Building a Productive Learning Culture

More Learning Through Less Learning

Webinar
A Framework for Member Conversations

The mission of CEB Inc. and its affiliates is to unlock the potential of organizations and leaders by advancing the science and practice of management. When we bring leaders together, it is crucial that our discussions neither restrict competition nor improperly share inside information. All other conversations are welcomed and encouraged.

Confidentiality and Intellectual Property

These materials have been prepared by CEB Inc. for the exclusive and individual use of our member companies. These materials contain valuable confidential and proprietary information belonging to CEB, and they may not be shared with any third party (including independent contractors and consultants) without the prior approval of CEB. CEB retains any and all intellectual property rights in these materials and requires retention of the copyright mark on all pages reproduced.

Legal Caveat

CEB Inc. is not able to guarantee the accuracy of the information or analysis contained in these materials. Furthermore, CEB is not engaged in rendering legal, accounting, or any other professional services. CEB specifically disclaims liability for any damages, claims, or losses that may arise from a) any errors or omissions in these materials, whether caused by CEB or its sources, or b) reliance upon any recommendation made by CEB.
SEEKING “NEW” GROWTH AND DIFFERENT SKILLS

Instruments of New Growth Over Next Five to Ten Years

Percentage of Senior Leaders Who Believe Growth Will Come from New Sources

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Products</td>
<td>71%</td>
</tr>
<tr>
<td>New Partnerships</td>
<td>68%</td>
</tr>
<tr>
<td>New Customers and Markets</td>
<td>65%</td>
</tr>
<tr>
<td>New Geographies</td>
<td>59%</td>
</tr>
<tr>
<td>New Models</td>
<td>52%</td>
</tr>
</tbody>
</table>

$n = 104.$
Source: CEB RTEC Transformational Growth Survey.

Demand for Key Skills Shifting Across the Organization

Illustrative Examples

**IT Staff Who Can Manage Multiple Stakeholders**

“We no longer need IT staff to have great relationships with leaders, we need them to transform the way they build relationships with employees—this requires a completely new skill set.”

Head of IT Manufacturing Industry

**Finance Leaders Who Can Challenge Line Decisions**

“We need true finance consultants who can challenge leaders’ decisions. This changes the profile that we are looking for in the market and within the organization.”

Head of Finance Technology Industry

**Sales Staff Who Can Teach, Tailor, and Take Control**

“We need our sales staff to not just sell our product but to really take control of the sales interaction. This fundamentally changes how we develop and manage these individuals.”

Head of Sales Insurance Industry

© 2015–2017 CEB. All rights reserved. LDR170257PR
A CHANGING LEARNING LANDSCAPE

Learning Landscape Characterized by More Learning from Non-L&D Sources

Learning from Non-L&D Sources

11% Since 2012

Learning from L&D

79% 21%

Key Trends Driving Changes in Expectations

57% of employees expect learning to be more “just in time” than three years ago.

Only 37% of employees expect that the organization will actively drive their development.

Only 21% of employees expect most of their learning to happen in a classroom.

n = 23,764.

Source: CEB 2014 Learning Culture Survey; CEB analysis.

a Learning from non-L&D sources is defined as all employee learning during work time that is not provided by the L&D function.

b Learning from L&D is defined as all employee learning during work time that is provided by the L&D function.
FOCUSED ON LEARNING CULTURE TO EXPAND L&D’S SPHERE OF INFLUENCE

3 in 4 Heads of L&D are prioritizing building a culture of learning to expand their sphere of influence to include learning from both L&D and non-L&D sources.

$n = 61$.
Source: CEB Head of L&D Learning Culture Survey.

Learning culture reflects what and how employees learn within an organization, as demonstrated by employees’ everyday learning behaviors.

Note: Please see the appendix for more information about the differences between culture, climate, and environment.
TWO PRONGED RESEARCH APPROACH

**Qualitative Research**
CEB completed an extensive review of existing research and interviewed L&D leaders at more than 120 organizations to understand their challenges when building a culture of learning and identify the solutions profiled in this study.

**Quantitative Research**
CEB administered surveys to more than 800 L&D professionals, over 1,800 line leaders, and over 23,000 line employees to test hypotheses regarding approaches to building a culture of learning.

Partial List of Research Participants

![Allstate](image1)
![AMERICAN EXPRESS](image2)
![Australian Government](image3)
![BlueCross BlueShield of North Carolina](image4)
![bp](image5)
![COATS](image6)
![FedEx](image7)
![GENPACT](image8)
![HCL](image9)
![HERSHEY'S](image10)
![IAG](image11)
![LOCKHEED MARTIN](image12)
![LPL Financial](image13)
![McAfee](image14)
![Mphasis](image15)
![MTN](image16)
![Nestle](image17)
![Power Stream](image18)
![Schneider Electric](image19)
[Standard Bank](image20)
![stryker](image21)
![Telkom](image22)
CURRENT GOAL: A CULTURE OF LEARNING PARTICIPATION

**Formal Learning**

1. **Investing in More Formal Learning Opportunity**

   60% of Heads of L&D focus on providing more choices in learning.

2. **Building More Relevant Formal Learning Content**

   66% of Heads of L&D are prioritizing building more relevant content.

**Informal Learning**

3. **Engaging Leaders in Informal Learning**

   71% of Heads of L&D actively engage line leaders in driving informal learning.

4. **Advocating the Importance of On-the-Job Learning**

   75% of Heads of L&D are actively promoting the importance of on-the-job learning.

*n = 61.*

Source: CEB 2014 Head of L&D Learning Culture Survey.
MORE LEARNING PARTICIPATION

Learning Channels

65% of employees access more channels for information and learning than they did just two years ago.

Manager-Led Learning

57% of employees get advice and coaching from their manager, compared to 48% four years ago.

Social Learning Technology

59% of employees use social learning technologies more than they did two years ago.

Formal Learning

64% of employees participate in more formal learning than they did just two years ago.

Peer Learning

68% of employees actively learn new ways of doing things from their coworkers, compared to 51% two years ago.

Source: CEB 2014 Learning Culture Survey; CEB 2012 New Work Environment Survey.
SIGNIFICANT EMPLOYEE TIME IS SPENT LEARNING

Distribution of Employee Work Time

Percentage of Work Time

- 39% Learning
- 61% All Other Job Tasks

Examples of Employee Learning
- Classroom Participation
- Participation in Mentoring and Coaching
- Peer Feedback Sharing
- Reviewing the Successes of Projects
- Observation of New Techniques
- Discussion of New Ideas
- Consuming Company Communications
- Reviewing Reading Materials for Job Activities
- Seeking Information

n = 23,764.
Source: CEB 2014 Learning Culture Survey.

“To succeed in today’s work environment, my team must stay on top of the latest industry trends, learn from others inside and outside the company, and refine their skill set.”

Line Leader
Consumer Products Industry
MORE LEARNING ISN’T ALWAYS BETTER

Percentage of Employee Work Time Spent Learning Skills and Processing Information

*Time spent learning new skills or processing new information related to job tasks. Includes both formal and informal learning.*

---

**Key Question**

Why is our current approach of building a culture of learning participation not driving results?

---

*n = 23,764.*

Source: CEB 2014 Learning Culture Survey.

*Employee performance is defined as an employee’s effectiveness at his or her individual tasks, contribution to others’ performance, and use of others’ contributions to improve his or her own performance.*
FROM A CULTURE OF LEARNING PARTICIPATION TO A PRODUCTIVE LEARNING CULTURE

Culture of Learning Participation

Key Components:
1. Increasing Choice: High volume and variety of learning opportunities.
2. Building Learning: Learning designed to teach new business skills and knowledge.

Productive Learning Culture

Key Components:
1. Directing Choice: Select number of relevant and appropriate learning opportunities.
2. Building Learners: Learning designed to teach how to learn new business skills and knowledge.
3. Driving Shared Ownership of Learning Environment: Focus on shared ownership for building a learning environment.

Source: CEB analysis.

Only 10% of organizations have a productive learning culture.
CEB’S MODEL OF A PRODUCTIVE LEARNING CULTURE

The Three Components of a Productive Learning Culture

In a productive learning culture, what and how employees learn is driven by the right learning opportunity, capability, and environment.

1. **Learning Opportunity**
   Employees have access to a select number of relevant learning choices, not a high volume and variety.

2. **Learning Capability**
   Employees know how to learn, not just which new business skills and knowledge to learn.

3. **Learning Environment**
   Employees share ownership of the learning environment, not just their individual learning.

Source: CEB analysis.
ROOM TO RUN ON BUILDING A PRODUCTIVE LEARNING CULTURE

Relative Impact of Components of a Productive Learning Culture on Performance
Percentage of Impact Explained

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Impact Explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Opportunity</td>
<td>19%</td>
</tr>
<tr>
<td>Learning Capability</td>
<td>41%</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>40%</td>
</tr>
</tbody>
</table>

Only 37% of employees receive highly curated learning opportunities.
Only 20% of employees are effective at learning capability.
Only 31% of employees perceive that the learning environment is productive.

n = 23,764.
Source: CEB 2014 Learning Culture Survey.
GETTING MORE LEARNING THROUGH LESS LEARNING

Percentage of Employee Work Time Spent Learning Skills and Processing Information

Time spent learning new skills or processing new information related to job tasks. Includes both formal and informal learning.

A Productive Learning Culture Drives Business Outcomes

Business units with a productive learning culture have **1.4% greater revenue growth and 3.2% greater profit growth than the average business unit.**

In a productive learning culture, employees gain an additional **12% increase in performance** from their learning experiences, while also spending **11% less time learning.**

Source: CEB 2014 Learning Culture Survey.
## BUILDING A PRODUCTIVE LEARNING CULTURE

<table>
<thead>
<tr>
<th>OPPORTUNITY</th>
<th>CAPABILITY</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Right-Size Learning Opportunity Across the Organization, Instead of Creating More Choices</td>
<td>2 Advance the Organization’s Learning Capability, Don’t Just Teach Content</td>
<td>3 Drive Shared Ownership of the Learning Environment, Not Just Individual Learning</td>
</tr>
</tbody>
</table>

### LPL Financial
- Use L&D expertise to limit, rather than expand, learning choice.

### Standard Bank
- Re-focus investment decisions around both learning needs and learning maturity.

### IMPLEMENTATION SUPPORT
- Create a learning maturity framework to develop targeted learning solutions.
- Integrate learning behaviors into existing work processes.
- Evaluate the organization’s learning environment.

- Design learning solutions to boost awareness of how to learn, not just what to learn.
- Create learning technologies that enable employees to build learning behaviors, not just consume content.
- Foster ground-up, not just top-down, ownership of a productive learning environment.
- Hold employees accountable for creating a productive learning environment, not individual learning activity.
MORE OPPORTUNITY ≠ THE RIGHT OPPORTUNITY

Employees Are Overwhelmed with Learning Opportunities
Percentage of Employees

- 34% of Employees Are Able to Take Advantage of All the Learning Opportunities They Would Like to Participate In


Employees Do Not Feel That Available Learning Opportunities Are Relevant
Percentage of Employees

- Only 33% of employees agree or strongly agree that the available learning opportunities suit their development needs.


Key Question for L&D
How can L&D avoid overwhelming employees with irrelevant learning opportunities?
CURATE TO PROMOTE THE RIGHT LEARNING CHOICES

Traditional “Deli-Counter” Approach to Learning

Outcomes of providing employees with a variety of learning choices

✗ Employees feel overwhelmed
✗ Large amount of redundant learning content available
✗ Learning content inconsistently aligned to organizational priorities and the needs of the business
✗ Employees lack guidance to filter learning to meet their development needs

Source: LPL Financial; CEB analysis.

LPL Financial’s “Curator” Approach to Learning

Outcomes of providing employees with limited, carefully curated learning choices

✓ Employees expend less effort making learning choices, minimizing wasted employee time
✓ Employees receive only the best resources
✓ All learning is aligned to the needs of the business and learners
✓ Organizing principles make it easier for employees to identify content to meet their development needs

Source: LPL Financial; CEB analysis.

Key Principles of LPL Financial’s Curation Process

<table>
<thead>
<tr>
<th>CUT</th>
<th>Blend analytics and judgment to limit existing learning choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL</td>
<td>Assess learning demand to control the supply of new learning choices.</td>
</tr>
<tr>
<td>ORGANIZE</td>
<td>Organize learning to enable employees to find the right learning choices.</td>
</tr>
<tr>
<td>MONITOR</td>
<td>Monitor the supply and demand of learning to align L&amp;D and line expectations.</td>
</tr>
</tbody>
</table>

Source: LPL Financial; CEB analysis.
BLEND ANALYTICS AND INFORMED JUDGMENT TO LIMIT EXISTING LEARNING CHOICES

LPL Financial’s Two-Part Approach to Cutting Irrelevant Learning Content

Use Analytics to Make Data-Driven Decisions on Content Relevance
Inputs Include:
- **LMS Data:** Employee participation rate, learning completion rate
- **Employee Learning Assessment Data:** Potential of learning content to improve learners’ performance and achieve development goals, relevance of learning content to the learners’ job, and whether they would recommend the learning to peers working in a similar role

Use Informed Judgment to Cut Content Based on Business Acumen
Inputs Include:
- Key goals of the business strategy
- Talent implications of the business strategy
- Key skill gaps that need to be filled to meet the business strategy

L&D goes beyond evaluating learning content based on its usage to understand its impact on employee performance.

Source: LPL Financial; CEB analysis.

© 2015-2017 CEB. All rights reserved. LDR170257PR
JOINTLY MONITOR LEARNING CHOICES TO ALIGN L&D AND LINE EXPECTATIONS

Talent Development Dean Council Discusses L&D Dashboard

L&D meets with line leaders every four weeks to monitor the demand and supply of learning choices by using L&D dashboard results.

L&D monitors the demand of learning choices across the organization by discussing the following:

- Acceptance rate of new learning requests submitted by the line.
- Most frequent reasons for pushing back on new learning requests.
- Trends in new learning requests submitted.

L&D monitors the supply of learning choices by discussing the following:

- Underperforming L&D initiatives based on the metrics collected (such as employee participation, learning assessment evaluations, etc.).
- L&D initiatives that need to be discontinued.
- L&D initiatives that have the potential to perform better, but may need to be modified or updated.

L&D uses cross-organizational visibility to monitor the demand of learning choices.

L&D uses analytics to monitor the supply of learning choices.

Source: LPL Financial; CEB analysis.
# Building a Productive Learning Culture

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Capability</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Right-Size Learning Opportunity Across the Organization, Instead of Creating More Choices</td>
<td><strong>2</strong> Advance the Organization’s Learning Capability, Don’t Just Teach Content</td>
<td><strong>3</strong> Drive Shared Ownership of the Learning Environment, Not Just Individual Learning</td>
</tr>
</tbody>
</table>

- **LPL Financial**
  - Use L&D expertise to limit, rather than expand, learning choice.

- **Standard Bank**
  - Re-focus investment decisions around both learning needs and learning maturity.

- **AMERICAN EXPRESS**
  - Design learning solutions to boost awareness of how to learn, not just what to learn.

- **BlueCross BlueShield of North Carolina**
  - Create learning technologies that enable employees to build learning behaviors, not just consume content.

- **RSA** & **gsk** & **GlaxoSmithKline**
  - Foster ground-up, not just top-down, ownership of a productive learning environment.

- **HERSHEY’S**
  - Hold employees accountable for creating a productive learning environment, not individual learning activity.

## Implementation Support

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEB</strong></td>
<td>Create a learning maturity framework to develop targeted learning solutions.</td>
</tr>
<tr>
<td><strong>CEB</strong></td>
<td>Integrate learning behaviors into existing work processes.</td>
</tr>
<tr>
<td><strong>CEB</strong></td>
<td>Evaluate the organization’s learning environment.</td>
</tr>
</tbody>
</table>
ROOM TO RUN ON BUILDING LEARNING CAPABILITY

More Effective at Common Knowledge, Skills, and Abilities Than at Learning Capability

*Percentage of Employees Effective at Each KSA*

<table>
<thead>
<tr>
<th>KSA</th>
<th>Percentage Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Capability</td>
<td>20%</td>
</tr>
<tr>
<td>Business Acumen</td>
<td>51%</td>
</tr>
<tr>
<td>Project Management</td>
<td>52%</td>
</tr>
<tr>
<td>Decision Making/ Judgment</td>
<td>57%</td>
</tr>
<tr>
<td>Technical/Functional Expertise</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: CEB 2014 Learning Culture Survey; CEB 2012 High Performance Survey.

L&D Focused on Improving Job-Related KSAs

*Percentage of Heads of L&D*

69% Agree or Strongly Agree That L&D Focuses on Improving Employee Job-Related KSAs

L&D Not Focused on Teaching Employees “How to Learn”

Agree or Strongly Agree That L&D Focuses on Teaching Employees How to Learn

16%

$n = 61$.
Source: CEB 2014 Head of L&D Learning Culture Survey.
© 2015-2017 CEB. All rights reserved. LDR17#257PR
# TEACHING LEARNERS HOW, NOT JUST WHAT, TO LEARN

## Key Challenges to Teaching Learners How to Learn

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Time</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees believe they already know how to learn.</td>
<td>There is limited time to complete learning activities as employees face competing business priorities.</td>
<td>There is limited budget to teach all employees how to learn.</td>
</tr>
</tbody>
</table>

Source: American Express Company; CEB analysis.

## American Express' Learning Path Approach

- Explicitly address employees’ learning misperceptions to raise awareness of how to learn.
- Integrate learning behaviors into learning design to teach employees how to learn.
- Equip employees to continue to apply learning behaviors on the job.

Source: American Express Company; CEB analysis.
ADDRESS LEARNING MISPERCEPTIONS TO RAISE AWARENESS OF HOW TO LEARN

American Express Learning Process Video

Part 1: Raise employee awareness of what learning is and where it happens.

You May Think Learning Takes Place in the Classroom...

More Than 80% of Learning Is in the Everyday

Recognize  Extract  Reflect  Apply  Share

The Five Steps of Learning

Part 2: Make the business case for why the way employees learn is important.

So how does it happen? How do we actually learn?

- It seems pretty obvious, right?
- But we're living in a fast paced world where change is constant.
- Information is all around us, coming at us from every direction.
- While its life span is shrinking by the day.

So It’s More Important Than Ever to Be Smart About How You Learn

Part 3: Give employees a simple five-step process that helps them understand how to learn.

Source: American Express Company; CEB analysis.


© 2015-2017 CEB. All rights reserved. LDR170257PR
## INTEGRATE BEHAVIORS INTO LEARNING DESIGN TO TEACH EMPLOYEES HOW TO LEARN

<table>
<thead>
<tr>
<th>Design Theory</th>
<th>L&amp;D Responsibility</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical “Activity-Based” Approach to Designing Learning Solutions</td>
<td>Identify what activities employees should do.</td>
<td>Identify potential learning activities.</td>
</tr>
<tr>
<td>American Express’s “Behavior-Based” Approach to Designing Learning Path Solutions</td>
<td>Identify what activities employees should do and how they should do them.</td>
<td>Identify potential learning activities and provide guidance to help employees understand how to do the activities.</td>
</tr>
</tbody>
</table>

### Sample American Express Learning Path Solutions

**Workshops:** Focus on helping employees reflect together and challenge the content delivered using questions, discussions, and exercises.

**Share and Learn (Peer Learning):** Focus on skill-building and reflection around key leadership capabilities using questions, discussions and exercises.

**Try it Out! (On-the-Job Learning):** Practice applying your business acumen by identifying an initiative or problem your team is working on. Pull the team together into a structured brainstorming session. Have the team ask open questions to help get to the root cause/issue, such as:

- Could you tell me more about the situation, step by step?
- What are the root causes of each symptom?
- What is the most innovative thing we could do as a team?

Source: American Express Company; CEB analysis.
EQUIP EMPLOYEES TO CONTINUE TO APPLY LEARNING BEHAVIORS ON THE JOB

Leadership Portal with Additional Tools for Learners to Use on the Job

Illustrative

**Critical Thinking—Build Your Critical Thinking Skills**

<table>
<thead>
<tr>
<th>Additional Courses</th>
<th>Reading</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking 201</td>
<td>Ten Quick Tips for Building Critical Thinking</td>
<td>Six Thinking Hats Framework</td>
</tr>
<tr>
<td></td>
<td>Mastering Critical Thinking</td>
<td>Learning Event Interview Guide</td>
</tr>
</tbody>
</table>

Source: American Express Company; CEB analysis.

American Express provides learners with tools to help them continue to engage in the right learning behaviors while building their leadership skills.

**Featured Tool: Learning Event Interview Guide**

**Targeted Development Conversation**

*Action:* Leader and employee discuss development needed to change or stretch performance in role. Leader identifies critical events and people who have done this well in a specific project or role.

*Output:* Leader helps connect employee with this Network. Employee leaves with specific behaviors to develop. Employee understands who he/she needs to interview and why.

**Employee Interviews His or Her Network**

*Action:* Employee interviews peers/colleagues/customers to understand the critical events and what made them successful.

*Output:* Employee creates a plan that 1) reflects on what his/her Network did in the project or role they discussed, 2) determines how he/she will apply this learning immediately and in a relevant way in his/her own job.

**Employee Reflects on Learning and Seeks Feedback from Leader**

*Action:* Employee reflects on what he/she did vs. what he/she planned. He/she asks his/her leader for feedback on his/her progress in the follow up development planning conversation.

*Output:* Employee evaluates how to best use what he/she has learned from the activity in his/her job-on-going basis.

The Learning Event Interview Guide helps learners engage in the right learning behaviors with their peers on the job. The guide helps them:

- Prioritize the right peers
- Ask peers the right questions
- Reflect with their manager on lessons learned

Source: American Express Company; CEB analysis.

© 2015-2017 CEB. All rights reserved. LDR170257PR
### BUILDING A PRODUCTIVE LEARNING CULTURE

<table>
<thead>
<tr>
<th>OPPORTUNITY</th>
<th>CAPABILITY</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Right-Size Learning Opportunity Across the Organization, Instead of Creating More Choices</td>
<td><strong>2</strong> Advance the Organization’s Learning Capability, Don’t Just Teach Content</td>
<td><strong>3</strong> Drive Shared Ownership of the Learning Environment, Not Just Individual Learning</td>
</tr>
</tbody>
</table>

#### LPL Financial
Use L&D expertise to limit, rather than expand, learning choice.

#### Standard Bank
Re-focus investment decisions around both learning needs and learning maturity.

#### IMPLEMENTATION SUPPORT
Create a learning maturity framework to develop targeted learning solutions.

Integrate learning behaviors into existing work processes.

Evaluate the organization’s learning environment.

---

Design learning solutions to boost awareness of how to learn, not just what to learn.

Create learning technologies that enable employees to build learning behaviors, not just consume content.

Foster ground-up, not just top-down, ownership of a productive learning environment.

Hold employees accountable for creating a productive learning environment, not individual learning activity.
## DEFINING A PRODUCTIVE LEARNING ENVIRONMENT

Maximum Impact of Attribute on Performance

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>Employees perceive that learning opportunities are fairly distributed and learning contributions are assessed fairly.</td>
</tr>
<tr>
<td>Open</td>
<td>Employees feel open to giving and receiving learning contributions from others.</td>
</tr>
<tr>
<td>Relevant</td>
<td>Employees perceive that relevant learning contributions are exchanged between employees.</td>
</tr>
<tr>
<td>Safe</td>
<td>Employees feel safe taking risks and failing when learning.</td>
</tr>
<tr>
<td>Clear</td>
<td>Employees perceive learning processes, practices, and opportunities to be clear and simple.</td>
</tr>
</tbody>
</table>

$n = 23,764.$

Source: CEB 2014 Learning Culture Survey.
TOP-DOWN ACCOUNTABILITY WITH IMPACT

Limited Accountability for Supporting a Learning Environment
Percentage of Employees

- 33% Agree or Strongly Agree That They Are Held Accountable for Supporting the Learning Environment

$n = 23,764.$
Source: CEB 2014 Learning Culture Survey.

Holding Employees Accountable for Supporting the Learning Environment Impacts Employee Performance
Maximum Impact (Indexed)

- $\Delta = 6\%$

<table>
<thead>
<tr>
<th>No Accountability Measures in Place</th>
<th>Accountability Measures in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$n = 23,764.$
Source: CEB 2014 Learning Culture Survey.

“We have focused on driving employees to be accountable for their own learning and development—with some success. However, we are starting to realize that individual employees focused on their own development is not translating into the environment we want.”

Head of L&D
Technology Industry

© 2015–2017 CEB. All rights reserved. LDR17#257PR
# SET EXPECTATIONS FOR CREATING A LEARNING ENVIRONMENT

Learning Focused Leadership Behaviors (Excerpt)

<table>
<thead>
<tr>
<th>Leader Level</th>
<th>Develop Self</th>
<th>Develops Others</th>
<th>Enables a Learning Environment</th>
</tr>
</thead>
</table>
| **Individual**    | **Leading Self:** Intentionally upgrades skill set in alignment with personal goals and business needs. Leverages strengths and learns from mistakes.  
Examples of Success:  
- Identifies development opportunities in existing work and discusses with manager. | **Leading Self:** Shares work experiences and knowledge with others to support their growth and development.  
**Examples of Success:**  
- Shares personal insights gleaned from development experiences with peers.  
- Reflects with peers on group experiences to identify key learning. | **Leading Self:** Actively monitors emerging trends and adopts best practices.  
**Examples of Success:**  
- Consults with peers to find best practice behaviors and personal development areas.  
- Experiments with different work practices and processes and shares insights with peers. |
| **Manager**       | **Leading Others:** Has an accurate picture of strengths and weaknesses, and commits to continuous development. Grows awareness of impact on others and adapts behaviors accordingly.  
Examples of Success:  
- Stretches skills by going out of comfort zone. | **Leading Others:** Recognizes strengths and development areas of employees and coaches them to capitalize on strengths while developing new skills.  
**Examples of Success:**  
- Meets monthly with direct reports to prioritize future learning opportunities.  
- Coaches staff through learning experiences by questioning decisions and behaviors. | **Leading Others:** Establishes learning as a priority for self and others; allows time for reflection and development activities.  
**Examples of Success:**  
- Looks for ways to integrate stretch projects into staff work.  
- Asks probing questions to help direct reports reconcile learning in existing workflows. |

Source: The Hershey Company; CEB analysis.  
© 2015–2017 CEB. All rights reserved. LDR17#257PR

**Beyond Individual Learning**—Hershey goes beyond personal development to hold employees accountable for enabling a learning environment.
# EMPOWER MANAGERS TO RECOGNIZE AND ASSESS THE RIGHT BEHAVIORS

Mandatory Global Leadership Behavior Identification Workshop Activities for Managers

<table>
<thead>
<tr>
<th>Practice Case Studies</th>
<th>Behavior Identification Discussions</th>
<th>On-the-Job Behavior Identification Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers use L&amp;D-created case studies to practice recognizing the right behaviors.</td>
<td>Managers discuss what the different behaviors look like in their business units.</td>
<td>Managers return to work for a week and practice recognizing the behaviors. They then participate in a one-hour debrief with their peers to share stories of how they saw a behavior demonstrated.</td>
</tr>
</tbody>
</table>

**Case Study** (Sample)

**Employee Behavior:** Bill regularly seeks feedback to understand his strengths and learn from mistakes. He keeps his development plan current. Bill actively shares his experiences by conducting “lesson learned” sessions on all his projects.

**Questions to Consider:**
- Given this information, how would you rate Bill on this leadership behavior? Why?
- What behaviors indicate that he has met this Global Leadership Behavior?

**Discussion Questions:**
- What behaviors would indicate that an employee is meeting the “Develop Self and Others” leadership behavior?
- How would this change as employees become more experienced within their current roles?
- How would you coach this employee to enable others’ development?

**Behavior Identification Scavenger Hunt**

**Instructions:** Observe your employees, peers, and leaders and identify behaviors that would fulfill or not fulfill the Global Leadership Behaviors. Make a note of the different behaviors and be prepared to share examples and reasoning with fellow managers.

Source: The Hershey Company; CEB analysis.

Note: These exercises are done for all of Hershey’s Global Leadership Behaviors.

© 2015–2017 CEB. All rights reserved. LDR17#257PR
# BUILDING A PRODUCTIVE LEARNING CULTURE

## Current State: Culture of Learning Participation
- Create more learning choice
- Design learning to teach new business skills and knowledge
- Promote employee ownership of individual learning

## Desired State: Productive Learning Culture
- Direct learning choice to relevant opportunities
- Design learning to teach how to learn new business skills and knowledge
- Foster shared ownership of the learning environment

<table>
<thead>
<tr>
<th>OPPORTUNITY</th>
<th>CAPABILITY</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Right-Size Learning Opportunity Across the Organization, Instead of Creating More Choices</td>
<td><strong>2</strong> Advance the Organization's Learning Capability, Don't Just Teach Content</td>
<td><strong>3</strong> Drive Shared Ownership of the Learning Environment, Not Just Individual Learning</td>
</tr>
</tbody>
</table>

### Right-Size Learning Opportunity Across the Organization, Instead of Creating More Choices

- **LPL Financial**
  - Use L&D expertise to limit, rather than expand, learning choice.

- **Standard Bank**
  - Re-focus investment decisions around both learning needs and learning maturity.

### Advance the Organization's Learning Capability, Don't Just Teach Content

- **American Express**
  - Design learning solutions to boost awareness of how to learn, not just what to learn.

- **BlueCross BlueShield of North Carolina**
  - Create learning technologies that enable employees to build learning behaviors, not just consume content.

### Drive Shared Ownership of the Learning Environment, Not Just Individual Learning

- **Cargill**
  - Foster ground-up, not just top-down, ownership of a productive learning environment.

- **RSA**
  - Hold employees accountable for creating a productive learning environment, not individual learning activity.

### IMPLEMENTATION SUPPORT

- **CEB**
  - Create a learning maturity framework to develop targeted learning solutions.

- **CEB**
  - Integrate learning behaviors into existing work processes.

- **CEB**
  - Evaluate the organization’s learning environment.

Source: CEB analysis.
LEARNING CULTURE MONITOR

The Learning Culture Monitor is a simple diagnostic tool that helps organizations measure and build a productive learning culture.

Key Features

- **CEB’s Proprietary Insights on Productive Learning Culture**: Measures the key components of a productive learning culture.
- **Easy-to-Use and Quick Assessment**: A five-minute, online survey deployed to employees across the organization.
- **Customized Summary & Benchmark Report**: A summary of your organization’s results against your peers, including highlights of specific learning culture strengths and problem spots.
- **Execution Support**: Recommended resources and Advisory support to help you improve your organization’s learning culture performance.

Popular Uses

- The Learning Culture Monitor can help you:
  - Measure and benchmark your organization’s learning productivity across your organization.
  - Gather critical information necessary for L&D strategic planning and investment prioritization.
  - Identify employee segments that have more or less productive learning groups.
  - Understand employees’ perceptions of learning across the organization.

Sample Survey Questions

Please indicate how much you agree with the statements:

- I feel accountable for contributing to the learning of others at my organization.
- It’s easy for me to apply the skills, processes, and concepts I learn at this organization to my future career aspirations.
- My direct manager coaches me to improve my abilities.
- I feel safe taking risks and failing when learning.
- I share my knowledge and expertise with others on a regular basis.
- I have learned a new skill or obtained knowledge critical to my success from leaders at my organization.

Sign up by **20 February** to participate!

Interested? Contact your Account Manager or email HR.LearningSurveys@cebglobal.com to schedule your launch or learn more.

Source: CEB analysis.
# BUILDING A PRODUCTIVE LEARNING CULTURE

Working with You to Turn Insight into Action

<table>
<thead>
<tr>
<th>STEP 1: Assess Your Learning Culture and Set Strategy</th>
<th>STEP 2: Redirect Learning Investments to Drive Productive Learning</th>
<th>STEP 3: Foster a Supportive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Playbook: Building a Productive Learning Culture</strong></td>
<td><strong>Standard Bank’s Learning Maturity Framework</strong></td>
<td><strong>Assess Your Organization’s Learning Environment</strong></td>
</tr>
<tr>
<td>Identify target groups in the organization, and set a step-by-step approach to building up a productive learning culture.</td>
<td>Re-focus investment decisions around both learning needs and learning maturity.</td>
<td>Self-assess how supportive the learning environment at your organization is across five characteristics.</td>
</tr>
<tr>
<td><strong>Business Case for Productive Learning</strong></td>
<td><strong>Create Your Own Learning Maturity Framework</strong></td>
<td><strong>Manager Guidebook: Driving Productive Learning in Your Team</strong></td>
</tr>
<tr>
<td>Ensure you get buy in from appropriate stakeholders and involve key individuals to create momentum behind action steps.</td>
<td>Build your own learning maturity framework using our simple template.</td>
<td>Equip managers/leaders to create supportive learning environments.</td>
</tr>
<tr>
<td><strong>Playbook: Partnering to Build a Productive Learning Culture</strong></td>
<td><strong>BCBS of North Carolina’s Effective Learner Platform</strong></td>
<td><strong>How to Be a Productive Learner</strong></td>
</tr>
<tr>
<td>Effectively partner with your peers across HR, and identify opportunities to integrate objectives and actions with other HR programs/initiatives.</td>
<td>Create learning technologies that enable employees to build learning behaviors, not just consume content.</td>
<td>Equip employees to improve their own learning and contribute to a productive learning environment.</td>
</tr>
</tbody>
</table>
Appendix
QUALITATIVE METHODOLOGY OVERVIEW

Extensive Review of Key Research

- Representative Sample
  - The Fifth Discipline: The Art & Practice of the Learning Organization (Senge)
  - Sculpting the Learning Organization (Watkins and Marsick)
  - Nudge: Improving Decisions About Health, Wealth, and Happiness (Thaler and Sunstein)
  - Creating a Learning Culture: Strategy, Technology, and Practice (Conner and Clawson)
  - New Learning Environments for the 21st Century (Brown)
  - The Power of Habit: Why We Do What We Do in Life and Business (Duhigg)
  - Organizational Culture and Climate (Schneider, Ehrhart, and Macey)
  - Organizational Culture and Leadership (Schein)
  - Building a Learning Culture (Rosenburg)

Source: CEB analysis.

Generate Key Hypotheses

Illustrative

- A Not B
- A Before B
- A and B

Source: CEB analysis.

Assess Primary Root Causes

Illustrative

- Challenge
  - Root Cause 1
  - Root Cause 2
  - Root Cause 3

Source: CEB analysis.

Evaluate Organization Practices Against Best Practice Standard

Illustrative

- 50th Percentile Practice
- 75th Percentile Practice
- 90th Percentile Practice

Source: CEB analysis.

Conduct In-Depth Interviews

Representative Sample

- Heads of Learning and Development
- Heads of Leadership Development
- Heads of Human Resources
- Academics and Terrain Experts
- Consultants

Source: CEB analysis.
QUANTITATIVE METHODOLOGY OVERVIEW

CEB L&D Survey and Analysis Process

Step 1: Employee Survey
Survey employees on their activities, learning environment, tools, systems, and processes.

1 A. Survey employees on learning characteristics, environment, and habits.
1 B. Survey employees on their individual task and network performance.
1 C. Survey employees on their peers’ network performance.

Step 2: Leader Survey
Survey leaders on organizational performance and their perception of the learning environment.

2 A. Survey leaders on business unit performance against financial and talent (e.g., engagement) goals.
2 B. Survey leaders on the business unit’s learning environment, learning outcomes, and partnership with the L&D function.

Step 3: Database Construction
Aggregate data collected from participating organizations into a matched-pair database.

3. Link individual employee, peer, and leader responses.

Step 4: Data Analysis
Use multivariate linear regression to determine the impact of drivers X...Xₙ on employee performance.

\[ Y = \alpha + \beta X + \beta C + \epsilon \]

Y = Employee Performance
X = Prevalence/Effectiveness of Driver X
C = Control Variables
\( \beta \) = Impact on Employee Performance of Driver X
\( \epsilon \) = Statistical Error

Additional Data Sources

Source: CEB analysis.
## SURVEY DEMOGRAPHICS

### Survey Participants by Industry

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Goods/Food</td>
<td>3%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>7%</td>
</tr>
<tr>
<td>Government/Nonprofit</td>
<td>1%</td>
</tr>
<tr>
<td>Health Care/ Pharmaceuticals</td>
<td>25%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>23%</td>
</tr>
<tr>
<td>Oil and Gas/Mining</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
<tr>
<td>Professional Services</td>
<td>18%</td>
</tr>
<tr>
<td>Technology</td>
<td>16%</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>6%</td>
</tr>
</tbody>
</table>

\[ n = 23,764. \]

Source: CEB 2014 Learning Culture Survey.

Note: Percentages do not sum to 100 due to rounding.

### Survey Participants by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia-Pacific</td>
<td>54%</td>
</tr>
<tr>
<td>Europe, Middle East, and Africa</td>
<td>16%</td>
</tr>
<tr>
<td>North America and South America</td>
<td>30%</td>
</tr>
</tbody>
</table>

\[ n = 23,764. \]

Source: CEB 2014 Learning Culture Survey.

### Survey Participants by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Leaders</td>
<td>7%</td>
</tr>
<tr>
<td>Mid-Level Management</td>
<td>21%</td>
</tr>
<tr>
<td>Mid-Level Non-Management</td>
<td>23%</td>
</tr>
<tr>
<td>Entry Level</td>
<td>28%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
</tr>
</tbody>
</table>

\[ n = 23,764. \]

Source: CEB 2014 Learning Culture Survey.

Note: Percentages do not sum to 100 due to rounding.

### Survey Participants by Function

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>5%</td>
</tr>
<tr>
<td>Corporate (Strategy, Public Relations, Legal, and Real Estate)</td>
<td>2%</td>
</tr>
<tr>
<td>Customer Service/Call Center</td>
<td>6%</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>5%</td>
</tr>
<tr>
<td>Finance and Accounting</td>
<td>6%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>5%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>19%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>2%</td>
</tr>
<tr>
<td>Marketing/Market Research</td>
<td>1%</td>
</tr>
<tr>
<td>Operations</td>
<td>15%</td>
</tr>
<tr>
<td>Others</td>
<td>11%</td>
</tr>
<tr>
<td>Procurement</td>
<td>1%</td>
</tr>
<tr>
<td>Quality Control</td>
<td>5%</td>
</tr>
<tr>
<td>Research and Development</td>
<td>8%</td>
</tr>
<tr>
<td>Sales</td>
<td>5%</td>
</tr>
<tr>
<td>Supply Chain/Logistics</td>
<td>2%</td>
</tr>
<tr>
<td>Technician</td>
<td>3%</td>
</tr>
</tbody>
</table>

\[ n = 23,764. \]

Source: CEB 2014 Learning Culture Survey.

Note: Percentages do not sum to 100 due to rounding.