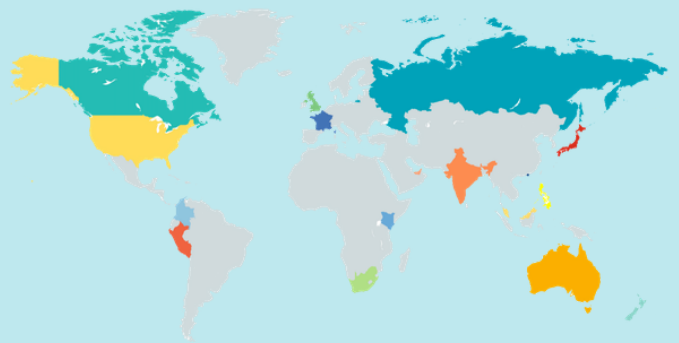


INSIGHTS FOR IMPACT

KEY HIGHLIGHTS FROM THE 2017 LEARNING TRANSFER RESEARCH



270 Contributors



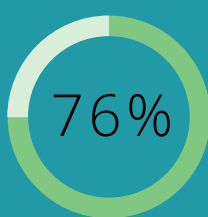
Classroom learning is not dead. **96%** are still using classroom delivery, alongside other mobile and online solutions.

The UK & Australia are focusing on driving business results with learning, and are looking at the broader organisational level, whereas in the USA people are concentrating more on supporting individuals with their performance.

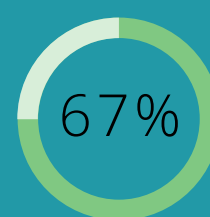


Over a third of respondents feel they are seen as strategic advisors within their business. However, only **18%** are evaluated on their success in improving actual job performance and **20%** struggle to get approval and/or resources to provide effective learning interventions.

LEARNING IS STILL LIMITED AT CREATING REAL CHANGE



"OUR APPROACH TO BEHAVIOURAL CHANGE POST LEARNING DOES NOT EXIST OR COULD BE IMPROVED"



"LESS THAN 40% OF OUR LEARNING IS SUSTAINED INTO JOB PERFORMANCE IMPROVEMENT"

29% don't know whether their learning interventions are benefitting job performance - yet **30%** suggested that the function of learning is to support employees in performing their jobs well.



46% suggest that managers are not significantly involved in supporting their direct reports before or after a learning initiative.

COACHING CULTURE IS KEY

When coaching is practiced at every level in the business...

x2 more likely

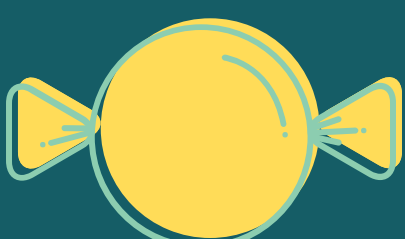
"We are viewed as a strategic partner within their business"

x4 more likely

"The effectiveness of our efforts to sustain learning is highly effective"

x2 more likely

"Our organisation's investment in learning is extremely beneficial"



Evaluation - the sweet spot
Only **19%** of contributors survey learners **8 weeks+** after learning. This is the sweet spot where learning transfer and behavioural change can be observed and measured.