

**SPEED READ >>>**

# LEARNING – THE FOUNDATION FOR AGILITY AND SUSTAINABLE PERFORMANCE

“The ability for organisations – and the people who work in them – to learn fast, adapt and manage change, has never been more important for organisational survival. Learning is a key strategic lever that organisations can use to maintain a leading market position. Learning should be high up the business agenda, but too often, learning professionals lack credibility and influence as business leaders. The Learning function needs to build its influence as an agent of change and performance, leading the agenda in terms of how learning can enable organisation growth.”

Gillian Pillans, Report Author

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# 01

## SETTING THE SCENE – LEARNING AND THE NEW ECONOMY

We live in an age of ‘Digital Darwinism’, where those businesses that fail to adapt to the pace of technological and social change will not survive. New digital platforms can disrupt traditional markets almost overnight, wiping out successful strategies, products and services at a stroke. Globalisation, emerging technology and changing customer needs and expectations mean organisations must build the capability to sense and respond quickly to changes in their markets. Stable environments are a thing of the past, and competitive advantages have become ephemeral.

Learning plays a key role in helping businesses survive and thrive in this context. Organisations need to apply learning both to help individuals develop adaptive capabilities, and to design organisations that are capable of learning and rapid change. In this Speed Read, we review key trends in the learning market, assess the alignment of learning activities to business strategy, look at the implications of adult learning theory for designing quality learning, and explore the capabilities learning professionals need to create high-impact learning in today’s landscape. We conclude with some recommendations for good learning practice.

### DISRUPTIVE TIMES REQUIRE A DIFFERENT APPROACH TO LEARNING

MIT has found that 90% of organisations expect their industry to be totally disrupted by digital trends. However, the operating models of many organisations – especially large global businesses – have not kept up with the scale of the challenge. Organisations need to cultivate an operating system that can pick up on weak signals at the edge of the organisation, create new products, services and markets rapidly, and reconfigure themselves to deliver them. This has profound implications for learning, at both the individual and organisation level.

Dealing with a highly disruptive context requires a different mindset. Ronald Heifetz of Harvard University distinguishes between ‘adaptive’ and ‘technical’ approaches to problem solving.

- **Adaptive approaches** are required to solve problems for which there are no simple solutions. Adaptive problems demand innovation and learning.
- **Technical problems** may be highly complex and require deep expertise – Heifetz cites the example of doctors running a busy A&E department in a hospital. However, these problems are technical “because the necessary knowledge ... already has been digested and put in the form of a legitimised set of known organisational procedures guiding what to do. ... They are the product of previously accomplished adaptive work.”

Today, organisations need to be able to mobilise people to tackle tough problems, link seemingly unrelated events and come up with creative solutions. These are adaptive challenges. One of the issues for Learning is to make sure we are not trying to solve

‘adaptive’ situations with ‘technical’ learning solutions.

Organisations also need to be designed for agility. Research has found that organisations that maintained top-tier business performance relative to their peers over long timescales shared a number of ‘agile’ characteristics. Learning is a key feature of agile organisations. They:

- learn continuously by capturing the lessons from successful and unsuccessful experiments
- share learning with other parts of the organisation that need to act on it
- transfer learning into continuous improvement.

### THE PURPOSE OF LEARNING IN TODAY’S CONTEXT

We define learning broadly, encompassing both individual learning (where one person gets better at something), and organisational learning (where teams or entire organisations change their practices or behaviour). Note that throughout this report we distinguish ‘learning’ in its broadest sense from the ‘Learning function’, which is typically responsible for some or all aspects of formal – and sometimes informal – learning within the organisation. In broad terms, learning needs to deliver three key objectives.

- **Enable the organisation to deliver its organisational strategy and improve organisational performance.** The organisation’s strategic intent drives where investments in learning happen. For example, a strategy of product innovation might lead you to invest in teaching all employees design thinking, whereas a cost management strategy would mean investing in developing lean management skills. Research shows that organisations

that tailor their investment in learning to the corporate strategy add considerably more value than those that invest in a generic 'best practice' curriculum.

- **Help individuals build and maintain the knowledge, skills and capabilities** they need to do their jobs well, develop the capabilities needed to progress in their career, and build pipelines of future talent.
- **Build capability in the organisation** to develop new products, services and markets, to sense and respond to external market forces, to innovate, and to build capacity to experiment and learn. In today's context, this is of ever-increasing importance.

## A NEW MODEL FOR LEARNING

### *Productive versus generative learning*

Building an organisation that's capable of being ambidextrous – delivering high performance today while also sensing and preparing for the future – requires two types of learning to be happening simultaneously.

- **Productive learning.** Conveying information about tasks we already know how to do with the goal of improving productivity, quality or customer service. Productive learning can bring everyone up to the standard of the current best performer. It helps maintain the status quo.
- **Generative learning** focuses on growth and innovation. Generative learning centres on imagining and building future scenarios, and sharing ideas and knowledge about tasks that are new and different. Often it is a collaborative endeavour that brings together networks of individuals to help them build a collective view of the future.

We find that most of the innovations in the learning market, including virtual learning, over recent years are concentrated in the 'productive learning' space. But real value comes from new ideas and sources of growth that emerge from generative learning. The Learning function has a substantial opportunity to help the organisation

invest in this type of learning. Indeed, it should make shifting focus from productive to generative learning a key priority if it wants to sustain its relevance and influence on key business outcomes.

### *Individual versus organisational learning*

In addition to switching the focus of learning from productive to generative, the other key issue is to identify where learning will have the greatest impact on organisational performance. Traditionally, learning has focused on improving the skills of individual employees. While this is often necessary and worthwhile, we would argue that greater performance shifts happen when learning is focused at the team or organisational level, where it can help the organisation achieve strategic change. Helping teams develop a collective point of view on the future can deliver greater insight than any one individual could generate on their own.

Learning can deliver the greatest value when generative and organisational

learning coincide, which involves bringing people together to come up with profitable, 'adaptive' solutions to business problems. Figure 1 shows how individual, organisational, productive and generative learning interact, with examples of the types of learning that might occur in each segment.

A key challenge for the Learning function is to find ways of equipping people and teams across all levels, at scale, with the type of generative skills they and the organisation need to remain agile and adaptable in a fast-changing business environment. To get behaviour and culture change at all levels you need to focus on the group or the organisation, not just the individual.

The capabilities needed for learning in the top-right box are different from those required in the other boxes. Solving adaptive problems relies more upon the wisdom of diverse groups, who come together to question and discuss the problem in order to identify a solution. This implies that Learning

Figure 1: CRF Learning Matrix

Working on the organisation	<b>Organisational/Productive</b> Working in teams on increasing efficiency or productivity in the existing business. Examples include: <ul style="list-style-type: none"><li>• after-action reviews</li><li>• delivering management training on a social learning platform</li><li>• quality circles and application of other team-based continuous improvement methodologies.</li></ul>	<b>Organisational/Generative</b> Using the collective wisdom of the team or organisation to come up with new solutions, identify new markets, and challenge existing assumptions. Example include: <ul style="list-style-type: none"><li>• convening groups to identify the top ten emerging disruptive innovations in your market and work out how they might affect your business model</li><li>• online strategy 'jams'</li><li>• co-creation through action learning.</li></ul>
	<b>Individual/Productive</b> Learning that's focused on helping an individual improve performance in their role. Examples include: <ul style="list-style-type: none"><li>• sales training</li><li>• watching a video on how to manage a difficult conversation with a team member.</li></ul>	<b>Individual/Generative</b> Helping individuals learn key skills to enable them to generate new ideas or strategies. Examples include: <ul style="list-style-type: none"><li>• teaching people critical thinking or strategic modelling skills</li><li>• teaching individuals design thinking methods.</li></ul>
Working on the individual	Productive	Generative

professionals will also need to develop different skillsets:

- helping teams address systemic issues
- facilitating good conversations
- helping people apply strategic concepts to real business situations
- extending the learning experience into the implementation of new ideas in the workplace.

Working in the top-right corner will require the Learning function to build deeper organisation development skills.

## **LEARNING IS AT RISK OF GETTING 'BOXED IN'**

We are at a learning crossroads. Emerging technologies have allowed the Learning function to rethink its role and deliver learning products more effectively at the point of need for individuals in their day-to-day work. There has been a lot of progress in the 'productive' side of the equation. But while this might be where growth in the learning market is happening, it's not the foundation for organisational growth.

Learning is in danger of boxing itself in to only delivering platforms and content. Learning's real value lies in helping the organisation build the capability to define a clear vision for the future and make it happen. It's about making learning and growing a fundamental part of everyday work, not something someone does on a Friday afternoon when they have 15 spare minutes to watch a video. Businesses have had to fundamentally reshape themselves in response to changes in their competitive environment; the Learning function must do the same.

# 02

## KEY TRENDS IN THE LEARNING MARKET

We note the following key trends in the learning market.

- Formal learning is moving out of the classroom. Face-to-face delivery of learning is being replaced by company provided virtual learning and open access content on Google and YouTube. **Organisations are shifting away from designing and delivering bespoke content towards 'curating' best-in-class content** from a variety of different internal and external sources.
- Explicit knowledge that would previously have been delivered by **traditional 'training' is moving into 'performance support systems', which provide the information people need to complete a task when it arises in the course of their daily work.** This helps to solve the problem of people remembering only a small proportion of what they learn in the classroom.
- **Learning is being 'democratised'.** Learning is becoming more widely available, as barriers such as cost, time, and location are decreasing. New technologies are also making it easy for a much broader audience to create learning content – this is no longer just the preserve of Learning professionals.
- **Technology-enabled 'social learning' is becoming an increasingly important element of learning strategy,** and organisations are investing in technology to support it. However, organisations must also make choices about how to maintain control over the quality and volume of content created. And there are still concerns about whether social learning leads to real, sustained behaviour change.
- **The learning 'journey' for individuals is increasingly personalised.** Curricula are being 'sliced and diced' and people can choose where to focus their time and effort, based on their own needs and motivations. New tools allow learners to personalise their learning feed so they receive internal and

external learning content that matches their interests.

- **People devote less time to learning, and attention spans are shorter.** New generations of workers have grown up with Netflix and Facebook and expect corporate technology to look and feel the same. This is driving demand for virtual and mobile content and 'micro-learning'.
- **Learning specialists are having to become more expert** at finding solutions to the particular problem at hand. Often what's needed is a quick checklist or short instructional video – not a lengthy course.
- As well as sourcing content, **the Learning function plays a key role in identifying, building and supporting the infrastructure needed to deliver virtual content.** The market for learning content platforms has exploded in recent years, and the Learning function has to be technologically savvy and in tune with what learners really need.
- **Although new technology platforms offer the opportunity to rethink learning content, much of what they provide is simply a rehash or truncated version of existing training content.** Learning professionals need to think more carefully about how to create a compelling learning experience.
- **There's still substantial investment in traditional face-to-face training and 'courses' delivered in a classroom outside the normal flow of day-to-day work.** In some cases this is driven by the expectations of business leaders and learners, who don't feel the organisation is investing in development unless these types of programmes are on offer. In other cases it's the result of the Learning function being stuck in the mindset that classroom delivery is the only solution.

- However, **smarter organisations are using more targeted face-to-face learning.** For example, they 'convene' people to work out solutions to business problems, or to work out how to apply conceptual models to real-life business challenges with the objective of improving performance. They are using dialogue and discussion as the basis for learning through co-creation, often through experiential or action learning. This approach fosters the all-important 'generative' organisational learning.

In sum, the market for learning is changing, with a proliferation of new technologies, applications and different ways of bringing learning close to the end user. The trend towards delivering learning through technology is inexorable, and this is shifting learning delivery away from traditional classroom settings. However, we must resist being swept along on a wave of technology for its own sake. It's vitally important to put the needs of the learner at the heart of what we do, to be clear about the objectives we're trying to achieve, and to design solutions that are consistent with the way we know that adults learn. The 'classroom' can still be a highly effective setting for learning, particularly where learning is enhanced by discussion, interaction and dedicating time for practice. However, interventions have to be high quality and it has to be the appropriate medium for the topic that's being learned.

For a deeper discussion of each of these trends, as well as an exploration of gamification, virtual reality, and artificial intelligence in learning, please see our [full report](#).

# 03

## CONNECTING ORGANISATION, STRATEGY AND LEARNING

Here we consider two important questions: where should a high-impact Learning function focus its energy, and what capabilities does it need, if it is to remain business-relevant? The answers to these questions lie in five key areas.

1. Aligning learning and business strategies.
2. Governance and design of the Learning function.
3. Effective evaluation to connect learning activities and business objectives.
4. Designing high-impact learning that reflects how adults learn.
5. Building the capabilities required of learning professionals.

We explore the first three here, and the last two in section 4.

### ALIGNING BUSINESS STRATEGY WITH LEARNING STRATEGIES AND PLANS

It seems self-evident that the focus of learning within the organisation should reflect current and future business priorities – how can an organisation execute its strategy effectively unless it has the capabilities it needs? Yet research shows business leaders are dissatisfied with the return on their investment in learning.

Our research indicates that there is an alignment problem, with only 53% of respondents to our survey stating that their organisation has an explicit learning strategy and only 54% saying they have a formal approach or process for assessing learning needs. Furthermore, only 26% of respondents have a Learning Council or similar governance body that would enable them to get formal input from the business about learning plans.

Working out what the business strategy

means for learning requires an ongoing dialogue between the Learning function and its key stakeholders to define and agree priority areas for investment and negotiate necessary compromises. The Learning function needs high-quality relationships with key business decision makers, and appropriate governance structures, to facilitate a healthy dialogue. Learning professionals need to be, first and foremost, business people, so they can understand the business strategy, make connections between it and their specialism, and bridge functional silos. Some organisations have appointed a senior business leader as CLO as a way to align strategic and learning interests.

Strategic workforce planning can be another route to aligning business, people and learning strategies. KPMG's Mark Williamson said there are two key stages. Stage 1 is to work through in detail the implications of the business strategy for workforce plans and scenarios. Stage 2 is to drill down into the skills required. At the same time, new technologies are making it easier to build a bottom-up picture of learning needs. Social media, 'jams' and data from employee surveys and external sources such as glassdoor.com can help identify priorities.

### GOVERNANCE AND DESIGN OF THE LEARNING FUNCTION

If the Learning function intends to be clearly aligned with the business strategy, the design of the function needs to reflect this. This means:

- having governance structures and communications lines that enable a dialogue between key business stakeholders and learning leaders
- designing the Learning function in a way that best delivers its business objectives.

In our view, it's essential that the business is involved in, engaged with and provides oversight of learning governance, because members of the governance body need clout and decision-making authority. There also needs to be strong commitment to learning from the top.

In practice, the influence of the Learning function is often diluted because of its distance from the executive team. If senior learning professionals lack unmediated access to senior business leaders, such as through a Learning Council, it's hard to see how they can make their voice heard amid executives' myriad competing priorities. Business leaders also complain that they are often unclear about the respective roles of HR generalists and Learning specialists.

The structure, configuration and degree of centralisation of the Learning function will depend on various factors, including the overall organisation design, the strategic priorities for learning, the level of business sophistication of the Learning function and the degree of credibility the function has with the business. Our research found that the predominant delivery model today is a central Learning function responsible for elements that are common across divisions or functions, with the rest decentralised. This allows for economies of scale in activities that are common across the group.

### EVALUATING THE BUSINESS IMPACT OF LEARNING

Our research found that few organisations have robust, objective processes for evaluating the impact of learning on business outcomes. We suggest organisations may need to turn the typical approach to learning evaluation on its head. First, you have to start by defining the business outcomes that you want to change by investing

in learning. Next, you need a testable hypothesis about the impact you would expect specific learning investments to have on business results. Then, you must go beyond simply thinking about evaluation in terms of the effect on individuals, and try to build a picture of the impact on the organisation as a whole.

We propose the following steps in designing an effective evaluation approach.

**1. Define the business problem we need to fix.**

What does the organisation need to get better at in order to deliver the business strategy? This might be getting new products to market faster or improving sales performance. You need to start by thinking about the outcomes you want to achieve, and work backwards from there to determine what actions are required.

**2. Is learning a possible solution to the problem at hand?** Or would it be more effective to address the issues in other ways?

**3. If learning is the right solution, what specifically will we do?** How do we know that what we are proposing will actually deliver the objectives? What's the underlying theory and is it robust and evidence-based? Have other organisations used similar approaches and what results have they achieved?

**4. How will we evaluate whether we've achieved the desired results?** It is critical to consider this at the outset. Think about how you will know the desired change has been achieved and where you will look for evidence. It's important to focus on outcome measures such as productivity, relative performance of different teams, or sales. It may also be appropriate to focus on qualitative measures such as the opinions of key business stakeholders. Consider triangulating a number of different measures to see if they provide a consistent picture, and use multiple methods and data points.

**5. What's the performance baseline?** It's important to be clear about what you are measuring against.

**6. After the event, did the activity do what it was supposed to do?**

Were key objectives met? Are there opportunities to improve?

**7. Who needs to know about the results of the evaluation?** What do we need to communicate to key stakeholders? How and when should we communicate?

Some further considerations.

- Evaluation has to begin where this section began – by aligning the organisation's strategic objectives with learning plans.
- The views of learners (often gathered via 'happy sheets') can be helpful, but it's important to also understand whether business sponsors feel the actions taken were worthwhile, and whether these opinions triangulate with business measures.
- Consider running trials with different comparator groups to test out the relative effectiveness of different learning modes or to compare participants in a learning activity versus a control group. The rise of people analytics capabilities in organisations is making it possible to build more data-driven pictures of the effect of investing in learning.
- The proliferation of virtual and online learning is opening up another rich seam of usage data – enabling organisations to determine which topics and specific learning content are most frequently accessed, by whom, when, where and for how long. Data analysis can help identify hotspots, areas where usage is low, or where content may need to be pruned or improved. App technology is also being used to provide feedback to learners from their bosses, subordinates and peers on how well they are putting their learning into practice.

# 04

## HIGH-IMPACT LEARNING – IMPLICATIONS FOR LEARNING PROFESSIONALS

### HOW ADULTS LEARN

If we are to design and deliver high-impact learning, we need to answer the question 'How do adults learn?' We know that traditional approaches to learning suffer from a 'transfer problem' – people remember only a small fraction of what they are taught, and if they don't practice, they forget. To design learning that sticks, and leads to sustained behaviour change, we need to take account of what we know about adult development. The short answer to the question of how adults learn is that it is predominantly through experience – the 70 in the 70:20:10 model (70% of learning is through on-the-job experience, 20% is learning from others, and 10% is through formal learning). Here we take a short tour around the world of adult learning. For a more detailed discussion, see CRF's research report [Leadership Development – is it fit for purpose?](#)

**1. Learning has to be highly relevant to a person's job.** Content, exercises and activities need to be as relevant to real work as possible. The advantage of the performance support systems described earlier is that they make work and learning relatively seamless – people can find the information they need to learn at the time and place where it's most relevant to them. Where learning takes place off-the-job, organisations need to think about how the learner will apply the learning in practice.

**2. Learning needs to incorporate deliberate practice.** Mastering a new skill can take many years of trial, error and persistence. It requires 'deliberate practice' – focused, intentional, repeated practice of new tasks, often with support and feedback from a teacher or coach. The 70:20:10 model can be helpful in reminding us that formal learning needs to be designed to reflect more accurately

the real-life workplace, and that formal and informal learning experiences need to be better integrated and focused on improving performance. Stretch assignments, project roles or secondments can help learners practice new skills.

**3. Learning is both rational and emotional.** Recent discoveries in neuroscience tell us that the highest quality learning engages the whole brain – sensory and emotional functions as well as the logical and rational parts. The design of learning should engage different emotions and senses, for example through storytelling, immersive experiences, social learning, video and hands-on exercises.

**4. Learning needs to engage the learner.** Teaching learners how adults learn, helping them work out their own preferred learning strategies, and giving them practical tools such as checklists or models to aid reflection, can be helpful. It's important not only to make people aware of how to learn, but also why learning is so critical in today's business context. Senior leaders have an important role to play in articulating learning's purpose for their organisation. It's also important to find ways of engaging individuals' intrinsic motivation to do their job better – for example, by getting them to set objectives for their learning before they participate.

**5. Engaging the learner's line manager.** The relationship between an individual and their line manager is critical in ensuring that learning leads to improved performance. Managers can make a crucial difference in ensuring that individuals don't just focus on achieving performance objectives, but also reflect on what they are learning and how they could improve their practice. Line managers need to understand how adults learn, what they can do to help their people sustain their learning, and

how they can create an environment in their team that's conducive to learning. Some organisations are using technology to remind managers via 'nudges' sent by an app on their phone to check in with a team member who has been through a learning programme.

**6. Creating the context for learning.** The work context has to allow for new skills acquired to be put into practice and perfected. The work context needs to make learners feel sufficiently safe to try out new skills, and accept that they may not get it right the first time.

Learning programmes that work at a team level, with people working together to understand how they can apply theoretical expertise in their unique environment, solving shared problems and establishing shared routines, are much more likely to be effective in the longer term than programmes based on developing individuals. Contextual factors can make all the difference between whether or not an investment in learning bears fruit, yet these are seldom considered as a core part of the learning design.

In summary, the goal of learning has to be sustained behaviour change, leading to better team and individual performance. When designing learning interventions, therefore, you have to consider what behaviour change you are looking to achieve, and how that will happen and be sustained. To learn more about other types of learning, including action learning, immersive learning, experiential learning, and the implications for learning of the latest neuroscientific discoveries, see our [full report](#).

## WHAT CAPABILITIES DO LEARNING PROFESSIONALS NEED TODAY?

The learning marketplace is very different from what it was ten years ago, and the capabilities required of learning professionals are also changing.

- **Business acumen.** First and foremost, learning professionals have to understand their business, its strategy, markets and future direction and priorities.
- **Being on the front foot.** Learning needs to be in the game at the start when it comes to strategic change, helping to shape strategy and plans and demonstrating how learning can enable a better outcome. Simply delivering a training programme at the end of a project is not good enough.
- **Consulting skills.** The ability to diagnose situations, ask good questions, contract effectively and manage projects is key.
- **Skilled in organisation, as well as individual development and consultancy.** Learning professionals will need tools, methodologies and skill sets covering all four boxes of the Individual-Organisational/Productive-Generative matrix. They will need to be highly skilled in putting together solutions to help teams and organisations improve performance and develop new capabilities, as well as to help individuals improve.
- **Strategic and analytical thinking.** They need to be able to view issues systemically and identify patterns and trends.
- **Strong external orientation and intellectual curiosity.** The best ideas for learning are highly likely to come from outside the organisation or from related fields. It's also important to understand what's happening among the organisation's broader market – suppliers, customers, competitors etc.
- **Deep mastery of adult learning theory.** Learning professionals need deep technical mastery of adult learning theory and behaviour change methodologies and expertise, in order to design interventions such as action

learning programmes or large group interventions, or use collaborative tools.

- **Partnership management.** Learning professionals are likely to partner with various external organisations at any time. It's important to know how to negotiate, build and maintain good commercial relationships with suppliers.
- **Design and technology skills.** Learning design in virtual, mobile and social media contexts is very different from the design of classroom-delivered learning. Learning professionals will need to get closer to IT designers and understand concepts such as user-centred design and Agile development methodologies. They need to know their way around the different technical solutions and know what works best in what circumstances.
- **Focused on delivery, learning and continuous improvement.** They need a strong execution orientation, and to be prepared to push themselves to get things done and see things through.

Above all, learning professionals need to show that they are committed to their own development and growth, and role model the right mindset for the rest of the organisation.

# 05

## RECOMMENDATIONS

1. **Connect learning to business strategy.** Is there a clear mission, strategy and plan for learning in your organisation? Are you clear about the role and purpose of the Learning function in delivering this? Does your organisation have a clear business strategy? How does the learning strategy support delivery of the business strategy?
2. **Be clear about the role of learning in the organisation.** Where is most learning taking place in your organisation today (in the broadest sense, not just learning products that are delivered by the Learning function)? Where should learning be happening in order to deliver future growth plans for the business? What role does/should the Learning function play in making this learning happen?
3. **Rethink learning governance.** Does your current governance structure for learning allow for sufficient dialogue between business and HR/ Learning leaders regarding priorities and objectives for learning? How do you get business input into learning plans and strategies?
4. **Get the balance right between generative/productive learning and working on the individual/ the organisation.** Think about the CRF Learning Matrix. How does the Learning function split its effort and resources today across the four boxes? Given your organisation's business challenges, how should the effort be shared across the four boxes? Does the Learning function pay enough attention to building the context for learning as well as the content? Are there gaps or resource imbalances that need to be addressed? In what ways could the Learning function better help the organisation work out answers to the business problems it faces into the future?
5. **Deploy learning technologies and delivery methods appropriately.** Thinking about the learning technologies available in your organisation and the different ways in which learning is delivered, are you clear about which format best suits different learning needs? In what situations is it worth investing in bringing people together? Where you are using online and virtual learning, have you taken care to reformat the content to make it compelling for those media, and reflect how people learn best?
6. **Engage individual learners.** How are you educating your employees about their role in learning – both their own learning and their contribution to building the organisation's capacity to learn? Is a capacity for learning one of the key characteristics you look for when you hire people into the organisation? Should it be? In what ways do you recognise and reward good learning behaviour?
7. **Equip line managers to support their teams' learning.** What role do you expect line managers to play in supporting their teams' learning? Are you selecting and developing line managers with the necessary skills? Do you teach line managers how adults learn – and the actions they can take to create a good environment for learning within their teams? Do you reward and promote managers who are skilled in helping their people grow and develop?
8. **Evaluate.** Do you have a process for evaluating learning? Are you clear about what information key stakeholders need and how you will gather the data?
9. **Invest in the capabilities of the Learning function.** Does the Learning function have the capabilities you will need to deliver your learning strategy? Do you have sufficient organisation development and strategic thinking capability? Do you need to improve the business acumen of Learning professionals? Do your Learning and OD teams collaborate closely enough?
10. **Communicate the priorities and impact of learning, and the tools for learning that are available.** How do you communicate the learning plan to the business? How do you share with learners and line managers what is expected of them with regard to learning, and what tools are available to support them? How do you report back on what is being learned and the impact on business performance?



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