

Learning Red

Navigating Transition Assessment Results

Understanding Your Learning Red Score

Your Navigating Transition assessment has identified Learning as a red zone. What this means is that right now, your capacity to take on new skills, knowledge, or ways of working is significantly stretched. This isn't about intelligence or ability – it's about bandwidth. When you're already managing the stress and uncertainty of transition, there simply isn't much spare capacity left for learning new things.

What Learning Red Actually Feels Like

You might recognise some of these experiences:

- Feeling overwhelmed at the thought of learning new skills or systems
- Struggling to retain new information, or finding it hard to apply what you've learnt
- Avoiding situations where you'd need to learn or adapt to something unfamiliar
- A nagging feeling that you've 'forgotten how to learn' or that it's harder than it used to be
- Anxiety about having the 'wrong' skills for whatever comes next
- Difficulty seeing how your existing skills transfer to new contexts

These are completely normal responses to transition – particularly when you're already juggling stress, uncertainty, and significant change. Your brain has limited processing capacity, and right now other demands are taking priority.

How Learning Fits the M x L x I Framework

Your Navigating Transition assessment measures three dimensions that multiply together: **Motivation x Learning x Identity = Transitioning Capacity**. Because these multiply rather than add, a red score in any dimension significantly constrains your overall capacity. When Learning is red, it doesn't matter how clear your purpose is (Motivation) or how solid your sense of professional self (Identity) – you'll still struggle to move forward if you can't take on what you need to learn.

Common Patterns When Learning Is Red

Cognitive Overload

Your brain is already managing significant demands from the transition itself. Adding new learning on top feels impossible because there simply isn't spare processing capacity available.

Learning Anxiety

Previous experiences have created anxiety around learning. You worry about failing or looking incompetent. This anxiety itself blocks effective learning.

Skills Transfer Difficulty

You're struggling to see how your existing skills translate to new contexts. The gap between what you know and what you think you need to know feels enormous.

Learning Fatigue

You're exhausted from continuous adaptation and change. The thought of having to learn yet another new system is overwhelming.

What Usually Doesn't Help

- **Pushing through anyway:** Forcing yourself to learn when capacity is depleted usually results in poor retention and increased frustration.
- **Comparing yourself to others:** This ignores that they're probably not managing the same transition stress you are.
- **Waiting until you feel ready:** Readiness doesn't usually arrive before action; it emerges through action.
- **Massive upskilling plans:** Creating ambitious learning plans usually leads to overwhelm and abandonment.

What Actually Helps

Start with Skills Translation, Not New Skills

Before learning anything new, identify what you already know. Most transitions require less new learning than you think – they require reframing existing capabilities in new contexts.

Learn Just-in-Time, Not Just-in-Case

When capacity is limited, the most effective learning happens when you learn something immediately before you need to apply it. Learn what you need, when you need it.

Reduce Learning Load

Identify the absolute minimum you need to learn to take your next step. What's the smallest amount of new knowledge that would make a meaningful difference? Start there.

Three Small Actions You Can Take

Action 1: List Three Things You Already Know (10 minutes)

Write down three things you can do well right now, today. Not skills you need to learn – things you already know how to do. Just acknowledging existing capability can reduce anxiety about what you don't know yet.

Action 2: Identify One Small Knowledge Gap (5 minutes)

What's one specific thing you don't understand yet that's stopping you? Not 'I need to learn everything about X' but 'I don't know what Y means'. Just name the gap – don't try to fill it yet.

Action 3: Learn One Small Thing This Week (30 minutes maximum)

Pick the smallest possible piece of new knowledge. Could be understanding one new term, reading one short article, or asking someone one specific question. The goal is completing something, not learning everything.