

LEO

watershed

Five Years of Measuring the Business Impact of Learning

How a Year of Enormous
Disruption Spotlit the
Importance of Measurement

As the 'Measuring the Business Impact of Learning' report reaches its five-year milestone, an unsettled 2020 focused many organizations on operational changes and away from learning measurement. Nonetheless, the intent to measure remains strong, and while many have spent the last year in a holding pattern, others have doubled down.

This year's report reflects on pandemic disruption, the last five years of tentative progress, and the plentiful indications that the next five will only continue to turn up the heat.

By Piers Lea and David Ells



Foreword

Welcome once again to the Measuring the Business Impact of Learning report. The 2021 edition of this joint project between LEO Learning and Watershed marks the fifth time we have surveyed global leaders on their learning measurement practices. This is hopefully only the first of many significant milestones in this project's journey. It's also symbolic of the longer journey that we've been on since well before we first formed Learning Technologies Group (LTG) in November 2013.

Both Measuring the Business Impact of Learning and LTG itself were built with the strong conviction that the L&D market ultimately wants to understand whether what it's doing is having any impact. In the early days of LTG, this conviction led us to important discussions with leaders in data and measurement in the learning space, like Watershed and Rustici Software—expertise we soon acquired to strengthen the approach of all our businesses.

Nonetheless, when the survey first launched, we could only hypothesize that the wider market wanted what we thought was important. In the last five years, we've found both validation and hesitation. We know that the vast majority want to be able to measure, sometimes struggle with how to do so, and seek the expertise that will help them take their next steps.

We remain convinced that it's important for the whole market that L&D, in particular, can prove its worth. We're therefore committed to continuing this journey of understanding, and of sharing the considerable expertise that our Group companies grant us access to.

To date, Measuring the Business Impact of Learning has surveyed more than 1,700 participants. As always, we would like to thank the many global organizations who have contributed to the survey, including individuals at:

Action For Children, Adidas, Amazon, Bridgestone, Cathay Pacific, Chicago Police, Children's Society, Citigroup, CVS, Danone, DHL, EDF Energy, Emirates, Fidelity, Gap, GSK, John Lewis, Kimberly Clark, KPMG, LinkedIn, Mercer, Nokia, Penn State University, Progressive, PwC, Royal Mail, Tesco, and TD bank.

While Measuring the Business Impact of Learning may be a five-year journey at this point, it's based on at least 30 years of thought. In that time, we've seen organizations grapple with understanding what's really going on in learning and talent—and as a turbulent 2020 has proven, that's not a situation any of us can afford to continue into the future.

- Piers Lea,
Chief Strategy Officer, Learning Technologies Group

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The Headline Results

Responses to our 2021 survey have inevitably been shaped by global events in 2020. The COVID-19 pandemic proved a hugely disruptive force in every aspect of our lives, and organizations worldwide have had to spend considerable time and capital on pivoting to deal with the crisis.

Many HR departments ended calendar Q1 scrambling to organize new remote or socially-distanced work arrangements for their entire employee population. Those departments may have also been navigating government-backed furlough schemes or making difficult staffing decisions in the face of decreased demand and temporary closures. These departments continued to wrestle with these decisions as the crisis evolved—or indeed, continues to evolve.

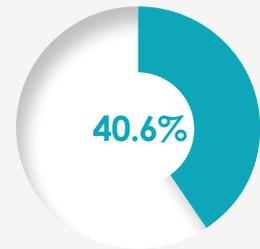
Some L&D budgets haven't escaped this upheaval unscathed, and it was inevitable that many departments would view establishing a measurement program as a lower priority. This year's survey added a new question asking what effect COVID-19 has had on respondents' measurement strategies: 40.6% responded that they were "focusing on operational changes first and will do measurement next," 6.2% are focusing less on measurement, and 6.5% have never focused on it.

Despite many organizations justifiably stalling in 2020, others have managed to push forward regardless. 18.6% say they have actually doubled down on measurement strategy and implementation in the last year. 28.2% state "everything has stayed the same."

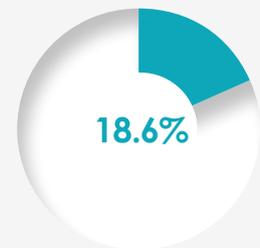
We believe that these figures tell a story where those businesses who had the good fortune to have measurement in place at the beginning of 2020 have found it easier to focus and iterate on their strategy. Ultimately, that data will have been a significant asset in a year of tough decisions across the organization—a theme we'll consider in greater depth as we continue below.

Our previous reports have highlighted executive pressure towards measurement initiatives as a key trend. This has shrunk a few percentage points since the peak in 2019 (60% agree, down from 67%), but remains roughly at this elevated level despite the challenges of the last year (and is up from 35% in 2017).

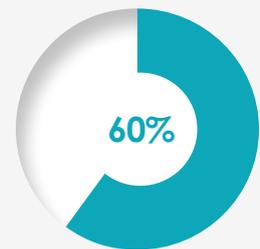
There is a clear direction of travel over the last five years: a willingness to "get measurement done" and executive pressure to do so. We feel it's safe to assume the next five years will see more and more organizations converting intent into action, and we're committed to surveying these attitudes for many years to come. A number of organizations are already taking these steps, and provide us with the practical examples in this year's report.



40.6% stated that COVID-19 has caused them to focus on operational changes over measurement.



18.6% say they have actually doubled down on measurement strategy and implementation in the last year despite COVID-19.



60% agree or strongly agree that they feel executive pressure to measure learning's impact, up from 35% five years ago.

Problem:

Disruptive Global Events

As we found last year, the intent to measure remains, even if the marginal majority of organizations are pausing their measurement ambitions for the time being. This year, 94.9% of respondents stated that they agreed or strongly agreed with the statement “I want to measure the business impact of learning programs.” This answer has been a stable feature of past surveys (never lower than our first year, at 86%). The same is also true of the statement, “I believe it’s possible to demonstrate learning’s impact,” which this year is at 91.4% agreement after four years of hovering at around 90%.

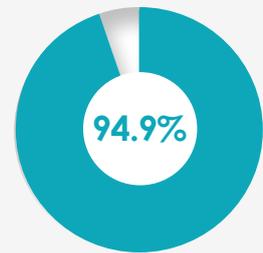
So why is intent not translating into action? Of course, the pandemic year won’t have helped. However, the truth is that the challenges most organizations report have remained constant for five years now. The top three have been some combination of “Competing priorities” (32.5% this year), “Don’t know how to start” (16.4%), and “No access to the data” (13.2%) for the duration.

It’s also remarkable that COVID alone hasn’t grown the share of those selecting “competing priorities” significantly (it was still a high 31% last year). COVID is an exceptional circumstance, but the continuing prominence of this figure suggests that the underlying issue is that measurement is never a high enough priority for around a third of organizations.

While 2020 may have been a difficult time to implement a measurement program, it should also be a wake-up call for all those who weathered it without measurement. Countless organizations made substantial operational changes—actions like layoffs, reskilling, cutting, and reallocating budgets. There is a clear and proactive argument for why investing in measurement is important at this time: the business leaders and department heads taking these actions need data to help make decisions and set KPIs—and L&D data has definitely been relevant where available.

Regardless of whether measurement is currently in place, start the conversation now:

1. **Make contact with key stakeholders, and explain your intention to assist in executing on their upcoming decisions.**
2. **Understand what changes they’re looking to make, and what business shifts they’re looking to implement.**
3. **With an understanding of their motivations and intended business outcomes, build your measurement strategy.**
4. **Report back, demonstrate how your measurement focus aligns with their goals, and share where you need investment to make it a reality.**



94.9% want to measure the business impact of learning programs.

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Solution:

Not Just Measurement— Instrumentation

Though COVID-related operational changes may provide a specific foot in the door, an important thing to emphasize is that when we talk about establishing measurement, we're not talking about a one-time deal. Instead, we're talking about instrumentation—automated measurement, live and in near real-time. With this level of measurement in place, it's no longer a matter of "making operational changes before you start on measurement" because operational change and measurement are no longer separate processes.

Outside of L&D, we've seen similar shifts in our own operations. The largest part of the marketing effort for LTG's brands, Watershed and LEO among them, has traditionally been via events such as tradeshow, in-person presentations, and sitting with clients to demonstrate our software solutions. 2020 demanded a larger digital marketing effort—advertising, webinars, doubling down on the website.

This has all been instrumented from day one, and we can continue to monitor the same Marketing Qualified Leads, and all our secondary metrics every single week, as we have done since the beginning. Your organization has likely made a similar shift without much fanfare—this is just the way marketing is, but it's also a perfect example of how measurement and operation change are so closely tied and enabled by quick updates and real-time information.

In a webinar in late 2020, Frank Pietrantonio, Director at Nebraska Medicine's Office of Health Professions Education (OHPE), described the benefits of always on-data capture: "When you're reporting out to leadership, being able to capture data in that moment is really powerful as opposed to going back days later. This information and having the ability to look at it and see the qualitative alongside quantitative is really valuable."¹

Working in healthcare, Nebraska Medicine and its learners would be particularly forgiven for being preoccupied during the last year. However, with xAPI-enabled instrumentation in place, they have been exceptionally well prepared for the year's challenges. Pietrantonio explained: "Data has helped us go back and redesign some elements of training. We're able to ask questions related to our learning objectives and monitor how many people got the right answer the first time. And based on that, we may tell our subject matter experts to focus more on certain concepts, or experiment with a different learning mode."

To get instrumentation in place, the first step will be to look back, collect information and illuminate your math. Where you want to get to is to be able to design, kick off and enact learning programs and learning initiatives with this capability in mind. This will free you from having to keep design and operation of learning separate from measurement—allowing them to run together so that you can create and continuously learn and revise.

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Problem:

The Inevitable Rise of Executive Pressure

In our headline results, we touched on continuing executive pressure for learning measurement, and how this currently stands at around 60% (standing as a neat inverse to the 40% who were putting measurement behind operational changes in a different question, or to a lesser extent, the 32.5% dealing with “competing priorities”). This suggests that for many, our messages around instrumentation and the strategic necessity of data are already widely understood.

We'd love to take the credit, but in truth, there are several market forces in play that have undoubtedly played a role in getting C-Suites more invested in measurement. One Financial Times article² recently remarked on executive-level interest in workforce metrics, specifically chief financial officers. It posited that CFOs are looking harder at human capital due to pressure from increasingly ESG-conscious (environmental, social, and governance) investors.

In addition to these investors wishing to make more ethical investments, the U.S. Securities and Exchange Commission (SEC) passed a mandate in August 2020 requiring public companies to disclose their human capital investment and human capital assets³. These trends are a reflection of a truth, which is that in a world of software, logistics, and processes, businesses are a collection of people.

Instead of physical assets, what people know, and what they do with what they know is the primary competitive lever in many organizations today. So it follows that leadership is more concerned with employee behavior and training, as well as the information that comes into the business from the market.

Couple this with current labor trends enforced by lockdown and likely to shape the working world for years to come, and there's little surprise that measurement has remained on the agenda. One particular uptick on this year's survey is telling: 30% stated that the success of their department is assessed by “learner satisfaction”—the average for previous years is around two-thirds of this. Though we've previously characterized learner satisfaction as a basic measurement, it's easy to see why there may have been new emphasis on it in the last year. With everybody working remotely, how do you make sure that they're still engaged? Measuring their satisfaction with the content offers one simple solution.

It remains to be seen how many companies will permanently adopt a full-time remote environment, but it seems inevitable that remote work will not go away with the pandemic. Measuring learner satisfaction is only the beginning—if candidate pools change from office localities to more national or global candidate pools, a people-first mentality will only become more important for our organizations. Candidates will be able to shop around for the businesses that offer the right office culture, learning opportunities, safety nets, diversity credentials, and any other differentiator you can imagine. Executives will naturally want to understand how their organization shapes up in these areas.

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2. Murray, S. (Jan 2021). 'Pandemic boosts business case for investing in staff'. Financial Times. [Available online](#).

3. Vance, D. (Nov 2020). 'The SEC just mandated human capital disclosure: What does this mean for you?' Chief Learning Officer. [Available online](#).

Solution:

Understanding Executive Pain Points

Over the last five years, we've often observed that HR and L&D departments are several times more likely to come from an arts and humanities background⁴— and be less likely to have confidence and familiarity with measurement processes as a result. A change of mindset is needed, considering instead the return on expectation (ROE) that increased executive scrutiny brings.

Say, for example, that your team is creating a new leadership program. HR and L&D professionals understand that training new managers is an expected part of standard practice. As a result, there's a tendency towards creating generalized leadership and management programs that lack a strong strategic root. The reason for initiating the program must be understood from the beginning, whether that's growth, diversification, reaching new territories, or some other reason.

Once the strategic root is understood, and the training built to teach new behavior, use leading indicators such as staff surveys or your 360 feedback tool to ask relevant questions on the desired behavior. Keep an eye on those scores over time and adjust your approach accordingly. You can even consider using control analysis: omit training elements for a certain cohort and see whether their behavior differs.

We've previously discussed the subject of data discomfort outside of L&D in a pair of Q&A blogs with Andy Webb, Director of Training at Applied Industrial Technologies⁵. His explanation of how to help these stakeholders become more comfortable with the data is useful for anyone struggling with the same:

"Most of the data we've accumulated from our enterprise resource planning (ERP) efforts has resulted in push reports for which managers are accountable (e.g. specific operational/sales targets). Some managers had a difficult time understanding correlations, relational connections, or root causes from columns and rows of numbers. As a result, combining operational metrics with related learning efforts are now visualized in charts and trend lines. That means managers get clearer pictures of problems and suggest underlying related issues (e.g. related competency gaps).

Rather than making obvious data conclusions, I asked the field if the graphic representations matched their experience and expectations. The business dialogue became more important than the completion status or LRS [Learning Record Store] itself."

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4. Nixon, K. (May 2018). 'Learning Measurement Strategy: From Intention to Action'. LEO Learning. [Available online](#).

5. Webb, A. (Feb 2017). 'Real-World Learning Analytics: Applied Industrial Technologies'. Watershed. Available online: [Part 1](#), [Part 2](#).

Problem:

Unrealistic Expectations Around ROI

A look through the survey's open-ended question fields has always been particularly interesting, as respondents air some of their concerns and frustrations with getting measurement to take off in their organizations. Unfortunately, executive expectations—or L&D's assumptions about those expectations—can slow progress to a crawl.

For example, one respondent to this year's survey wrote: "We need a way to show a clear link between learning and business results, showing a return on investment that meets leadership measurement expectations similar to business result measurements." But the reality is that nobody should be expected to show a link between cause and effect at the same level of clarity as just showing results, and this isn't a difficulty specific to the learning space.

We can measure operational KPIs and final business results, look at the trend and have a sense of clarity. But to connect step one through to ROI is obviously problematic: any line drawn will be very tentative, because it will ignore all other influences. We'd even go as far as to say that the idea of ROI itself is problematic in many modern business settings, even if it's still helpful. It makes most sense in a factory setting, where parts and processes can be swapped out and very specific production effects can be observed. However, as soon as people—and what they know and do—are involved, outcomes are a lot fuzzier.

Elsewhere in our respondent commentary, an individual at a non-profit organization highlights a perceived focus on ROI and profit-based measures in existing advice: "The evaluation of our learning initiatives needs to be on behavioral change rather than bottom-line profit-based measures. This is difficult to measure and all advice tends to be about ROI rather than behavioral and cultural change."

We feel it's important to emphasize that not all measures need to be profit-based, and not all behavioral change needs to be measurable. Indeed, some aspects of behavioral change—such as team dynamic, attitude, or ethic—are very difficult to measure despite the huge impact they can have. Some aspects can be measured, despite not being profit-based.

For example, an organization could decide that it needs its developers to put more time into collaborating and reviewing each others' work. This could be measured using GitHub pull reports, but this measure only makes sense if there is a belief that the behavior they're trying to change is affecting the operation of the business and its results (not just a preference for a certain way of working).

In these instances, it's important to accept that you're not measuring the behavior change directly; you're measuring its effect. You need the number of regression bugs, or failed deployments to go down, or to ease the burden on the customer support team—all of those things can and should be measured.

“ We feel it’s important to emphasize that not all measures need to be profit-based, and not all behavioral change needs to be measurable. Indeed, some aspects of behavioral change—such as team dynamic, attitude, or ethic—are very difficult to measure despite the huge impact they can have.”

Solution:

Take Out the Emotion and Shift Focus to Return on Expectation

If not ROI, then what? Ideally, we would encourage organizations to measure operational impact, which is less focused on a final dollar value and a few steps closer to the actual learning activity.

For example, you cannot expect to draw a line between executing an onboarding program and revenue generated by the team once that training is deployed. Instead, it would be better to think about a measure of operational impact, such as time to competency. You could then try and quantify what that means to your top-line or bottom-line. In other words, if people are now going to be “ready” two weeks earlier, how many sales may those extra weeks bring in?

A lot of the conversations we have around measurement involve changing expectations, showing and explaining why that’s necessary. We want the things we spend time and money building to work, and training measurement is often unintentionally approached from that perspective. ‘Exploration’ becomes a quest for proof, and it can be quite disappointing when that proof is nowhere to be found.

Navigating the conversation around accurate measurement is a lot like the old Edison quote (or cliché, depending on your perspective): “I have not failed 10,000 times—I’ve successfully found 10,000 ways that will not work.” More clarity about what it’s not takes you one step closer to what it is. Analysis is a process: You look at something. You test a hypothesis. If the hypothesis fails, it creates a new cycle of questions.

Gordon Trujillo, Senior Director for Digital Learning at Visa once articulated this process to us in the following way⁶: “If we’re going to be strategic partners to the business, we need to be more data-driven with our stories. Data takes the emotion out of telling a story. This is the best starting point when aligning to a business strategy. I’m not suggesting we don’t still apply some level of experience, expertise, and collaborative approaches to making the final decision, but data will help guide a team in a direction that is fact-based.”

Instead of ROI, it can be helpful to think instead of ROE (Return on Expectation). For example, when one of our healthcare clients introduced their Learning Academy, they were delivering a Masters in patient-focused leadership—the aim being to have their organization focused not on the ‘system,’ but on patient care. One of the measures taken was making sure that patients have a glass of water by their bed at night. A simple, measurable expectation, but not technically ROI.

In this way, defining ROE in your organization often involves setting a performance measure of some intermediate deliverable. This deliverable needs to be equally valuable as a measurement focus for a program: Managers doing appraisals properly, for example.

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Conclusion

Our fifth Measuring the Business Impact of Learning report comes in a year unlike most in living memory, but many of the issues raised by previous surveys remain present and correct. Nonetheless, every year on this journey involves a refinement of the solutions we can give, thanks to new approaches being found and shared by organizations forging ahead.

This year, we've:

- Called for instrumentation rather than measurement. Those who set up always-on data monitoring processes were better prepared for pandemic conditions, and having those processes in place going forward will ensure that they're better prepared for future unprecedented events
- Emphasized once more the importance of securing stakeholder buy-in, but focused particularly on the opportunity presented by executive-level interest, backed by ESG-conscious investors and new SEC mandates
- Questioned the reliance on ROI and suggested different concepts—such as ROE—that should be measured

As a parting shot, we would like to say—if you only do two things off the back of this report, do the following:

Step one: Start

Our message is ultimately, “whatever you do, start collecting your data.” As measurement providers, we're naturally biased towards this outcome. Therefore, perhaps the message is better conveyed by organizations who have been on the journey, organizations that have doubled down on measurement and are deriving increasing value as a result:

“If all else fails, start with gateway data. Find the KPI or datapoint your stakeholders care about most—even if it isn't that interesting or sophisticated. For instance, we know attendance tracking isn't that far up the learning analytics totem pole, but attendance tracking was the building block to getting stakeholders comfortable with our reporting platform. Once they saw their attendance data was reported on in the platform, they wanted all of their data in there. Stakeholders became comfortable with our visuals and dashboards, and most important, see how much it benefits them.”

- David Rosenfeld, athenahealth⁷

“Knowing your data is the key, and understanding what is missing and what is not needed is the most challenging part of the process. I wish there was a predefined formula, but based on my experience, it's an ongoing and dynamic process in search of solutions. These solutions then have to be challenged, and more questions asked as part of an iterative process. We found it extremely important to be connected to the field and to understand how people are working and learning. The better we understand the process as applied in reality, the better we can evaluate our data and see if we're missing anything.”

- Amir Barr, formerly of Halliburton⁸

7. Rosenfeld, D. (Sep 2019). 'Data Storytelling: How to Change L&D Behavior by 'Reporting Out Loud'.' Watershed. [Available online](#).

8. Barr, A. (Feb 2017). 'Real-World Learning Analytics: Halliburton'. Watershed. [Available online](#).

“**You can never have too much data. The challenge is getting the right data. Once you start digging in and looking at the data you do have, you’ll realize what questions you should be asking, what data you really need, and how it needs to be formatted going forward.**”

- **Sam Worobec**, formerly of Chipotle⁹

“**I will use the cliché, ‘Think big, start small.’ Define a clear vision of your organization and use that to create a plan. Start by assessing your organization in the three areas—People, Process, Technology—and compare your findings to your internal and external customer needs.**”

“**As a result of creating a consistent, measurable learning ecosystem, our organization (both Caterpillar and its dealers) has shifted our focus from reacting to changes to preparing for them.**”

“**COVID-19 has provided a stress test of our strategy and is showing the benefits of our process and our ecosystem. We have incremental growth year over year in process and tools adoption—with 2020 already outperforming 2019 by 500 percent (and 2019 was a record year in itself).**”

- **Alfonso Riley**, Caterpillar Inc^{10,11}

As providers, we will always continue to promote measurement in learning circles and taking the steps necessary to enable wider adoption of best practices across our industries. In the interest of enabling your organization to start collecting data, we’re happy to offer immediate access to Watershed’s measurement toolkit. [Click here](#) to claim your free Essentials LRS account and how-to guides on both measurement strategy, and implementing learning analytics.

Step two: Watch

If you’ve enjoyed the insights in this report, we can highly recommend staying up to date with the measurement-themed webinars that Watershed continues to organize with its users. In the archive, we particularly recommend watching the following:

- [Analytics during Crisis Q&A](#)
- [Tackling Extended Enterprise Learning](#)
- [Badges for Better Workforce Insights](#)
- [Healthcare Voices Webinar](#) (Second video on this page)

9. Worobec, S. (Jan 2017). ‘Real-World Learning Analytics: Chipotle Mexican Grill’. Watershed. [Available online](#).

10. Riley, A. (Apr 2020). ‘How Caterpillar Identified Gaps in Global Learning Programs [Part 2]’. Watershed. [Available online](#).

11. Riley, A. (May 2020). ‘How Streamlining a Data Ecosystem Can Impact Learning Measurement’. Watershed. [Available online](#).

Meet the Experts



Piers Lea

Chief Strategy Officer,
Learning Technologies Group

Piers is Chief Strategy Officer and sits on the Board of Learning Technologies Group plc. He has over 30 years' experience in the learning technologies market and is widely considered a thought-leader in the field. Piers founded LINE Communications Holdings Limited in 1989, which was acquired by LTG in April 2014.

He has won the award for 'Outstanding Contribution to the Industry' both personally and as a business. Piers works with clients globally to advise them on Learning and Talent strategies. In particular, he is leading thinking and solutions on how to measure business impact using data-driven approaches. In addition to the LTG Board, Piers sits on the ELIG (European Learning Industry Group) Board.



David Ells

Managing Director,
Watershed

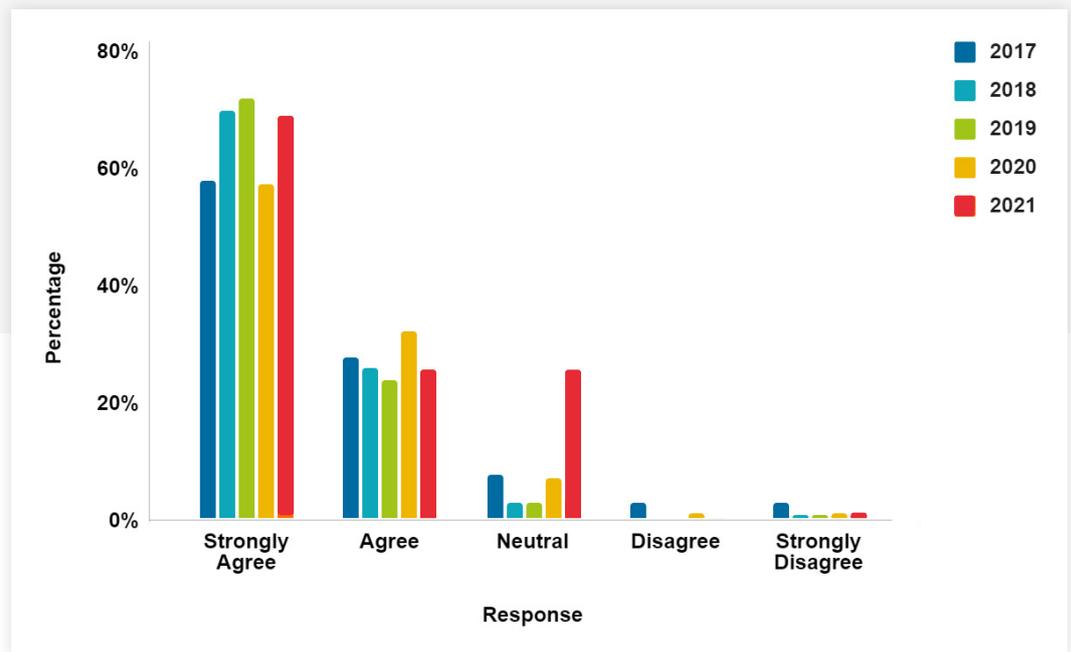
David is the Managing Director of Watershed, a learning analytics platform that assesses the impact and effectiveness of corporate learning programs. David previously led Watershed's development team as Director of Technology and was instrumental in the company's most recent user interface refresh.

David joined Watershed's sister company Rustici Software in 2008 as a developer, where he helped create SCORM Cloud, a cloud-based SaaS solution that meets all eLearning needs from testing standards-based content to delivering courses and reporting on results. He also led the development of the world's first learning analytics platform powered by xAPI, a modern framework for exchanging data.

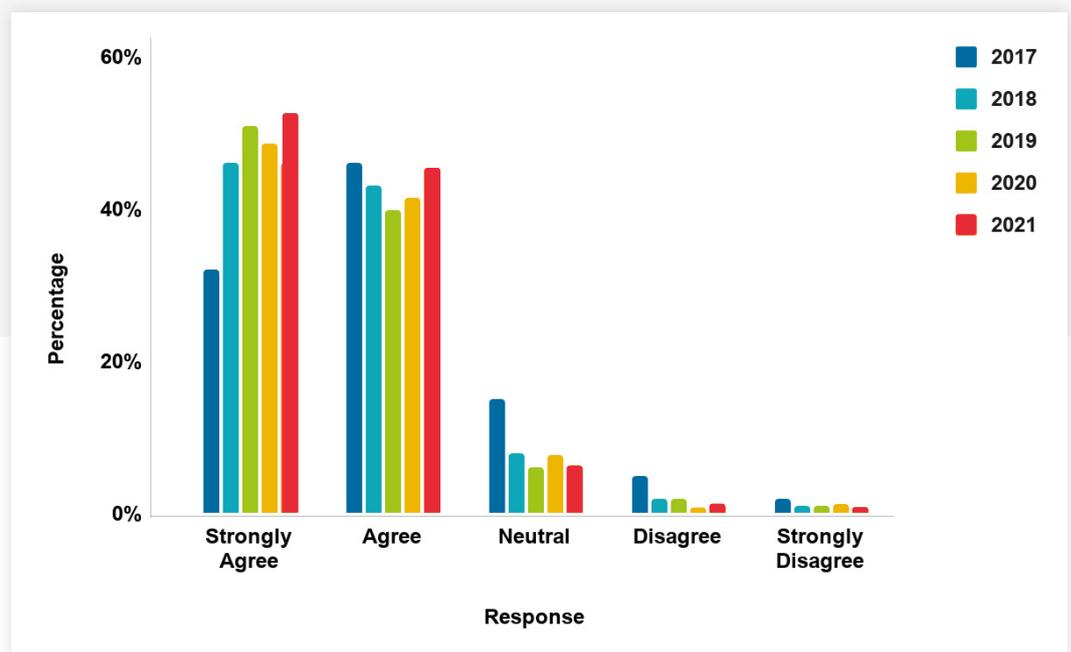
Appendix

Measuring the Business Impact of Learning: 2017-2021 Survey Results

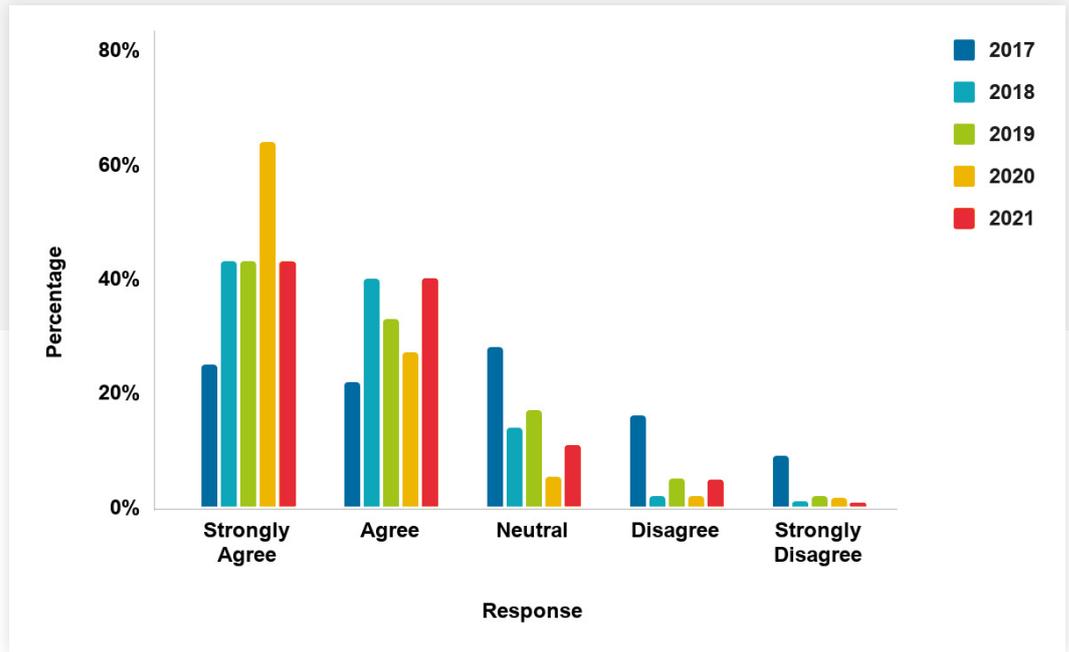
I Want to Measure the Business Impact of Learning Programs



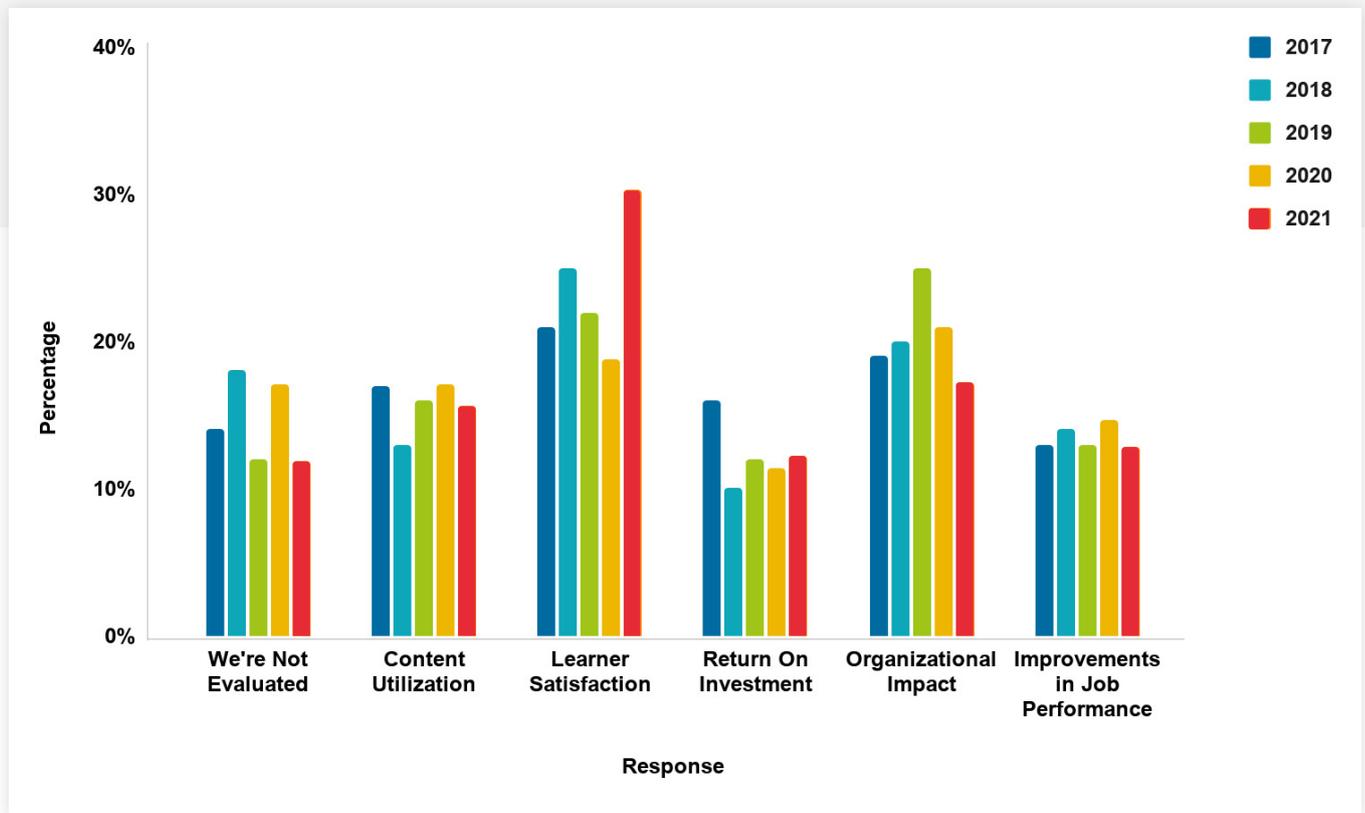
I Believe It's Possible to Demonstrate Learning's Impact



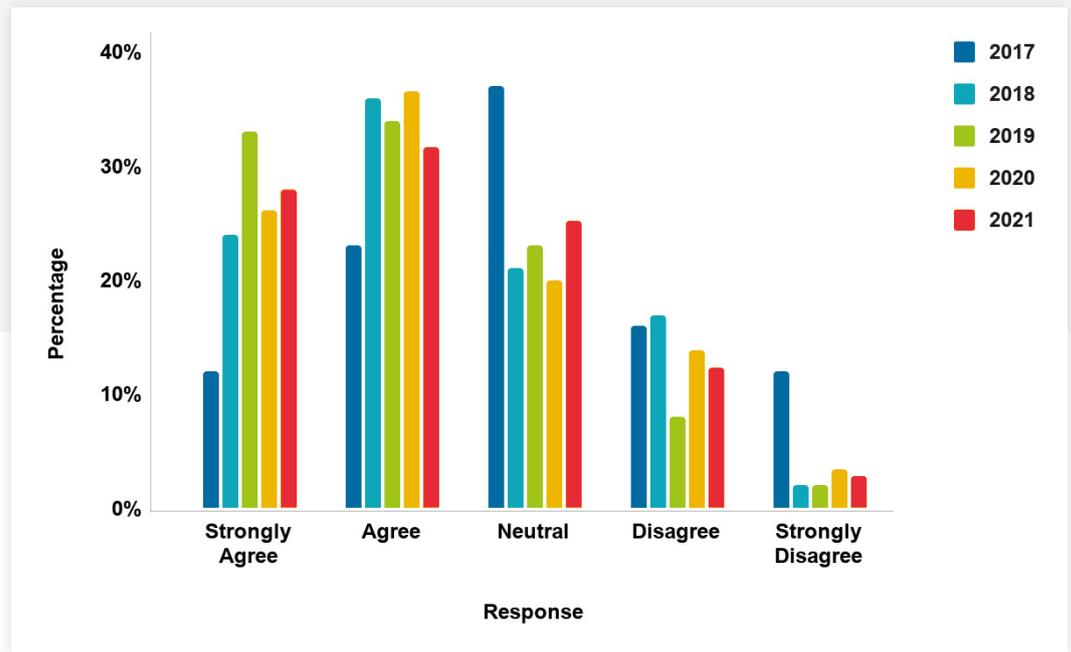
Big Data Has a Significant Impact on My Organization



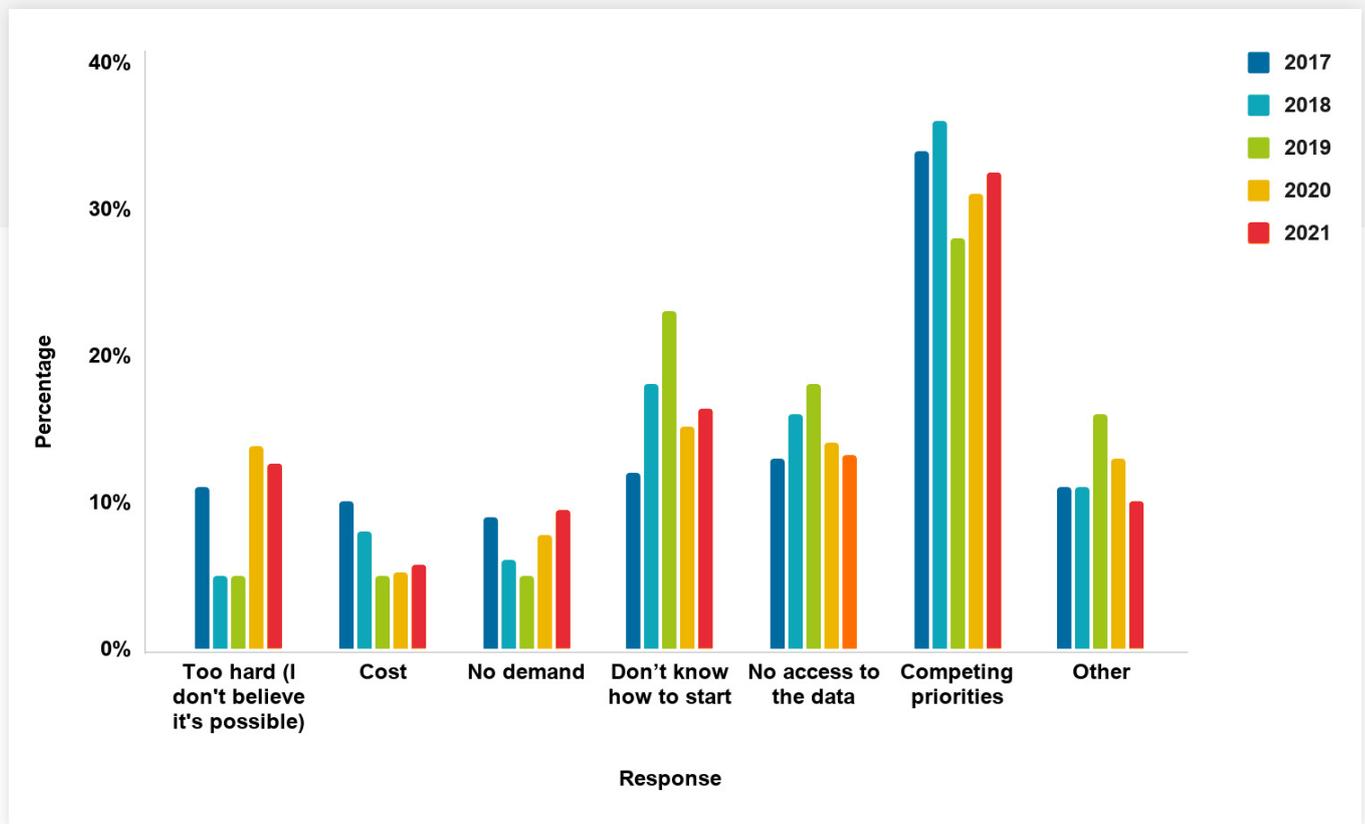
The Success of My Department Is Evaluated By:



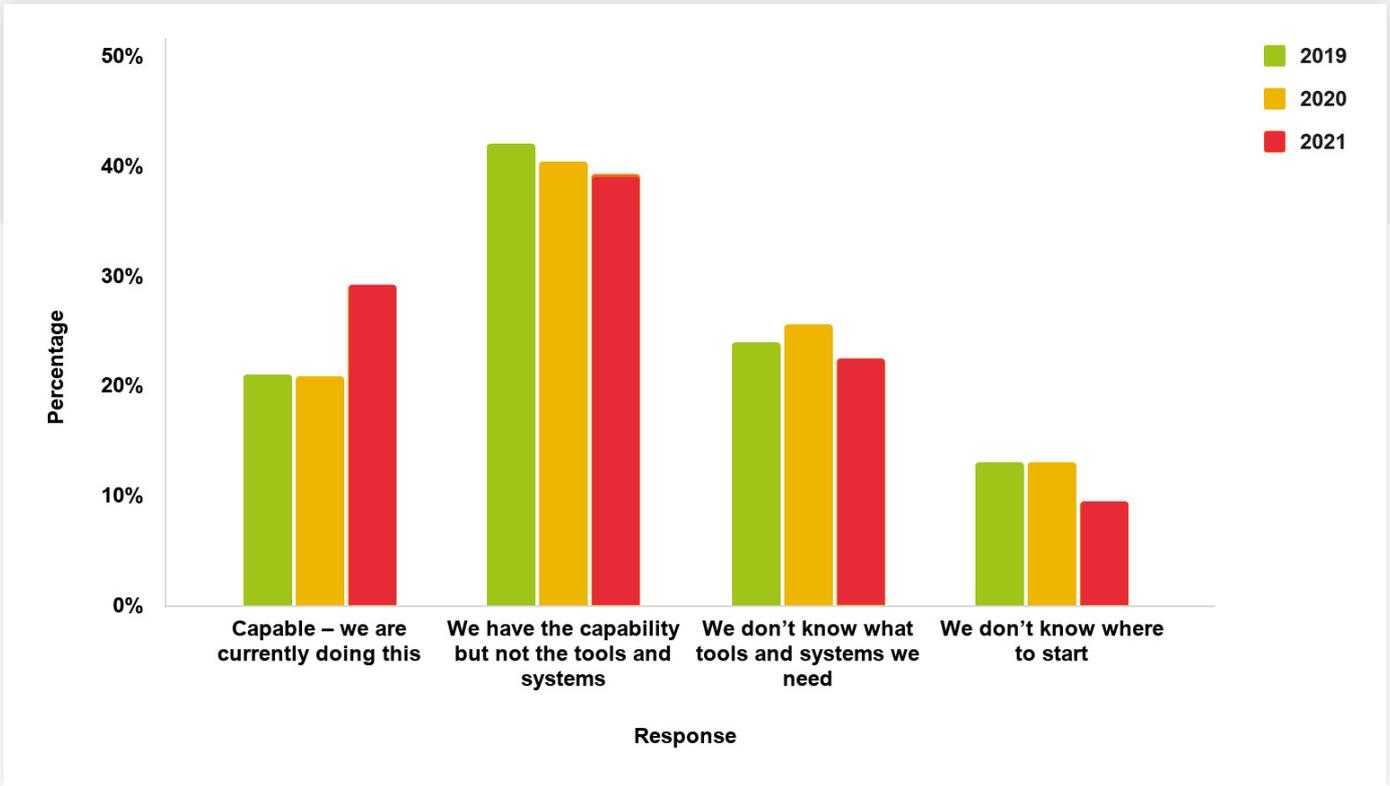
I Feel Executive Pressure to Measure Learning's Impact



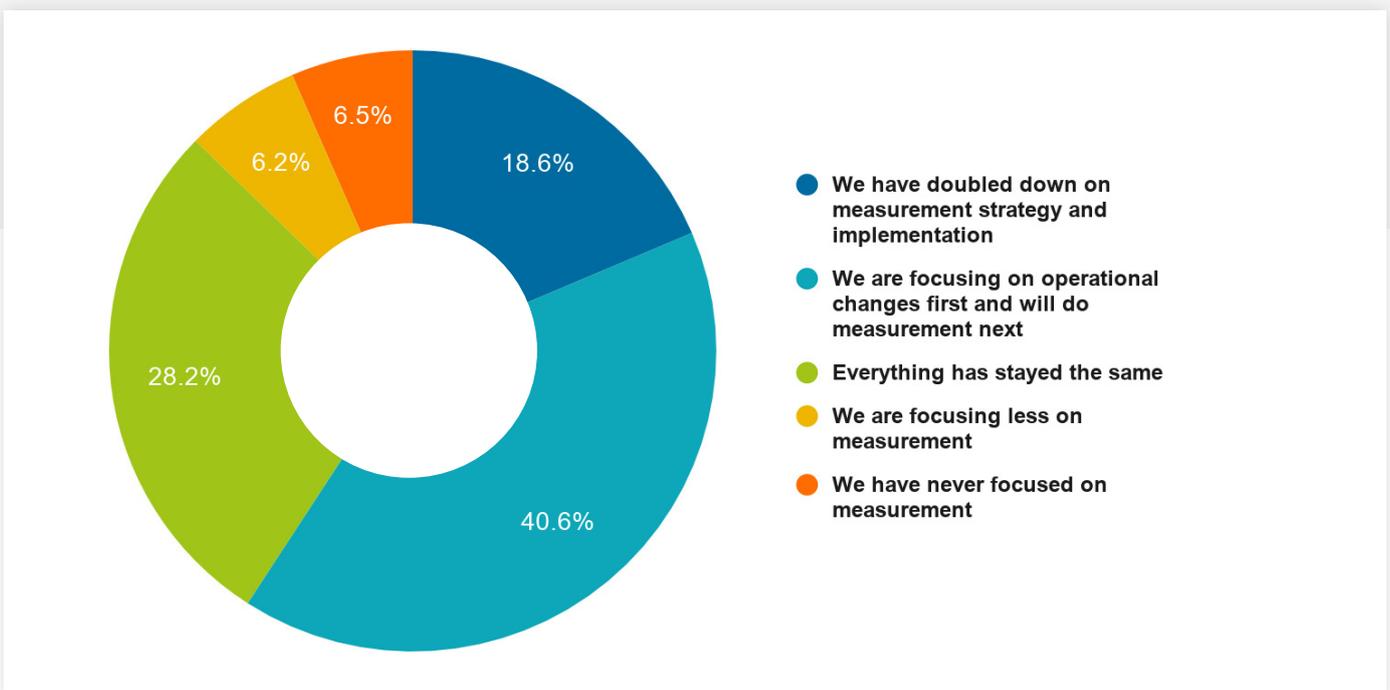
The Biggest Challenge of Measuring the Impact of Learning in My Organization Is:



Our Capability to Deliver Effective Personalized Learning Using Learning Data Is:



COVID-19 Has Had the Following Effect on My Organization's Measurement Strategy:



About LEO Learning

LEO Learning believes that technology-enabled learning innovation has the power to deliver transformational results. Our purpose is to help clients deploy learning technology to deliver outcomes precisely aligned to their business goals. Backed by more than 30 years of experience, we design engaging learning architectures that fit seamlessly into businesses and improve performance throughout the entire organization.

LEO Learning has the deep understanding of learning design and technology, and pioneering creative approach, necessary to drive learning transformation.

LEO Learning is part of [Learning Technologies Group plc's](#) award-winning group of specialist learning technology businesses.

For more, visit leolearning.com

About Watershed

Founded in Nashville, Tenn., in 2016, Watershed is dedicated to changing the world of learning by helping corporate L&D departments get more from their initiatives. This includes a customizable SaaS-based learning analytics platform that assesses the impact and effectiveness of corporate learning programs and helps maximize investments in learning.

Made possible by xAPI, Watershed enables users to explore their learning data in one place and measure how L&D programs impact their organizations. Since its founding, this high-growth organization has developed a portfolio of Fortune 500 global clients—such as Visa, Verizon, PwC, Caterpillar, and more.

Watershed is part of [Learning Technologies Group plc's](#) award-winning group of specialist learning technology businesses.

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