

The L&D Innovations Bullseye

Mapping L&D Innovations by Adoption Levels,
Current Impact, and Future Investment

CHARTING THE EVOLUTION OF L&D DESIGN AND DELIVERY

The learning landscape is changing fast, the line's skill needs are becoming more complex, and how employees want to learn is evolving. Advances in learning technology and learning methodologies provide new opportunities for L&D to design and deliver impactful learning experiences.

To help navigate the increasingly complex learning landscape, we have worked with over 300 L&D professionals from 18 organizations world-wide to provide an objective map of how a set of learning channels, learning methods, and LMS features are being adopted by organizations, their impact on employee development, and where L&D professionals plan to invest in the future.

2014 Learning Innovations Survey: Partial List of Participants



KEY TAKEAWAYS

Learning Channels

1. **Experiments with virtual worlds are achieving high impact and warranting further investment.** Although virtual worlds have not been adopted by large numbers of organizations and are still very much in the experimental phase, they have great impact where they are deployed. Organizations using virtual worlds plan to continue to invest in them.
2. **Massive open online courses (MOOCs) have yet to prove their worth in a corporate setting.** Small numbers of L&D professionals are utilizing MOOCs, which have yet to demonstrate a high impact; investment levels are not set to increase.
3. **Learning portals are well embedded in the majority of organizations and provide high levels of value.** Learning portals are proving their worth, with over a one-quarter of learning professionals seeking to increase their rollout to further employee segments.

Learning Methods

1. **L&D professionals have yet to fully integrate research on the neuroscience of learning.** Only 10% of learning professionals have been using neuroscience principles to improve learning delivery. Organizations experimenting with neuroscience principles have experienced some benefit to employee performance, and investment levels are set to increase.
2. **There is significant demand for technology-enabled learning simulations.** Over a one-third of L&D professionals have rolled out technology-based simulations for employee development, and nearly half of these will invest heavily in further investments.
3. **Including learners from partner organizations in internal development programs leads to mixed results.** The majority of organizations that have integrated learners from key partners, such as suppliers or customers, into their development programs have seen limited impact, with under 20% of L&D professionals capturing high returns.

LMS Features

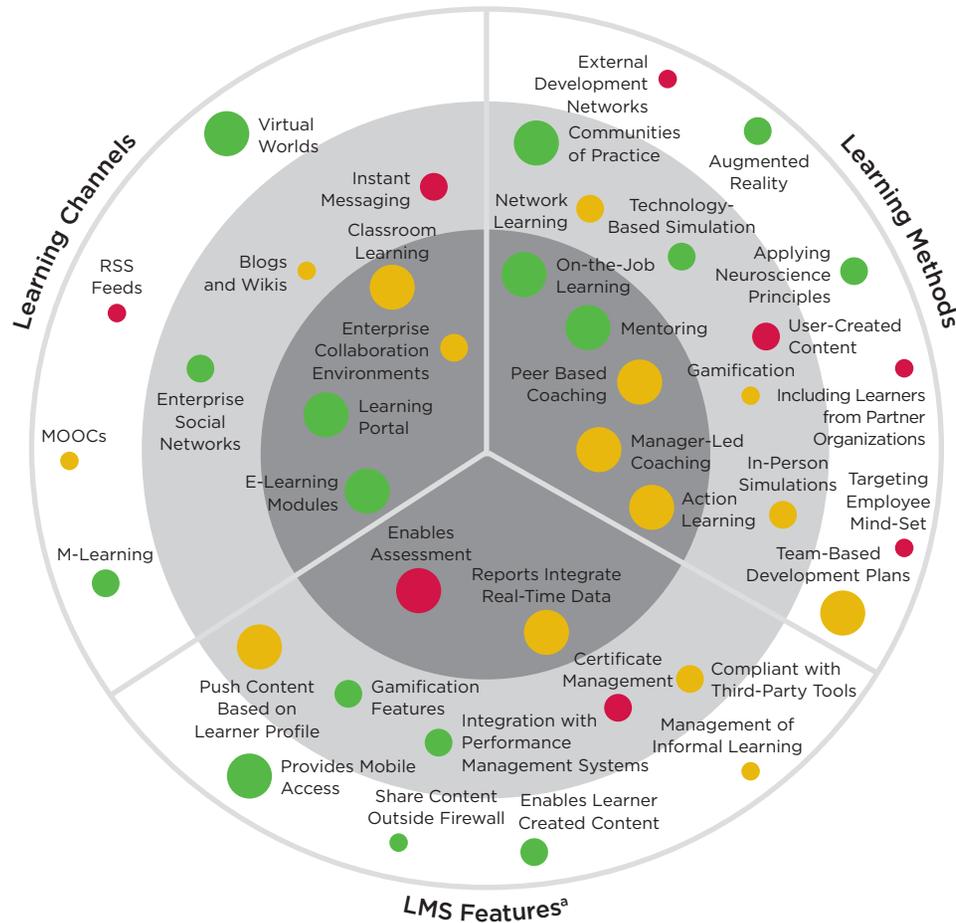
1. **Enabling learner assessment through the LMS is well embedded and impactful, but L&D is cautious of additional investment.** L&D functions agree that learner evaluation provides a substantial impact on employee development, but few expect to see a notable increase in impact in the near term.
2. **Experiments with mobile access have been successful, and investment is set to increase.** Mobile learning delivery is still in its experimental phase for most organizations, but the level of impact has been encouraging and L&D expects increased impact in the future.
3. **Increased investment is planned to capitalize on enabling learners to create their own content.** Over half of L&D professionals have not yet adopted enabling user-created content, but those who have expect it to significantly increase its impact on employee performance in the next two years.

The L&D Innovations Bullseye provides input to map out adoption trends, impact, and future investment for 39 established and emerging learning methods, channels, and LMS features.

- Dataset: Over 300 L&D professionals at 18 organizations
- Example of how to read the chart:
 - MOOCs are categorized as a learning channel:
 - On the bullseye, the colored dot for MOOCs is located in the outer-most circle to show that organizations are experimenting with it.
 - The dot for MOOCs is small, showing that current levels of impact are low.
 - The yellow dot for MOOCs shows that expected future investment is medium.

See the appendix for definitions of each of the items represented on the bullseye.

THE L&D INNOVATIONS BULLSEYE



Source: CEB 2014 Learning Innovations Survey.

^a LMS Features Future Investment based on expected impact on L&D and employee performance in the next two years.

Assessment Factors

Adoption Level



Degree of adoption is measured by extent and nature of deployment across organizations.

Current Impact



Current level of impact based on:

- Level of value for L&D
- Impact on employee performance

Future Investment



Future outlook is based on the projected level of investment and impact in the next two years.

ROADMAP





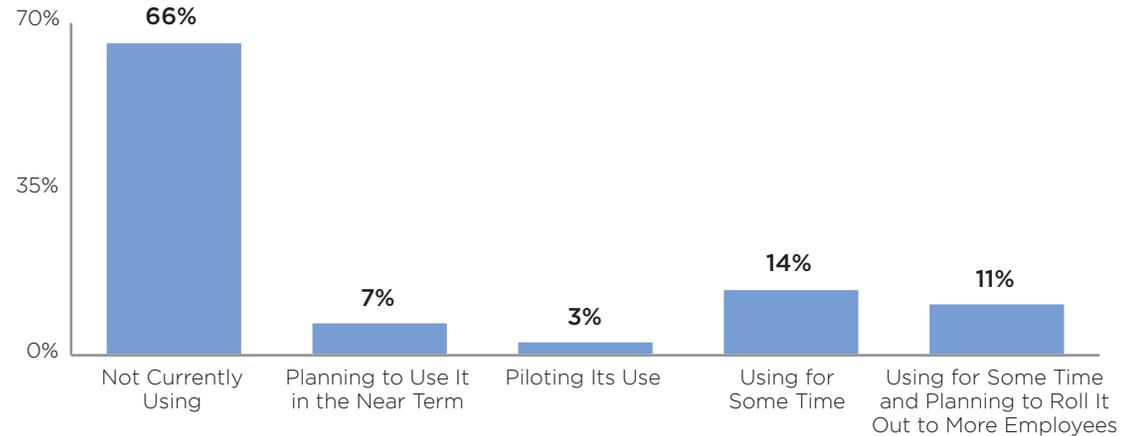
Virtual worlds are being used by a limited proportion of organizations but have considerable impact when deployed.

- Less than 4 in 10 L&D professionals are using or plan to use virtual worlds for employee development, making it one of the least utilized learning channels.
- However, almost half of those who have deployed virtual worlds report high impact on employee development.
- A similar proportion plan to invest heavily in virtual world technology in the next two years.

LEARNING CHANNELS: VIRTUAL WORLDS

Limited Adoption of Virtual Worlds

Extent of Deployment of Virtual Worlds (Percentage of L&D Staff)^a



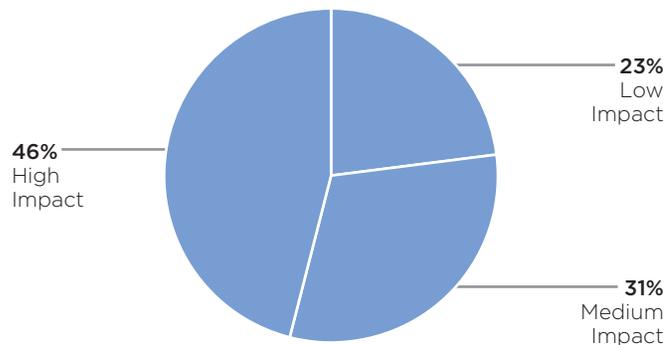
n = 76.

Source: CEB 2014 Learning Innovations Survey.

^a Response options also included "Using for some time and are planning to scale back use" and "Using the channel but are planning to discontinue it"; no respondents selected these options.

Virtual Worlds Delivering Impact

Degree to Which Virtual Worlds Are Having a Positive Impact on Employee Performance (Percentage of L&D Staff)

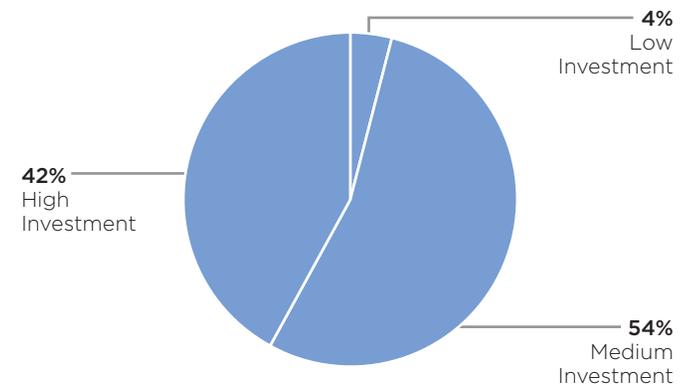


n = 26.

Source: CEB 2014 Learning Innovations Survey.

Virtual World Investment Set to Increase

Expected Level of Investment for Virtual Worlds Over the Next Two Years (Percentage of L&D Staff)



n = 26.

Source: CEB 2014 Learning Innovations Survey.



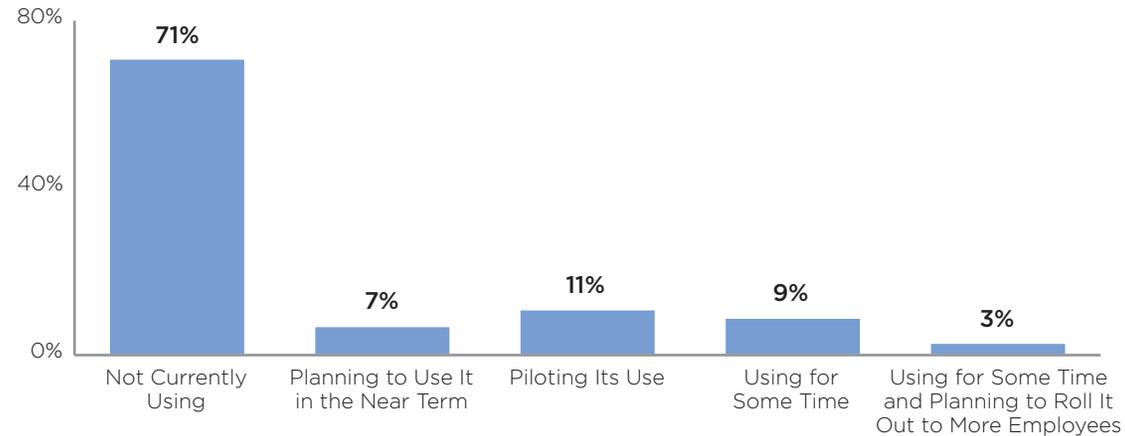
MOOCs are currently limited in adoption and impact.

- Adoption of MOOCs for corporate learning is still extremely low, with less than 3 in 10 L&D professionals using them.
- Half of L&D professionals utilizing MOOCs have seen low impact on employee development.
- The majority of L&D professionals are cautious about increasing investment in MOOCs.

LEARNING CHANNELS: MOOCs

Few L&D Professionals Are Rolling Out MOOCs

Extent of Deployment of MOOCs (Percentage of L&D Staff)^a



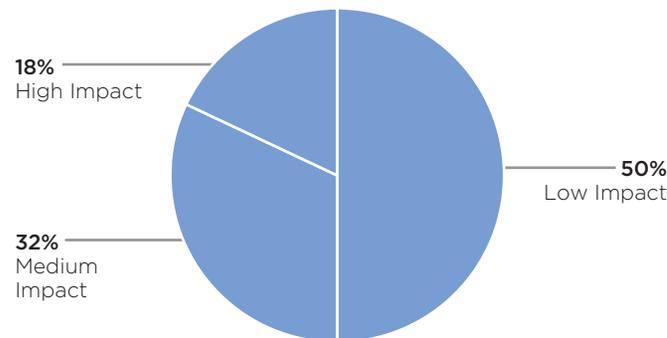
n = 76.

Source: CEB 2014 Learning Innovations Survey.

^a Response options also included "Using for some time and are planning to scale back use" and "Using the channel but are planning to discontinue it"; no respondents selected these options.

MOOCs Lack Impact on Employee Performance

Degree to Which MOOCs Have a Positive Impact on Employee Performance (Percentage of L&D Staff)

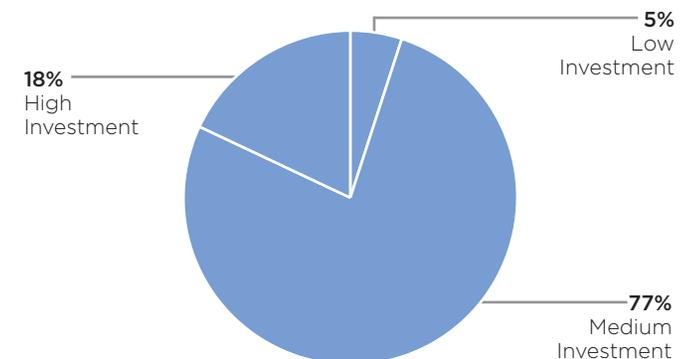


n = 22.

Source: CEB 2014 Learning Innovations Survey.

Limited Future Investment in MOOCs Planned

Expected Level of Investment for MOOCs Over the Next Two Years (Percentage of L&D Staff)



n = 22.

Source: CEB 2014 Learning Innovations Survey.

CEB L&D Resource

[Preparing L&D for the Future](#)

See the appendix to gain more information on the use of MOOCs.

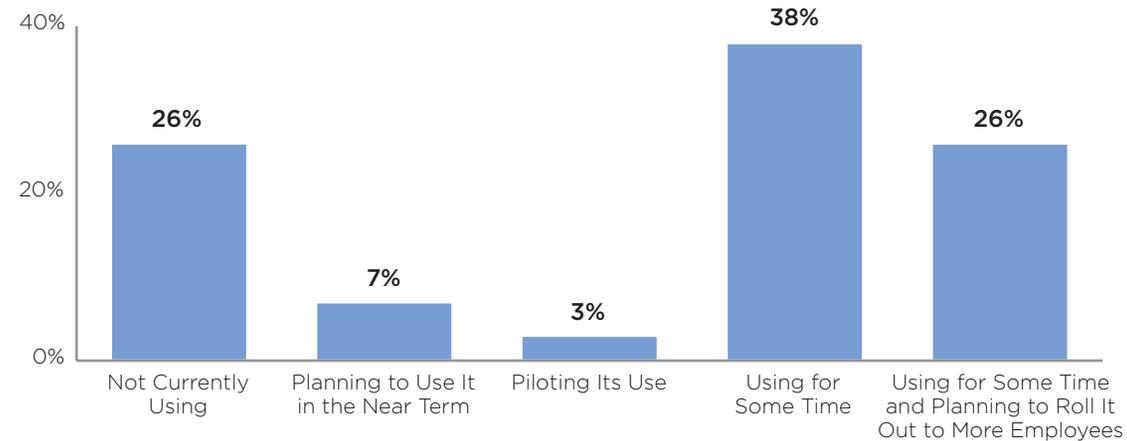
Learning portals are well embedded in the majority of organizations and yield high impact.

- The majority of L&D professionals have embedded learning portals, and over a one-quarter seek to expand their use.
- Learning portals highly impact employee development in over one-third of cases where they are deployed.
- Increased investment for learning portals is widespread, with one-third of organizations determined to provide greater investment in the next two years.

CEB L&D Resource
[IHG's Leadership Productivity Portal](#)
 This case details IHG's leadership productivity portal, which enables leaders to capitalize on the expertise of the broader leadership team and access workflow-based execution tools.

LEARNING CHANNELS: LEARNING PORTALS

Further Expansion of Learning Portals Planned
 Extent of Deployment of Learning Portals (Percentage of L&D Staff)^a

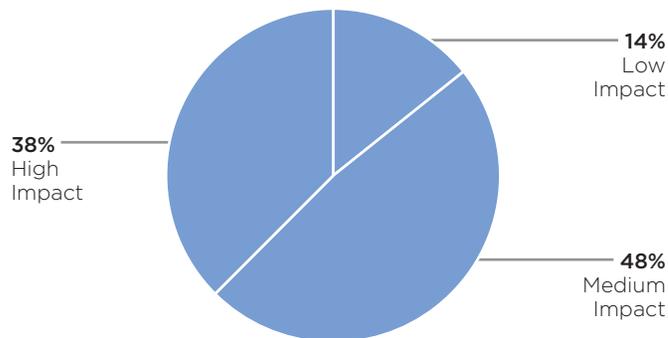


n = 76.

Source: CEB 2014 Learning Innovations Survey.

^a Response options also included "Using for some time and are planning to scale back use" and "Using the channel but are planning to discontinue it"; no respondents selected these options.

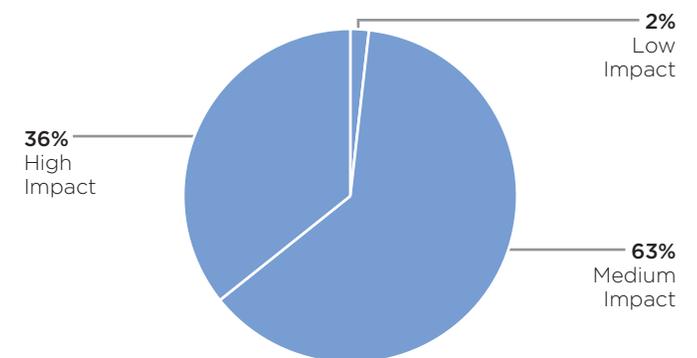
Learning Portals Creating High Impact
 Degree to Which Learning Portals Have a Positive Impact on Employee Performance (Percentage of L&D Staff)



n = 56.

Source: CEB 2014 Learning Innovations Survey.

Strong Levels of Future Investment
 Expected Level of Investment for Learning Portals Over the Next Two Years (Percentage of L&D Staff)



n = 56.

Source: CEB 2014 Learning Innovations Survey.

Note: Pie may not total 100% due to rounding.



To get a pulse on current needs, Fidelity monitors which resource types and topics managers access most.

- The L&D team analyzes the portal data monthly—it finds that looking at the data more frequently than that makes it difficult to identify trends.
- The team segments the data by manager level and business unit to gain a more precise view of manager challenges, resource preferences, content gaps, content usability, and overall portal resource usage.
- Fidelity solicits feedback from employees regarding the usefulness of each piece of content on the portal.

CEB L&D Resource

Fidelity: Leadership Portal Quality Pulse Checks

Fidelity Investments proactively tracks managers' resource needs and preferences to ensure they provide targeted, accessible, timely, and relevant support.

BEST PRACTICE EXAMPLE: LEARNING PORTALS



Leadership Portal Usage and Preferences Report

	Number of Unique and Repeat Users			
	Views by Individual Resource			
	Views by Content Type			
Views by Topic	Frontline Managers Percentage of Users Accessing	Mid-Level Managers Percentage of Users Accessing		
Set Direction	29.8%	28.7%		
Plan and Execute	8.7%	23.1%		
Drive Innovation	1.3%	4.5%		
Lead by Example	28.3%	19.5%		
Manage Talent	32.0%	24.3%		

Source: Fidelity Investments; CEB 2014 Learning Innovations Survey.

Resource Effectiveness Ratings

The screenshot shows a navigation bar with tabs: All, Focus on Customers, Think Strategically, Set Clear Goals and Priorities, and Inspire and Motivate Others. Below the navigation bar, two content items are displayed with star ratings:

- Job Sculpting: The Art of Retaining Your Best People—Reading** (4.5 stars): *Very interesting, alternative perspective to getting at the question of "what do you like/want to do?"—R.S., Merrimack, New Hampshire*
- The Extraordinary Coach—Course** (5 stars): *This course provides a format that can easily be applied in the real world. All coaches and managers with direct reports should take this course.—Anonymous*

Source: Fidelity Investments; CEB 2014 Learning Innovations Survey.

Portal Data Analysis Questions

Manager Challenges and Priorities

1. Are managers more focused on immediate needs or future performance?
2. In what areas do we need to provide greater support to the business?
3. What resources are managers accessing as a result of our recent promotions?

Manager Resource Type Preferences

4. What resource types are the most popular?
5. How well are we appealing to variances in managers' learning preferences?

Content Gaps and Resource Shortcomings

6. What information are managers still missing?
7. What changes do we need to make to current resources?

Content Usability

8. What percentage of managers are repeat users?
9. How often do managers view content and actually download it?

Overall Trends

10. What are the month-over-month trends?

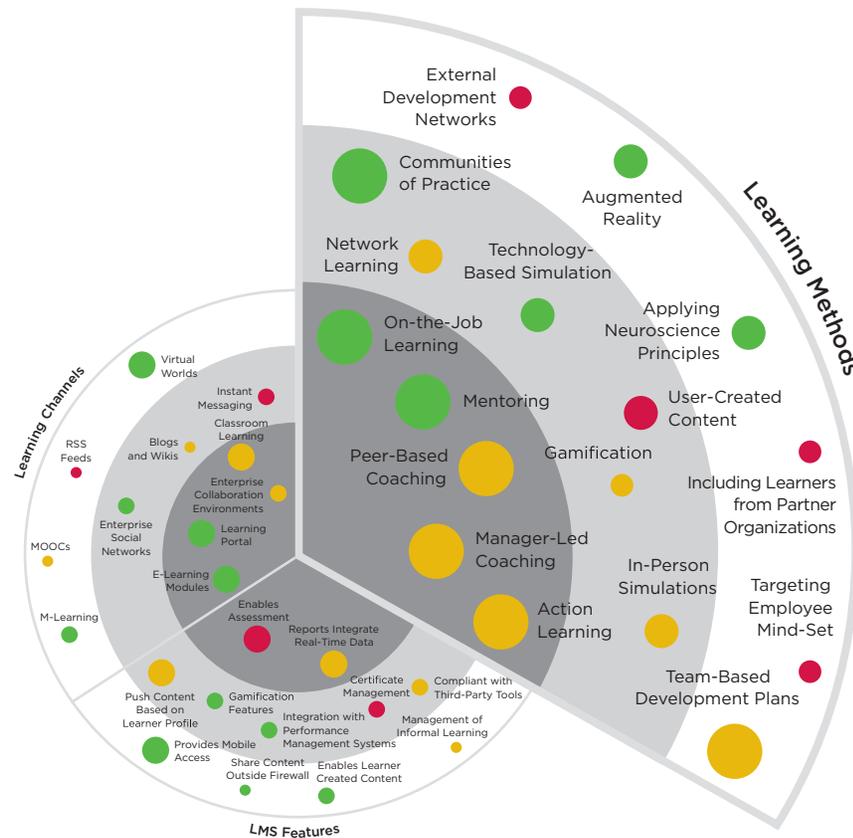
ROADMAP



Mentoring and coaching practices are well embedded in companies, but reaching outside the organization to learn is more limited.

- One-on-one coaching and mentoring creates substantial impact, while wider team practices are still in the experimental phase.
- Experimentation with methods that extend development outside the organization are yielding low impact.
- The results of experiments with the application of neuroscience are leading to a positive outlook.
- Gamification adoption is relatively widespread, but its impact remains low.

LEARNING METHODS



Source: CEB 2014 Learning Innovations Survey.

Assessment Factors

Adoption Level



Degree of adoption is measured by extent and nature of deployment across organizations.

Current Impact



Current level of impact based on:

- Level of value for L&D
- Impact on employee performance

Future Investment



Future outlook is based on the projected level of investment in the next two years.

See the appendix for definitions of each of the items represented on the bullseye.



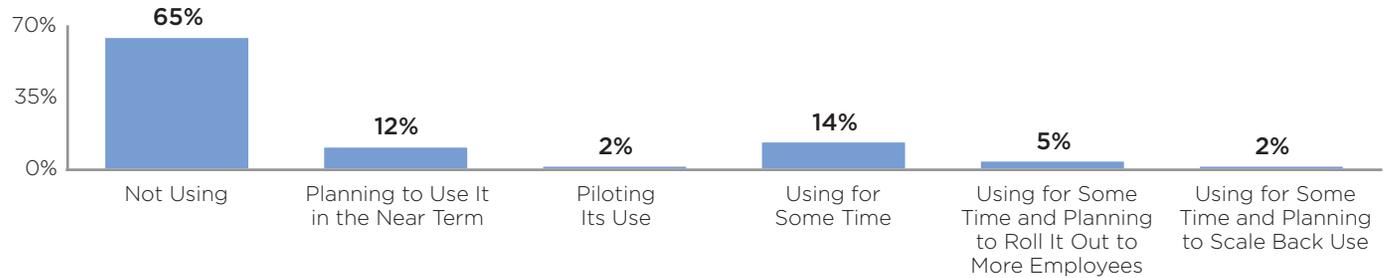
The application of findings from neuroscience research to employee development is still in an experimental phase.

- Few L&D professionals have fully integrated findings from neuroscience into development efforts, with only 2 in 10 already using this method.
- In the majority of cases, neuroscience provides medium impact when deployed at present, and investment outlook is broadly positive.

LEARNING METHODS: APPLYING NEUROSCIENCE PRINCIPLES FOR DEVELOPMENT

Limited Adoption for Neuroscience Principles

Extent of Deployment of Neuroscience Principles (Percentage of L&D Staff)^a



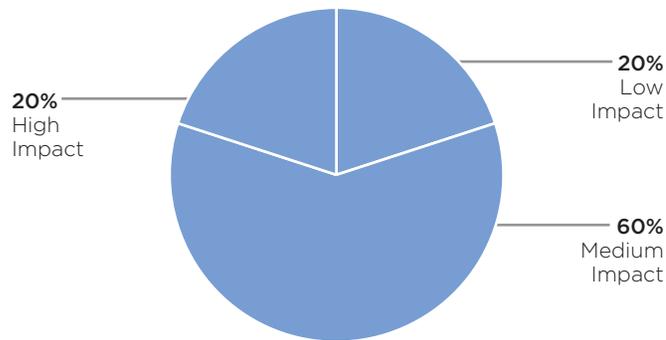
n = 43.

Source: CEB 2014 Learning Innovations Survey.

^a Response option also included "Using the channel but are planning to discontinue it"; no respondents selected these options.

Medium Impact from Applying Neuroscience Principles

Degree to Which Applying Neuroscience Principles Have a Positive Impact on Employee Performance (Percentage of L&D Staff)

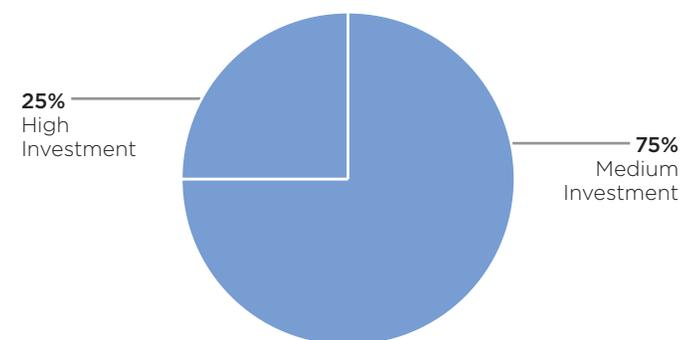


n = 15.

Source: CEB 2014 Learning Innovations Survey.

Moderate Future Investment for Applying Neuroscience Principles for Development Planned

Expected Level of Investment for Applying Neuroscience Principles Over the Next Two Years (Percentage of L&D Staff)



n = 15.

Source: CEB 2014 Learning Innovations Survey.

CEB L&D Resource

The Neuroscience of Leadership

This webinar replay introduces key research findings, case studies, and important implications for improving leadership best practices.

Technology-based simulations are showing wider adoption and are seeing increased investment levels.

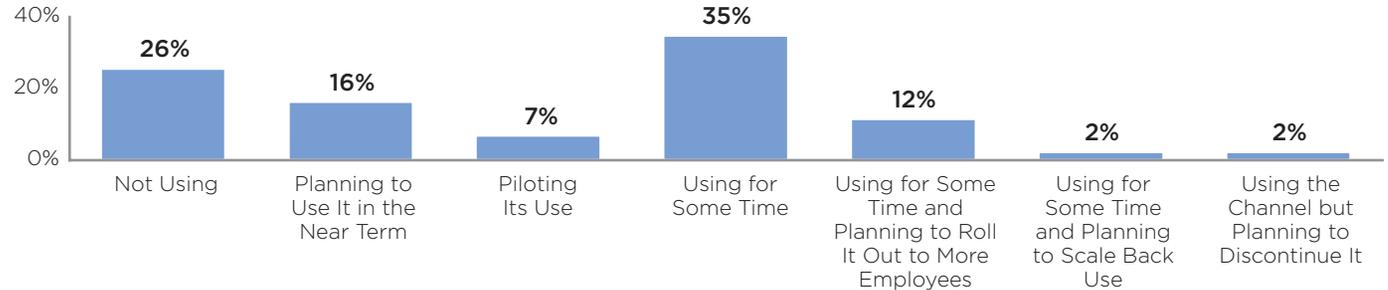
- Over half of L&D professionals have rolled out technology-based simulations for employee development, and over 15% of L&D professionals report they plan to roll them out in the near term.
- Forty-one percent of L&D professionals report a high impact from their simulations.
- Almost half of L&D professionals expect investments in technology simulations to be high in the next two years.

CEB L&D Resource
[Playbook: Achieving Impact with Simulations](#)
 This playbook reviews the three action steps that L&D must take to ensure simulations drive performance outcomes rather than just offer an entertaining experience.

LEARNING METHODS: TECHNOLOGY-BASED SIMULATIONS

Tech-Based Simulations Are Well Embedded

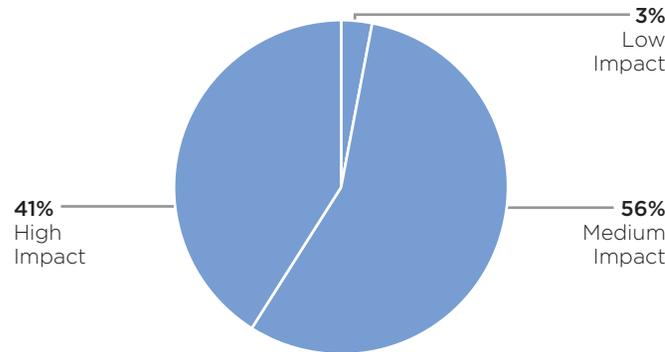
Extent of Deployment of Technology Based Simulations (Percentage of L&D Staff)^a



n = 43.
 Source: CEB 2014 Learning Innovations Survey.

Medium Impact from Technology Based Simulations

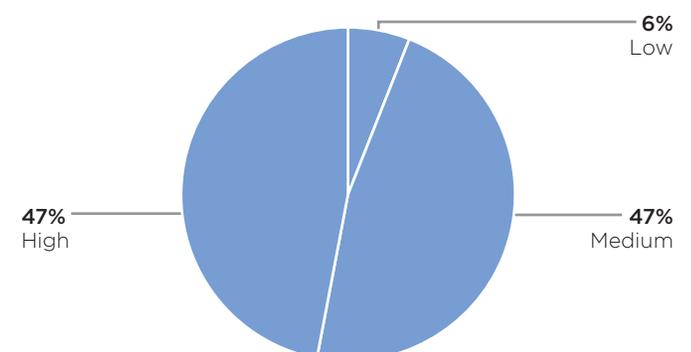
Degree to Which Technology Based Simulations Have a Positive Impact on Employee Performance (Percentage of L&D Staff)



n = 32.
 Source: CEB 2014 Learning Innovations Survey.

High Investment for Technology-Based Simulations

Level of Investment for Technology-Based Simulations Over the Next Two Years (Percentage of L&D Staff)



n = 32.
 Source: CEB 2014 Learning Innovations Survey.

Technology-based simulations involve real employees operating in a computer-simulated system.

- Technology-based simulations are well suited for scalably developing higher-order technical skills.

TECHNOLOGY-BASED SIMULATIONS

Benefits

- ✓ Are often a highly scalable simulation method
- ✓ Ensures learning is consistent across the learner population
- ✓ Enables L&D to re-create (and modify) real-life scenarios to provide powerful teaching
- ✓ Enables employees to practice using expensive equipment or engaging in complex actions that could have costly consequences if not performed properly
- ✓ Allows learners to operate in condensed time (e.g., compressing a year of events into a day) to see the future implications of decisions

Drawbacks

- ✗ Bought off the shelf or L&D must use dedicated consultants or internal staff with the right technical skills to create them (which are hard to find)
- ✗ Can seem gimmicky to learners and leaders when not done well
- ✗ Learners need a high level of technology fluency
- ✗ The organization must have the appropriate technology infrastructure

Choosing the Right Technology-Based Simulation

When choosing the type of technology-based simulation to deploy, L&D staff should consider the necessary level of interactivity between learners and whether the simulation must be available on demand to learners.

Case in Point



Workplace Technologies Research, Inc. (WTRI) worked with SAIC to create an interactive simulation game to train open-pit miners on safety measures. In their quest to extract the most gold under budget and on time, teams of miners confront a variety of challenges, such as bad weather conditions, maintenance problems, and dangerous unforeseen events. The teams must address these challenges while continuing to meet production goals, which teaches them effective mine safety practices and maintenance procedures when operating in real-life pressure situations. The training program can identify and track game players who are working and behaving in an unsafe way and deduct points from the team's score for this behavior.

Source: <http://www.saic.com/products/simulation/olive/customers.html>; CEB 2014 Learning Innovations Survey.

Before creating a simulation, L&D must carefully consider whether a simulation is an appropriate method to meet a specific learning need.

- Simulations are not appropriate for every development need—L&D must consider the learning content, the audience, and logistics when deciding whether to use a simulation.
- Use this tool as a guide to determine if simulation is an appropriate delivery method.

CEB L&D Resource

[Playbook: Achieving Impact with Simulations](#)

This playbook reviews the three action steps that L&D must take to ensure simulations drive performance outcomes rather than just offer an entertaining experience.

ASSESS THE SUITABILITY OF SIMULATION AS A DEVELOPMENT METHOD

Guide to Assessing the Suitability of Simulation

Directions: For the learning content you are evaluating, consider each of the selection criteria below. Circle the rating that is most appropriate for each of the criteria. Tally your score, and consult the key at the bottom of the page to interpret the score and determine the viability of simulations as an effective learning delivery method for this particular content.

Selection Criteria	Rating Scales		
Target Population: To what extent is the learning content relevant to a large population of learners within the target audience?	1 Small Population	3 Medium Population	5 Large Population
Need for Practice: To what extent is there a need for learners to practice applying the content?	1 Little Need to Practice	3 Some Need to Practice	5 Substantial Need to Practice
Emphasis on Skills Versus Knowledge: To what extent does the learning content address building skills as opposed to imparting knowledge?	1 Imparting Knowledge	3 Equal Focus on Skills and Knowledge	5 Building Skills
Risk of Content Application: How risky is it for the target audience to apply the learning back on the job without supervision?	1 No Risk	3 Medium Risk	5 High Risk
Barriers to Content Application: How many barriers (e.g., workflow, manager relationships) are there to learners applying content on the job?	1 Few Barriers	3 Some Barriers	5 Many Barriers
Importance of Feedback: How important is it that learners receive immediate feedback on their ability to apply learning?	1 Not Important	3 Somewhat Important	5 Very Important
L&D Resources: What level of investment (money, time, people, etc.) can the organization devote to this initiative?	1 No Resources	3 Limited Resources	5 Substantial Resources

Point Total	
25 and Above	Deploying a simulation is a highly viable approach.
15–24	Simulation may be effective when also blended with more traditional learning approaches.
14 and Below	Simulation is not likely to be effective. Consider a more traditional approach.

Source: CEB 2014 Learning Innovations Survey.



A varied response for including learners from partner organizations in development programs demonstrates this is still an experimental learning method for many.

- Almost half of L&D professionals plan to or have attempted to expand learning programs to those outside their organization, with a small contingent scaling back this activity.
- The majority of respondents have seen limited impact, with this method, with just under 20% of L&D professionals capturing high returns.
- Few organizations are planning substantial investments in including partners in development programs.

CEB L&D Resource

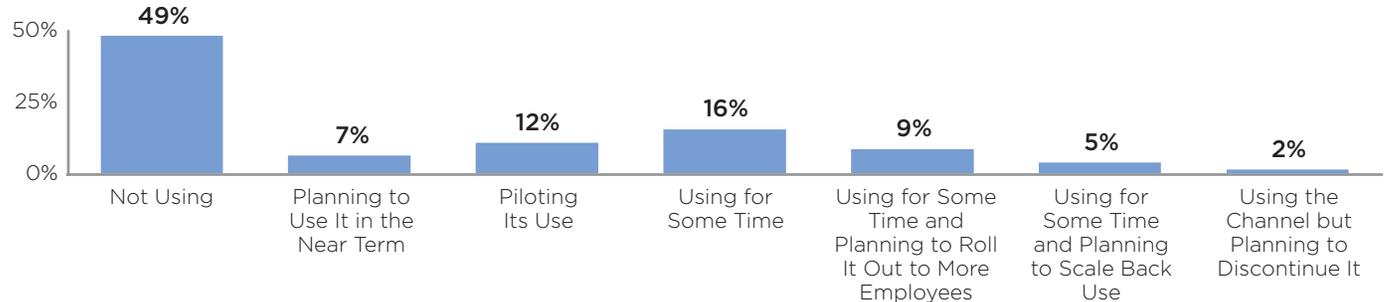
[Cargill: Customer Capstone Project](#)

Identify how to use value chain partners in formal development solutions.

LEARNING METHODS: INCLUDING LEARNERS FROM PARTNER ORGANIZATIONS IN PROGRAMS

Limited Adoption for Including Learners from Partner Organizations in Development Programs

Extent of Deployment of Including Learners from Partner Organizations in Programs (Percentage of L&D Staff)

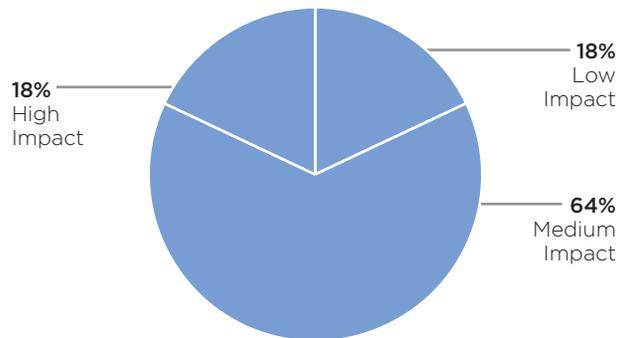


n = 43.

Source: CEB 2014 Learning Innovations Survey.

Including Learners from Partner Organizations in Development Programs Seeing Limited Impact

Degree to Which Including Learners from Partner Organizations in Development Programs Has a Positive Impact on Employee Performance (Percentage of L&D Staff)

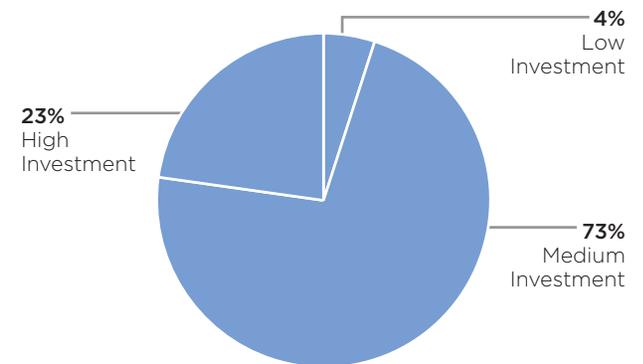


n = 22.

Source: CEB 2014 Learning Innovations Survey.

Limited Investment in Including Learners from Partner Organizations in Development Programs

Level of Investment for Including Learners from Partner Organizations in Programs Over the Next Two Years (Percentage of L&D Staff)



n = 22.

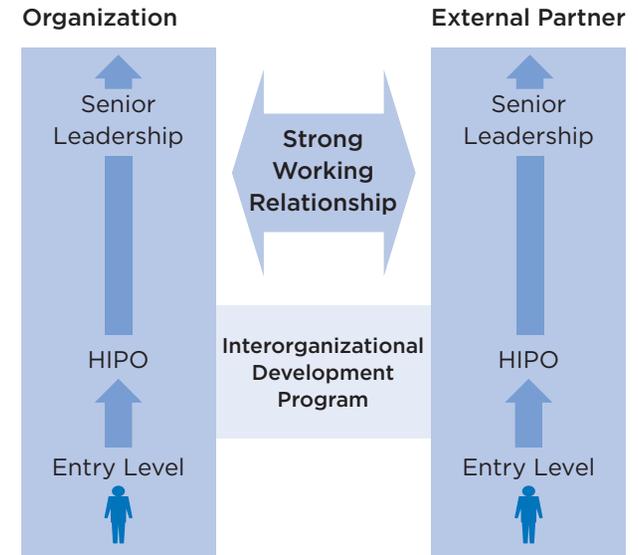
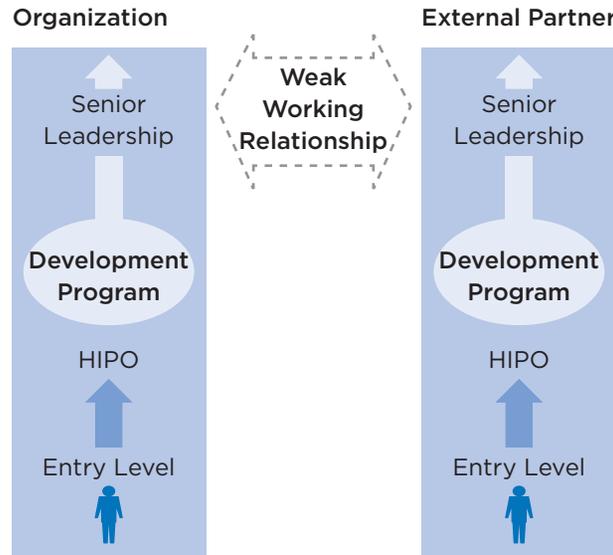
Source: CEB 2014 Learning Innovations Survey.

Caterpillar invites HIPOs from key external partners to their HIPO development program to strengthen working relationships across the value chain.

BEST PRACTICE EXAMPLE: INTERORGANIZATIONAL PEER LEARNING

Common Approach to HIPO Development: Siloed HIPO Development within Own Organizations

Caterpillar's Approach to HIPO Development: Interorganizational HIPO Development



- ✗ **Unfamiliar Working Relationships:** Senior leaders must quickly learn how to best work with external peers in the value chain.
- ✗ **Inaccessible Information:** Senior leaders struggle to find the information about the external market and value chain needed for success in their roles.
- ✗ **Isolated Problem Solving:** Senior leaders often fail to consider implications for parts of the value chain outside of their own organizations.

- ✓ **Well-Established Working Relationships:** Senior leaders establish working relationships with external peers early in their careers.
- ✓ **Known Sources of Information:** Senior leaders know who in their networks—inside and outside of the organization—can provide market information.
- ✓ **Systems Thinking:** Senior leaders consider how decisions impact all parts of the value chain instead of just their own organization.

Source: Caterpillar; CEB analysis.

CEB L&D Resource

[Stretch, Support, and Sustain](#)

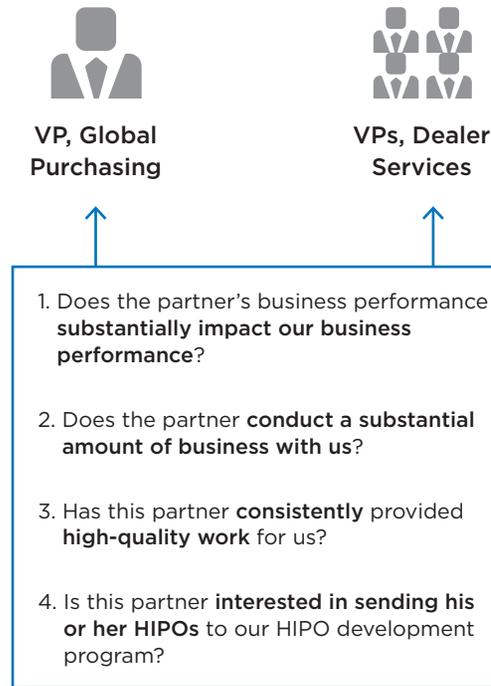
Learn from Caterpillar and other best practices how to accelerate HIPO performance.

Caterpillar invites strategically important external partners to send HIPOs to participate in their HIPO development program.

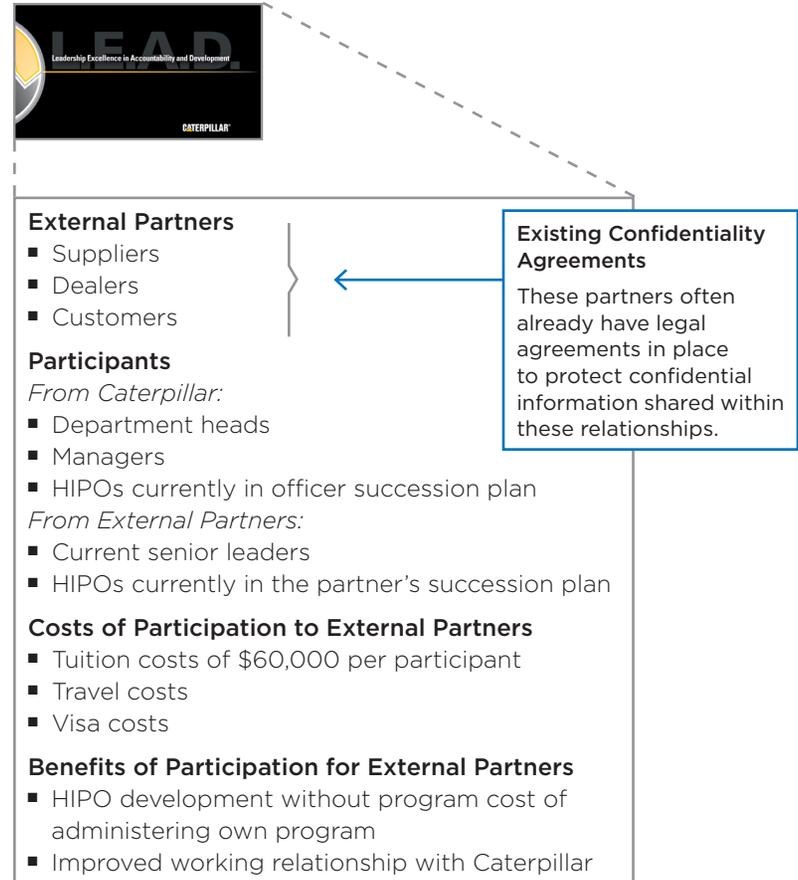
IDENTIFY STRATEGIC EXTERNAL PARTNERS TO PARTICIPATE IN HIPO DEVELOPMENT



Criteria for Identifying Strategic External Partners



Details of Caterpillar's "Digging Deep" Advanced Executive Leadership Program Communicated to External Partners



Source: Caterpillar; CEB analysis.



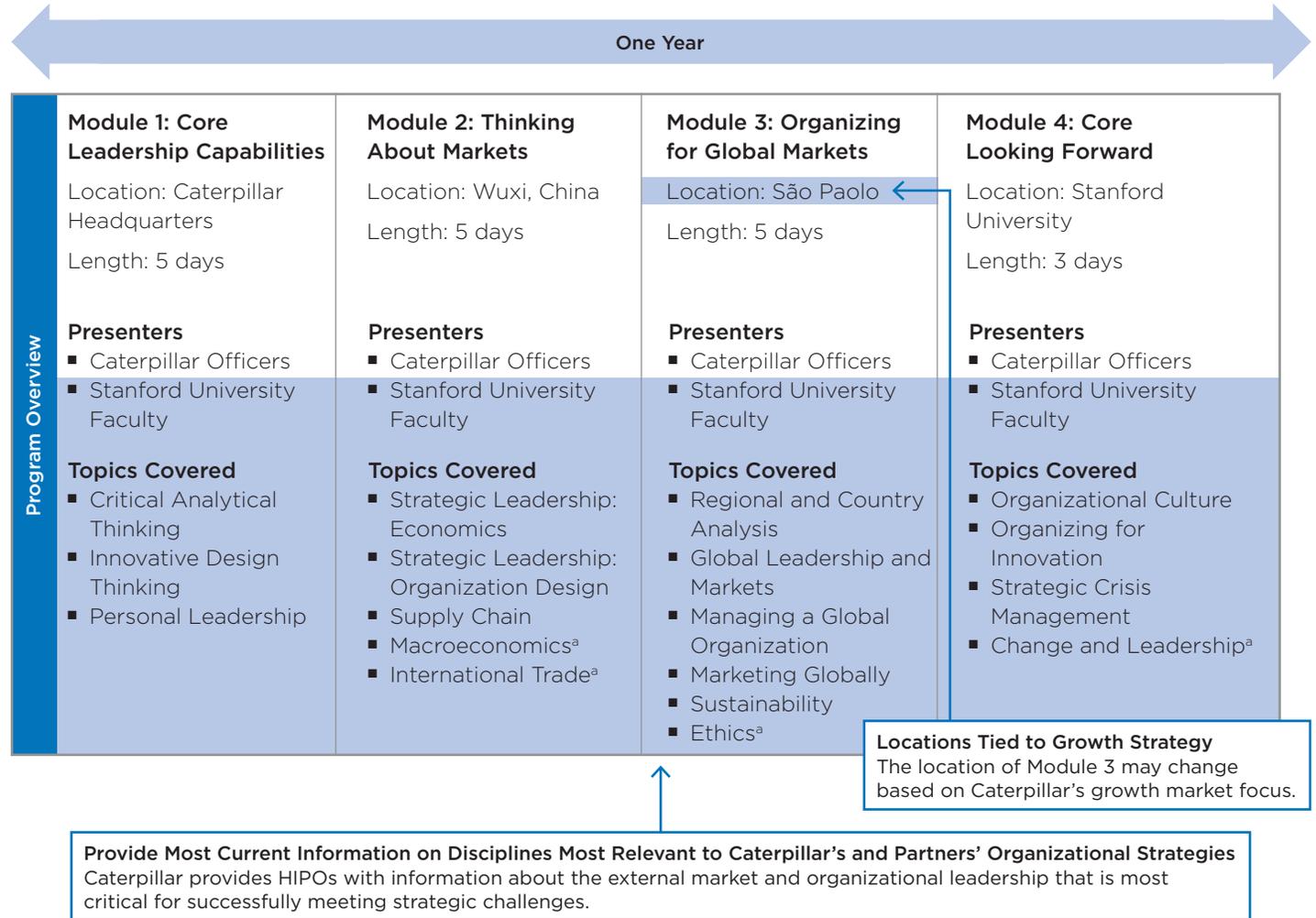
Caterpillar helps HIPOs contextualize organizational theory and global economic trends by alternating discussions with external experts and senior leaders.

- Caterpillar partners with faculty from Stanford University to teach the most current concepts and trends in organizational theory and the global economy.
 - Caterpillar helps HIPOs apply external knowledge and skills developed to the Caterpillar value chain through executive-led discussions.

CONTEXTUALIZE MANAGEMENT AND MARKET KNOWLEDGE FROM EXTERNAL EXPERTS



Development Program Contextualization of External Markets and Organizational Theory



Source: Caterpillar; CEB analysis.

^a Distance learning completed before next module.



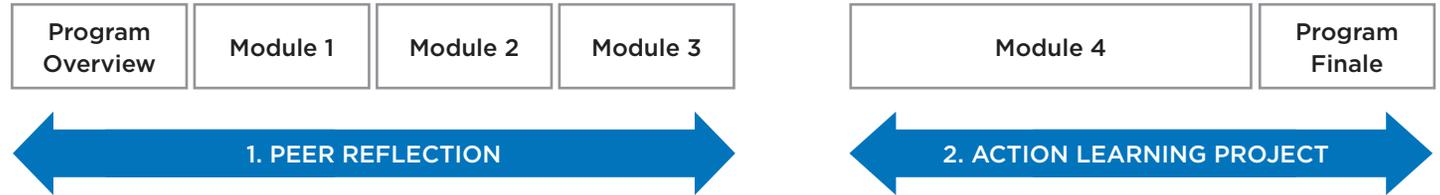
Caterpillar builds networks across the value chain through teams of external partners and internal HIPOs.

- By working closely together for a full year, HIPOs build working relationships across organizations that enable future on-the-job collaboration and holistic problem solving across the value chain, not just within their own organizations.

BUILD INTERORGANIZATIONAL NETWORKS THROUGH PEER LEARNING TEAMS



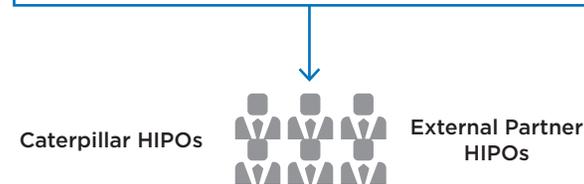
Caterpillar and External Partner Collaboration Activities Throughout Development Program



Questions for Team Discussion of Module Content

Illustrative

1. What about this module surprised us? Why are or aren't these reactions different depending on which organization we work for?
2. What differences did we discover about each of our organizations based on this module? What similarities did we discover?
3. What will we do differently to better partner across the value chain as a result of what we learned in this module?



Sample Business Challenge
Develop a process for creating a supplier park near one of Caterpillar's facilities that can later be used in the expansion of Caterpillar's facilities globally.

↓

Virtual and In-Person Team Collaboration

↓

Key Principles of Action Learning

- ✓ Identifies root causes of challenge across value chain
- ✓ Considers implications of solution for all parts of value chain
- ✓ Identifies actions across value chain

Source: Caterpillar; CEB analysis.

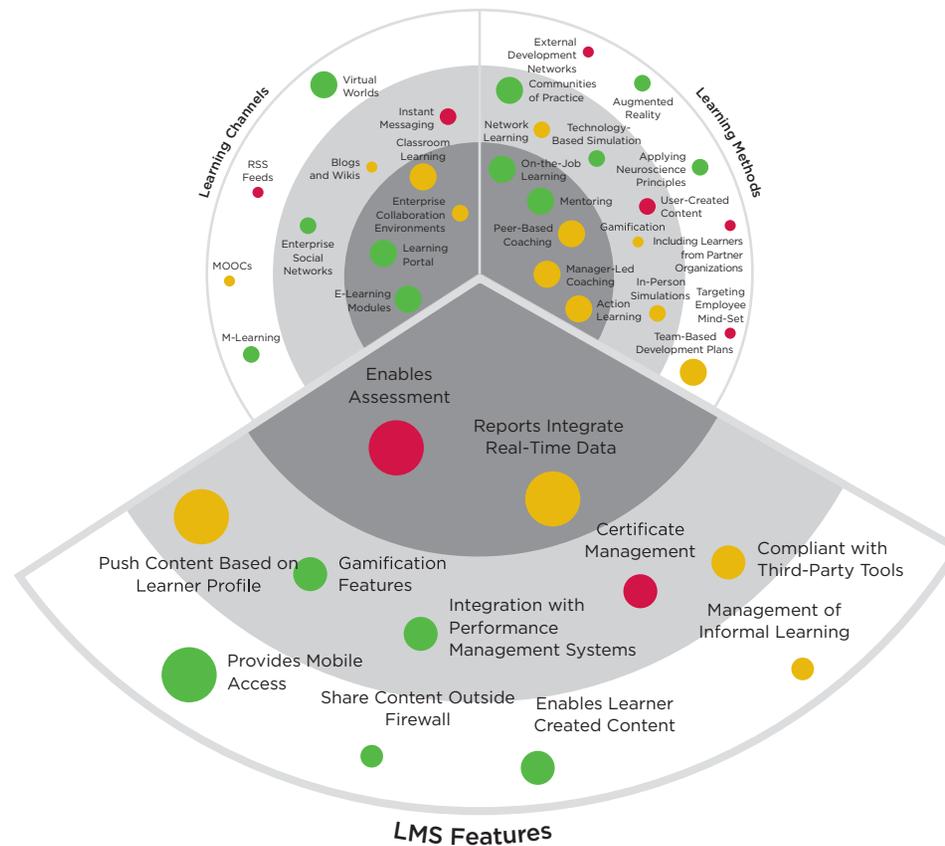
ROADMAP



L&D professionals are confident their LMS provides reporting and assessment capabilities but now seek to widen LMS functionality to become more tailored to individual learner needs.

- The foundations of enabling learning assessment and reporting are well embedded in organizations.
- L&D professionals see considerable impact from being able to push content to learners.
- L&D seeks to increase investment in mobile learning access, performance management integration, and gamification features.

LMS FEATURES



Source: CEB 2014 Learning Innovations Survey.

Assessment Factors

Adoption Level



Degree of adoption is measured by extent and nature of deployment across organizations.

Current Impact



Current level of impact based on:

- Level of value for L&D
- Impact on employee performance

Future Investment



Future outlook is based on the expected impact on L&D and employee performance in the next two years.

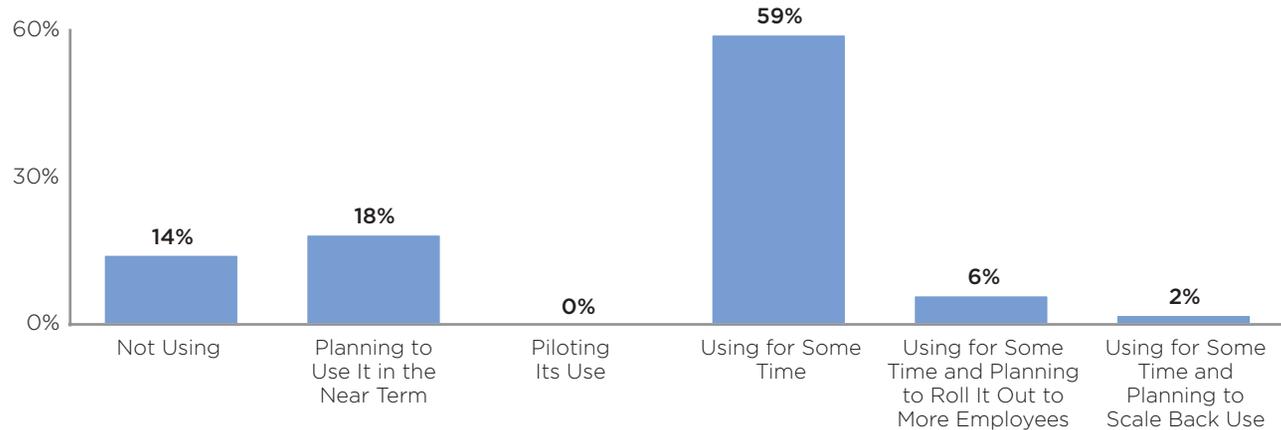
See the appendix for definitions of each of the items represented on the bullseye.

LMS functionality for enabling assessment is well embedded but will see limited additional investment.

- Only 10% of L&D professionals do not utilize LMS for learner evaluation, with the vast majority already using it.
- This learning assessment has provided high impact to employee development.
- However, over three-quarters of respondents do not foresee higher returns from enabling assessment in the future.

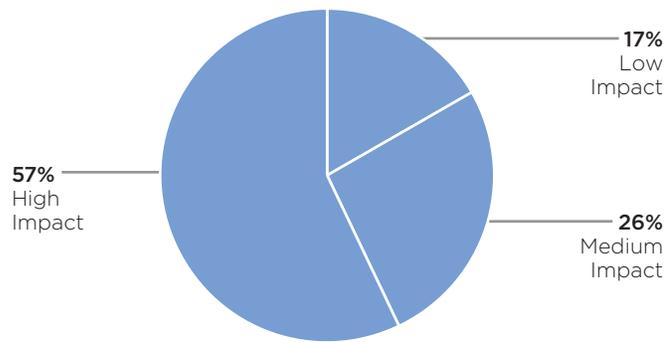
LMS FEATURE: ENABLES ASSESSMENT

Learner Evaluation Firmly Established
 Extent of Deployment of Enabling Assessment (Percentage of L&D Staff)



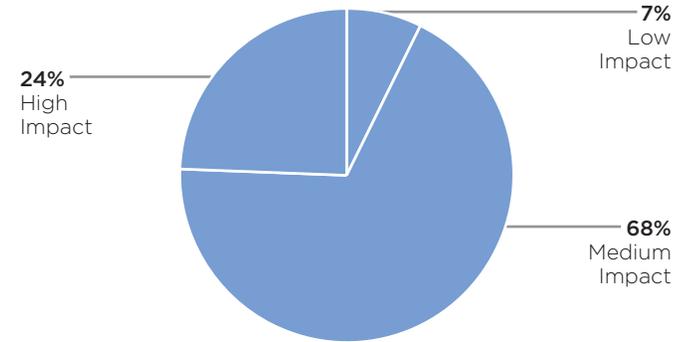
n = 49.
 Source: CEB 2014 Learning Innovations Survey.
 * Response options also included "Using the channel but planning to discontinue it"; no respondents chose this option.

Enabling Learner Evaluation Providing Considerable Impact
 Degree to Which Enabling Assessment Has a Positive Impact on Employee Performance (Percentage of L&D Staff)



n = 42.
 Source: CEB 2014 Learning Innovations Survey.

L&D Is Not Expecting High Returns to Employee Performance
 Degree to Which Enabling Assessment Will Have a Positive Impact on Employee Development in the Next Two Years (Percentage of L&D Staff)



n = 42.
 Source: CEB 2014 Learning Innovations Survey.
 Note: Pie may not total 100% due to rounding.

CEB L&D Resource
[Measuring for Impact](#)

This research brief details the key aspects of learning measurement and provides guidance on a three-step process for effectively evaluating your learning programs.

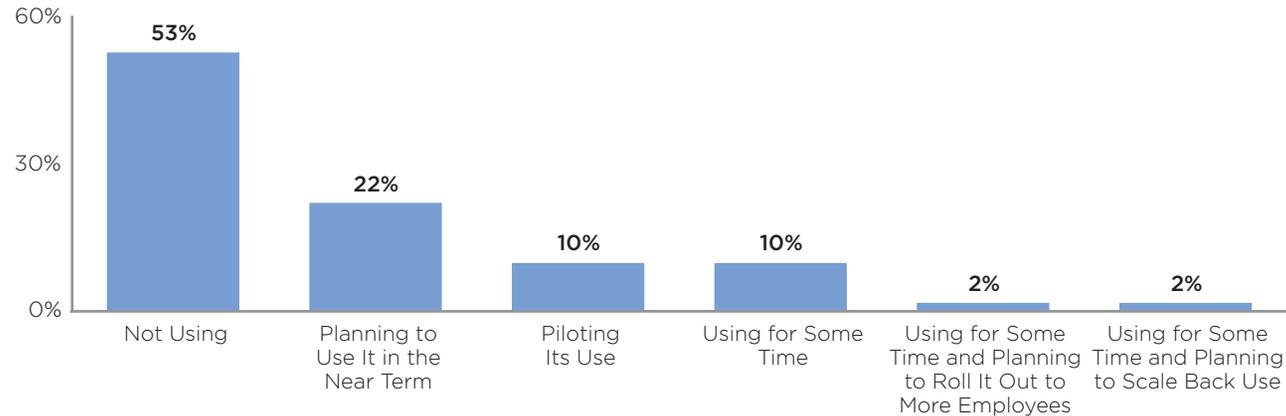
Still in its experimental phase for the majority of L&D professionals, providing mobile access is high on the list of investments in the next two years.

- Over half of L&D professionals have yet to roll out mobile access; more than 20% are planning implementation soon, while 10% are presently in a piloting phase.
- Almost half of L&D professionals who have rolled out mobile access find it greatly impacts employee development.
- The majority of L&D professionals expect high returns to employee performance from providing mobile access in the next two years.

CEB L&D Resource
[Preparing L&D for the Future](#)
 See the appendix to gain more information on the use of mobile learning.

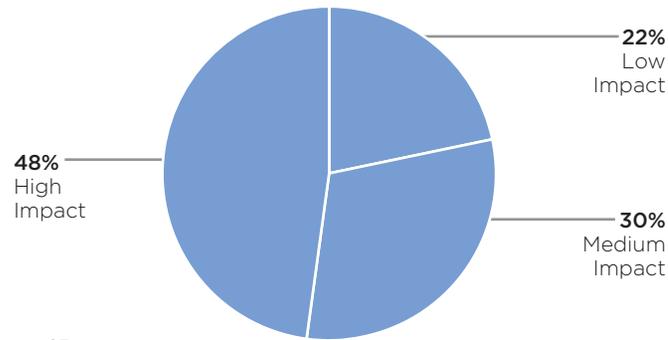
LMS FEATURES: PROVIDING MOBILE ACCESS

L&D Is in the Planning Phase for Mobile Rollout
Extent of Deployment of Providing Mobile Access (Percentage of L&D Staff)



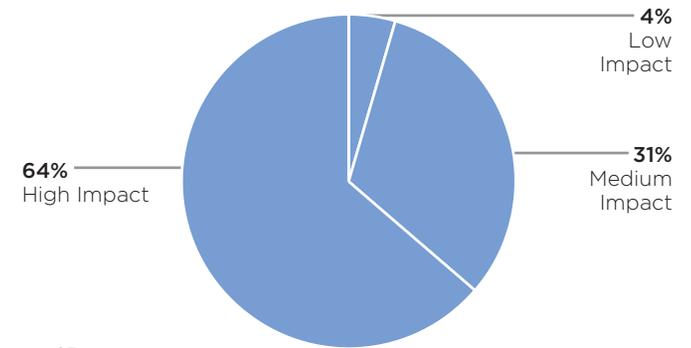
n = 49.
 Source: CEB 2014 Learning Innovations Survey.
 * Response options also included "Using the channel but planning to discontinue it"; no respondents chose this option.

Providing Mobile Access Proving Impactful
Degree to Which Providing Mobile Access Has a Positive Impact on Employee Performance (Percentage of L&D Staff)



n = 23.
 Source: CEB 2014 Learning Innovations Survey.

L&D Expects High Impact from Mobile Access in the Future
Degree to Which Providing Mobile Access Will Have a Positive Impact on Employee Development in the Next Two Years (Percentage of L&D Staff)



n = 23.
 Source: CEB 2014 Learning Innovations Survey.
 Note: Pie may not total 100% due to rounding.



The ability to learn through a mobile phone or tablet has the potential to make learning more accessible but comes with increased security risk.

ENABLING MOBILE ACCESS

Benefits

- ✓ Mobile access allows learning to take place on the move, which enhances flexible work conditions and provides development for remote employees.
- ✓ Bite sizing learning through mobile technology can provide performance support at point of need.
- ✓ Mobile learning brings learning to platforms employees are comfortable using.
- ✓ Learning on a mobile device lends itself to self-paced learning.

Drawbacks

- ✗ Mobile technology must either be provided by the company or through employees bringing their own device to work.
- ✗ Determining which mobile platforms are compatible can be complex.
- ✗ Providing information through mobile channels can lead to security risk, especially if the information is sensitive or company specific.

Case in Point



With more than 26,000 employees at more than 175 locations around the world, making learning resources available through a variety of channels 24 hours a day is critical. To that end, in 2013 the company launched the Qualcomm Employee App Store, which features 30 internally developed and externally hosted apps on Android and iOS platforms that provide employees with a variety of mobile-ready resources. For instance, the app “52 Weeks” is an onboarding tool that tells the company history through a series of weekly stories. “Worldwide QMaps” shows all company locations, local restaurants, and shuttle bus information, and “QCEvents” showcases current, past, and future events.

It also launched the “Qualcomm Journey,” a web platform that features user-generated content, such as video stories, that allows employees to share their work experiences, and Panopto—a video platform that provides recording and broadcasting capabilities.

Source: CLO Magazine; Mobile Friendly Learning.



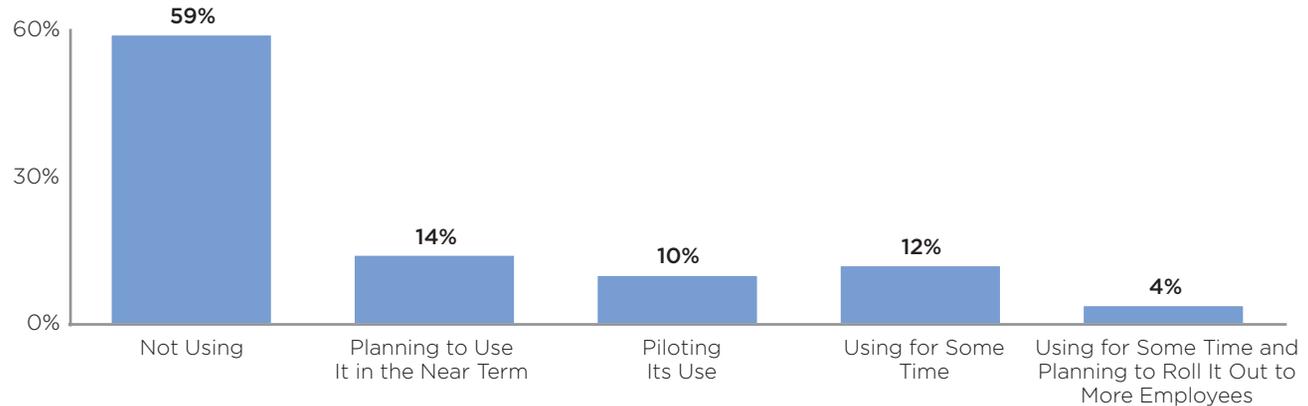
L&D is experimenting with empowering employees to create their own content and expect more significant impact in future.

- Over half of L&D professionals have not yet adopted enabling employee-created content, but more than 20% plan to or are piloting its use.
- Where L&D has enabled learner-created content, the majority report a medium impact.
- L&D envisages high levels of impact coming from learner-generated content in the next two years.

LMS FEATURES: ENABLES LEARNER CREATED CONTENT

L&D Is Experimenting with Enabling Learner-Created Content

Extent of Deployment of Enabling Learner-Created Content (Percentage of L&D Staff)



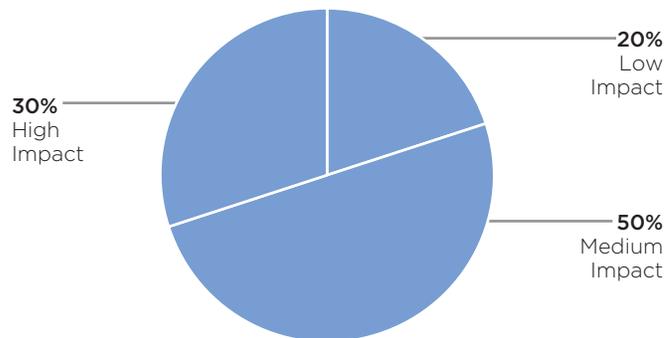
n = 49.

Source: CEB 2014 Learning Innovations Survey.

^a Response options also included "Using the channel but planning to discontinue it"; no respondents chose this option.

Enabling Learner-Created Content Providing Medium Impact

Degree to Which Enabling Learner-Created Content Has a Positive Impact on Employee Performance (Percentage of L&D Staff)

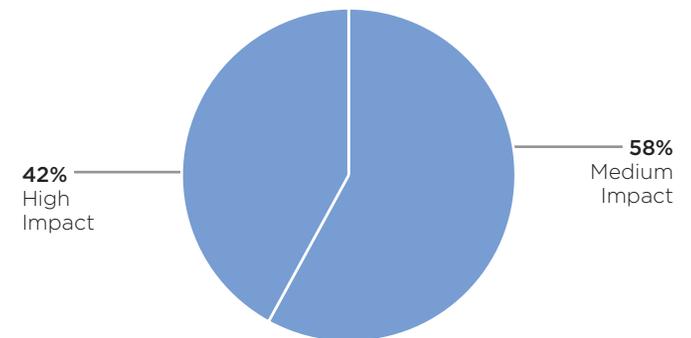


n = 20.

Source: CEB 2014 Learning Innovations Survey.

L&D Confident in Future Impact of Learner-Created Content

Degree to Which Enabling Learner-Created Content Will Have a Positive Impact on Employee Development in the Next Two Years (Percentage of L&D Staff)



n = 20.

Source: CEB 2014 Learning Innovations Survey.

Build employees' ability to share and learn from others by implementing a channel that allows and supports employees in creating and critiquing content.

- Before launching BLOOM, EL&D populated the site with videos and is now working with their subject matter experts to create additional content employees use.
- BCBSNC provides employees with tips on "How to BLOOM" (how to create the videos) and how to provide constructive feedback to video creators.
- BLOOM will actively engage learners by allowing them to critique the quality and helpfulness of videos.

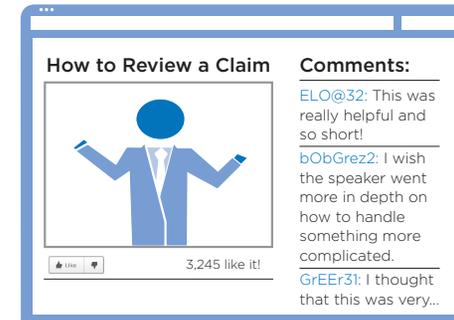
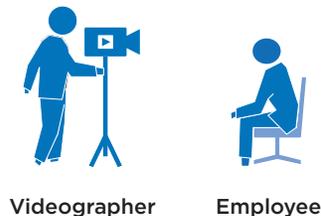
CEB L&D Resource

[BlueCross BlueShield of North Carolina's Effective Learner Platform](#)

This case profile describes how BCBSNC designed a learner-centric, on-demand media platform (BLOOM) that supports effective learning behaviors instead of just passive consumption.

BEST PRACTICE EXAMPLE: ENABLE LEARNERS TO CREATE AND CRITIQUE CONTENT

Learner Video Creation and Critiquing Tips



Tips for How to BLOOM

Use these tips to help you make your BLOOM video.

- Clearly explain what and how you are going to share your knowledge with peers.
- Explain why and who can use these skills, as they might not be relevant to everyone.
- Be specific on "the how," and include tips to avoid common pitfalls or frequently asked questions.
- Provide example opportunities illustrating when learners should use this information.
- Test your video with colleagues before sending it to your department's Super-User for approval.

Video Feedback Tips

Use these tips to help you provide constructive feedback or comments to video creators.

- Additional Questions? Feel free to ask in the comments—just be sure to check that no one else asked before you!
- Did this video not cover the specific information you were looking for? Make a comment about what the speaker could add or what would be good for a sequel.
- Was this video helpful for you? Like it! Your likes help us ensure all content on BLOOM is relevant and useful.

User-Generated Content Governance Principles

To ensure learner-generated content is both high quality and relevant, BCBSNC has created a series of quality checks:

- Content must be approved by a Super-User or administrator before it is available for viewing.
- Super-Users filter videos made by employees in their department for quality and content.
- EL&D monitors user-generated feedback.

Source: BlueCross BlueShield of North Carolina; CEB analysis.

ROADMAP



ADOPTION LEVELS RANKED FROM MOST EMBEDDED TO EXPERIMENTAL

	Learning Channels	Level of Adoption
1	E-learning modules	Embedded
2	Classroom-based learning	Embedded
3	Enterprise collaboration environments (e.g., Sharepoint, Huddle)	Embedded
4	Learning portal	Embedded
5	Instant messaging	Adopting
6	Enterprise social networks (e.g., Yammer, Jive)	Adopting
7	Blogs and wikis	Adopting
8	Mobile learning (M-learning)	Experimenting
9	Virtual worlds	Experimenting
10	RSS feeds	Experimenting
11	MOOCs	Experimenting

	Learning Methods	Level of Adoption
1	On-the-job learning	Embedded
2	Mentoring	Embedded
3	Peer-based coaching	Embedded
4	Manager-led coaching	Embedded
5	Action learning	Embedded
6	Technology-enabled simulations	Adopting
7	User-created content	Adopting
8	In-person simulations	Adopting
9	Network learning	Adopting
10	Communities of practice	Adopting
11	Team-based development action plans	Adopting
12	Gamification	Adopting
13	Including learners from partner organizations	Experimenting
14	Targeting employee mind-set	Experimenting
15	External development networks	Experimenting
16	Applying neuroscience principles	Experimenting
17	Augmented reality	Experimenting

	LMS Features	Level of Adoption
1	Enables assessment	Embedded
2	Reports integrating real-time data	Embedded
3	Pushing content based on learner profiles	Adopting
4	Certification management	Adopting
5	Management of informal learning and communities of practice	Adopting
6	Compliant with third-party tools	Adopting
7	Integration with the performance management system	Adopting
8	Enables learner-created content	Experimenting
9	Provides mobile access	Experimenting
10	Gamification features	Experimenting
11	Shares content outside organizational firewall	Experimenting

Source: CEB analysis.

CURRENT IMPACT LEVEL RANKED FROM HIGHEST TO LOWEST

	Learning Channels	Current Impact
1	Classroom-based learning	High
2	E-learning modules	High
3	Learning portal	High
4	Virtual worlds	High
5	Mobile learning (M-learning)	Medium
6	Instant messaging	Medium
7	Enterprise collaboration environments (e.g., Sharepoint, Huddle)	Medium
8	Enterprise social networks (e.g., Yammer, Jive)	Medium
9	MOOCs	Low
10	Blogs and wikis	Low
11	RSS feeds	Low

	Learning Methods	Current Impact
1	On-the-job learning	High
2	Mentoring	High
3	Peer-based coaching	High
4	Action learning	High
5	Team-based development action plans	High
6	Manager-led coaching	High
7	Communities of practice	Medium
8	In-person simulations	Medium
9	Augmented reality	Medium
10	Technology-enabled simulations	Medium
11	Network learning	Medium
12	User-created content	Medium
13	Applying neuroscience principles	Medium
14	Including learners from partner organizations	Low
15	Targeting employee mind-set	Low
16	External development networks	Low
17	Gamification	Low

	LMS Features	Current Impact
1	Pushing content based on learner profiles	High
2	Enables assessment	High
3	Reports integrating real-time data	High
4	Provides mobile access	High
5	Integration with the performance management system	Medium
6	Compliant with third-party tools	Medium
7	Enables learner-created content	Medium
8	Certification management	Medium
9	Gamification features	Medium
10	Management of informal learning and communities of practice	Low
11	Shares content outside organizational firewall	Low

Source: CEB analysis.

FUTURE INVESTMENT LEVEL RANKED FROM HIGHEST TO LOWEST

	Learning Channels	Future Investment Level
1	Mobile learning (M-learning)	High
2	Virtual worlds	High
3	Learning portal	High
4	Enterprise social networks (e.g., Yammer, Jive)	High
5	E-learning modules	High
6	MOOCs	Medium
7	Classroom-based learning	Medium
8	Enterprise collaboration environments (e.g., Sharepoint, Huddle)	Medium
9	Blogs and wikis	Medium
10	Instant messaging	Low
11	RSS feeds	Low

	Learning Methods	Future Investment Level
1	Technology-enabled simulations	High
2	Augmented reality	High
3	On-the-job learning	High
4	Mentoring	High
5	Communities of practice	High
6	Applying neuroscience principles	High
7	Peer-based coaching	Medium
8	Network learning	Medium
9	Manager-led coaching	Medium
10	Action learning	Medium
11	Team-based development action plans	Medium
12	Gamification	Medium
13	In-person simulations	Medium
14	External development networks	Low
15	Including learners from partner organizations	Low
16	Targeting employee mind-set	Low
17	User-created content	Low

	LMS Features	Future Investment Level
1	Provides mobile access	High
2	Shares content outside organizational firewall	High
3	Integration with the performance management system	High
4	Gamification features	High
5	Enables learner-created content	High
6	Management of informal learning and communities of practice	Medium
7	Compliant with third-party tools	Medium
8	Pushing content based on learner profiles	Medium
9	Reports integrating real-time data	Medium
10	Certification management	Low
11	Enables assessment	Low

Source: CEB analysis.

GLOSSARY OF TERMS

	Learning Channel	Definition
1	Enterprise collaboration environments (e.g., Sharepoint, Huddle)	Online platforms that enable closed groups of employees to collaborate on content and projects; features typically include document sharing and management, task assignment, and project status tracking.
2	Instant messaging	Instant messaging offers real-time text transmission over the Internet.
3	Blogs and Wikis	Blogs, micro-blogs, and Wikis are a type of website that encourages employees to interact by sharing comments, questions, opinions, and content, such as articles, graphics, and videos, on a particular topic.
4	Enterprise social networks (e.g., Yammer, Jive)	Social networking websites facilitate the finding and sharing of information via a virtual platform.
5	Virtual worlds	An online platform that creates a "virtual space," allowing employees to interact directly with one another via the use of avatars (an icon or figure representing the employee).
6	RSS feeds	A simple tool that aggregates regularly, updating content from multiple sources (e.g., news articles) on a given topic and delivers it to the end user.
7	MOOCs	Free web-based distance learning programs designed for the participation of large numbers of geographically dispersed learners
8	E-learning modules	The delivery of learning content via a computer or similar device, where the content (packaged as a module) has a set beginning and end; the module will typically mix audio and visual information and allow some interaction with the content (e.g., via a quiz).
9	Classroom-based learning	A face-to-face learning event with all learners present in the same location; the event is led by an instructor, and it has a defined beginning and end.
10	Mobile learning (M-learning)	The use and distribution of learning content that can be accessed via portable devices (smart phones, tablets, etc.); the user can typically interact with the content.
11	Learning portal	An online portal containing content, that can be consumed by the user as and when they want

Source: CEB analysis.

GLOSSARY OF TERMS (CONTINUED)

	Learning Method	Definition
1	Action learning	A process whereby employees are assigned to work together in groups on a real business problem; employees derive learning from their actual actions and by reflecting on those actions.
2	Manager-led coaching	An ongoing series of job-related interactions, driven by an employee's manager, designed to improve the employee's short-term and long-term performance
3	Peer-based coaching	An ongoing series of job-related interactions between an employee and his or her peer, designed to improve the employee's short-term and long-term performance
4	Network learning	Learning employees derive from the work-related relationships and activities they engage in with other people; network learning is reciprocal.
5	Technology-enabled simulations	Role plays, games, and case studies delivered on a virtual platform that allow employees to practice and develop skills
6	Mentoring	A series of interactions between an employee and a more tenured (and typically more senior) colleague, focused on providing advice and guidance relevant to the employee's long-term development and career decisions
7	User-created content	The adoption and promotion of content, information, best practices, and success stories from learners or users
8	Gamification	The application of elements of game playing (e.g., point scoring, competition with others, rules of play) to learning interventions
9	Targeting employee mind-set	Applying research on the employee mind-set to increase effectiveness of learning and leadership development
10	External development networks	Cohorts of peers from a collection of organizations who exchange ideas and best practices; these development networks may also engage in problem-solving exercises together.
11	In-Person Simulations	Activities, such as in-person role plays, scenario-based games, and case studies, that allow employees to practice and develop skills
12	Including learners from partner organizations	Involving employees from external organizations as participants in your development programs; the external participants are learners and not teachers or presenters. The objective is to help your employees build relationships with peers at partner organizations and develop their understanding of your organization's larger ecosystem.
13	On-the-job learning	Providing tools and frameworks to help employees learn more effectively from day-to-day work; tools may include guidance on identifying good learning opportunities, how to reflect on learning experiences, etc.
14	Augmented reality	Supplementing the real-world environment by super-imposing digital content through the use of technology such as Google Glasses
15	Applying neuroscience principles	Using principles from neuroscience to increase effectiveness of learning and leadership development
16	Team-based development action plans	Creating development plans that build capabilities across a team rather than focus solely on individual development needs
17	Communities of practice	The creation of a community of individuals for the purpose of collaborating on a specific subject, issue, or set of issues; Communities of Practice are typically facilitated via virtual platform.

Source: CEB analysis.

GLOSSARY OF TERMS (CONTINUED)

	LMS Feature	Definition
1	Compliant with third-party tools	The LMS accepts a wide variety of third-party applications, which allows for integration with other vendor systems or products.
2	Enables assessment	The LMS provides tools for designing, modifying, and launching various evaluations for development solutions.
3	Provides mobile access	Content is accessible via a portable device (e.g., smart phone, tablet).
4	Certification management	The LMS has the capacity to track and report Corporate Education Units to document continued accredited professional development.
5	Gamification features	The LMS enables gamification features, such as leaderboards and badging systems.
6	Management of informal learning and communities of practice	The LMS enables informal and social learning through communities of practice.
7	Reports integrating real-time data	Reports using real-time data can be generated.
8	Integration with the performance management system	The LMS integrates with the organization's performance management system.
9	Shares content outside organizational firewall	The LMS allows content to be shared outside the organizational firewall (e.g., with partner organizations such as customers, sub-contractors, and suppliers).
10	Enables learner-created content	The LMS includes the capacity for content to be created and uploaded by employees.
11	Pushing content based on learner profiles	The LMS aligns learning with a learner's specific needs—based on a personalized plan or profile—and proactively pushes content out to the learner.

Source: CEB analysis.