

The Effectiveness of Learning Measurement

11.74%

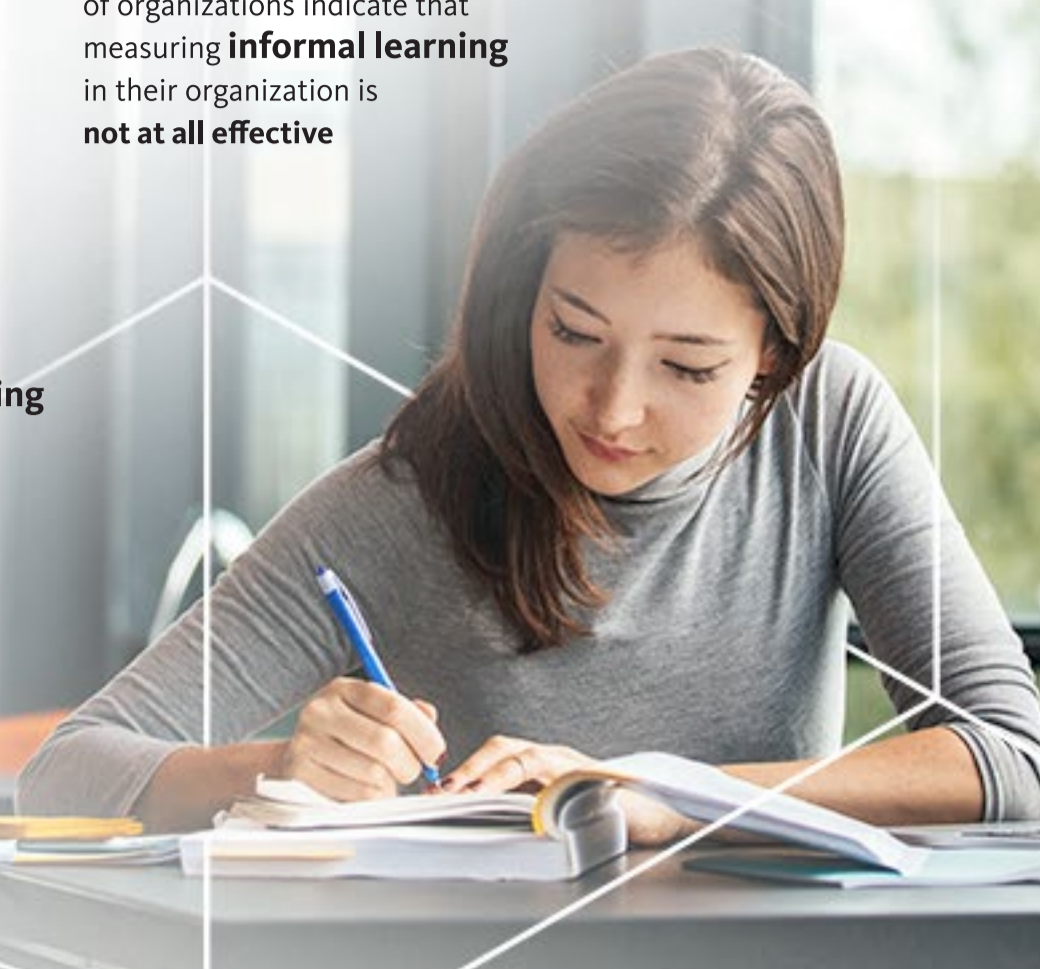
of organizations indicate that measuring **formal learning** in their organization is **not at all effective**

51.53%

of organizations indicate that measuring **informal learning** in their organization is **not at all effective**

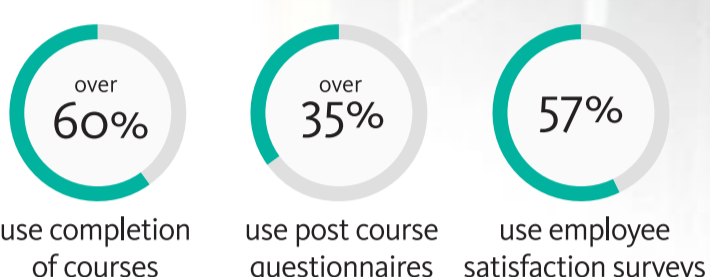
42.79%

of organizations indicate that measuring **experiential learning** in their organization is **not at all effective**

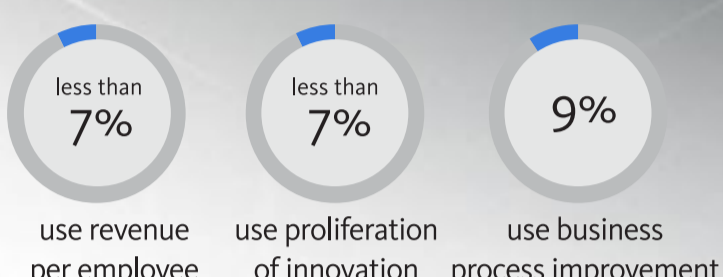


Types of Metrics

Most commonly used metrics



Most effective metrics



Source: Brandon Hall Group, Capturing the True Analytics of Learning

Many L&D organizations commonly review data termed “Smile Sheets” – which are really just generic indicators that the overall classroom experience was good and the instructor knew what they were talking about. They are definitely not an indicator of whether the person can now take on tasks associated with their role.

The real problem

Most organizations don't know how to use analytics to align data and metrics from learning to business objectives.

Examples of bad analytics

High “smile” sheet scores

Higher course investments

Poor passing scores

Make the certification test easier

Lack of social learning tool usage

Eliminate the social learning tool

Source: Brandon Hall Group, Capturing the True Analytics of Learning

What's the solution?

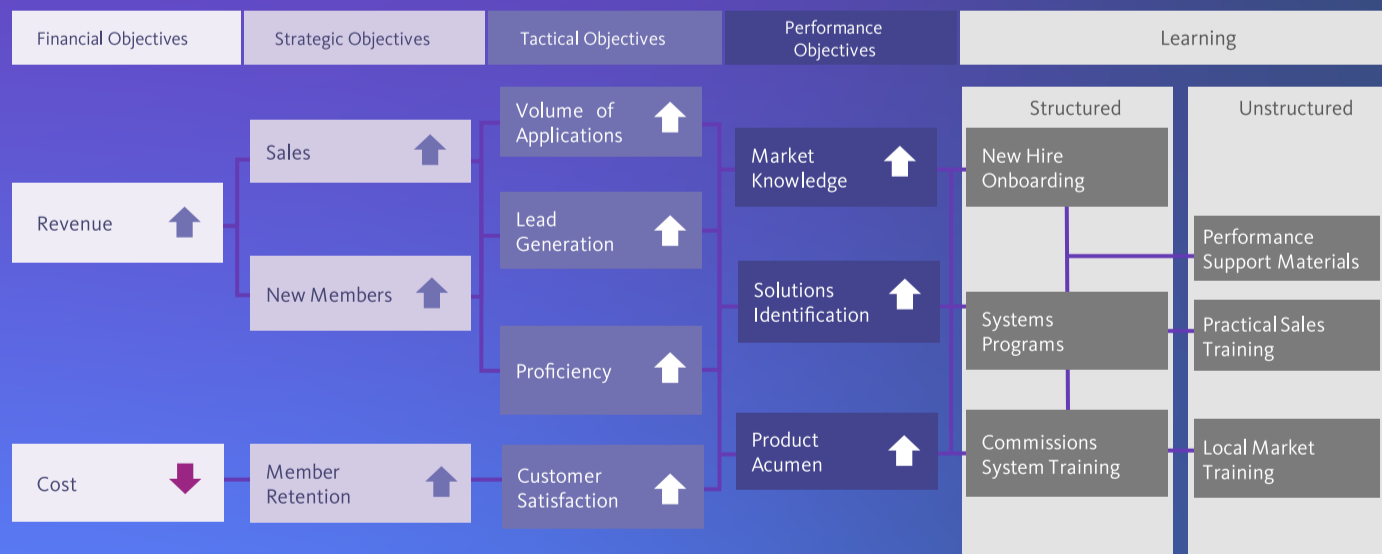
Begin with the end in mind.

Map learning to desired performance goals and strategic objectives.

1

- A** Begin with organization goals of increasing revenue and decreasing cost.
- B** Show alignment from those corporate goals to strategic and then tactical objectives.
- C** Show alignment from those objectives to performance.
- D** Then, identify appropriate learning elements that support achieving that performance.

Connect Learning to Business Objectives



2 Focus on 2-3 key behaviors per business objective.

3 Build exercises that focus on achieving those behaviors.

4 Verify that learners are successful with these behaviors:

- A** Short behavioral-rubrics focused on 2-3 key activities.
- B** Space these out over time – a day or a week, not several months – and evaluate learner behavior.
- C** Capture this data.
- D** Analyze the results.

5 Use data analysis to evaluate what you need to change, go back to step 2 or 3, focusing on different activities .