize ideas Ability to extend mental abilities	<ul style="list-style-type: none"> • MAI • MARS • SPQ • ASSIST • ILS
Learning attitude 	Affective	Curiosity Creativity	Interviews, responses to scenarios, what they have learnt Measure person element [divergent thinking to generate new ideas] Measure cognitive process element [process to create products from ideas] Measure product element [how the product is and what value it brings] Measure the press element [under what constraints did the person build the product]
		Receptiveness to novelty and change Appetite for excellence	ADKAR model surveys Observations/interviews/work history [digital footprint in social media and professional networking websites]

The framework provided is thus configurable and can be pivoted as per the required hiring context.

Scenario 2: Evaluating existing talent for specific assignment

The advantage of evaluating existing talent is that there would be data available through learning and performance evaluation systems. Here is an illustrative set of parameters to evaluate an existing talent for a software development project which involves a many stakeholder, is based on making process-oriented tasks into its digital format (ex. an income tax processing system) and interfacing with customers.



Category	Parameter type	Parameters	Possible tests to assess the parameters
Learning aptitude 	Cognitive	Reasoning Problem Solving Self-awareness	<ul style="list-style-type: none"> Analytical, reasoning, and problem-solving tests Prior observation at the workplace Emotional intelligence tests LASSI test
	Meta cognitive	Meaning making Metacognitive accuracy and confidence	Observation in work/circumstances <ul style="list-style-type: none"> ILS KMAI test Observation at the workplace What they have learnt in the recent past and the patterns of learning
Learning attitude 	Affective	Motivation for self-development Affability quotient Meticulousness quotient Accommodation quotient Openness to receive feedback	What they have learnt in the recent past Observation at work – how they pick new assignments, acceptance of stretch goals, response to feedback, inputs from performance management systems and line managers

6

Infosys view on learnability

Infosys with a commitment to create lifelong learners in its strategy has various systems in place to hire external talent and evaluate internal talent for various initiatives. There is massive disruption in almost every sphere. The hiring landscape too has evolved over time. From the screening of curriculum vitae to checking out the profiles on social networking sites to get a sense of the learning (particularly learning outside the laid curriculum), interests, hobbies, extramural engagements etc., the recruitment team gets a fair understanding of the personality traits of the candidate. Quite a few enterprises and organizations make use of hackathons (individual as well as group) to hire talents. This helps test not

just the problem-solving ability, but their ability to collaborate and interface with fellow hackathoners, the approach to problem solving, the curiosity level, the intrapreneurship, the entrepreneurial, swift prototyping skills etc. There are rounds of psychometric and pymetrics gamified soft skills assessments. The interviews are also modeled to quiz not just the technical abilities but also the behavioral skills.

The learning platform, Infosys Wingspan captures the digital footprint of learning for its employees and helps in evaluating the cognition and some parameters in the affective dimension.

To hone the cognitive and metacognitive skills, there are systems which help in

providing necessary experience to apply concepts learnt and try / experiment ideas. The digital skill tag initiative and digital quotient complemented with proficiency levels help employees gain awareness on new roles needed in the organization and have a disciplined way to gain skills pertaining to the roles. There is a constant focus on professional skills development which in turn helps employees develop the affective skills.

Nandan Nilekani says, "The only friction between an employee and their learning should be their motivation", while the rest of the needs are taken care through our learning systems in the organization.

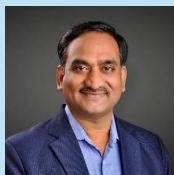
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Conclusion

As lifelong learning becomes a necessity today, organizations will have to put the required logistics in place to support their employees on their life-long journey. This will help their employee base to stay relevant, in demand and make easy transitions into new and different roles throughout their careers.



Authors and profile



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Senior Vice President, Head - Education, Training & Assessments

In his tenure at Infosys, which spans 22+ years, Thiru has managed many vital client relationships for the Financial Services Europe based accounts before taking on the current role of Head of Education, Training and Assessment (ETA). ETA department is one of the key business enabling departments at Infosys. Thirumala Arohi (known as Thiru) in his role of Head of ETA, drives various learning interventions aggressively to enable the employees to be future ready. In this journey of creating next-gen learning experiences, ETA has progressed well in establishing and enhancing Digital Learning platforms that enables "Anytime, Anywhere and on Any Device" learning combining with adoption of AI/ML techniques to engage and enrich learners' experiences. Several partnering agreements are in place with Universities and MOOCs, etc. in leveraging their programs. Along with driving content digitally, the Learning and Development arm of ETA also focuses on developing holistic skills in the areas of business, behavioral and leadership such as Design Thinking.



Seema Acharya

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Heads the SAP and Oracle Academy at Infosys Ltd. She is a technology evangelist by choice and vocation, learning strategist and a passionate tech author with over 20 years of experience in conceptualizing, designing, and implementing competency development / enhancement programs in alignment with business strategy to cater to short term as well as long term organizational goals.

She has authored 5 books with leading publishing houses such as Wiley, McGraw Hill, Apress, etc.

She also co-authored the ETA PoV on Learning Effectiveness Measurement on the Infosys Wingspan website.

Her areas of interest and expertise are centered on Business Intelligence, Big Data and Analytics, Data Science and Data Visualization. She is passionate about exploring new paradigms of learning and dabbles into creating e-learning content to facilitate learning anytime and anywhere.

Her mantra is to always make time for things that you enjoy doing! If there is any right time, the time is now! Also "To handle yourself, use your head; to handle others, use your heart"!



Meenakshi S

Senior Lead Principal, Infosys Limited

Meenakshi is an Agile / DevOps practitioner, trainer and coach with over two decades of experience in software development and education services. She leads the Agile and DevOps enablement at Infosys. She also leads the competency development of fresh hires in IT foundation skills and manages the social outreach program for colleges in India. In her tenure at Infosys, she has designed and executed large scale enablement programs across geographies, coached teams to implement Agile / DevOps practices, created training models, designed courses and delivered sessions to a global audience & leaders.

Infosys Cobalt is a set of services, solutions and platforms for enterprises to accelerate their cloud journey. It offers over 14,000 cloud assets, over 200 industry cloud solution blueprints and a thriving community of cloud business and technology practitioners to drive increased business value. With InfosysCobalt, regulatory and security compliance, along with technical and financial governance comes baked into every solution delivered.

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