

# LEO

watershed

# Measuring the Business Impact of Learning in 2022

## Learning Key Lessons From the Measurement Haves and Have-Nots

Though virtually everyone wants to prove that their L&D efforts have a meaningful impact, only a quarter say they work for organizations that allocate budget towards finding that proof. Well-budgeted teams are twice as likely to feel pressure from the executive level and evidence points to them being more agile in our ongoing age of disruption.

This year's expanded survey tells the story of the haves and have-nots of learning measurement. 64% of organizations with budget set aside for measurement emphatically believe that it's possible to prove learning's impact, and 42% of them doubled down on measurement and strategy in the last year. These organizations lead the way in measuring to improve rather than simply to prove effectiveness, and their journeys provide plenty of inspiration on how to get started—and how to continue to scale and sustain.

By Piers Lea and David Ells



# Foreword

The teams at LEO Learning and Watershed are once again happy to welcome you to the latest edition of the 'Measuring the Business Impact of Learning' survey. This 2022 edition, our sixth annual survey of global learning leaders, investigates how organizations regard, apply, and innovate upon the measurement of their learning and development work.

The 'Measuring the Business Impact of Learning' survey was initiated because of our belief that it isn't enough to simply demonstrate that learning is effective. We believe that this proof is only meaningful if it demonstrates real business impact, and we set out to learn the degree to which the wider learning industry shared that perspective.

This report continues to allow us to offer advice, analysis, and solutions to teams on the front lines, whether they're making the case to an indifferent executive team, or conversely, if they're feeling the pressure of executive-level scrutiny. Even when the same appetite to measure exists at all levels, it's critical for everyone to be speaking the same language. It would be remiss of us to not mention Chief Learning Officer's '[Adopting Learning Analytics - Closing the C-Suite/L&D Language Gap](#)' 2022 report, and its finding that the C-Suite overwhelmingly desires quantitative metrics.

Having reached our five-year milestone in 2021, we've been working behind the scenes to build upon the range of insights we can bring to you each year going forward. To this end, this year's survey saw the inclusion of four new questions. These questions were designed to better address whether intent to measure translates into action. They allow us to consider whether budget and resourcing for measurement are commonplace, and whether demand for measurement still exists in their absence.

This new layer of insight was also invaluable in terms of cross-tabulation. How do opinions on intent to measure, executive pressure, COVID-19 strategy, and our other questions change when budget and resources are available to L&D professionals? The stark differences we've found inform many of this report's most interesting findings.

To date, we've surveyed over 2,300 learning professionals and would like to express our gratitude to everyone who has taken time to contribute to the survey over the years. This year's responses included individuals from:

**Adidas, Boston Scientific, Brother, Cargill, Comcast, Daimler, Deloitte, Delta, DHL, GSK, IBM, Hilton, HSBC, IHG, John Deere, KMart Australia, Morgan Stanley, Novartis, NEC, Lexus, PwC, Roche, Royal Mail, SAP, Salesforce, Sanofi, Siemens, Transport for London, Uber, and UPS.**

We would also like to extend a special thank you to our new colleagues at GP Strategies, and particularly to Senior Director, Performance and Learning Analytics, Bonnie Beresford, and Chief Learning and Innovation Officer and Senior Vice President, Matt Donovan, whose support, input, and generous offer of seats to the [Measurement Academy](#) have helped the report reach new heights.

**- Piers Lea,**  
Chief Strategy Officer, Learning Technologies Group

“How do opinions on intent to measure, executive pressure, COVID-19 strategy, and our other questions change when budget and resources are available to L&D professionals?”

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# 6 Years of Desire to Measure, But Is There Enough Action?

For several years now, the survey has given an impression of a significant gap between the widespread desire to measure and a lack of actual plans and actions made towards measurement. The extra lines of questioning added in this year's survey have brought much-needed context, making it easier to identify the major barriers that measurement teams are challenged by—and make recommendations for overcoming them.

In the last five surveys, at least 90% of respondents have stated that they strongly agree or agree with the statement "I want to measure the business impact of learning programs". 2022 is no exception, with 94% expressing some level of agreement. 88% of respondents similarly agree with the statement "I believe it's possible to demonstrate learning's impact".

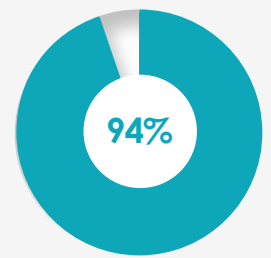
Despite these positive statements, key measures of demand and action on measurement fell this year. Particularly, executive pressure to measure—which we once hailed as "almost inescapable"—is now felt by only 50% of respondents, at its lowest point for five years (and representing the largest single year-on-year percentage fall for any response in the survey). Likewise, our new questioning uncovered the fact that 60% of respondents do not currently have analytics capability on their L&D team and, of these, 47.6% of respondents had no plan to make analytics-related staffing changes over the next 12 months.

Other observations, such as the way that relatively basic measures based on learner satisfaction remain the main way that departmental success is evaluated (32% of total), paint a less than dynamic picture. Our preferred measures would be based on organizational impact and improvements in job performance: learner satisfaction is only really valuable if properly contextualized alongside data points such as retention rates and/or development-related sentiment in pulse surveys.

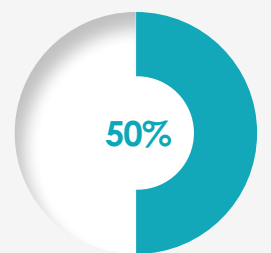
Our new data around budget helps to better contextualize this apparent gap in intent and action. 73% of respondents agree with the principle that it's important to set aside budget for measurement. However, only 27% agree that their organization actually does so. As we may reasonably expect (and as we go on to demonstrate below), the 27% in these well-budgeted organizations are far more likely to be well-resourced for learning measurement and to state that they're confident they're seeing results.

It would, however, be a mistake to characterize lack of investment as the sole barrier to measurement. "Competing priorities" once again tops the list of biggest challenges selected by respondents, up to 41% this year from 33% in 2021. Though a smaller 15% selected "don't know how to start", there is undeniably a sense that both the market and methods of measurement can appear intimidating at first glance—a clear challenge for learning professionals to overcome.

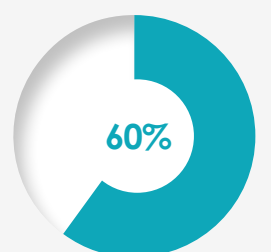
This narrative ties in with the collective view across LEO Learning, Watershed, and the wider Learning Technologies Group from working with thousands of leaders and organizations in the learning space. The segmentation the expanded survey allows has confirmed to us that while there are those organizations yet to make a start, that are at risk of being left behind, there are plenty of those who are committed to the measurement journey, who are seeing results, and who have proven more agile in a crisis.



94% want to measure the business impact of learning programs.



50% agree or strongly agree that they feel executive pressure to measure learning's impact.

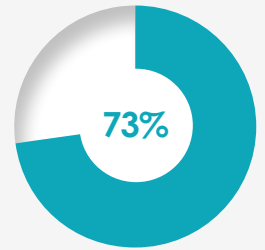


60% of respondents do not currently have analytics capability on their L&D team.

# The Haves and Have-Nots

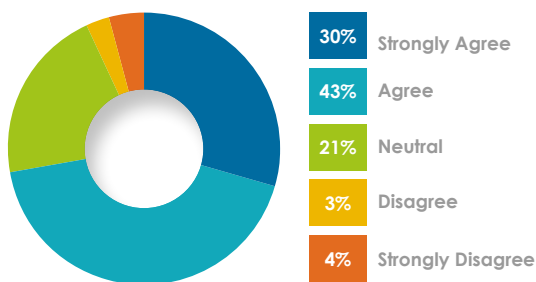
This year's survey saw the addition of four new questions regarding:

- Whether it's seen as important to set aside budget for measurement
- Whether organizations are setting aside that budget
- The measurement capability inside the respondent's organization
- The organization's plans for measurement-related staffing in the near future

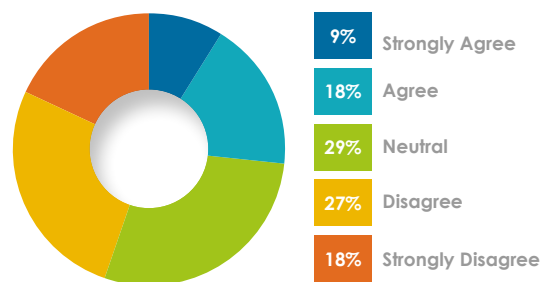


73% of respondents believe organizations should set aside budget for measurement.

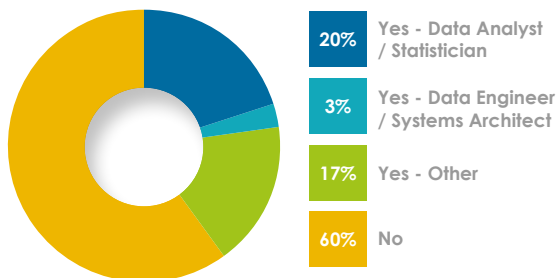
It's important to set aside budget for measurement



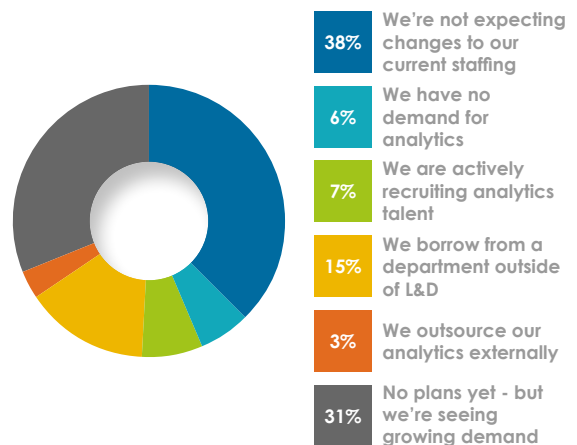
My organization sets aside budget for measurement



Do you have analytics capability on your L&D team?



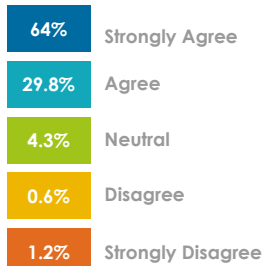
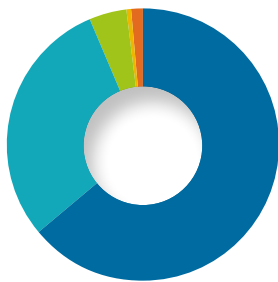
What option best describes your analytics staffing plans over the next 12 months?



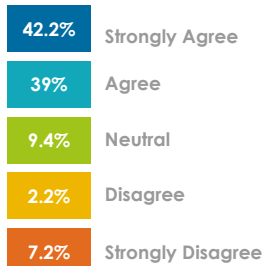
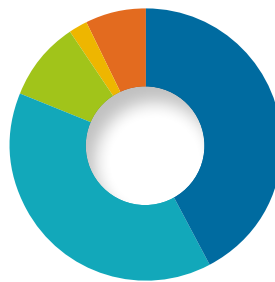
On their own, these questions offered us a flavor of both organizational budget and capability. However, arguably their greater value has come from the segmentation they allow with all other questions in the survey. Particularly, whether organizations actually have budget for measurement available correlates strongly with certain viewpoints, and with overall progress on the measurement journey.

As the analysis took shape, we started to see an emerging story of the haves and the have-nots. While 73% of respondents believe organizations should set aside budget for measurement, just 26.6% are in organizations that currently do this. Of this well-budgeted 26.6%, 58% enjoy access to analytics expertise on their L&D team (compared with 28.3% on teams without a budget). These figures suggest the greater level of ready access to data and staffing that well-budgeted teams enjoy.

I believe it's possible to prove learning's impact (Organizations with budget)



I believe it's possible to prove learning's impact (Organizations without budget)



Our “haves” don’t just benefit from data and staffing—they also enjoy a far greater level of confidence that the work is possible. 93.8% of organizations with budget set aside for measurement agree or strongly agree with the statement “I believe it is possible to prove learning’s impact.” It’s an emphatic statement of confidence—strong agreement specifically is at 64% (compared with just 42.2% in unbudgeted teams).

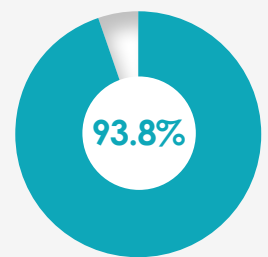
By contrast, we may characterize our “have-nots” as being in a rather tough spot. They’re left without any investment, without any staff, hoping for a silver bullet solution. In addition to being faced with the same competing priorities as everyone else, 17% of them don’t actually know where to start. A situation that is understandable, given the complexity of the work.

However, the progress and apparent confidence of well-budgeted teams that can and do measure leaves little room for hesitation. In our own experience, these teams are quickly finding this kind of data and analytics work indispensable: it becomes critical to the way they make future decisions.

Or as Bonnie Beresford, Senior Director, Performance and Learning Analytics at GP Strategies, puts it: “At their level, they’re less concerned about simply proving learning effectiveness. They’re able to instead focus on *improving*. It’s all about making data-driven decisions to allocate (or re-allocate) your L&D budget to where it will have the greatest strategic impact.”

Thankfully the journeys of the “haves” provide plenty of inspiration on how to get started—and how to continue to grow.

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## Haves: How Budget Allows Teams to Prove as Well as Improve

Among the many contrasts uncovered by our segmentation, we find that teams with budget were more than three times as likely (42% vs 12%) to double down on measurement strategy and implementation as a response to COVID-19-related disruption.

Anecdotal evidence has long pointed to measurement and data-informed decisions building resilience that allows organizations to mount an agile response in the face of disruption, and these figures appear to prove this point.

## What Do We Mean By Disruption?

In last year's report, we called COVID an "exceptional circumstance", reflecting the scale of the disruption and its enormous potential for renewal in our working lives. As a recent and significant crisis, it's the source of many useful insights in this report. However, the truth is that we're living in an age of disruption: even without crises such as COVID-19, there's no shortage of disturbances to the status quo.

LTG's white paper 'A Human Framework for Reskilling', names five seismic forces "driving the reinvention of learning and talent". These include:

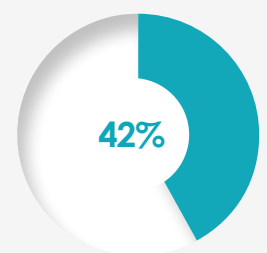
- The increasing complexity in business operations and work
- The constant—and constantly accelerating—pace of change
- Unprecedented demographic shifts that are shrinking talent pools and bleeding tacit knowledge out of the organization
- An increasing need for sustainable productivity to create a competitive advantage
- Changing employee expectations around work and the workplace

Add to these the potential for sweeping economic, political, and environmental changes, and the message is clear: navigating such challenges is easier overall when data has been gathered and any decisions you make are informed by data.

The 42% of well-budgeted teams are likely to be doubling down on measurement strategy not only because of COVID-related disruptions, but because those disruptions have proven the importance of having data in place for future disturbances. As organizations have previously shared with us, having the data in place means teams can act quickly and use it to respond in a variety of agile ways.

“Now, nobody is questioning the ecosystem saying ‘Okay all the investment you did there, is it worth it?’ Instead, they’re asking ‘Okay what we can do better, and what we can do more of with this ecosystem?’”

— Alfonso Riley, Senior Learning Technology Consultant, Caterpillar.



42% of well-budgeted teams say they've actually doubled down on measurement strategy and implementation because of COVID-19-related disruption. Only 12% of unbudgeted teams say the same.

In October 2020, Watershed held a webinar on the subject of [using learning analytics during a crisis](#)<sup>1</sup>. The organizations featured in this webinar provided some invaluable examples of how their existing measurement strategies formed the basis of an agile response:

#### Caterpillar: Using Data Collection to Compensate for Travel Restrictions

Caterpillar's Senior Learning Technology Consultant, Alfonso Riley, likened analytics' role to the idea of sensory compensation—the theory that when we lose one sense, our other senses become more effective. "Given that we didn't have the opportunity to go travel, talk to the dealers, and talk to the customers, we have to rely more heavily on the data we collect, and therefore have to improve the quality of the data we collect."

Noting how the pandemic simply accelerated demand and acceptance of the tools his team put in place, Alfonso remarked: "Now, nobody is questioning the ecosystem saying 'Okay all the investment you did there, is it worth it?' Instead, they're asking 'Okay what can we do better, and what can we do more of with this ecosystem?'"

#### PricewaterhouseCoopers: Learning From Audience Needs as the Crisis Evolves

In the early days of the COVID-19 crisis, PwC's Global L&D team quickly looked to its data to understand how it could support its learners. As China and Italy experienced lockdowns first, PwC noticed spikes in unique search terms across its learning experience platform (LXP). Its learners were looking for support in dealing with the crisis.

This data-focused approach led to the creation of new modules on trending subjects, such as wellness, working from home, and establishing trust online. This content was quickly rolled out to these learners. As COVID-19 spread, this content was already available across all regions. **Through studying the data, it had pre-empted the need.** The team also paid close attention to its NPS scores while transitioning from a face-to-face to full digital mode: these scores actually saw a slight increase after the change.

While PwC's results may not show immediate dollars saved or hours gained, it speaks to using data to address workforce needs to keep people engaged, supported, and productive. Data was also shared with Chief Information Officers, Human Capital leaders, and regional management.

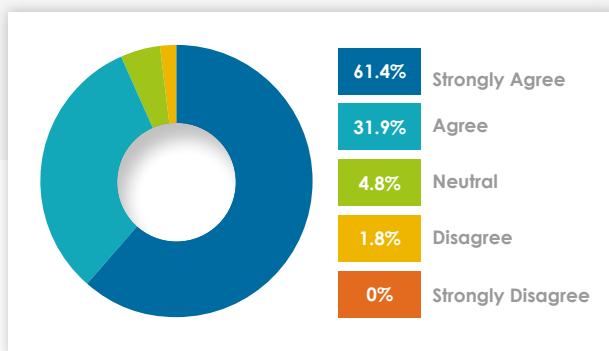
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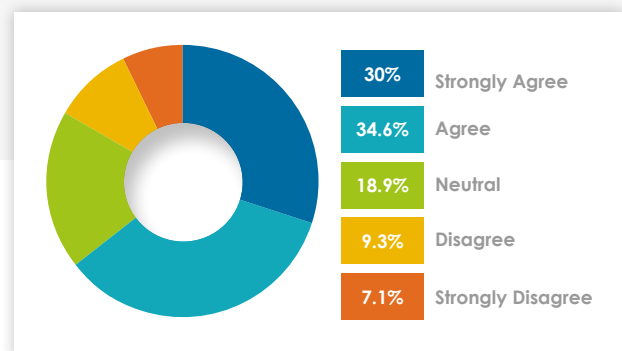
## Have-Nots: Why Are Organizations Hesitating?

The vast majority of respondents to our survey want to measure the business impact of learning programs, including 90% of those on unbudgeted teams. However, when budget isn't present, we see comparatively less confidence in the possibilities of data.

Data has a significant impact on my organization.  
(Organizations with budget)

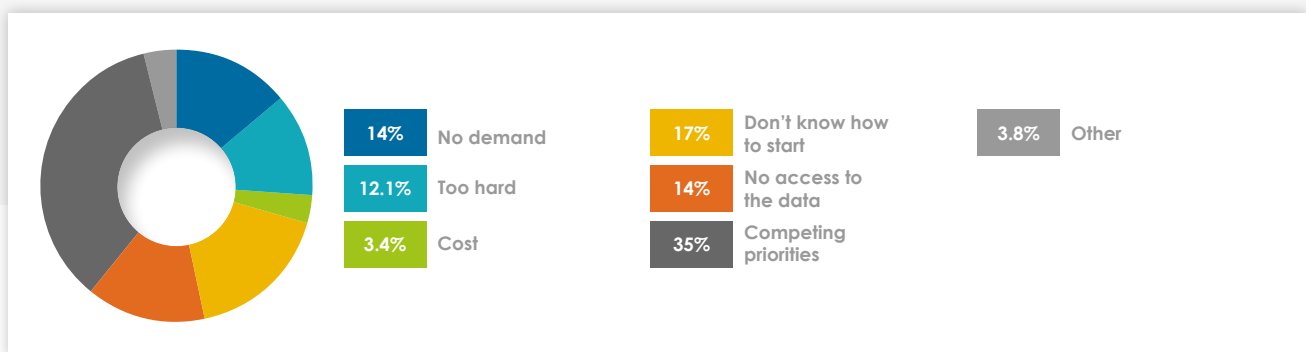


Data has a significant impact on my organization.  
(Organizations without budget)



For example, only 30% of respondents in this position strongly believe that data has a significant impact on their organization—compared with 61.4% at well-budgeted organizations. Similarly, while only 12.6% at organizations without budget would outright say that it's *not* important to set aside budget for measurement, a quarter actually feel neutral on the subject.

The biggest challenge of measuring the impact of learning in my organization is: (Organizations without budget)



In this way, our 'have-nots' aren't just a set of unbudgeted teams chomping at the bit to start measuring, waiting for you to give them the money to do so. While budgets (and resources) would certainly help, without proper guidance that tricky issue of not knowing how to get started—the self-professed biggest challenge for 17.7% of unbudgeted teams—threatens to undermine efforts. And that's just the ones that know they don't yet know enough.

We also suspect that a good number of 'have-nots' fall into another group. This group actually has a pretty good idea of where to start, and would measure if they could: the problem for them is sustainability.

Whether you're unsure of how to start, or more concerned with finding a way to start a sustainable program, we would advocate an ongoing data collection approach rather than collecting data separately on a per-initiative basis.



# Solving Measurement's Chicken and Egg Issue

If you don't have access to budget for measurement, you probably feel like you're in something of a chicken and egg situation. Getting started can feel daunting and securing budget can be tough without first having the proof that it works—yet you suspect you cannot get proof without securing budget.

Clearly, there are organizations that manage this. Those that grow and optimize their learning programs and make informed data-driven decisions build resilience to disruption. Speaking to Watershed about the immediate pre-pandemic period, Tobias Washington, Director of Learning Experiences Design and Technology at CHRISTUS Health, recalled having lunch with a peer. "He said, 'I'm just really nervous, I don't know how we're going to take our orientation and make it virtual' and I remember feeling 'well, this is my moment to shine', to take everything we've been working for and really support our organization in an urgent moment of need."

How then can your organization achieve this same shift from setting out to prove to then improving their learning programs?

## How to Start to Prove—and How to Sustain Improvement

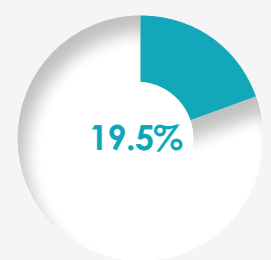
**In truth, there are many different ways to get started. But all of them require you to first go and identify potentially useful data and to start collecting it.**

While L&D teams with an analytics capability are in the minority—just 19.5% have their own data analyst or statistician—one thing we know for certain is that L&D teams are full of people with an interest in measurement. Beyond the high percentage of those stating that measurement work is important, we received a significant number of extended responses to our resourcing questions describing members of the team experimenting with measurement outside of their main responsibilities.

These responses mentioned individuals such as learning designers or managers doing analysis work with data skills they'd accumulated over time. One described the work as being done "off the side of the desk". One clear starting point is to formalize and encourage this kind of experimentation: how much more effective could these employees be with the right tools and support?

**"I remember feeling 'well, this is my moment to shine', to take everything we've been working for and really support our organization in an urgent moment of need."**

- Tobias Washington,  
Director of Learning  
Experiences Design and  
Technology, CHRISTUS  
Health



**Only 19.5% of L&D teams have access to their own data analyst or statistician.**

Before jumping right to the data, consider the business questions you are trying to answer. This will help inform the data you should be looking for. The Watershed ebook [‘5 Steps to Start Using Learning Analytics’](#) proposes one approach:

1. Gather Your Data
2. Get to Know Your Data
3. Operationalize Your Data
4. Explore Your Data
5. Build on What You've Learned

These five steps can be summarized as follows:

### Step 1: Gather Your Data

The first step is to gather all of your data in one place, in a common format. Ideally this would be via xAPI, but could be via application-specific connectors, or via manual sources such as performance checklists or CSV imports. As long as you're intentional about what you gather—working with an idea of the specific questions you're trying to answer—you can't really have too much data.

Don't assume you'll have to settle for a manual process while taking this first foray into measurement. Sometimes it's better to avoid a manual approach if you can: manual collection can be error-prone, is difficult to do at scale, and tends to get dropped by teams sooner.

A more experimental program may begin by collecting all readily available data, placing it in a Learning Record Store (LRS), and building data collection strategies from there. Alternatively, start by using predetermined goals, such as the evaluation of a specific program. Either way, the sooner you start, the sooner you'll have access to key insights.

### Step 2: Get to Know Your Data

Gathered data needs to be checked for accuracy. Ideally, someone with a technical background needs to review any xAPI statements, but this isn't the only way to root out inaccuracy. If you can reliably pull data from a separate system and get a report that matches your own, that's a good indication that everything is set up correctly. Of course, trust your sense of what is within your expectations too—there's always the risk that other systems have issues too.

You'll also want to investigate both the blindspots that your initial data set leaves you with, and the junk data that should be excluded for clarity.

### Step 3: Operationalize Your Data

Once you're confident in your data, target stakeholders who stand to benefit from it to build support through mutual benefit<sup>2</sup>. You've almost certainly got colleagues building manual reports, and others reading and acting upon those reports: they could spend more time on analysis and action with an automated solution.

Once you've helped others get their answers faster, look for opportunities to give them additional metrics that make their work even more effective. Establish new benchmarks and KPIs as early as possible and keep proving exactly how your learning programs impact organizational success.

“Don't assume you'll have to settle for a manual process while taking this first foray into measurement. Sometimes it's better to avoid a manual approach if you can: manual collection can be error-prone, is difficult to do at scale, and tends to get dropped by teams sooner.”

<sup>2</sup> For a full rundown of relevant stakeholders, see the 'Meet Your Key Stakeholders' table in Watershed's [‘Prove Learning's Value’ blog post](#).

#### Step 4: Explore Your Data

Now that you know what's happening in your organization, investigate why it's happening. Start with areas that surprised you and your stakeholders, and study outliers that buck your own trends. Deep-dive on individual resources and find hypotheses. Potentially interview your learners to uncover more. If you lack the data to find the reasons, work out what you need to capture going forward.

Form new questions, and see if you can answer them with your data. For example, you could focus on detecting and working with outlier content: Watershed customer [Caterpillar operates an anomaly dashboard](#) that helps it to discover its most useful Kaltura-hosted videos, helping inform its future content<sup>3</sup>.

#### Step 5: Build on What You've Learned

Every learning program you build going forward should be designed with analytics in mind. Add metrics, based on your business objectives, that will be more valuable to evaluate, and re-evaluate those you already have. Plan to experiment: consider A/B testing so you can more definitively prove your hypotheses. Have set deadlines for taking action on the things you find, and don't be afraid to pivot to a different approach if changes you were sure about aren't having the desired results.

Data is valuable beyond its intended scope, and we've seen this time and again at multiple organizations. Without trying, measurement can lay bare errors, loopholes that are allowing employees to cheat, and indicate popular features or training topics that deserve surfacing for easier access. We've even seen a case where, upon investigating a particularly low-scoring question, the designer realized the topic had been missed off the eLearning entirely!

“Data is valuable beyond its intended scope, and we’ve seen this time and again at multiple organizations.

Without trying, measurement can lay bare errors, loopholes that are allowing employees to cheat, and indicate popular features or training topics that deserve surfacing for easier access.”

## Discovering Issues by Using “Always-On” Data

During the course of a general-purpose data collection effort, one organization realized that its no-shows were on Thursdays and Fridays. It was ultimately able to attribute this to a culture of end-of-week due dates—something it was unlikely to be able to change, but something that could easily be worked around. The organization's new Monday, Tuesday, Wednesday session plan boosted attendance, ensuring it got more value for money from its investment.

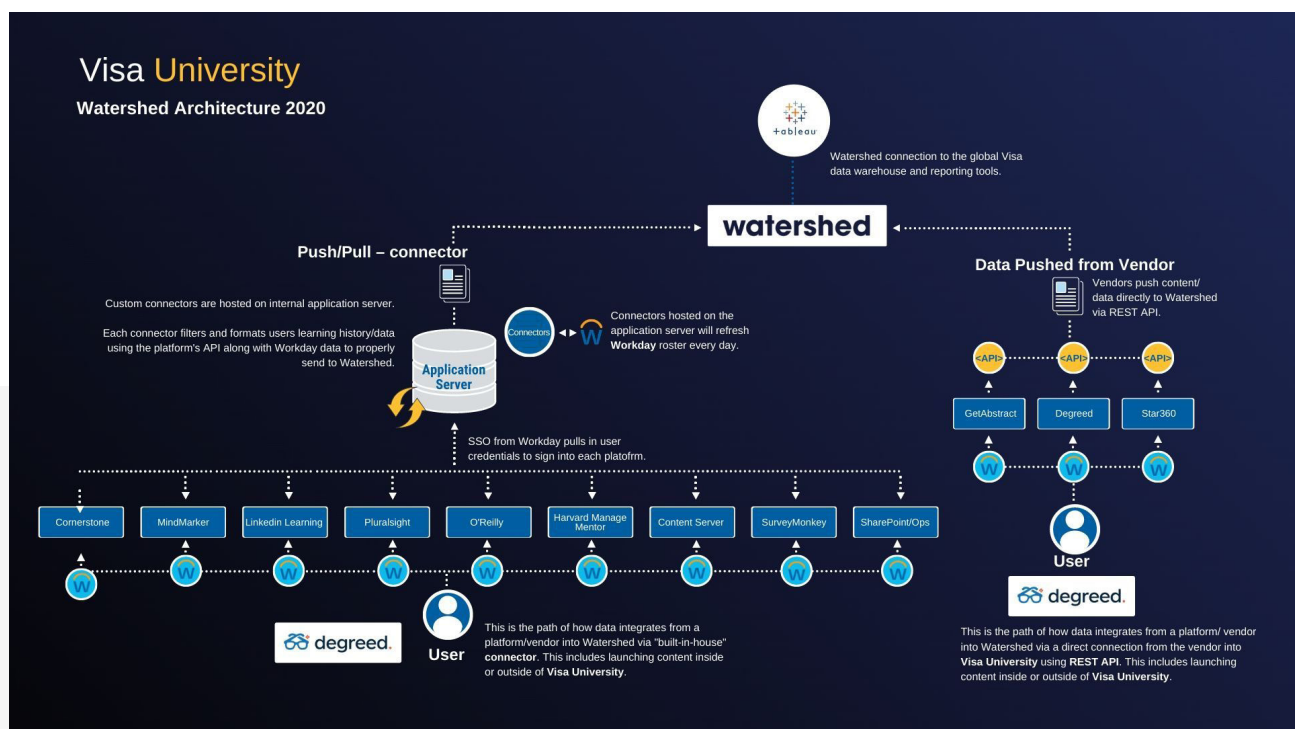
# Conclusion: It's Time to Get Started

## Here's How to Sustain and Scale Going Forward

So, we've seen the stories of the haves and the have-nots, and have laid out some suggested steps for how to break the chicken and egg cycle. These are the first steps that allow you to then scale your analytics to cover your whole ecosystem and build a sustainable approach that ingrains data-driven decisions into your learning strategy.

While following all five of the steps above is essential in the long term, it's important that we stress that your first steps into data gathering are easily accessible and don't have to incur significant costs. It's free to start collecting—see our resources section below—so why not start today?

Maybe it'll light the fire under your ambitions, **maybe you'll wonder how you were ever making decisions that weren't informed by data.** Whatever happens, you'll be in a better position to sustain a long-term strategy if you've already taken that initial step.



An example of a mature learning ecosystem and the various data sources used to gain insights and measure learning impact.

# Some Key Resources to Inspire Your Measurement Journey

To help you take your next steps into measurement, we've assembled a mixture of free software, guides, courses, and discussions to help inspire and direct you.

## 5 Steps to Start Using Learning Analytics

Watershed has previously touched on some of the ways you can get started on your journey to measuring the business impact of learning in this report. Now it's time to take a deeper dive.

[Download the free ebook](#)



## Ready to Start Collecting Data? Get Going With Our Free LRS

Watershed's *Essentials* is an LRS with basic reporting capability. It's intended to help you lay the foundation on the path toward more robust learning and training analysis.

Essentials LRS includes:

- Unlimited statements
- Tracking for unlimited learners
- Reporting for unlimited learners
- A dashboard with demo data to get started
- Prebuilt report examples
- Data export in CSV or JSON format
- A self-serve knowledge base
- Developer tools

[Get started today](#)



## Measuring the Business Impact of Learning: The Definitive Guide

With handy links to previous editions, related blog posts, and additional supporting resources, LEO Learning has collated everything in one place:

[See the guide](#)

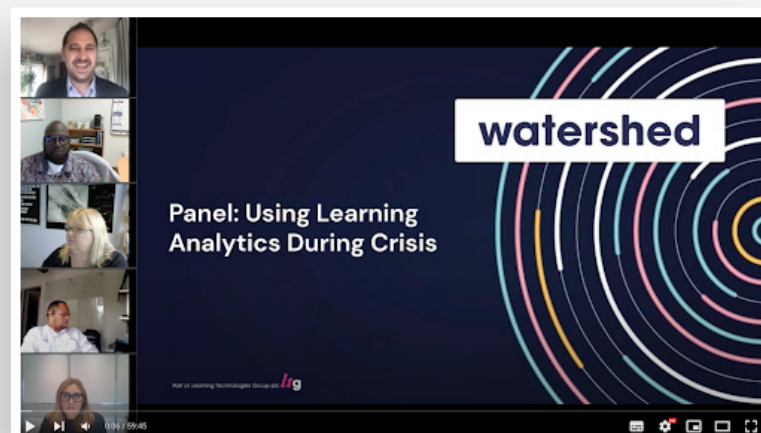
## 10 Stages of Measuring the Business Impact of Learning

Getting started on your measurement journey is made easy with this 10-stage guide and checklist from LEO Learning.

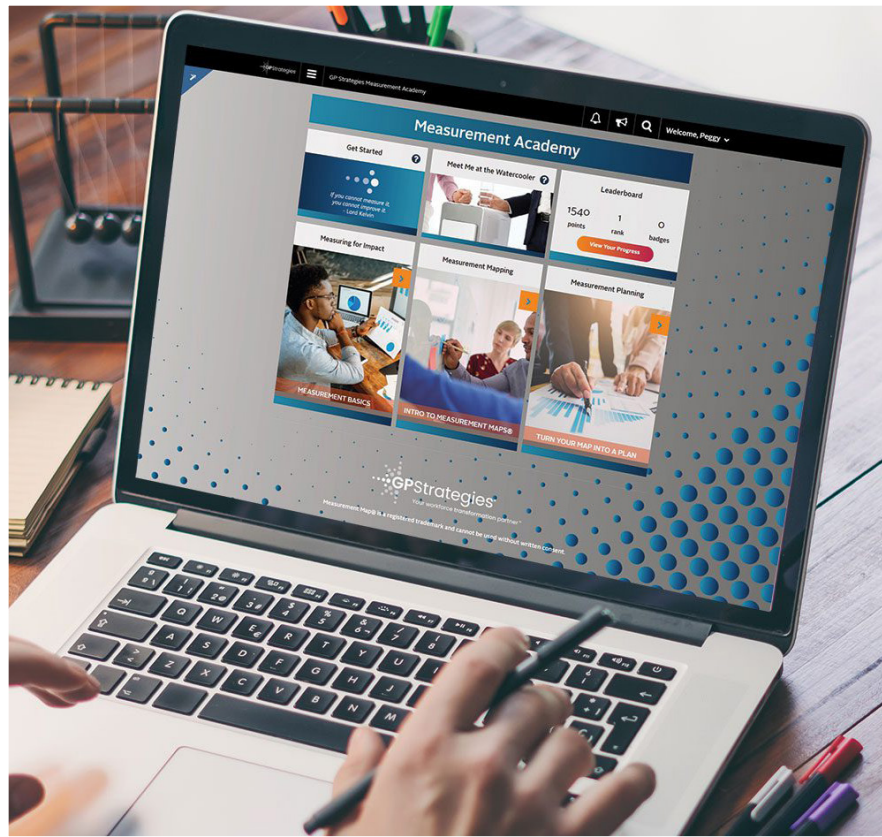
[Download the free guide](#)

## Agile and Responsive: How Investing in Learning Analytics Pays Off

Watch Watershed's free webinar recording to discover how investing in learning analytics allowed Caterpillar, CHRISTUS Health, and PwC to take data-driven decisions in a time of crisis.

[Watch the webinar](#)





## Want to Put the Theory Into Practice? How About an Immersive, Hands-On Course?

The Measurement Academy from GP Strategies takes you on a 10-week, hands-on, skill-building learning journey, providing you with a repeatable process for measurement strategy and execution.

Your team will learn how to:

- **Connect** your learning investments to real business outcomes
- **Conduct** business alignment and performance consulting sessions
- **Create** detailed Measurement Maps® and measurement plans

[Tell me more](#)

# Meet the Experts

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**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 leads thinking and solutions on how to measure business impact using data-driven approaches.



**David Ells**

Chief Executive Officer,  
Watershed

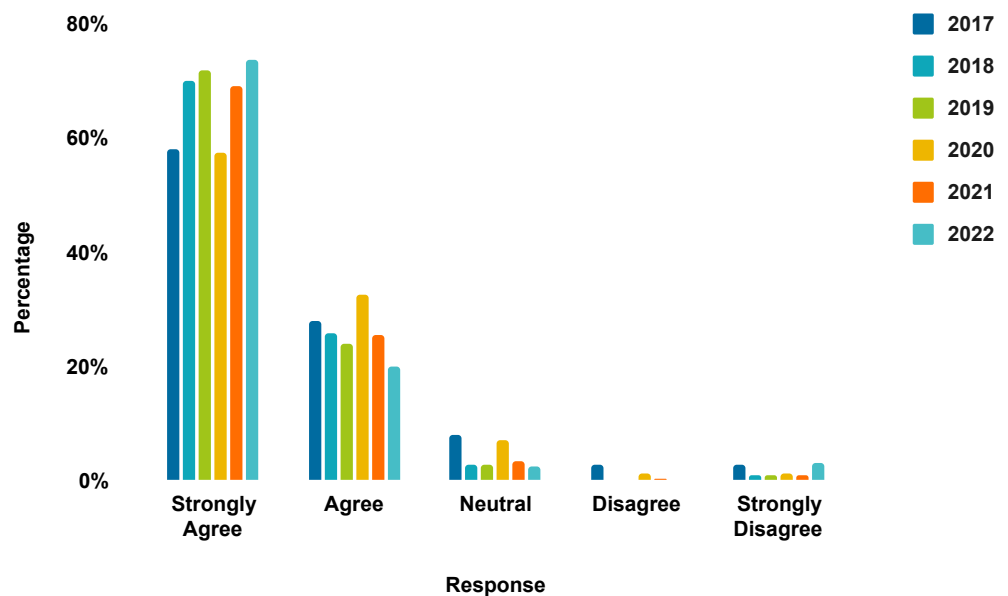
David is the Chief Executive Officer of Watershed, a learning analytics platform that assesses the impact and effectiveness of corporate learning programs. David previously led Watershed's development team as Director of Technology and was instrumental in the company's most recent user interface refresh.

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.

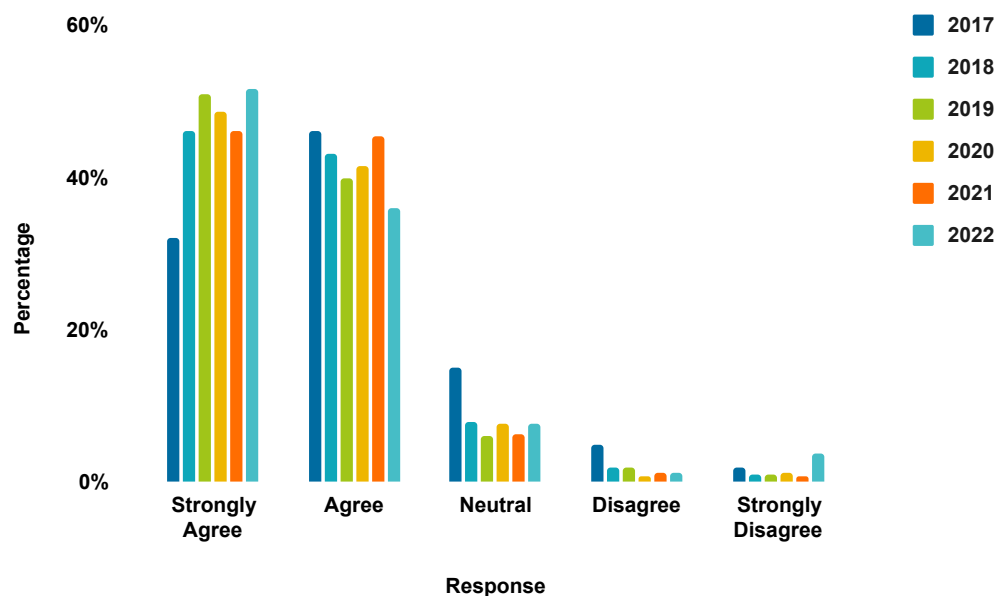
# Appendix

## Measuring the Business Impact of Learning: 2017-2022 Survey Results - for easy year-on-year comparison

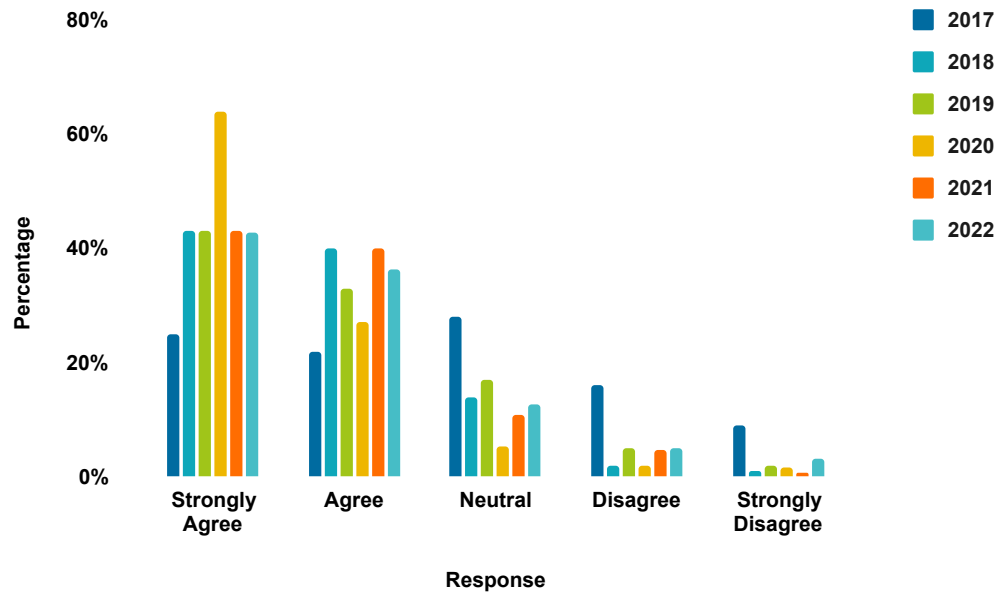
I Want to  
Measure the  
Business Impact  
of Learning  
Programs



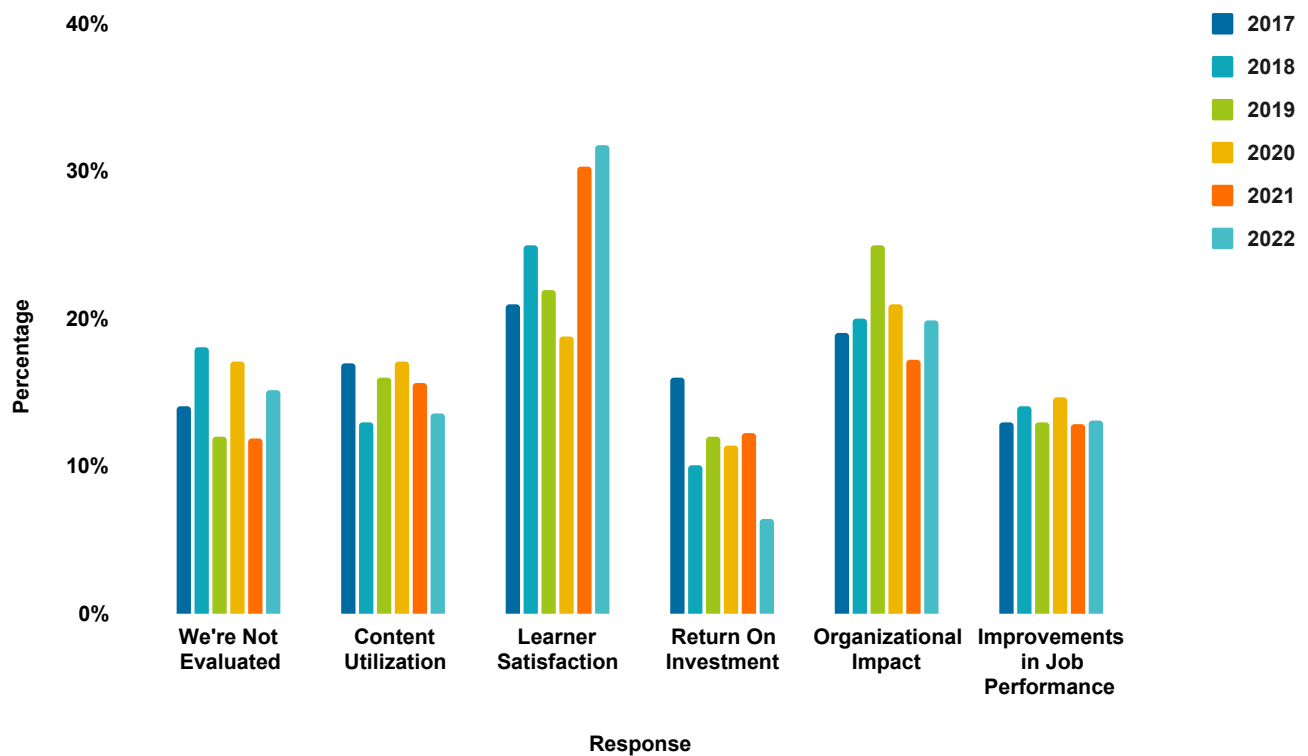
I Believe It's  
Possible to  
Demonstrate  
Learning's  
Impact



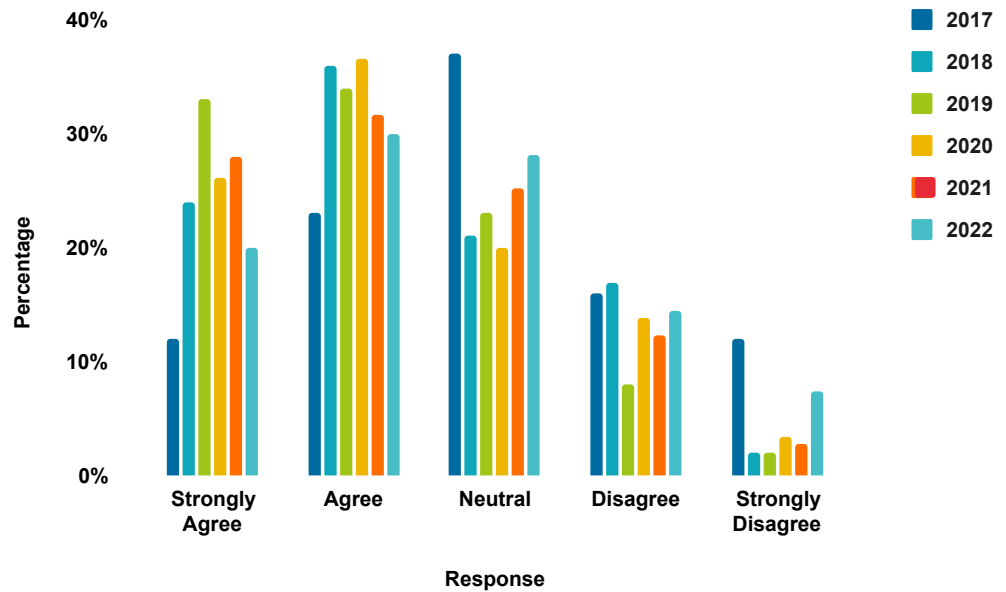
## Data Has a Significant Impact on My Organization



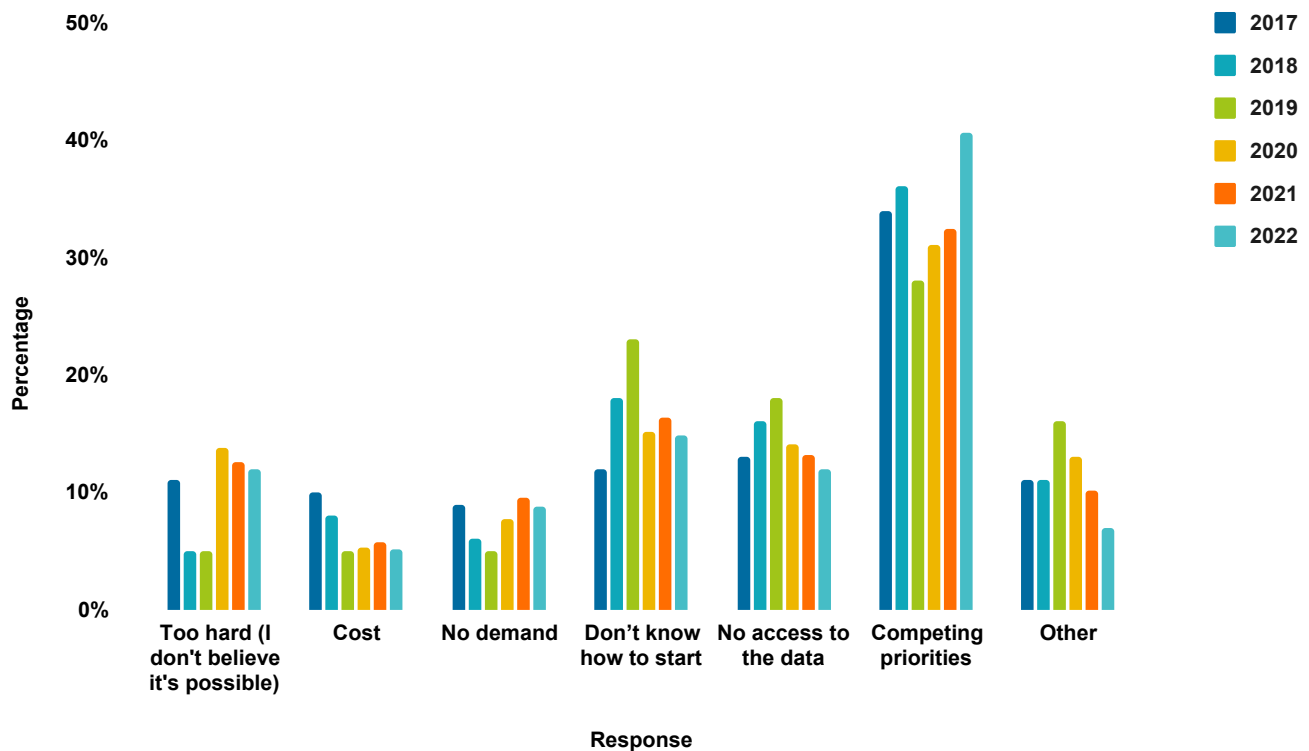
## The Success of My Department Is Evaluated By:



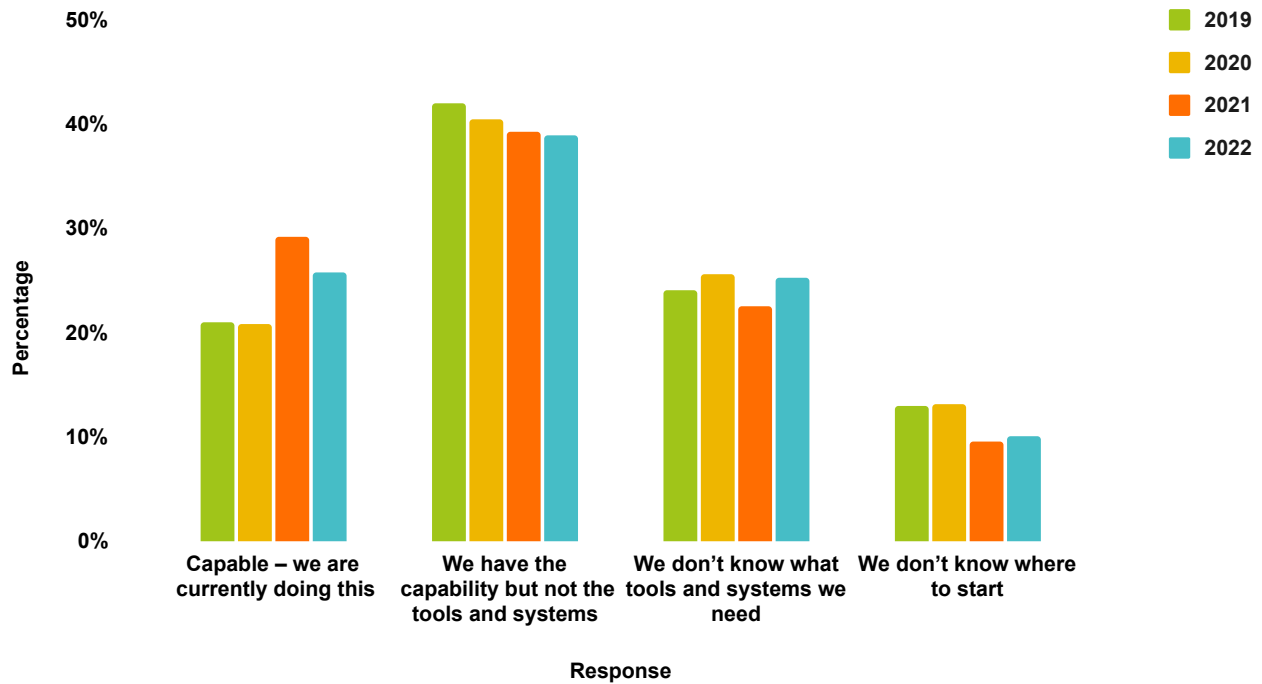
## I Feel Executive Pressure to Measure Learning's Impact



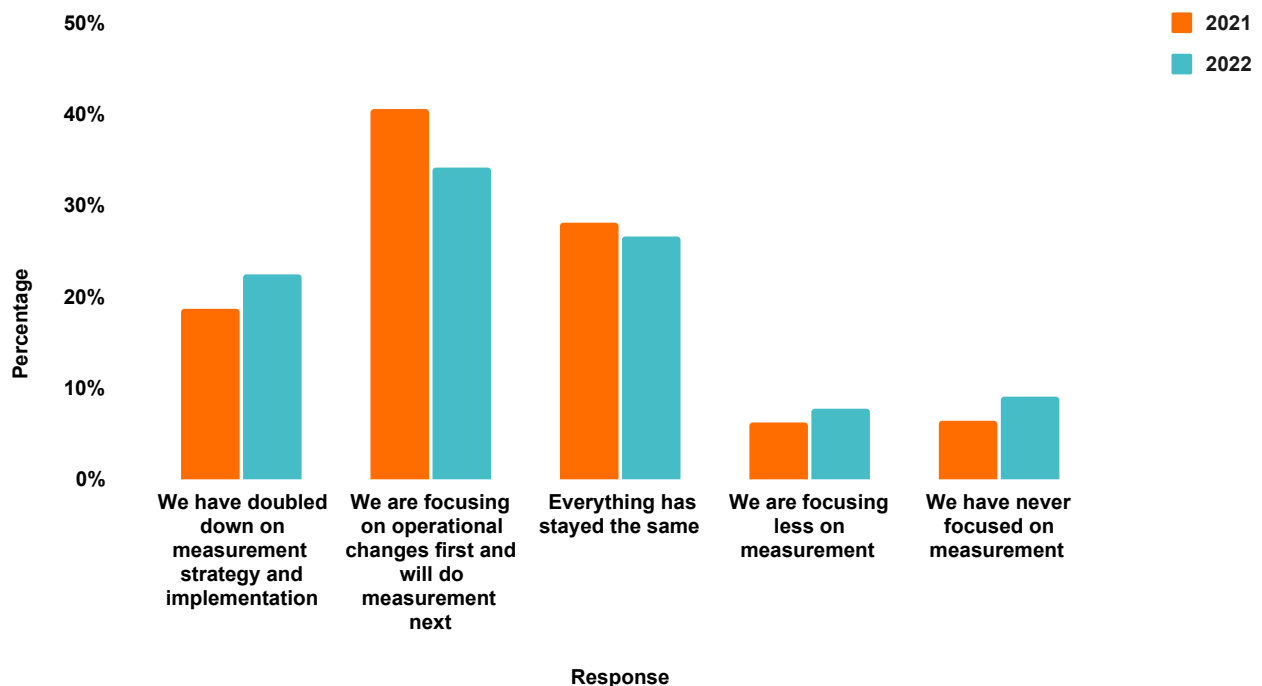
## The Biggest Challenge of Measuring the Impact of Learning in My Organization Is:



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

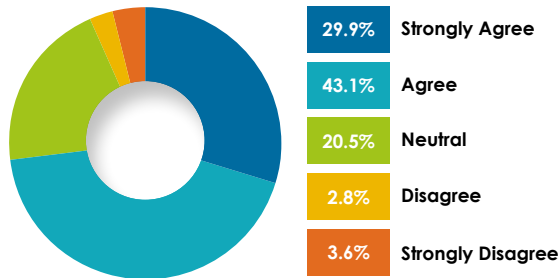


## How Has Your Organization's Measurement Strategy Changed Because of COVID-19?

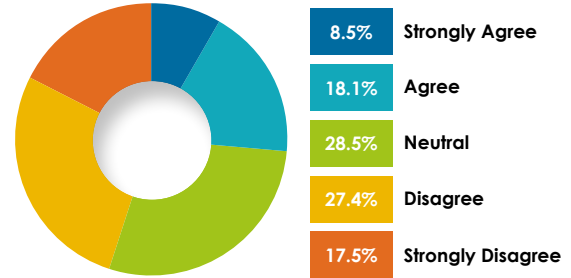




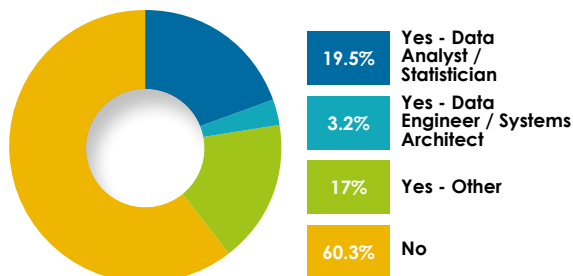
### It's Important to Set Aside Budget for Measurement



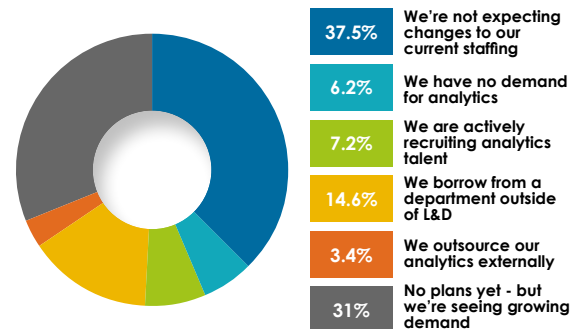
### My Organization Sets Aside Budget for Measurement



### Do You Have Analytics Capability on Your L&D Team?



### What Option Best Describes Your Analytics Staffing Plans Over the Next 12 Months?



# About LEO Learning

LEO Learning believes that learning innovation has the power to deliver transformational results. Our purpose is to help create and deploy technology-enabled learning to deliver outcomes precisely aligned to organizational goals. Backed by more than 30 years of experience, we design engaging learning content, supported by systems that fit seamlessly into businesses and improve performance, at scale.

Our specialist division, [LEO GRC](#), offers an extensive range of custom and off-the-shelf Governance, Risk & Compliance (GRC) solutions that completely align regulatory policies and procedures.

LEO Learning's expanding global customer base includes eight of the top 10 banks, seven of the top 10 investment firms, as well as organizations such as Kraft Heinz, L'Oréal, Visa, World Health Organization, Jaguar Land Rover, Toyota, Kia Motors, Caterpillar, Anglo American, Fidelity International, KPMG, Shell, and the UK National Health Service (NHS) and Ministry of Defence.

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

For more, visit [leolearning.com](http://leolearning.com)

# About Watershed

Founded in Nashville, Tenn., in 2016, Watershed is a Learning Analytics Platform that lets you measure and prove the business impact of learning. Watershed is a customizable SaaS-based solution that collects, aggregates, and standardizes data from across your learning ecosystem. By matching this with other data sets such as HR, IS or other performance data, Watershed's reporting lets you assess the effectiveness of your learning programs, learner performance, and vendor effectiveness.

Watershed enables organizations to maximize their investments enabling the continuous improvement of learning and development. Since its founding, this young, high-growth organization has developed a portfolio of Fortune 500 global clients—such as Visa, Verizon, PricewaterhouseCoopers, Caterpillar, and more.

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

To learn more, visit [watershedlrs.com](http://watershedlrs.com)

If you'd like to discover how LEO Learning and Watershed's award-winning solutions can help your organization, contact our teams on:

[talktous@leolearning.com](mailto:talktous@leolearning.com)

[info@watershedlrs.com](mailto:info@watershedlrs.com)



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