LEARNING AND DEVELOPMENT ROUNDTABLE

PROFILES OF L&D DASHBOARDS

A Compendium of Tools for Measuring and Communicating L&D Performance

STUDY OBJECTIVE

This study is designed to provide a menu of templates that L&D practitioners might use to accelerate the creation of their own L&D dashboards. To this end, this study comprises a compendium of live L&D dashboards used by 13 L&D functions as well as an inventory of metrics that are commonly used to track progress against key L&D objectives.

QUESTIONS ADDRESSED

- What metrics do organizations find most useful for measuring and demonstrating their performance?
- What visualization tools do organizations employ to communicate L&D performance?
- What conceptual frameworks help L&D executives articulate their measurement approaches?
- Which metrics map to specific L&D objectives?

SELECTED PROFILES

Applied Materials, Inc.
Caterpillar Inc.
Grant Thornton LLP
Lucent Technologies Inc.
Nationwide Building Society
Owens Corning
Putnam Investments
The Schwan Food Company
TD Bank Financial Group
Texas Instruments Incorporated
Textron Inc.
The Vanguard Group, Inc.
W.W. Grainger, Inc.

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APPLIED MATERIALS®

Profile #1—Applied Global University's Training and Certification Dashboard **1**

Summary: Applied Global University (AGU) employs a blended measurement approach to drive continuous improvement, specifically using a combination of quantitative and qualitative indicators to assess the efficiency and effectiveness of the L&D function respectively. While AGU's dashboard captures numerous quantitative and qualitative indicators, the L&D function uses four key measures to determine its overall effectiveness: customer satisfaction rates, operational metrics, degree of curriculum alignment, and aggregate program-evaluation results.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management
- Analyzing Workforce Dynamics

Noteworthy Features or Metrics

Metrics to Assess:
- Customer satisfaction, operational efficiency, curriculum alignment, and program-evaluation results
- Status of L&D projects by key stakeholder groups (e.g., sponsors, subject-matter experts)
- Training participation rates of "influential" and "emerging" talent (e.g., senior executives, HIPOs)
- Prevalence of non-classroom L&D approaches (e.g., communities of practice)

CATERPILLAR®

Profile #2—Caterpillar University's College and Support-Service Dashboards **5**

Summary: Caterpillar University (CAT U) maintains dedicated dashboards composed of operational metrics and program evaluation results for each of its colleges and support services. Each year, the L&D function identifies annual performance targets and uses its dashboards to track its progress against these clearly defined goals.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management
- Analyzing Workforce Dynamics

Noteworthy Features or Metrics
- Monthly dashboard review sessions led by direct reports to the President of CAT U
- Annual performance targets for high-priority learning programs and initiatives
- Estimated, forecasted, and actual ROI for high-priority learning programs and initiatives

Grant Thornton

Profile #3—Grant Thornton University's Learning Vision and Strategy **9**

Summary: Measuring and demonstrating the L&D function's value to the organization encompasses a significant component of Grant Thornton University's (GTU) learning vision and strategy. With a thorough understanding of the L&D function's "leverage points" across the organization, GTU demonstrates its value through five distinct "markets," specifically tailoring its measurement approach to the needs of specific audiences.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management
- Cultivating Learning Culture
- Analyzing Workforce Dynamics

Noteworthy Features or Metrics
- Clear articulation of strategic L&D imperatives
- Audience-specific approach to value demonstration
- Analysis of GTU's contribution to employment brand

Profile #4—Lucent Technologies' Strategic Organization and Professional Development Balanced Scorecard 13

Summary: Lucent Technologies' Strategic Organization and Professional Development (SOPD) Group maintains a balanced scorecard that aligns directly with scorecards used by all functions across the organization. The scorecard's organization enables SOPD to demonstrate visually how the SOPD group contributes to the organization's primary objectives.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Internal-Customer Relationship Management
- Leadership Pipeline Management

Noteworthy Features or Metrics

- L&D objectives mapped to corporate strategic objectives

Metrics to Assess:

- Full cost recovery for programs supporting business partners
- Leadership competency improvements
- HR business partner satisfaction

Profile #5—Nationwide Building Society's Training Management Information Pack 17

Summary: Nationwide Building Society monitors total training and development activity on a monthly basis to ensure the efficiency of training operations and to align with internal-customer priorities. The training and development function utilizes discrete, detailed metrics to examine training resource allocation, optimize delivery processes, maximize utilization of trainers and course programs, and determine the appropriate level of revenues and spend.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management
- Cultivating Learning Culture
- Promoting L&D Team Effectiveness

Noteworthy Features or Metrics

- Snapshot of key training portfolio metrics

Metrics to Assess:

- External spend on training and development by business units
- Utilization of non-classroom learning modules
- Satisfaction with quality and relevance of training resources

Profile #6—Owens Corning University's Quarterly HR Update 21

Summary: Owens Corning University (OCU) tracks metrics that map to key business initiatives L&D has been asked to execute on or support. In 2003, OCU's quarterly report showcased a mix of metrics that enabled senior business leaders to see L&D progress against the most critical priorities of the organization.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Operations and Process Management

Noteworthy Features or Metrics

- Overall L&D accomplishments review for HR partners

Metrics to Assess:

- Employee migration to self-service and Web-based learning intensity
- Prior-year and projected current-year cost savings on OCU activities

PUTNAM INVESTMENTS

Profile #7—Putnam Investments' Balanced Scorecard L&D Metrics 25

Summary: Putnam Investments leverages a balanced-scorecard framework to communicate and measure L&D performance. Putnam Investments' learning function selected metrics to communicate performance to business leaders and customers with varying demands for value demonstration, preferences for measurement rigor, and an understanding of L&D measurement.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management
- Promoting L&D Team Effectiveness

Noteworthy Features or Metrics
- Balance of both L&D- and program-specific metrics

Metrics to Assess:
- Instructor certifications by instructional methods
- Instructor attainment levels for e-learning design and development
- Organization- and customer-specific training content and delivery channel utilization

The SCHWAN FOOD COMPANY

Profile #8—Schwan's University's Measurement and Evaluation Strategy 29

Summary: Business-focused measurement is a key component of Schwan's University's (SU) strategy. With the goal of "developing and utilizing meaningful metrics to demonstrate the business value of its products and services," Schwan devised a strategic measurement framework that is rooted in the philosophy of "purposeful measurement"—measuring only to make informed decisions about training and development.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management

Noteworthy Features or Metrics
- Clear identification of guiding principles of L&D measurement
- Explicit articulation of key business decisions supported by L&D measurement

Metrics to Assess:
- Quantitative and qualitative program-evaluation assessments
- Brand perception of Schwan's University

TD

Profile #9—TD Bank Financial Group's Annual Global Training Report 33

Summary: TD Bank Financial Group's Annual Global Training Report provides an extensive, consistent set of financial metrics to track annual training costs and show HR leaders how these expenditures roll up across the organization. In turn, these results inform the lines of business' annual strategic-planning process in which business units utilize annual training-investment results to make data-driven decisions regarding training and development investments for the upcoming year.

L&D Objectives Supported
- Financial Management
- Portfolio Management
- Operations and Process Management

Noteworthy Features or Metrics
- L&D and business units maintain joint partnership to produce training report
- Select training investment metrics benchmarked against industry standards

Metrics to Assess:
- Year-to-year training costs for each business unit
- Utilization levels for specific delivery channels, by program and learner segment

Profile #10—Texas Instruments' Training and Organization Effectiveness Balanced Scorecard **37**

Summary: Texas Instruments' Training and Organization Effectiveness (T&OE) group emphasizes performance measures that provide crisp data about the value of its products and services to internal customers, who are not required to use the T&OE group for training and development solutions. Measurement is also critical in the context of the group's business model—T&OE employs a 100 percent charge-back model, effectively exposing L&D to the rigors of the market and creating a mechanism for ensuring responsiveness to internal customers needs.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Operations and Process Management
- Internal-Customer Relationship Management
- Promoting L&D Team Effectiveness

Noteworthy Features or Metrics

Metrics to Assess:
- Full-cost recovery target
- Annual training course catalogue "refresh" (i.e., keep and drop) rate
- "Top 10" and "bottom 10" supplier rankings
- "Top 10" and "bottom 10" training-instructor rankings
- Quarterly talent and development reviews for T&OE staff

Profile #11—Textron's Balanced Scorecard **41**

Summary: Textron Inc.'s enterprise-wide balanced scorecard highlights three learning and development-oriented metrics that support the organization's talent objectives. The learning function maintains a close watch on organization-wide talent metrics to promote optimal results and outcomes for a global workforce.

L&D Objectives Supported

- Leadership Pipeline Management
- Analyzing Workforce Dynamics

Noteworthy Features or Metrics

- Business unit roll-up of success measures

Metrics to Assess:
- Emphasis on current-year targets and future stretch goals
- "Key moves" for senior managers

Profile #12—Vanguard University–HR–Corporate Dashboard Linkage **45**

Summary: Vanguard University maintains a dedicated dashboard that rolls up to the HR dashboard along with other HR functions, including Shared Services (e.g., compensation, benefits), Group Services (e.g., recruiting, crew relations), and Leadership Development (including OE). In turn, the HR dashboard links to the corporate dashboard, as do the dashboards of other business units and functional areas.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Operations and Process Management
- Promoting L&D Team Effectiveness

Noteworthy Features or Metrics

- Linkage between Vanguard University, HR, and corporate dashboards
- Dashboard indicators segmented by training "drivers" and "outcomes"
- Red, yellow, and green "stoplight" designations to indicate performance
- Detailed underlying metrics of major indicators enable extensive root cause analyses

Profile #13—W.W. Grainger's Operations and Training Delivery "Cockpit Charts" 51

Summary: In order to manage the L&D function with the same rigor as other business units, W.W. Grainger's L&D function, the Grainger Learning Center (GLC), maintains an operations dashboard where it aggressively tracks select resource utilization, training costs, learner penetration, and customer service metrics on a monthly basis. In addition, GLC captures more detailed metrics related to the cost and quality of training delivery.

L&D Objectives Supported

- Financial Management
- Portfolio Management
- Operations and Process Management

Noteworthy Features or Metrics

Metrics to Assess:

- Comparison of internal and external training spend
- Analysis of customer service requests by delivery channel
- Comparison of number of trouble tickets resolved by GLC and shared-services organization
- Breakdown of class management process errors (e.g., scheduling)

Profile #14— W.W. Grainger's "Voice of the Customer" Annual Survey Results 55

Summary: In an effort to obtain internal customer feedback on the performance of the L&D function, the Grainger Learning Center (GLC) commissions a third-party vendor to conduct an annual survey of 120 managers and senior executives. In turn, GLC summarizes their understanding of the survey results, specifically identifying key areas of effectiveness and priority-improvement and sharing its initial strategies for addressing outstanding customer needs. While GLC primarily uses the survey results to effectively allocate and prioritize its resource investments, it also leverages the data to demonstrate the value it has already delivered to managers and senior executives.

L&D Objectives Supported

- Portfolio Management
- Internal-Customer Relationship Management

Noteworthy Features or Metrics

Metrics to Assess:

- Partnering and relationship-management efforts of GLC staff and leadership team
- Communications and transparency of L&D objectives and initiatives
- Proactive customization and anticipation of line needs
- GLC's sensitivity to individual learner preferences
- Quality and frequency of L&D feedback/evaluation systems

L&D Non-Program Metrics Inventory • 59

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The Learning and Development Roundtable would like to express its gratitude to the following individuals, who were especially giving of their time and insight in the development of measurement tools profiled in this study:

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With Sincere Appreciation

Partial List of Participating Organizations

AdvancePCS, Inc.
The Allstate Corporation
ALLTEL Corporation
American Standard Companies Inc.
Applied Materials, Inc.
AT&T Corp.
BT Group plc
BellSouth Corporation
Bristol-Myers Squibb Company
Caterpillar Inc.
The Charles Schwab Corporation
The Coca-Cola Company
Convergys Corporation
Coors Brewing Company
Corning Incorporated
Deere & Company
Discover Financial Services, Inc.
Duke Energy Corporation
Eastman Chemical Company
Ecolab Inc.
Eli Lilly and Company
Ernst & Young, LLP
Grant Thornton LLP
Guidant Corporation
IKON Office Solutions, Inc.
Intel Corporation
Internal Revenue Service
Intuit Inc.
JohnsonDiversey, Inc.
Lucent Technologies Inc.
Marriott International, Inc.
Nationwide Building Society
Navistar International Corporation
NCR Corporation
Owens Corning
People's Bank
Pfizer Inc.
The Principal Financial Group
Prudential Financial, Inc.
Putnam Investments
Reuters Group PLC
Safeco Corporation
The Schwan Food Company
Scotiabank
Sprint PCS Group
TD Bank Financial Group
Texas Instruments Incorporated
Textron Inc.
UAL Corporation
United Parcel Service, Inc.
The Vanguard Group, Inc.
Verizon Wireless
W.W. Grainger, Inc.
Wachovia Corporation
Yum! Brands, Inc.

Letter From the Learning and Development Roundtable

Across the past decade, few issues have commanded more attention on learning executives' agendas than the challenge of L&D measurement. Even more remarkable than the staying power of this topic, though, has been the intensity of debate surrounding it. Is ROI measurement feasible? Is it possible to isolate the value of a learning intervention? Do the benefits of L&D measurement outweigh the costs? The list of questions goes on. Still, while L&D practitioners may be divided on the answers to these measurement questions, they have been (notably) united by a single measurement objective: to develop measurement approaches that look beyond traditional program evaluation to enable the creation of comprehensive dashboards for guiding strategy and optimizing operational performance.

Decidedly less clear than this objective, however, is the path required to achieve it. The irony here, of course, is that the paucity of available guidance on L&D dashboard creation contrasts sharply with the overwhelming volume of literature on L&D program evaluation. Given this general lack of coverage, the Roundtable has found that the objective of dashboard creation, while clear in theory, tends to lack edges in practice. Indeed, our conversations with more than 50 learning executives have revealed notable demand for research that might make this objective more tangible, with a specific emphasis on the actual dashboards employed by progressive L&D practitioners.

In response, the Roundtable's research into this terrain has initially focused on two fundamental questions articulated by our membership: 1) How do progressive L&D functions measure and communicate overall L&D performance?; and, 2) Which metrics do my peers find most useful? Guided by these questions, the Roundtable's early research has sought to catalog the tools that L&D functions use to demonstrate their value as well as to inventory the metrics that are most commonly used to track progress against key L&D objectives.

With this study, the Roundtable is pleased to present the first product of this work. At its core, this study is designed to provide a menu of templates that L&D practitioners might use to accelerate the creation of their own L&D dashboards. Based on detailed profiles of the live L&D dashboards in use by 13 L&D functions, this study is grounded firmly in the practical; the material herein is based exclusively on the tangible practices of real organizations. Our sincere hope is that these profiles serve as powerful tools for L&D functions seeking to boost the rigor and efficacy of their measurement efforts.

We would be remiss if we did not express our deep gratitude to the organizations that participated in this study. It is our modest hope that this study serves as a useful guide to members as they examine and refine their own L&D measurement strategies. We encourage and look forward to your feedback.

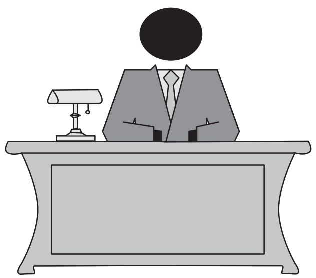
With our continued appreciation,

Learning and Development Roundtable
Washington, D.C. and London
Summer 2004

Support for L&D Measurement Team

Recognizing the diversity in needs of the Roundtable membership, this study is designed to support L&D executives and practitioners alike with measuring and communicating the overall performance of the L&D function. This compendium of L&D dashboards provides both audiences with examples of strategic frameworks and guidelines for evaluating and demonstrating performance, along with tools and templates for accelerating dashboard design and creation.

Supporting the Head of L&D



Relevant Questions Addressed:

- What is the best way to demonstrate and communicate L&D performance?
- What are the decision rules I should employ to guide our measurement efforts?
- What measurement strategies enable me to demonstrate L&D's most important contributions to organizational performance?
- How do my peers measure and communicate performance on major initiatives?

Supporting L&D Staff

Relevant Questions Addressed:

- What metrics can I match to my specific L&D measurement objectives?
- What are the most commonly utilized L&D metrics included in other organizations' dashboards?
- What are examples of visually compelling dashboards that effectively communicate L&D value?

L&D Performance Measurement Challenges

L&D executives face difficult challenges in determining what contributions to measure and in executing their measurement strategy

L&D Performance Measurement

How do other organizations measure and communicate the performance of the L&D function?

- ☐ What metrics do my peers find most useful for measuring and demonstrating their performance?
- ☐ What visualization tools do my peers employ to communicate L&D performance?
- ☐ What conceptual frameworks help my peers articulate their measurement approaches?
- ☐ Which metrics map to specific L&D objectives?

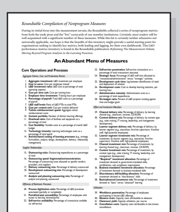
Profiles of L&D Dashboards: A Compendium of Tools for Measuring and Communicating L&D Performance

- Compendium of 14 "Live" L&D Dashboards and Scorecards
- Visual Overviews of Metrics Tracked by Peer Organizations
- Detailed Frameworks for Demonstrating L&D Value Creation

Profiles of L&D value demonstration tools from names you recognize

Applied Materials, Lucent Technologies, Texas Instruments, Grant Thornton, Nationwide, Textron, Grainger, Owens Corning, The Vanguard Group

Detailed inventory of L&D performance metrics culled from peer measurement approaches



How do I leverage measurement as a tool to drive and support strategy?

- ☐ How do I align L&D initiatives with corporate objectives and customer priorities?
- ☐ How do I prioritize my investments and allocate resources to meet my customers' most urgent needs?
- ☐ How do I understand the value that customers derive from my existing L&D portfolio?
- ☐ How do I prioritize my measurement efforts on "metrics that matter?"

(Fall 2004)

Leveraging Measurement to Inflect L&D Performance: Best Practices in Designing Strategy-Focused Measurement Frameworks

Map of Profiled Dashboards to Specific L&D Objectives

Roundtable research indicates that effective L&D measurement is achieved in large part by selecting metrics that directly support L&D performance objectives; these objectives in turn are linked to important corporate and business-unit goals. This tool is designed as a resource for members to identify measurement approaches that address their specific L&D objectives.

L&D Objective	Representative L&D Questions	Relevant L&D Value Demonstration Tool	
1. Financial Management	• How Can I Understand Cost Drivers and Sources of Revenue? • How Can I Meet My Financial Commitments? • How Can I Monitor Internal and External Training Spend Patterns? • How Can I Examine Business Unit-Level Investments to Facilitate Planning?	**All L&D Value Demonstration Tools**	
2. Portfolio Management	• How Can I Measure Content Quality and Relevance? • How Can I Prioritize and Rationalize Training Content and Delivery-Channel Portfolios? • How Can I Better Understand Utilization Patterns? • How Can I Integrate Customer Feedback into Learning Design and Delivery?	**All L&D Value Demonstration Tools**	
3. Operations and Process Management	• How Can I Drive Greater Operational Efficiency? • How Can I Bring Discipline to Vendor Management? • How Can I Ensure Returns on Technology Investments?	Applied Global University's Training and Certification Dashboard Caterpillar University's College and Support-Service Dashboards Grant Thornton University's Learning Vision and Strategy Nationwide Building Society's Training Management Information Pack Owens Corning University's Quarterly HR Update Putnam Investments' Balanced Scorecard L&D Metrics Schwan's University's Measurement and Evaluation Strategy TD Bank Financial Group's Annual Global Training Report Texas Instruments' Training and Organization Effectiveness Balanced Scorecard Vanguard University–HR–Corporate Dashboard Linkage W.W. Grainger's Operations and Training Delivery "Cockpit Charts"	1 5 9 17 21 25 29 33 37 45 51

Map of Profiled Dashboards to Specific L&D Objectives (Continued)

L&D Objective	Representative L&D Questions	Relevant L&D Value Demonstration Tool	
4. Internal-Customer Relationship Management	• How Can I Discern Customer Needs? • How Can I Identify Key Pockets of Demand for Learning Solutions? • How Can I Boost Relationship Quality? • How Can I Promote the Function's Brand Awareness?	Applied Global University's Training and Certification Dashboard	1
		Grant Thornton University's Learning Vision and Strategy	9
		Lucent Technologies' Strategic Organization and Professional Development Balanced Scorecard	13
		Nationwide Building Society's Training Management Information Pack	17
		Putnam Investments' Balanced Scorecard L&D Metrics	25
		Schwan's University's Measurement and Evaluation Strategy	29
		Texas Instruments' Training and Organization Effectiveness Balanced Scorecard	37
		W.W. Grainger's "Voice of the Customer" Annual Survey Results	55
5. Leadership Pipeline Management	• How Can I Accelerate the Development of Rising Leaders? • How Can I Monitor the Internal Moves of Key Performers?	Lucent Technologies' Strategic Organization and Professional Development Balanced Scorecard	13
		Textron's Balanced Scorecard	41
6. Cultivating Learning Culture	• How Can I Build a Learning and Development Culture? • How Can I Promote Collaboration and Peer-to-Peer Learning?	Applied Global University's Training and Certification Dashboard	1
		Grant Thornton University's Learning Vision and Strategy	9
		Nationwide Building Society's Training Management Information Pack	17
7. Promoting L&D Team Effectiveness	• How Can I Promote Training Instructor Quality? • How Can I Enhance L&D Team Capabilities? • How Can I Boost Knowledge Transfer Within L&D?	Nationwide Building Society's Training Management Information Pack	17
		Putnam Investments' Balanced Scorecard L&D Metrics	25
		Texas Instruments' Training and Organization Effectiveness Balanced Scorecard	37
		Vanguard University–HR–Corporate Dashboard Linkage	45
		W.W. Grainger's Operations and Training Delivery "Cockpit Charts"	51
8. Analyzing Workforce Dynamics	• How Can I Foster Workforce Inclusiveness? • How Can I Assess Employee Skill Gaps? • How Can I Monitor Employee Retention Patterns? • How Can I Support the Acquisition of Key Talent Segments?	Applied Global University's Training and Certification Dashboard	1
		Caterpillar University's College and Support-Service Dashboards	5
		Grant Thornton University's Learning Vision and Strategy	9
		Textron's Balanced Scorecard	41

PROFILE #1

Applied Global University's Training and Certification Dashboard

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Applied Global University (AGU) views L&D measurement—in particular, program evaluation and key customer and employee pulse surveys—as one of its main sources of insight into the needs requirements and performance challenges of its internal customers.

Specifically, AGU integrates customer feedback in the design, development, and delivery of L&D offerings, allowing it to fulfill its organizational mission of improving workforce capabilities.

In addition, AGU leverages customer feedback to improve the way it manages the L&D function. Knowledge of factors such as satisfaction levels and delivery preferences enables AGU to continuously improve its business processes, tools, and infrastructure.

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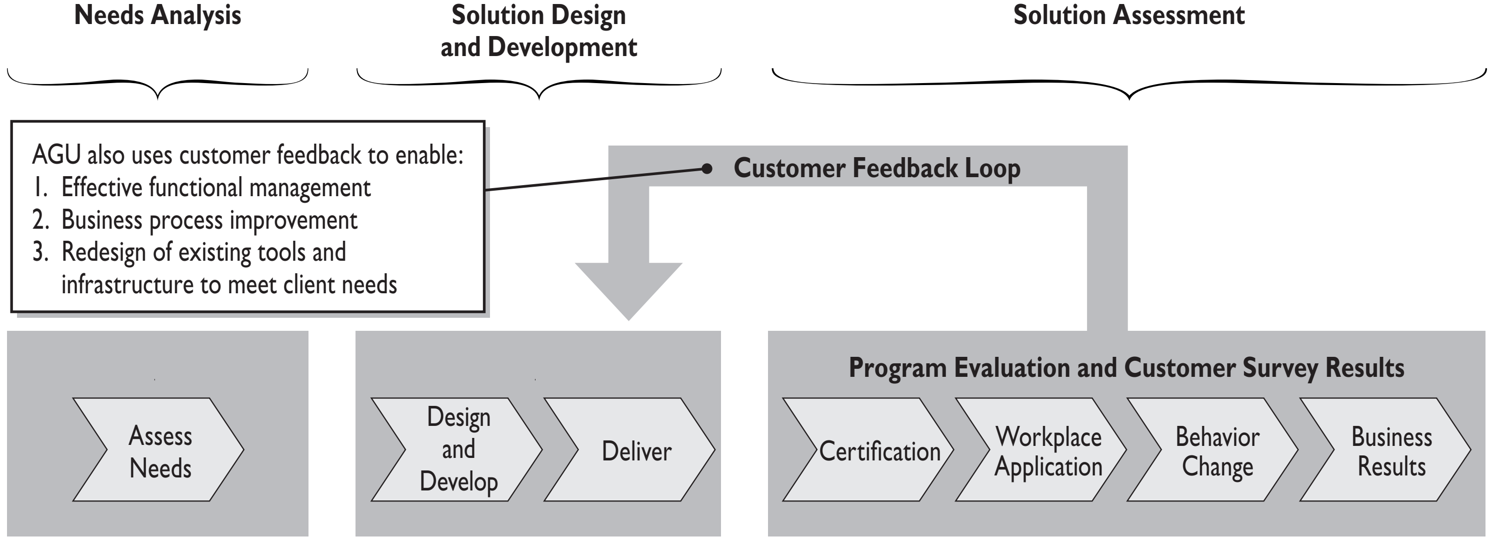
Capturing Customer Feedback to Drive Continuous Improvement

Applied Global University (AGU) integrates customer feedback into its solution design, development, and delivery processes…

Overview of Applied Global University's (AGU) L&D Measurement Vision



…to facilitate continuous improvement and inflect workforce performance over time

What Gets Measured, Gets Done (and Improved)

"Measurement enables us to continuously align and improve our L&D offerings as well as better manage our business to meet customer needs. While it is often difficult to be at the receiving end of criticism, here at AGU, we believe that 'bad news is good news.' It would be extremely difficult for us to improve workforce capabilities if we didn't measure how customers respond to our offerings, if they applied what they learned to their job, if they changed their behavior, and what the impact of our offerings have on their business."

Mr. Neil Underwood
Senior Director, Global Operations
Applied Materials, Inc.

Source: Applied Materials, Inc.; Learning and Development Roundtable research.

AGU employs a blended measurement approach to drive continuous improvement, specifically using a combination of quantitative and qualitative indicators to assess the efficiency and effectiveness of the L&D function respectively. While tracking operational, cost, and process metrics helps AGU run the L&D function with the same fiscal discipline as other business units, it recognizes that qualitative measures, such as program-level evaluations, customer satisfaction surveys, quality audits, and benchmarking results, provide more valuable insight into how learning solutions enable continual learning and inflect workforce performance. Understandably, AGU leverages the data culled from its qualitative measurement approach to communicate the value it has created to senior line partners across the organization.

APPLIED MATERIALS®

Capturing Customer Feedback to Drive Continuous Improvement (Continued)

Quantitative indicators focus on operations, cost, and process efficiency…

Overview of AGU's Blended Measurement Approach

Objective

Use a blended measurement approach to facilitate continuous L&D improvement and inflect workforce performance

APPLIED GLOBAL UNIVERSITY

1 **Quantitative Approach**

Operations	Financials	Curriculum/ Learning Services
• Completion rates by line, region, and class • Number of student training hours/days completed • Percentage of training delivered via Web versus ILT[1] • Compliance with 40 training hours/per employee/ per year requirement • Training participation rates of "influential" and "emerging talent" • Certification rates by roles, tasks, and competencies • Capacity analytics (demand met, fill rates)	• Breakeven analysis (over/ under) • Overall training spend versus "input" revenue[2] • Total training dollars spent • Accuracy of forecasted training spend • Ratio of variable versus fixed costs	• Completeness of curriculum • Percentage of non-classroom L&D approaches (e.g., COP[3]) • Ratio of internally-developed versus externally-provided training

…while qualitative measures demonstrate the effectiveness of L&D solutions

2 **Qualitative Approach (Program Evaluation and Customer Satisfaction)**

Target Measure	Data Source	Methodology	Process	Time
• Quality of Delivery • Quality of Content • Quality of Facilities	Course participants	Kirkpatrick, Level 1	• Survey • Comments	Immediate
Learning Comprehension	Course participants	Kirkpatrick, Level 2	Pre- and Post-Test	Immediate
On-the-Job Application	• Course participants • Direct managers	Kirkpatrick, Level 3	Surveys	30–60 days
Business Results	• Managers • Project Sponsors	Kirkpatrick, Level 4	Metrics Review	As required
Customer Satisfaction	Key Customers	VOC[4] Survey	One-on-one interviews	Every six months
Return on Investment	Key Stakeholders	All methodologies	All of the above	As required
Quality Audit Findings	• ISO 9000 • SSQA • Internal Quality & Reliability Group	Various methodologies	One-on-one interviews	As required
Benchmarking	• Learning and Development Roundtable • *Training* Magazine's Top 100 • Organization-specific data	Various methodologies	• Survey • One-on-one interviews	Every twelve months

[1] ILT refers to instructor-led training.
[2] "Input" revenue refers to the total amount of chargeback revenue.
[3] COP refers to communities of practice.
[4] VOC refers to "Voice of the Customer."

Source: Applied Materials, Inc.; Learning and Development Roundtable research.

APPLIED MATERIALS®

While AGU's dashboard captures numerous quantitative and qualitative indicators, the L&D function uses four key measures to determine its overall effectiveness: customer satisfaction rates, operational metrics, degree of curriculum alignment with customer needs, and aggregate program-evaluation results.

One of the more interesting dashboard indicators is the overall performance of training initiatives organized by key-stakeholder groups. While AGU maintains a modified chargeback funding model,* the L&D function strives to ensure the satisfaction of its customers, business partners, project sponsors and champions, and suppliers.

Key

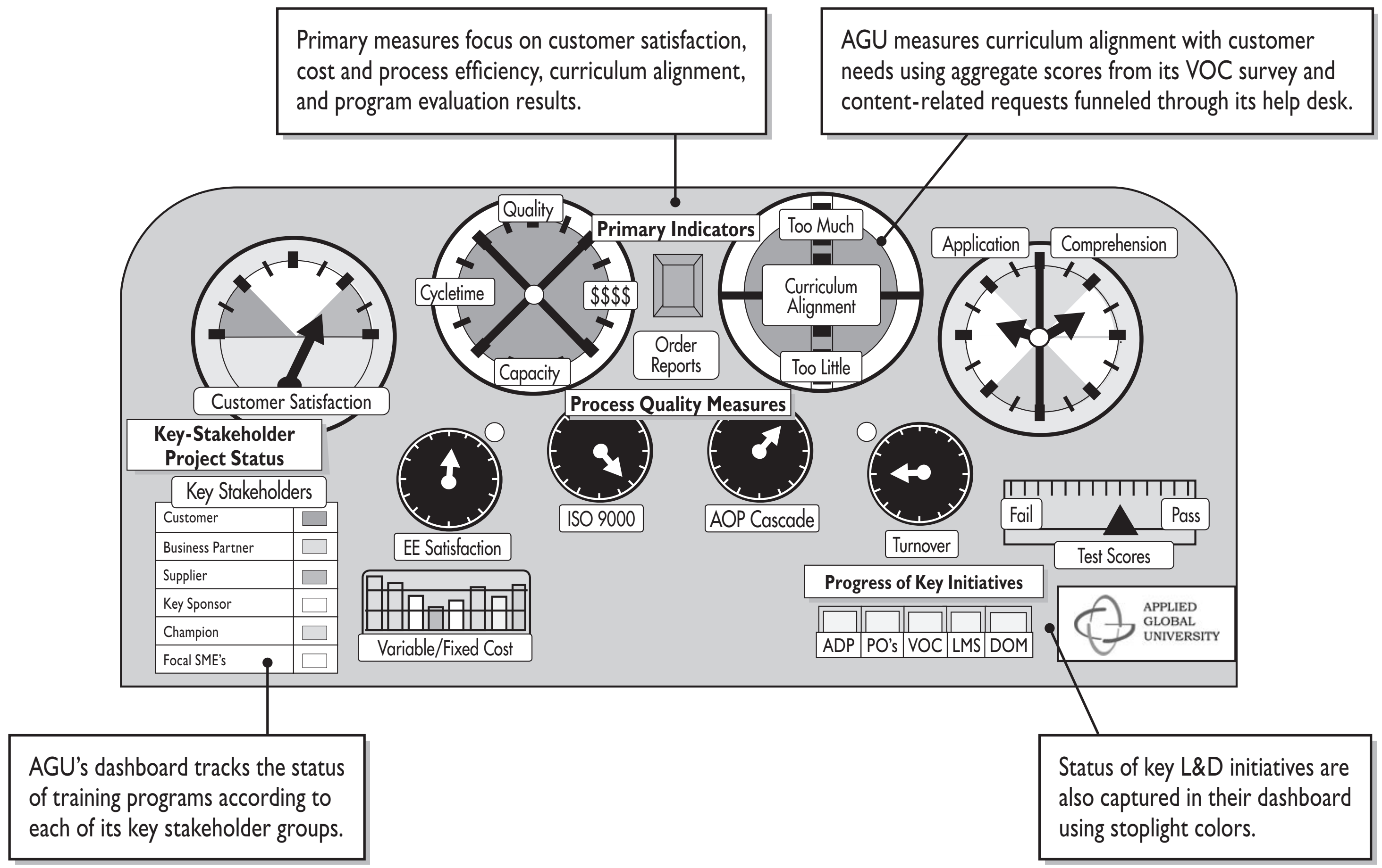
EE Satisfaction	=	Aggregate satisfaction rates based on employee survey
ISO 9000	=	Type of quality assurance methodology
AOP Cascade	=	Annual operating plan
ADP	=	Assessment and development process
PO'S	=	Purchase orders
VOC	=	Voice of the Customer survey
LMS	=	Learning management system
DOM	=	Department operating manual

Capturing Customer Feedback to Drive Continuous Improvement (Continued)

Primary dashboard indicators reflect AGU's most relevant effectiveness indicators: customer satisfaction, efficiency, alignment, and learning results

AGU's Training and Certification Dashboard

Illustrative



* While AGU operates under a chargeback funding model, it also asks line partners to sponsor or champion certain projects.

Source: Applied Materials, Inc.; Learning and Development Roundtable research.

Profile #2

Caterpillar University's College and Support-Service Dashboards

Caterpillar University (CAT U) maintains dedicated dashboards composed of operational metrics and program-evaluation results for each of its colleges and support services. Each dashboard is designed to monitor CAT U's progress toward key learning objectives.

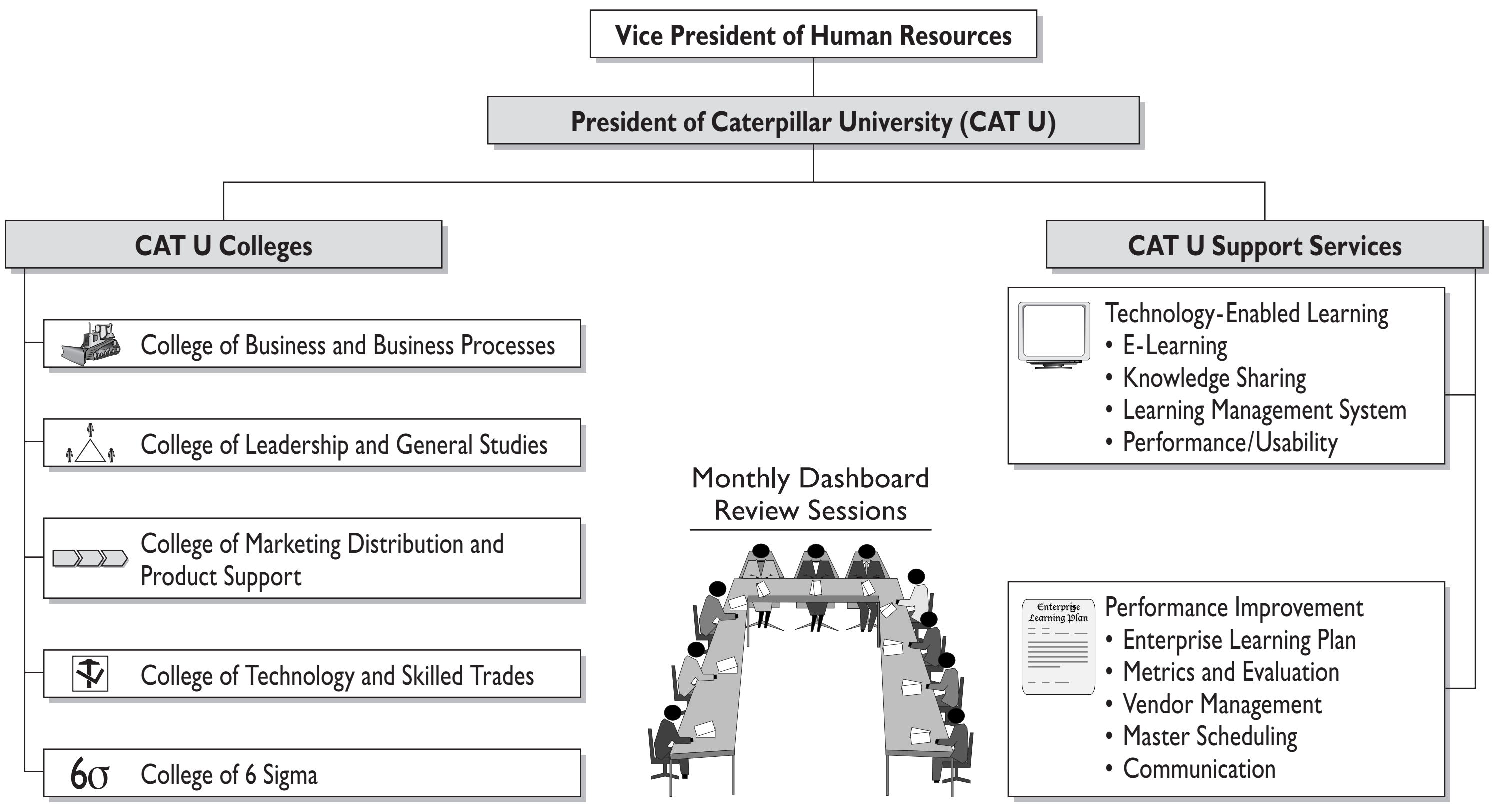
The process utilized to design and review these dashboards is straightforward. Each year, the L&D function identifies annual performance targets and uses its dashboards to track its progress against these clearly defined goals.

Reviews are led by the direct reports to the President of CAT U who discuss their progress against plans, update forecasts, and discuss obstacles and solutions.

Leveraging Measurement to Facilitate Effective Business Management

Caterpillar University (CAT U) maintains dashboards dedicated to each of its distinct colleges and shared support services

Caterpillar University's (CAT U) Organizational Structure



All direct reports to the President review progress against plans, update forecasts, and discuss obstacles and solutions.

Source: Caterpillar Inc.; Learning and Development Roundtable research.

CAT U uses its dedicated dashboards as business-management tools, specifically tracking its key learning programs and initiatives by order of priority and monitoring its progress toward annual performance targets.

Some of the more interesting measures the L&D function captures are estimated, forecast, and actual ROI. Specifically, CAT U employs an iterative, three-step process to calculating ROI to ensure that it continuously calibrates the expected benefits associated with any learning program or initiative. Similar to other lines of business across the organization, the L&D function does not initiate any project without considering the business impact to the organization. Thus, at the funding stage of each project, CAT U develops an estimated ROI calculation to help inform decision makers on expected dollar returns.

In addition, the L&D function readjusts its initial ROI calculation across the life cycle of the project. CAT U calculates both a forecast ROI after the pilot phase and an actual ROI after the complete rollout of a program or initiative based on the most recent cost and benefits data collected from participants.

CATERPILLAR®

Leveraging Measurement to Facilitate Effective Business Management (Continued)

CAT U's monthly dashboards present detailed data on performance targets and ROI calculations for high-priority learning programs

College of Business and Business Process Monthly Dashboard

Abbreviated

Section I: College of Business and Business Processes								
Learning Program	**Priority**	**Annual Performance Targets**				**ROI**		
		Target Population	***Level 1***	***Level 2***	***Level 3***	***Estimated***	***Forecast***	***Actual***
Performance Management Generation 1 (Leaders)	1	# of X leaders	X%	N/A	X%	X%	X%	X%
Performance Management Generation 3 (Leaders)	2	# of X employees	X%	N/A	X%	X%	X%	X%
Career Development Initiative (Pilot Program)	3	# of X employees	X%	N/A	X%	X%	X%	X%
PeopleSoft Web-Based Training Review (Employees)	4	# of X employees	X%	X%	X%	X%	X%	X%

Key

Priority: Refers to the importance of learning programs using a 1–10 scale, with 1 as the highest priority

Annual Performance Targets: Indicate target penetration rates and program evaluation rates for learning initiatives within a given year; levels refer to the Kirkpatrick scale

Estimated ROI: Presents the initial ROI calculation for an L&D program or initiative based on available data and secondary literature; typically used at the funding stage to help CAT U determine whether or not to proceed with a particular project

Forecast ROI: Shows the adjusted ROI for an L&D program or initiative based on cost and benefit data and feedback collected from pilot-program participants

Actual ROI: Captures realized ROI for an L&D program or initiative based on cost and benefit data and feedback collected from program participants

Source: Caterpillar Inc.; Learning and Development Roundtable research.

CAT U's monthly dashboards allow the L&D function to document its current progress toward annual performance targets both in terms of learner-population penetration and program-evaluation results. The dashboards also capture CAT U's anticipated year-end results based on the L&D project's ongoing performance, emerging problems, funding changes, and the like. Presenting this data side-by-side provides the L&D function with an opportunity to compare current versus targeted performance and understand how close or far it is from achieving its learner-penetration goals. In addition, CAT U's dashboards provide a unique glimpse into anticipated performance across the entire life cycle of a project, specifically showing its cumulative progress toward learner-penetration goals.

Key

Yield-to-Date Performance: Shows current progress against goals set forth in Annual Performance Targets

Current Year-End Forecast: Predicts the anticipated end-of-year performance results based on CAT U's ongoing performance, emerging problems, funding changes, etc.

Cumulative Life of Program: Captures targeted performance results (and progress against them) for the entire life cycle of an L&D project.

CATERPILLAR®

Leveraging Measurement to Facilitate Effective Business Management (Continued)

CAT U's monthly dashboards provide detailed information on current progress toward annual plans…

College of Business and Business Process Monthly Dashboard (Continued)

Abbreviated

Section II: College of Business and Business Processes					
Learning Program	**Yield-to-Date Performance**				
	Current Penetration	*% of Target Population*	*Level 1*	*Level 2*	*Level 3*
Performance Management Generation 1 (Leaders)	X	X%	X%	N/A	X%
Performance Management Generation 3 (Leaders)	X	X%	X%	N/A	X%
Career Development Initiative (Pilot Program)	X	X%	X%	N/A	X%
PeopleSoft Web-Based Training Review (Employees)	X	X%	X%	X%	X%

…anticipated year-end performance results, and cumulative goals across the life cycle of L&D projects

Section III: College of Business and Business Processes					
Learning Program	**Current Year-End Forecast**		**Cumulative Life of Program**		
	Forecasted Penetration	*% of Target Population*	*Cumulative Performance*	*Target Population*	*% of Target Population*
Performance Management Generation 1 (Leaders)	X	X%	X	X	X%
Performance Management Generation 3 (Leaders)	X	X%	X	X	X%
Career Development Initiative (Pilot Program)	X	X%	X	X	X%
PeopleSoft Web-Based Training Review (Employees)	X	X%	X	X	X%

Source: Caterpillar Inc.; Learning and Development Roundtable research.

Profile #3

Grant Thornton University's Learning Vision and Strategy

Grant Thornton

Grant Thornton

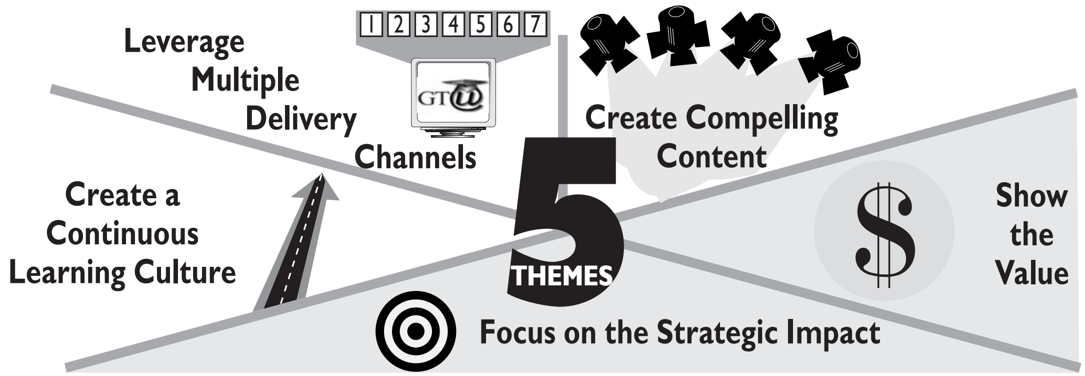
Measuring and demonstrating the L&D function's value to the organization encompasses a significant component of Grant Thornton University's (GTU) learning vision and strategy.

To support its mandate, "Focus on the Strategic Impact," GTU seeks to measure continuous alignment with business priorities and its performance against them.

Segmenting the Learning Function's Value Proposition

Grant Thornton University's (GTU) learning vision and strategy focuses on strategic impact and value demonstration

Overview of Grant Thornton University's (GTU) Learning Vision and Strategy



Focusing and Measuring Strategic Alignment

"There is no question that measuring and demonstrating our value to the organization is important to GTU. Two out of our five strategic imperatives focus on this very issue. First, we want to ensure that our learning solutions align with the most urgent priorities of our internal customers. Second, to support this effort, we've also made it our mandate to track our progress against these priorities and communicate our performance to business partners using metrics that are most meaningful to them."

Bob Dean, Chief Learning Officer
Grant Thornton LLP

Source: Grant Thornton LLP; Learning and Development Roundtable research.

With a thorough understanding of the L&D function's "leverage points" across the organization, GTU demonstrates its value through five distinct "markets," specifically tailoring its measurement approach to the needs of specific audiences.

For example, when communicating with the Board Room value market, composed of the CEO and C-level executives, GTU combines its traditional program evaluation measures with metrics that directly align with this audience's specific business priorities.

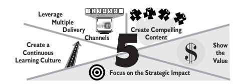
Operating under the belief that the most powerful measures are best articulated by clients, GTU works closely with internal customers and the marketplace (e.g., vendors, other L&D organizations, media) to define indicators that help demonstrate how the L&D function contributes to their key priorities (e.g., improvement in work quality, increased productivity, speed-to-market with new knowledge, etc.)

Grant Thornton

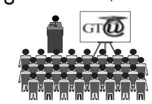
Segmenting the Learning Function's Value Proposition (Continued)

GTU develops a conceptual framework for demonstrating value, segmenting a communication strategy across five "markets"…

GTU's Learning Vision and Strategy



GTU's "Value Markets"

① Board Room	② Operating Offices	③ Recruiting	④ Client Proposals	⑤ Thought Leadership
Audience: CEO and C- level executives	Audience: GTU staff	Audience: Recruiting staff, potential hires, and college/ graduate school faculty	Audience: Specific line partners	Audience: Marketplace (e.g., vendors, other L&D organizations, media)
	GTU	Employee Life Cycle: Sourcing → Selection → Total Rewards → Development	Manager Development 	

…addressing questions and identifying metrics that matter to their target audience

Sample Measurement Questions Addressed

Board Room	Operating Offices	Recruiting	Client Proposals	Thought Leadership
"Are we delivering the right business results for the right business initiatives to the right business leaders?"	• *"What is our level of readiness for delivering client services?"* • *"Are we aligning learning resources to performance management and career development needs?"*	• *"How have we demonstrated that learning is a differentiator in the recruiting process?"* • *"How do we help recruit 'continuous' learners and future leaders?"*	• *"How have we demonstrated our readiness to deliver client services?"* • *"How can we provide learning to our clients?"*	• *"How has learning helped improve awareness of Grant Thornton?"* • *"How are our learning vision and strategy business-relevant?"*

Source: Grant Thornton LLP; Learning and Development Roundtable research.

PROFILE #4

Lucent Technologies' Strategic Organization and Professional Development Balanced Scorecard

Lucent Technologies
Bell Labs Innovations

Lucent Technologies' Strategic Organization and Professional Development (SOPD) group maintains a balanced scorecard that aligns directly with scorecards used by all functions across the organization. The balanced scorecard is organized by Lucent Technologies' four strategic areas of focus and demonstrates how SOPD supports each area.

The scorecard's organization enables SOPD, which shares the results with senior HR partners, to demonstrate visually how the SOPD group contributes to the organization's primary objectives.

Supporting Strategic Priorities

Lucent Technologies aligns L&D performance outcomes to strategic corporate objectives

Lucent Technologies' Strategic Organization and Professional Development (SOPD) Scorecard

SOPD Objectives

Financial and Business Model*

Objective:

- Meet our financial commitments and achieve best-in-class cost efficiencies

Metrics:

- Fully recover costs for business unit-specific programs
- Stay within budget for Lucent-wide programs
- Meet or beat benchmark costs
- Stay within budget for operating expenses

Cost and budget metrics are monitored to promote functional efficiency.

Execution*

Objective:

- Achieve best-in-class quality and participant and client satisfaction

Metrics:

- Participant satisfaction (employees who participated in a training or development course)
- Client satisfaction (leadership team and senior managers who serve as L&D clients on corporate/business initiatives)

Satisfaction metrics for instructor-led e-learning programs provide proxies for overall quality.

Customer*

Objective:

- Provide unparalleled OD support for sales force and customer-facing functions

Metrics:

UNDER CONSTRUCTION

People*

Objectives:	Metrics:
Support organizational development	Post-completion client feedback
Improve competencies of leaders	Competency assessment improvement
Build key skills of employees	Learning occurs (test scores) Participation levels
Support HR business partners	HR business partner satisfaction
Be a competitive advantage	Under Construction

* Lucent Technologies uses balanced scorecard categories specific to its corporate strategy; however, these categories are considered proprietary. For purposes of this profile, the categories provide a general description of SOPD's balanced scorecard categories.

Source: Lucent Technologies Inc.; Learning and Development Roundtable research.

Lucent Technologies translates its strategic framework into a detailed scorecard that effectively operationalizes the firm's measurement strategy. This scorecard first links specific metrics to specific objectives. In turn, each metric maintains a defined target and a documented tracking method.

In sum, the SOPD scorecard ensures that the group's measurement strategy is operational as opposed to aspirational.

Supporting Strategic Priorities (Continued)

Lucent Technologies' SOPD scorecard links objectives to specific metrics, targets, and tracking methods

Lucent Technologies' SOPD Metrics

Strategic Impact	Metric	Target	Tracking Method
Financial and Business Model			
Meet our financial commitments and achieve best-in-class cost efficiencies	Fully recover costs for business unit-specific programs	Expense – Recovery = $0	Monthly Report
	Stay within budget for Lucent-wide programs	For instructor-led programs: spend less than $xxx, less than $yyy per student-day.	Monthly Reports
	Meet or beat benchmark costs	For e-learning subscriptions: spend less than $aaa, less than $bbb per student-hour by year-end	
	Stay within budget for SOPD operating expenses	No more than $ccc for compensation and other SOPD expenses	Monthly Report
Execution			
Achieve best-in-class quality and participant and client satisfaction	Participant satisfaction (average)	Greater than x on "objectives met" (instructor led) and "expectations met" (e-learning) on Level 1 program participation evaluations	Monthly Report
	Client satisfaction	Greater than x on Client Satisfaction Surveys	Upon completion of specific projects
People			
Support organizational development	Post-completion client feedback	Client-assessed impact per project (for Lucent-wide and business unit-specific learning and organizational development initiatives)	Upon completion of projects
Improve competencies of leaders	Competency assessment improvement	Document skill attainment for instructor-led programs	Mid-year and end-of-year summary report
		Baseline for year-over-year competency improvement on 360-degree feedback	Link with 360 performance feedback process
Build key skills of employees	Learning occurs (test scores)	For key skills areas (TBD): documented skill attainment	Mid-year and end-of-year summary of learning assessments
	Participation levels	yy hours of training per employee	Mid-year and end-of-year summary report
Support HR business partners as an organizational development center of excellence	HR business partner satisfaction	Greater than x on Partner Satisfaction Survey	Mid-year and end-of-year summary report
Be a competitive advantage	Under Construction	Under Construction	

HR business partner satisfaction gauges the health of SOPD's relationships with HR partners, who map line priorities to learning and organizational development initiatives.

Source: Lucent Technologies Inc.; Learning and Development Roundtable research.

Profile #5

Nationwide Building Society's Training Management Information Pack

Nationwide Building Society (NBS) monitors total training and development activity on a monthly basis to ensure the efficiency of training operations and to align with internal-customer priorities.

A noteworthy component of the measurement strategy is "this month's headline news" summary, which highlights key performance indicators tracked to gauge the perceptions of internal customers regarding the quality of training and the performance of the function. Although currently limited to classroom-based training programs, these summary measures provide a window into the function's productivity. Both trainer utilization and classroom training attendance (i.e., density) are compared against internal resource allocation targets that the function has set as thresholds for operational efficiency.

Total spend on external training is the newest addition to NBS's suite of operational metrics. NBS uses this data to assess the value that its customers get from external suppliers vis-à-vis solutions and products available internally. In other words, the learning function can better pinpoint—in specific instances—whether its customers go outside due to a lack of supply or misperceptions regarding the learning function's capabilities.

Nationwide

Tracking Total Training Activity

Nationwide Building Society (NBS) provides a snapshot of total formal training activity and internal-customer feedback

Nationwide Building Society's (NBS) Training Management Information Pack

Key Performance Indicators: "This Month's Headline News"

Trainer Utilization

	Retail Training	***Operations Training***	***Group Training & Development***
	FTEs	FTEs	FTEs
	# Training Days	# Training Days	# Training Days
Actual %	% Business Days Delivering Training	% Business Days Delivering Training	% Business Days Delivering Training
Variance	Target - % Delivering Training	Target - % Delivering Training	Target - % Delivering Training

Inclusion of actual business days delivering training and variance from the function's target fosters a focus on functional productivity.

Course Density (Year to Date)

Retail Training	***Operations Training***	***Group Training & Development***
% Average	% Average	% Average (All Courses)

Density measures classroom training attendance rates and provides a proxy for demand.

Training Spend Outside of Group Training & Development (by Business Unit, Year-to-Date)

	Spend	***Percent of Spend***
BU A	$	%
BU B	$	%
⋮	Total $	100.00%

Highest Attendance (Classroom Training)

	Course Title	***Location***	***Date***	***Delegates***
Retail Training				# Completed/ # Registered (%)
Operations Training				# Completed/ # Registered (%)

Lowest Attendance (Classroom Training)

	Course Title	***Location***	***Date***	***Delegates***
Retail Training				# Completed/ # Registered (%)
Operations Training				# Completed/ # Registered (%)

Customer-facing scorecard measures will be included to gauge organizational satisfaction with training and development activities and resources.

Balanced Scorecard Perspectives*

Financial

- ○ Group Training & Development delivers value to the organization.
- ○ Nationwide organization has the right knowledge and skills.
- ○ Training programs provided by Group Training & Development are the best.

Customer

- ○ Organizational passion about learning opportunities and service at Nationwide.
- ○ Employees feel they can make the most of their talent at Nationwide.
- ○ Employees feel encouraged and supported to develop at Nationwide.

Internal Processes

- ○ Group Training & Development delivers what the business needs.
- ○ Group Training & Development supplies products & services clearly aligned with organizational objectives.
- ○ Group Training & Development does few things exceptionally.
- ○ Nationwide employees have a common focus on learning & development.

Team

- ○ Group Training & Development promotes a culture of learning and growth.
- ○ Group Training and Development supports sharing of best practices with each other.

○ Bubbles are color-coded according to performance against each metric

* Scores are derived from a series of scores on specific activities and measures associated with each of these items.

Source: Nationwide Building Society; Learning and Development Roundtable research.

NBS maintains a close watch on the operational performance of the training and development group to optimize delivery processes and maximize utilization of trainers and course programs. Together, these measures provide a comprehensive picture of formal training activity and attendee population characteristics across the organization.

As ensuring optimal penetration among internal customer markets is a key objective, the information pack also shows variance in the utilization of classroom training among different employee population segments.

Program efficiency measures enable the function to manage costs carefully and determine the appropriate level of revenues and spend. In particular, NBS places an emphasis on comparing its cost–income ratio to that of its competitors.

Nationwide

Tracking Total Training Activity (Continued)

NBS utilizes discrete, detailed metrics to examine training resource allocation

NBS's Training Management Information Pack

Category	Analysis ("of" or "by")	Measures	Reporting
Program Delivery	Content Category	❑ # programs per category of training ❑ # by category as % of total programs delivered	Monthly and Financial Year-to-Date
	Training Center Location	❑ # programs per training center location ❑ # by location as % of total programs delivered	
	Learning Resource* Utilization	❑ # learning resource* hour usage per type of resource ❑ # hours usage per resource* as % of total hours used	
Program Attendance	Employee Demographics: • Full-time; part-time • Under 24; over 51 • Male; female • Non-white Business Division Worker Group Job Family Work Location Training Center Location	❑ # attendees in each category ❑ # attendees in each category as a % of all attendees ❑ Variance of training attendees in each demographic to total number of employees in population group (% attendees – % of each demographic group)	Monthly and Financial Year-to-Date
Program Efficiency	Cost	❑ Total training cost per FTE ($) ❑ Total training costs ($)	Monthly and Financial Year-to-Date
	Hours	❑ # training hours per FTE	
	Training FTE: FTE Ratio	❑ # FTE per trainer FTE	
	Delegate (Attendee) Costs	❑ Average travel + subsistence cost ($) ❑ Average cost of training per delegate ($)	
	Trainer Days	❑ Trainer days per trainer FTE	
	Delegate Attendance	❑ Number of attendees per course category	
	Delegate Cancellation Rates	❑ # courses cancelled; total # courses scheduled; % cancelled ❑ # employees dropped; total # of employees registered; % dropped	
	Key Performance Indicators	❑ % "objectives met" for course-based training by type of training ❑ # delegate training days	

Baseline measures for capturing training courses delivered through non-classroom channels.

Comprehensive analysis of employees who attend training courses indicates gaps in utilization of formal training.

Select efficiency measures are benchmarked to industry standards.

* Nationwide Building Society defines learning resources as an inclusive measure of non-classroom-based training and development products, including books, videos, and CBT modules lent out by the learning resource center.

Source: Nationwide Building Society; Learning and Development Roundtable research.

Profile #6

Owens Corning University's Quarterly HR Update

Owens Corning University (OCU) tracks metrics that map to key business initiatives L&D has been asked to execute or support. Across 2003, the entire HR function (including L&D) provided the CEO and CFO with a quarterly status report. OCU's quarterly report showcased a mix of metrics that enabled senior business leaders to see L&D progress against the most critical priorities of the organization.

Focus, Focus, Focus

"Our only reason to exist is to create value for the business in some way. It follows then that the only way to create value for the business is to be focused on key business initiatives, key cultural-changing initiatives that will help the business. A business-focused L&D dashboard helps provide that focus."

John Mallin, Leader
Owens Corning University

Communicating OCU Penetration and Achievements

Owens Corning University (OCU) reports the learning function's progress in supporting corporate priorities

Owens Corning University's (OCU) Quarterly Report

2003

Overall Accomplishments

Strategic Initiatives
- Six Sigma training programs delivered
- Diversity awareness and skill building completed

Operational Performance
- Prior-year total savings from OCU programs
- Current-year total projected savings from OCU programs
- Supply-chain learning map and delivery completed

Training Curriculum Management and Utilization
- Increased LMS and e-learning utilization
- Sales training on key OC accounts completed
- Developing functional curricula with business partners

Report tracks savings achieved, cut by delivery channel and content type.

OCU Savings

Prior-Year Savings on OCU Activities
- Total savings $____
- By training delivery method:
  CBT/Desktop $____; Instructor-led $____; Web-based $____
- From strategic training initiatives (e.g., sales, Six Sigma)
  Sales training $____; Six Sigma Program $____; Strength-Based Development Training $____

Projected Current-Year Savings on OCU Activities
- Total savings $____
- By training delivery method:
  CBT/Desktop $____; Instructor-led $____; Web-based $____
- From strategic training initiatives (e.g., sales, Six Sigma)
  Sales training $____; Six Sigma Program $____; Strength-Based Development Training $____

Learning Delivery and Utilization Metrics

Learning Management System Usage
- Total number of employees who have used a learning resource to date
- Total number of learning programs taken
- Average number of programs per user
- Number of learning participants by salary status

Total Training Hours
- Annual number of training hours tracked in LMS
- Annual training hours by salary status
- Annual training hours by training-program category
- Annual training hours by delivery method
- Total Web-based course enrollments by month

Metrics highlight progress in migrating employees to self-service and Web-based learning platforms.

Training Content Portfolio Metrics

- Distribution of training hours by content type
  — Environment, Health, and Safety (EH&S) %____
  — Six Sigma %____
  — Leadership %____
  — Job Function %____
  — Desktop %____
  — HR %____
  — Soft Skills %____
  — Management Development %____
- Distribution of total EH&S hours by type
  — Environment %____
  — Health %____
  — Safety %____

Metrics demonstrate progress against organization's 100 percent safety compliance goal.

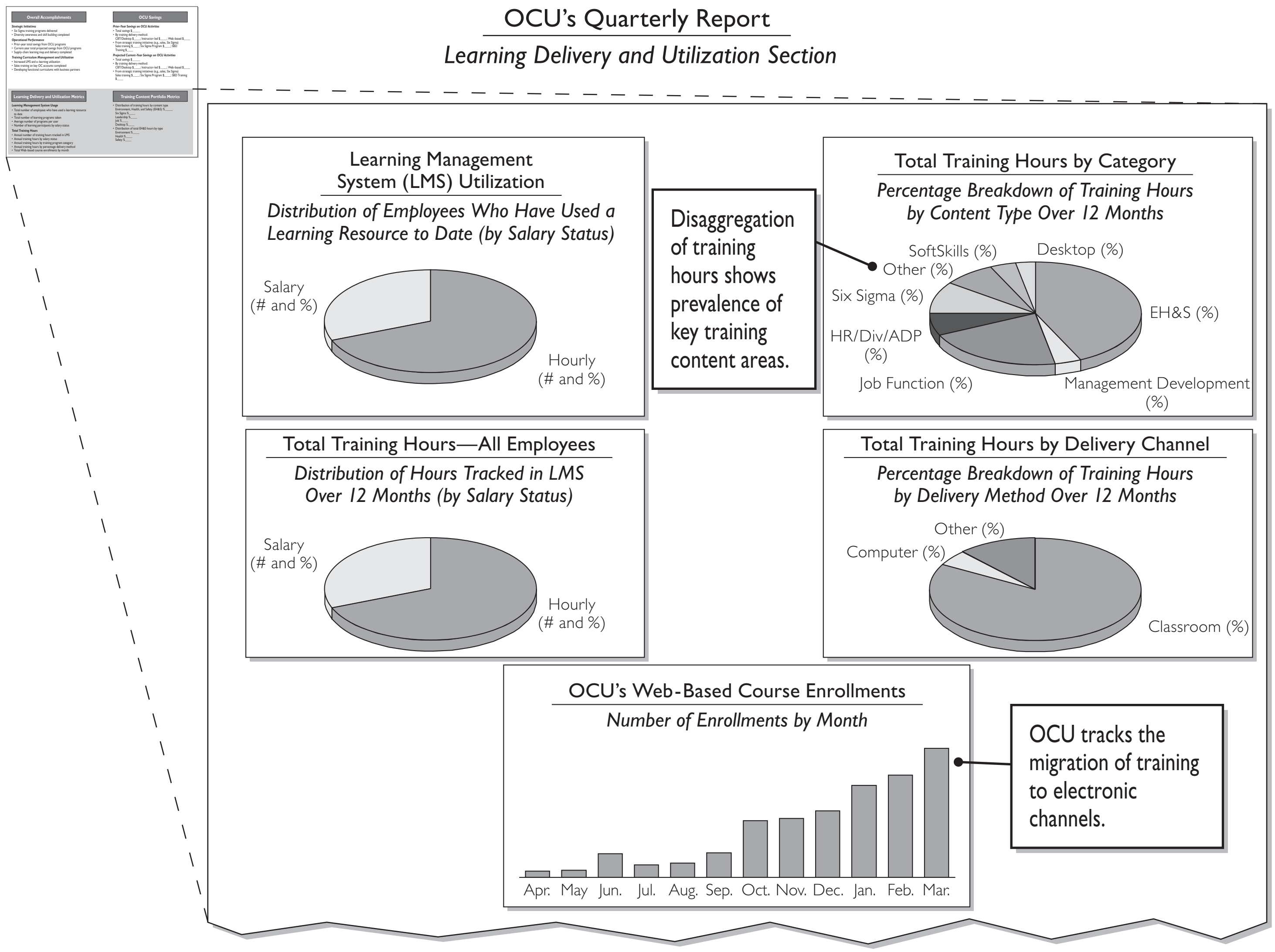
Source: Owens Corning; Learning and Development Roundtable research.

Across 2003, the centerpiece of OCU's quarterly HR report was an analysis of training utilization to manage the L&D function's broad portfolio of training content and delivery channels. Given the recent launch of OCU, the quarterly HR report emphasized essential information about the utilization of its products and services.

E-learning is a unique driver for reducing L&D costs at OCU. Monthly tracking of Web-based training enrollments enables OCU to assess demand for e-learning and identify opportunities to migrate content and learners to this lower-cost channel.

Communicating OCU Penetration and Achievements (Continued)

OCU's report highlights trends in learning resource and content utilization



Source: Owens Corning; Learning and Development Roundtable research.

PROFILE #7

Putnam Investments' Balanced Scorecard L&D Metrics

PUTNAM INVESTMENTS

Putnam Investments leverages a balanced-scorecard framework to communicate and measure L&D performance.

Putnam Investments' learning function selected metrics to communicate performance to business leaders and customers with varying demands for value demonstration, preferences for measurement rigor, and an understanding of L&D measurement. After vetting selected first-round metrics with senior stakeholders, the most important metrics were included on the balanced scorecard to capture both overall-results measures (on the left) and internal-performance measures (on the right). Internal-facing measures facilitate L&D portfolio management and help ensure trainer skills meet the organization's needs.

To enable both organization-wide and customer-level views on utilization, Putnam Investments captures operational metrics on training penetration, delivery channel penetration, and employee participation for all business units and cost centers. This allows the learning organization to pinpoint customer segments that are underserved or redirect resources to meet pressing demands.

PUTNAM INVESTMENTS

Balanced Performance Assessment

Putnam Investments organizes metrics through a structured balanced-scorecard framework

Putnam Investment's Balanced Scorecard

Financial Perspective

In Development

Training and Development ROI (select courses only):

- Application to job requirements
- Performance outcomes
- Return on investment (savings $ or revenues $)

Per-Employee Learning Investment:

- By business unit $_____; $_____; $_____; …
- By cost center $____; $_____; $_____; …
- Putnam overall $_______

Scorecard metrics provide a gauge on net financial position.

Function Operational Perspective

Training Penetration:

- Students trained # by course type; # by course; # by business unit; # by team
- Workforce trained % by business unit; % by team

Delivery Channel Penetration:

- Total e-learning hours # by course type; # by course; # by business unit; # by team
- Total instructor-led hours # by course type; # by course; # by business unit; # by team
- Total training hours per employee # by course type; # by course; # by business unit; # by team

Course Activity:

- Active courses # by course type
- Active course sessions # by course type
- Course offerings (e-learning, instructor-led) % by course type; % by course type
- Course drop, no show, completion rate % ___; %____; %_____

Customer Perspective

Evaluation Feedback:

- By course (Level I; Level II; Level III)
- By trainer (Level I)

Including results from customer evaluations demonstrates focus on continuous quality improvement.

Learning and Development Employee Perspective

E-Learning Proficiency:

- Design and development skill competency % at target level

Trainer Qualifications:

- Certifications per trainer # average
- Key model certification % certified

L&D internal employee metrics provide a proxy for trainer quality.

Source: Putnam Investments; Learning and Development Roundtable research.

Profile #8

Schwan's University's Measurement and Evaluation Strategy

The SCHWAN FOOD COMPANY™

Business-focused measurement is a key component of Schwan's University's (SU) strategy. With the goal of "developing and utilizing meaningful metrics to demonstrate the business value of its products and services," Schwan devised a strategic measurement framework that is rooted in the philosophy of "purposeful measurement"—measuring only to make informed decisions about training and development.

SU's measurement philosophy is grounded in guiding principles that set clear parameters about the "what" and "why" of L&D measurement. To execute on these guiding principles, Schwan's measurement framework also articulates the specific business decisions and objectives that L&D metrics are designed to support. In turn, Schwan's metrics are organized into three distinct categories: operational metrics, customer satisfaction metrics, and program evaluation metrics.

Decisions, Decisions

"The ultimate purpose of measurement or evaluation for Schwan's University (SU) is to collect information with which to make good business decisions."
Steve Semler
Director of Curriculum
Schwan's University

Driving to Business Value

Schwan's measurement philosophy articulates clear guidelines for the use of L&D metrics

Schwan's University's (SU) Measurement Framework

GUIDING PRINCIPLES OF MEASUREMENT

What: Only things Schwan's University and customers need to make informed business decisions

Why: To enable Schwan's University to make the right choices

- Only for making business decisions
- With proven methods
- Do well or not at all
- Acknowledge organizational context
- Keep customers in mind
- Use stakeholders' data when possible

Schwan's University articulates important business decisions that require metrics to help make the right choices.

KEY BUSINESS DECISIONS AND OBJECTIVES SUPPORTED BY METRICS

- ☐ Aligning with Customer Needs
- ☐ Allocating Resources
- ☐ Improving relationships with internal customers
- ☐ Increasing value and effectiveness of programs
- ☐ Managing Schwan's University like a business
- ☐ Optimizing content and delivery channel mix
- ☐ Promoting organizational and Schwan's University values
- ☐ Supporting corporate objectives
- ☐ Supporting people-development goals

WHAT SCHWAN's UNIVERSITY MEASURES TO MAKE BUSINESS DECISIONS

Operational Metrics

- ☐ Financial
- ☐ Customer Satisfaction
- ☐ Internal Processes
- ☐ Business Performance

Goal: Make Sound Business Decisions

Customer Satisfaction Metrics

- ☐ Meet Experiences
- ☐ Likely Learning Application
- ☐ Suggested Improvements

Goal: Support Customer Satisfaction Goal for All Schwan's University Programs

Program Evaluation Metrics

- ☐ Solution Effectiveness
- ☐ Overall Customer Value
- ☐ Timeliness
- ☐ Efficiency
- ☐ Effect on Relationships
- ☐ Ethics Check
- ☐ Learning Produced

Goal: Consistent, Sound Impact-Evaluations

Source: The Schwan Food Company; Learning and Development Roundtable research.

Grounded in a balanced scorecard design, SU's primary measurement framework defines four perspectives for L&D measurement: financial, customer, internal processes, and business performance. This framework is designed explicitly to provide a common set of indicators that support sound decisions regarding training and development strategy, SU operational performance, and SU product and service optimization.

For example, within the internal processes perspective, training and development activity metrics indicate the volume of SU products/services delivered to internal customers and provide a proxy for "stickiness" of customer demand—a critical proxy for the extent to which internal customers find value in SU programs and interventions.

The SCHWAN FOOD COMPANY

Driving to Business Value (Continued)

SU's metrics provide information for making sound business-focused decisions

SU's Operating Metrics

Financial Perspective

Metric	Month/Target	Year-to-Date/Target
Internal Product and Service Sales	#/##	#/##
Administrative Services	$/$$	$$$/$$
Budget Position	$/$$	$$$/$$
Business Impact	$/$$	$$$/$$
External Product and Service Sales	$/$$	$$$/$$
Profit from External Sales	$/$$	$$$/$$

Customer Perspective

Metric	%	% Versus Target
Exceeds Expectations	% for individual programs	x%
Meets or Exceeds Expectations	% for individual programs	y%
Key Customer Status	For each key customer, show overall satisfaction rating using a green, yellow, or red scoring system	

Internal Processes Perspective

Metric	Current Status	Year-to-Date Actual
Number of Learners Served	Month/target #/##	Year-to-date/target #/##
Number of Targeted Products & Services Provided	Total #; # for each key customer segment	# vs. target (for each key customer segment)
Instructor Effectiveness	Avg. rating	Moving avg. vs. target
Course Effectiveness	Avg. rating	Moving avg. vs. target
Marketing Impressions	Total #; # by market segment	# vs. target (for each market segment)
Course Development Time	Avg.	Moving avg. vs. target
Projects on Time	%	Moving avg. (%) vs. target
Process Improvements Made	#	# vs. target

Business Performance Perspective

Metric	Current Status	Year-to-Date Actual
Business Impact Provided	Month/target $/$$	Year-to-date/target $/$$
Average Business Impact per Learner	Avg.	Moving avg. $ vs. target $
Number of Education Leadership Events	Month/target #/##	Year-to-date/target ##/##
Number of Projects Completed	Month/target #/##	Year-to-date/target ##/##
New Products Developed	Month/target #/##	Year-to-date/target ##/##
Number of External Sales*	Month/target #/##	Year-to-date/target ##/##
External Funding*	% of all funding	% vs. target

* SU offers L&D solutions to internal and external business clients.

Source: The Schwan Food Company; Learning and Development Roundtable research.

SU program evaluation approach looks beyond traditional program effectiveness, placing a distinct emphasis on capturing the intangible benefits of L&D solutions. Although SU does not conduct detailed impact evaluations for all of its products and services, it promotes consistency by defining seven evaluation categories for each evaluation conducted. In turn, program evaluations must address specific questions associated with each measurement category.

The questions associated with each measurement category are designed to capture discrete indicators that link training and development solutions to customer and SU performance objectives. In turn, these indicators enable reliable, rigorous assessments of SU's contributions to internal customers' business results. Of note, this framework emphasizes measuring the impact of intangible factors (e.g., effect on customer relationship health) that are critical to SU's performance.

The SCHWAN FOOD COMPANY™

Driving to Business Value (Continued)

SU's framework for program evaluation ensures a comprehensive analysis of tangible and intangible benefits

SU's Program Evaluation Approach

Program Evaluation Measures	Key Questions for Each Evaluation
Solution Effectiveness	• How well did the product or service do what the customer needed it to do? • What could have made it more effective? What would that take?
Overall Customer Value	• What was the value of the solution to the customer, in terms of satisfaction and business impact? • What could have increased satisfaction? What would that take? • What could have increased business impact? What would that take?
Timeliness	• How well did we deliver the product or service exactly when the customer needed it? • What could have increased timeliness of delivery? What would that take?
Efficiency	• How well did we use resources to design, deliver, and market the solution? • What could we do to increase design or administrative efficiency? What would that take? • What could we do to increase delivery efficiency? What would that take? • What could we do to increase marketing efficiency? What would that take?
Effect on Relationships	• What was the effect of providing this product or service on our internal relationships, in terms of deposits or withdrawals from "Emotional Bank Accounts?" • What could have been done to make more deposits and fewer withdrawals? What would that take? • What was the effect of providing this product or service on our customer relationships? • What could have been done to increase the number and quality of customer relationships? What would that take?
Ethics Check	• How well did we live our stated values and principles as we provided this product or service? • Were there any ethical trouble spots? • If so, what should we do to repair damage? • What should we do to avoid similar problems in the future? What would that take?
Learning Produced	• What learning or change in individual, group, or organizational capacity did this solution produce for Schwan's U? • What would it take to make this learning permanent?

Business-focused program evaluations include clear measures of added value to SU's customers.

Program evaluation measures provide feedback on customer and internal perceptions of SU's brand.

Measurement categories and associated indicators enable credible and thorough evaluations.

Source: The Schwan Food Company; Learning and Development Roundtable research.

Profile #9

TD Bank Financial Group's Annual Global Training Report

L&D performance measurement is increasingly important given TD Bank Financial Group's (TD Bank) "fact-based management" goal. To this end, the learning and development function's Annual Global Training Report provides an extensive, consistent set of financial metrics to track annual training costs and show HR leaders how these expenditures roll up across the organization. In turn, these results inform the lines of business' annual strategic-planning process in which business units utilize annual training-investment results to make data-driven decisions regarding training and development investments for the upcoming year.

The L&D function's finance team coordinates the production of the report, collecting training cost data from each major business area and summarizing total training investments across the organization. Business units that support a learning function also provide information on staff resources dedicated to and employee utilization of training resources within TD Bank.

In addition, TD Bank places an emphasis on benchmark comparisons. The L&D function benchmarks select investment metrics against relevant training figures that it has identified as standards for the North American financial services industry.

Analyzing Training Investments Across the Organization

TD Bank Financial Group summarizes and benchmarks training spend for the entire organization

TD Bank Financial Group's Annual Global Training Report

Area	Metrics
Training Investment	☐ Training Costs ($) Total → Direct expenses (e.g., tuition, travel) ($) → Operating costs (e.g., salaries, course materials) ($) → Corporate costs (e.g., annual review) ($) ☐ Investment by Business Group (Group A $ total , Group B $ total ,…) → Direct expenses ($) → Operating costs ($) → Distribution of total costs by business group (Group A %_, Group B %_,…) ☐ Investment per FTE by Business Group (Group A $ total , Group B $ total ,…) → Training $ per FTE (total investment/# FTEs) → Training Staff (#) → FTE per trainers (#)
Training Activities	☐ Training Participants (#) By business function (e.g., management, sales) and delivery channel (e.g., classroom, e-learning) ☐ Training Days (#) By business function (e.g., management, sales) and delivery channel (e.g., classroom, e-learning) ☐ Avg. Enrollments per FTE(#) ☐ Avg. Training Days per FTE (#)
Learning Community	☐ FTE Training Staff (#) ☐ Change in FTE Training Staff (%)
Comparative Tracking	☐ Ratio of Training Investment to Revenue (%) ☐ Ratio of Training Investment to Personnel Costs (%) • Benchmarked against industry standard 1 % , industry standard 2 % , and industry standard 3 % ☐ Training Investment per FTE $ average • Benchmarked against industry standard 1 $, industry standard 2 $, and industry standard 3 $

Source: TD Bank Financial Group; Learning and Development Roundtable research.

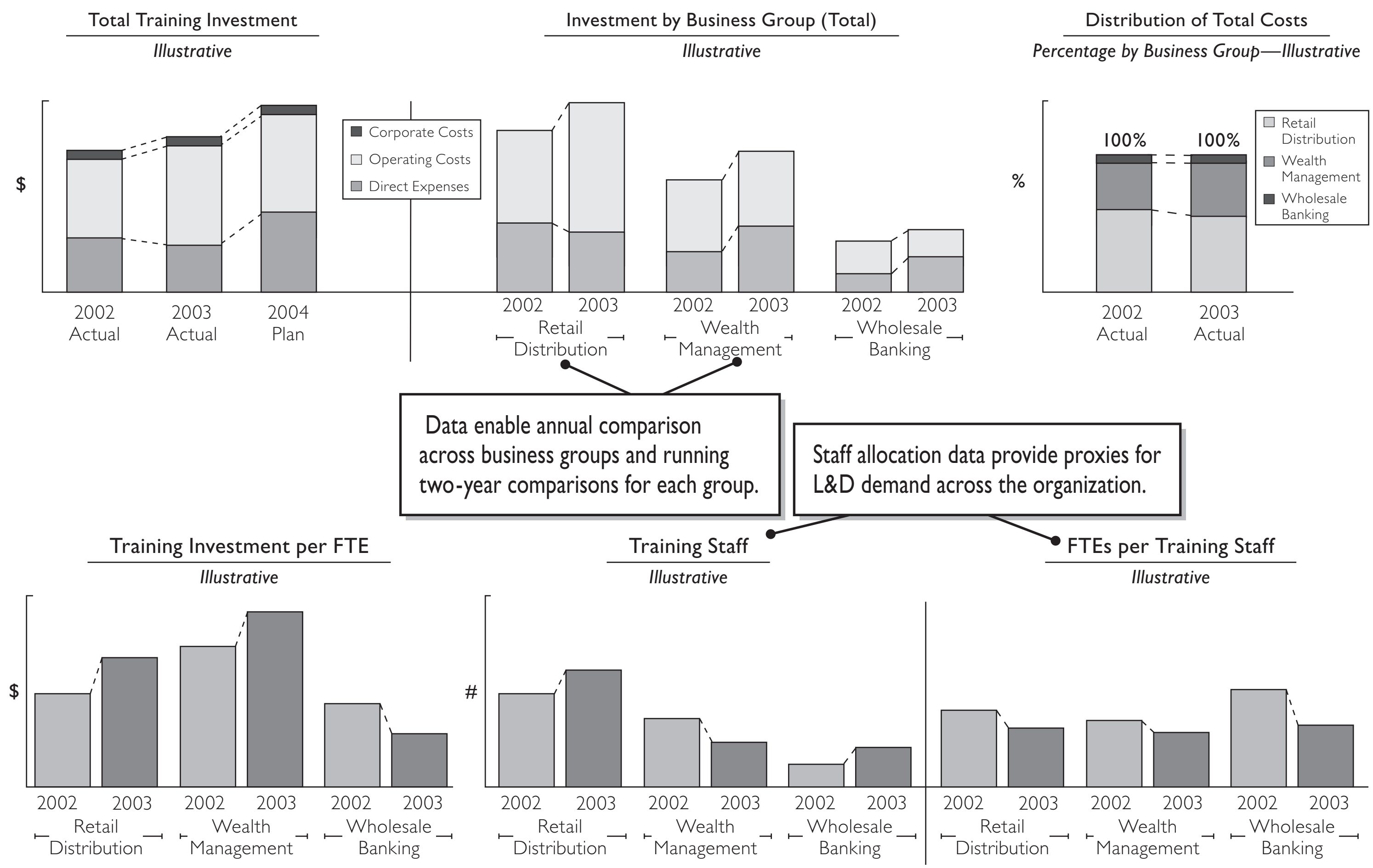
TD Bank's Global Training Report provides detailed analyses of training costs, with a particular emphasis on year-over-year comparisons. Direct expenses (e.g., tuition and travel/accommodation) and L&D operating costs (e.g., staff salaries, equipment, course materials, etc.) are itemized in the report, enabling L&D and HR leaders to track individual cost factors and examine overall spending trends. Additionally, the report details the training costs of each of the organization's major business areas, facilitating unit-level analyses on how closely actual training spend tracked to training-investment goals.

TD Bank also emphasizes the measurement of training-staff resource levels across the organization. As each major business area maintains its own L&D operation, the training investment per FTE and FTE per training-staff metrics are critical for examining the effect of business units' learning strategies on training investments and resource allocations.

Analyzing Training Investments Across the Organization (Continued)

TD Bank Financial Group's training-investment indicators provide detailed summaries of investment patterns

TD Bank Financial Group's Training-Investment Indicators



Source: TD Bank Financial Group; Learning and Development Roundtable research.

In addition to tracking training costs, TD Bank provides comprehensive analyses of training utilization across the organization. While specifying overall training participation levels for major training and development-content categories (e.g., management, sales, product knowledge, risk, service, etc.), TD Bank's report also emphasizes utilization levels for specific delivery channels within each training-content category.
This data provides the L&D function with reliable indicators for training-content needs and learning-delivery preferences of its business partners, enabling the organization to improve demand forecasts and then design business unit-specific learning interventions.

Analyzing Training Investments Across the Organization (Continued)

TD Bank Financial Group examines intensity of training-resource utilization

TD Bank Financial Group's Training-Resource Utilization Indicators

Training Participants

By Job Type and Learning Delivery Channel

TRAINING CONTENT	Classroom Delivery	E-Conferencing	Self-Study CBT*/ E-Learning	Self-Study Paper-Based*	Total 2003	Total 2002
Category 1						
# Participants	#	#	#	#	#	#
# Training Days	#	#	#	#	#	#
Category 2						
# Participants	#	#	#	#	#	#
# Training Days	#	#	#	#	#	#
Category 3						
# Participants	#	#	#	#	#	#
# Training Days	#	#	#	#	#	#
Category 4						
# Participants	#	#	#	#	#	#
# Training Days	#	#	#	#	#	#
TD Bank Total						
# Participants	#	#	#	#	#	#
# Training Days	#	#	#	#	#	#
	TD Bank Total	Average Enrollments per FTE			x	x
	TD Bank Total	Average Training Days per FTE			x	x

Training participation analysis provides proxy for training content demand and delivery channel preferences across the organization.

* All Self-Study Electronic and Self-Study Paper-Based training days are based on estimated completion time.

Source: TD Bank Financial Group; Learning and Development Roundtable research.

Profile # 10

Texas Instruments' Training and Organization Effectiveness Balanced Scorecard

Texas Instruments' Training and Organizational Effectiveness (T&OE) group emphasizes performance measures that provide crisp data about the value of its products and services to internal customers, who are not required to use the T&OE group for training and development solutions. Measurement is also critical in the context of the group's business model—T&OE employs a 100 percent charge-back model, effectively exposing L&D to the rigors of the market and creating a critical mechanism for ensuring responsiveness to internal customer needs.

To capture and communicate value to its customers, T&OE maintains a balanced scorecard that is designed to foster accountability for meeting the needs of internal customers. Scorecard metrics are designed to ensure focus on the most critical drivers to executing T&OE's business strategy. Ultimately, the metrics in each scorecard category provide T&OE with information it needs to understand its competitive value and promote T&OE as the business partner of choice for line managers across the organization.

Texas Instruments

Supporting the Business Model

Texas Instruments' balanced scorecard promotes responsiveness to internal customer needs

Texas Instruments' Training and Organizational Effectiveness (T&OE) Balanced Scorecard

	Objectives	Measures
Financial	☐ Stay at or under annual budget (hard cap on spending) ☐ Hit zero net cost target (break-even on expenditures by year's end)	☐ Gross cost (Total T&OE Spend) $__monthly__ ☐ Net cost (Total cost of services rendered – revenue intake) $__monthly__ ☐ Forecasted cost $__monthly__ ☐ Actual cost $__monthly__ ☐ Variance between forecasts and actuals $__monthly__
Customer	☐ Achieve general TI population satisfaction in enabling employees to perform at a higher level	☐ Customer satisfaction for each catalog class
	☐ Ensure relevance of training catalogue programs	☐ Annual catalogue rationalization: Keep % ____; Drop % ____
	☐ Enable business leaders to visualize value by demonstrating returns on major learning events	☐ Determine ROI ($, behavior change, or other performance outcomes) for high priority, customized learning events
Business Process	☐ Manage vendors to an exacting standard	☐ Supplier ratings: "top 10" and "bottom 10" rankings
	☐ Promote trainer effectiveness and quality	☐ Training instructor ratings: "top 10" and "bottom 10" rankings
	☐ Track progress in resolving key training and development service issues	☐ Average time required to resolve customer issues
	☐ Promote T&OE knowledge sharing on key action issues	☐ Effectiveness of quarterly meetings to update T&OE function on action item status and results
Innovation and Learning	☐ Develop and execute plans and services aligned with organizational and line customer priorities	☐ Compile quarterly results on new products introduced to TI customers # ____ and results on action plans completed %____
	☐ Retain top T&OE talent ☐ Raise overall performance of T&OE staff ☐ Ensure T&OE has right people in right roles	☐ Effectiveness of quarterly T&OE talent reviews to examine performance, map out talent needs, and devise development and deployment strategies

Source: Texas Instruments Incorporated; Learning and Development Roundtable research.

Profile #11

Textron's Balanced Scorecard

TEXTRON

TEXTRON

Textron's enterprise-wide balanced scorecard highlights three learning and development-oriented metrics that support the organization's talent objectives. As the L&D function is in the early stages regarding some areas of performance measurement, it initially opted against the inclusion of complex metrics; instead, the function selected simple success measures that would prove meaningful to internal business partners.

For both education and development and inclusive workforce metrics, a benchmark value is identified from best-in-class companies across the industry. For talent mobility, targets are set to achieve a desired level of internal moves based on the organization's business needs.

Measuring Against Organizational Performance Targets

Textron communicates L&D performance against targets for critical corporate objectives

Textron's Balanced Scorecard

L&D Roll-Up Metrics

L&D metrics are rolled up to the organization-wide level from business unit reviews.

Inclusive Workforce and Talent Mobility metrics map to strategic focus areas.

Premier benchmark enables comparison of the organization's L&D measure against a world-class standard

Scorecard Category	Key Performance Measures	Current Year Goal	Future Target	Premier Benchmark
Successful Customers	Customer Satisfaction Process	X%	X%	
	Organic Revenue Growth	X%	X%	
	New Products and Services	X%	X%	
Talented People	Education and Development	XX Hours per Employee	XX Hours per Employee	XX Hours per Employee
	Inclusive Workforce	X%	X%	X%
	Talent Mobility	X%	X%	
World Class Procedures	Integrated Supply Chain Benefit	$M	$M	
	Recordable Injury Rate	X	X	
	Lost Time Injury Rate	X	X	
	Textron Six Sigma Benefit	$M	$M	
	Price–Cost Ratio	X%	X%	
	Portfolio Performance	X%	X%	
Industry Leading Performance	Textron ROIC	X%	X%	
	NOP Margin (Before Restr.)	X%	X%	
	Free Cash Flow (% of Net Inc.)	X%	>X%	
	Earnings per Share	$	$	
	P/E vs. Peer	Quartile	Quartile	

Source: Textron Inc.; Learning and Development Roundtable research.

The learning function maintains a close watch on organization-wide talent metrics to promote optimal results and outcomes for a global workforce.

Goals for each metric represent "stakes in the ground" that enable L&D to set targets and assess organization-level progress on an ongoing basis. The data that L&D rolls up from the business-unit level into the scorecard highlights gaps in training utilization, sticking points in workforce diversity, and variances in talent mobility.

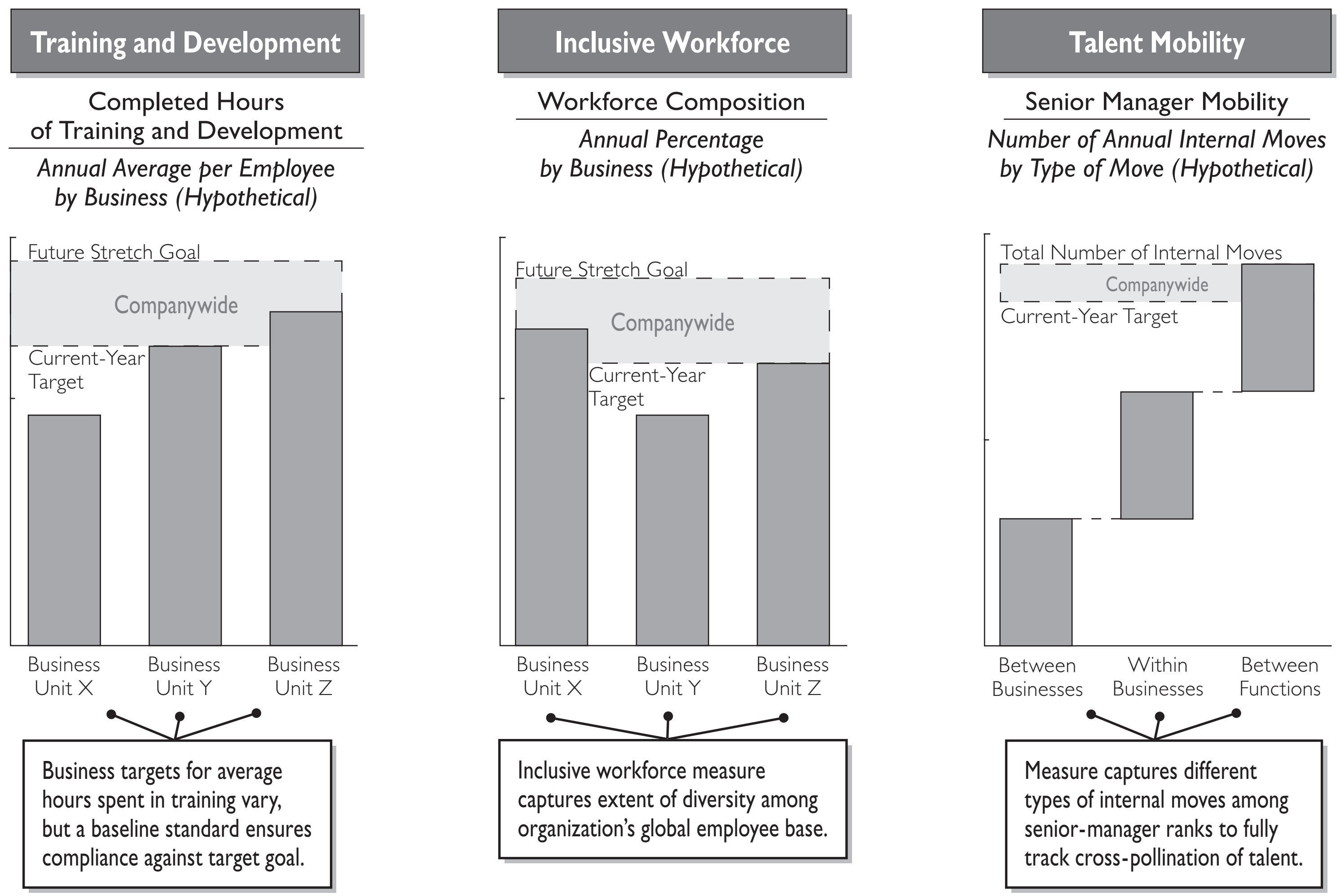
TEXTRON

Measuring Against Organizational Performance Targets (Continued)

Textron rolls up metrics from business units to provide an organizational view

Textron's Balanced Scorecard

L&D Roll-Up Metrics



Source: Textron Inc.; Learning and Development Roundtable research.

PROFILE #12

Vanguard University–HR–Corporate Dashboard Linkage

The foundation of Vanguard University's (VU) measurement strategy lies in the company's Six Sigma quality program internally known as "Vanguard Unmatchable Excellence" (VUE). Like other Six Sigma-style improvement initiatives, VUE employs a disciplined, data-driven approach to analyzing business processes, measuring outcomes from the perspective of clients, and implementing changes that improve quality and reduce inefficiencies.

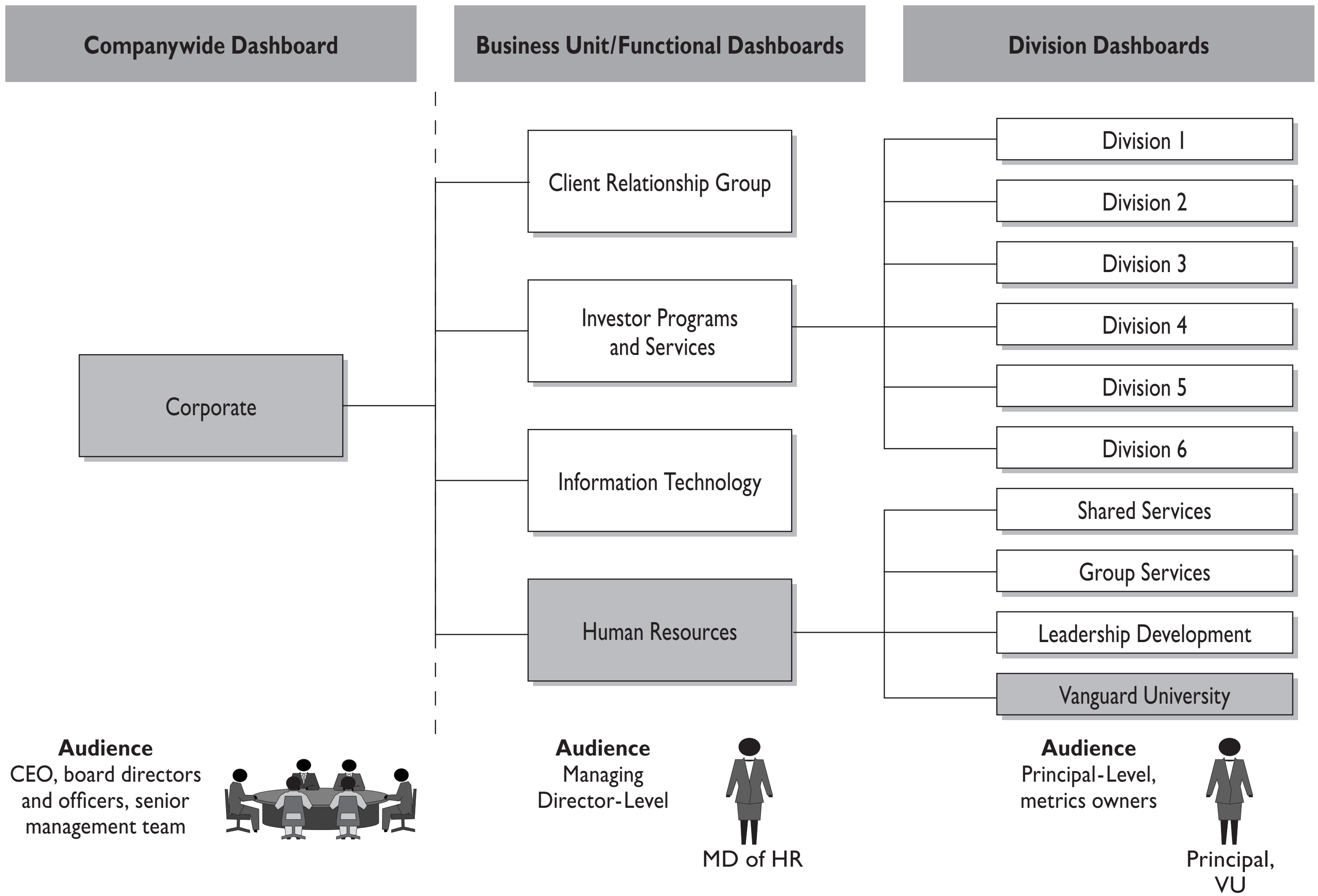
As part of the VUE initiative, VU maintains a dedicated dashboard that rolls up to the HR dashboard along with other HR functions, including Shared Services (e.g., compensation, benefits), Group Services (e.g., recruiting, crew* relations), and Leadership Development (including OE). In turn, the HR dashboard links to the corporate dashboard, as do the dashboards of other business units and functional areas.

Linking L&D Metrics to HR and Corporate Indicators

Vanguard University's (VU) dashboard resides within an integrated, companywide measurement framework

Overview of the Vanguard Group's Dashboard Linkage

Illustrative



* The Vanguard Group refers to its employees as crew members.

Source: The Vanguard Group, Inc.; Learning and Development Roundtable research.

A critical feature of VU's dashboard is its underlying links to HR priorities and organizational objectives. As demonstrated in this graphic, VU has clearly articulated the perceived relationships between training, HR, and corporate drivers and outcomes. In this example, VU shows that the design of its training programs partly impacts learning results such as the extent of learner satisfaction, the amount of skills or knowledge acquired, and on-the-job learning application. In turn, learning results partly influence the overall performance of training and other HR drivers which, in turn, link to the level of employee engagement and effectiveness.

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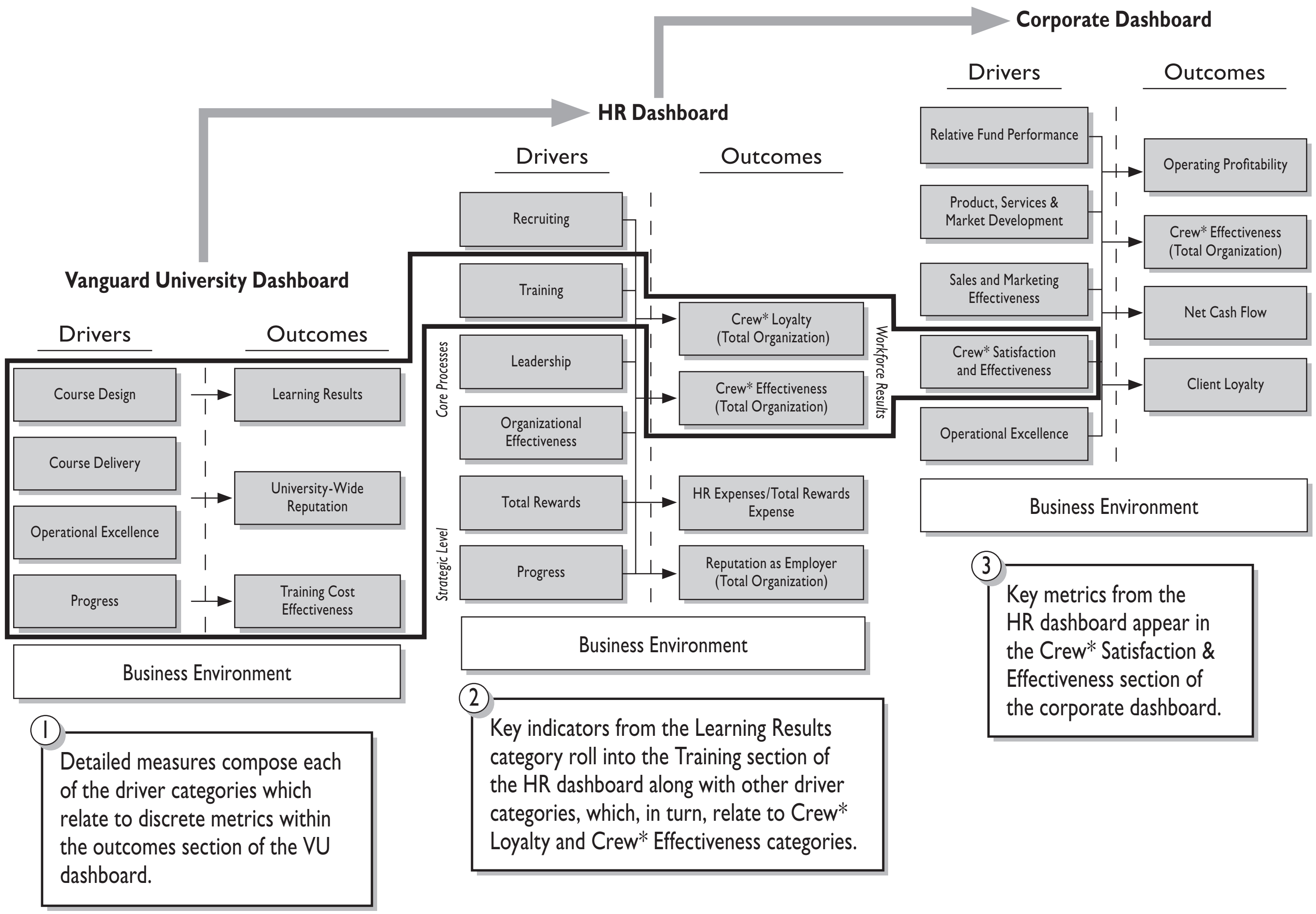
Linking L&D Metrics to HR and Corporate Indicators (Continued)

VU's dashboard clearly links with key metrics within the HR dashboard, which, in turn, roll up to select measures within the corporate dashboard



* The Vanguard Group refers to its employees as crew members.

Source: The Vanguard Group, Inc.; Learning and Development Roundtable research.

THE Vanguard GROUP

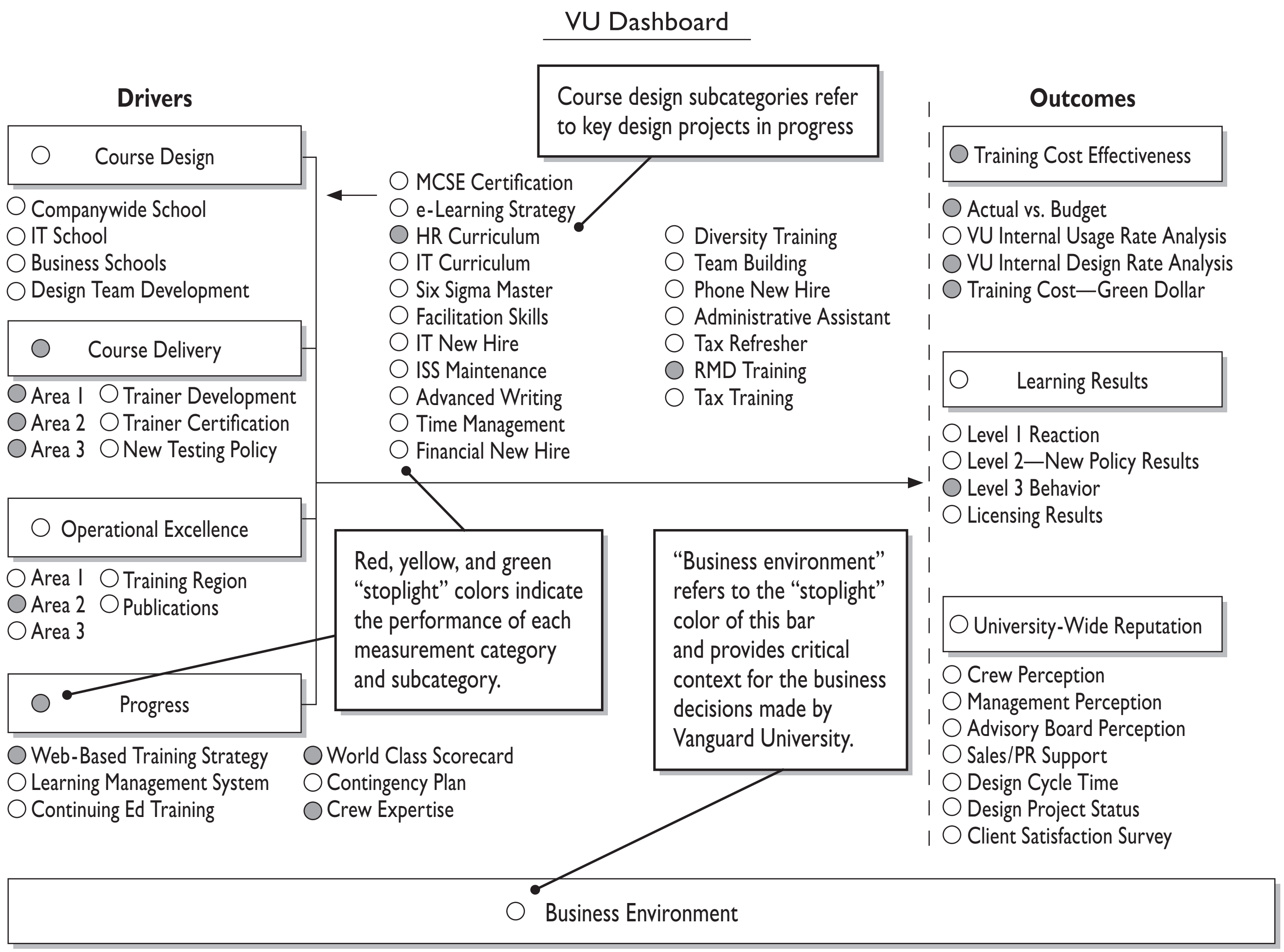
The left section of VU's dashboard uses red, yellow, and green colors to indicate the overall performance against the primary drivers of the organization's effectiveness: course design, course delivery, operational excellence, and progress. Within these drivers, VU measures the performance of its key strategic initiatives (e.g., Web-based training), product/service or functionally-aligned schools, geographically-dispersed learning centers, training curricula, and infrastructure (e.g., staff, LMS).

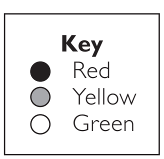
The right section of the dashboard also uses "stoplight" designations to capture how the L&D function has performed against three key outcomes: training cost effectiveness, learning results, and university-wide reputation. Specific metrics within these categories include how VU has managed costs, created value for learners through specific training courses (e.g., satisfaction rates, on-the-job application), and communicated, branded, and delivered its products and services across various employee segments.

Taken together, these metrics paint a detailed picture of VU's overall performance.

Linking L&D Metrics to HR and Corporate Indicators (Continued)

VU's dashboard reflects the most critical information needed to convey its overall performance toward training-related drivers and outcomes





Source: The Vanguard Group, Inc.; Learning and Development Roundtable research.

Underlying the VU dashboard categories related to training drivers and outcomes are a rich set of operational measures and program evaluation results that are maintained by select process owners within the L&D function and supported by HR partners with Six Sigma expertise. These process owners are responsible for monitoring performance, updating the underlying dashboard metrics with current information, and launching and implementing Six Sigma projects where deemed necessary by the L&D function.

This structure enables senior executives and HR and L&D staff to drill down into each metrics category and subcategory to understand the root causes of existing or potential problems designated by red and yellow stoplight colors.

Key
● Red
◍ Yellow
○ Green

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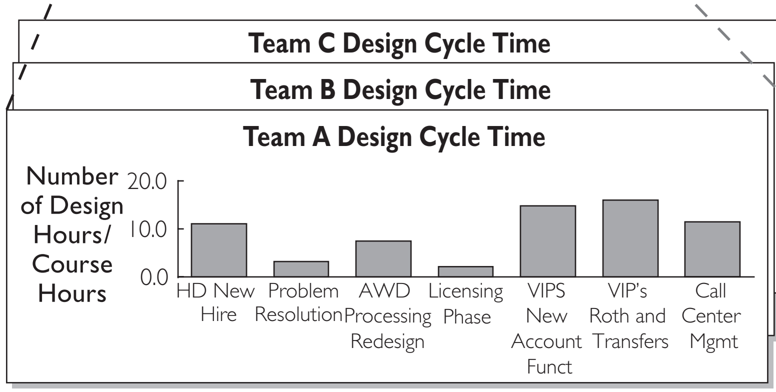
Linking L&D Metrics to HR and Corporate Indicators (Continued)

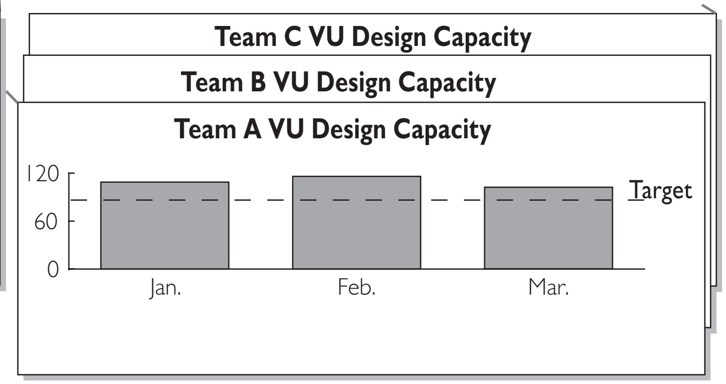
Beneath the key measures of the dashboard lies a detailed set of metrics that can be broken down by specific L&D teams to facilitate further root cause analysis

VU Training Drivers Measures Matrix

Illustrative

	Measure	Stoplight	Nov 2003	Goal	YTD	2002
Course Design ○	Design Project Status (Green/Yellow/Red)	○	X/X/X	FYI	Rolling	Rolling
	Design Applied Time—Billable %	○	X%	X%	X%	X%
	Design Capacity—Projected (YTD - 3 mo. Proj.)	○	X%	X%	X%	Predictive
	Design Client Satisfaction Scores	○	X	X	N/A	X
Course Delivery ◍	Trainer Quality—Level I	○	X	↑	X	X
	e-Learning Percentage of Courses	◍	X%	X%	X%	X%
	Trainer Utilization	◍	X%	X%	X%	X%
	Trainer Capacity—Projected	◍	X%	X%	X%	Predictive
	Overall Hours per FTE (YTD Annualized)	◍	X	X/Yr	X	X
	Hours per Tenured FTE (YTD Annualized)	○	X	↑	X	X
	Hours per Tenured FTE—CW/Dept	○	X/X	FYI	X/X	X/X
Operational Excellence ○	No Show/Late Cancel/Incomplete %	○	X%	↓	X%	X%
	Canceled Class %	○	X%	<X%	X%	X%
	Cost per Training Hour	◍	$X	$X	$X	$X
	Publications Cycle Time (Days/Project)	○	X Days	<X Days	X Days	X Days
	Wait List Analysis	○	X Sessions Needed	Sessions Mixed	Rolling	N/A





Source: The Vanguard Group, Inc.; Learning and Development Roundtable research.

Profile #13

W.W. Grainger's Operations and Training Delivery "Cockpit Charts"

GRAINGER

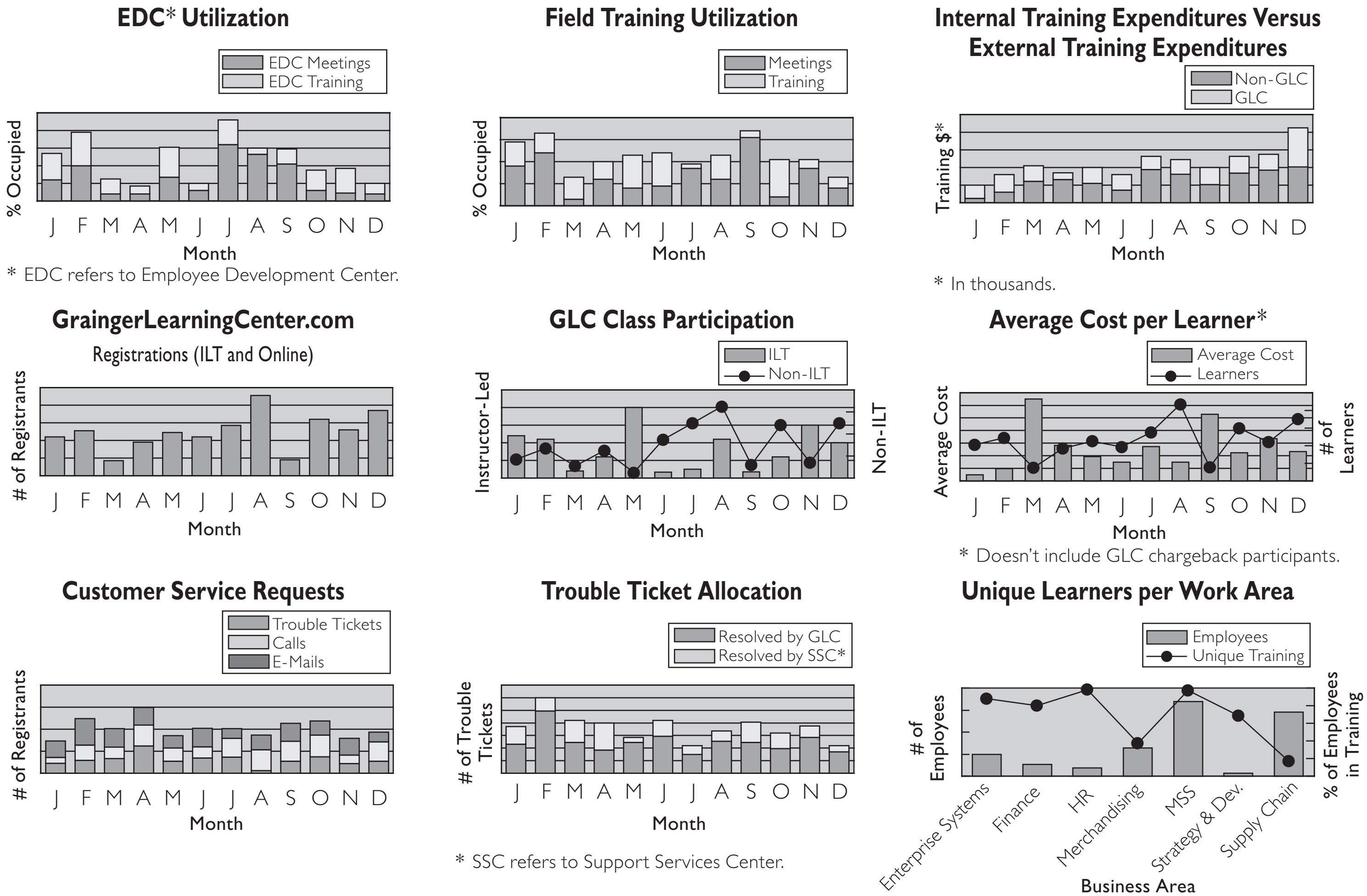
In order to manage the L&D function with the same rigor as other business units, W.W. Grainger's L&D function, the Grainger Learning Center (GLC), maintains an operations dashboard where it aggressively tracks select resource utilization, training costs, learner penetration, and customer service metrics on a monthly basis.

Perhaps one of the more intriguing metrics it monitors relates to training expenditures. Operating under a chargeback funding model, GLC reviews the ratio of GLC- and non-GLC-provided training (e.g., external vendors) to ensure that it effectively brands and markets its products and services, a particularly significant challenge given its geographically dispersed workforce.

Contributing to Organizational Performance Through Operational Excellence

Grainger Learning Center (GLC) tracks select operational metrics on a monthly basis to ensure effective resource utilization, learner penetration, and customer service

Grainger Learning Center's (GLC) Operations "Cockpit Chart"



Source: W.W. Grainger, Inc.; Learning and Development Roundtable research.

GRAINGER

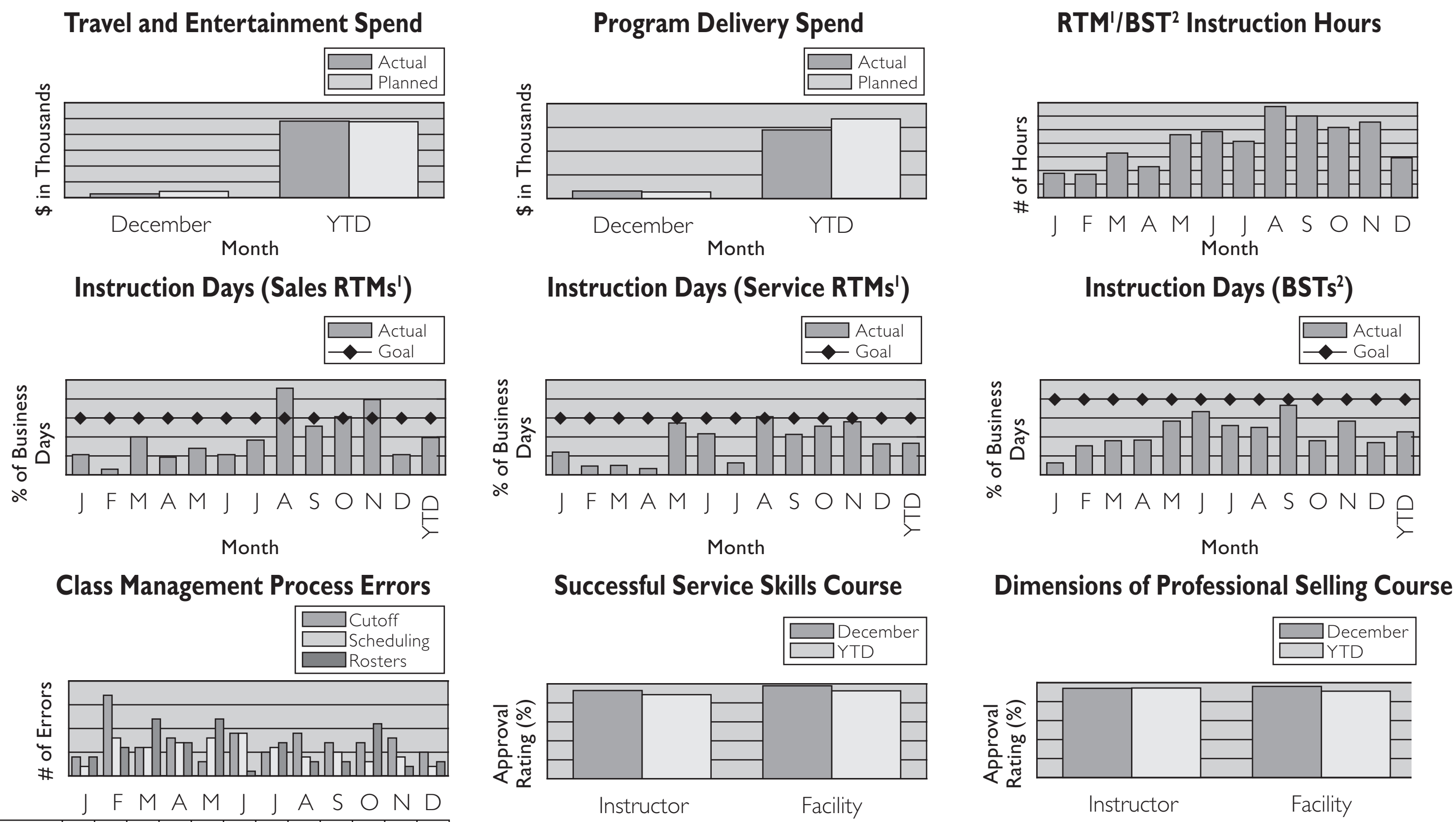
In addition to its operations "cockpit chart," GLC captures more detailed metrics related to the cost and quality of training delivery. Aside from tracking the amount of spend and number of instructor hours dedicated to training delivery, GLC examines the number of class management process errors, specifically breaking it down by registration, scheduling, and roster issues. This granular-level reporting enables the L&D function to immediately address administrative errors and ultimately ensure the process quality of its offerings. The training delivery dashboard also captures learner satisfaction with instructors and training facilities for its most popular courses.

While operational metrics certainly do not reflect GLC's core value proposition of providing learning and development opportunities to improve workforce capabilities and organizational performance, measuring throughput provides the L&D function with reliable indicators of resource productivity. For example, by knowing exactly how much time and money its staff devotes to training delivery, GLC is better able to discern if it is effectively allocating adequate resources to such activities. In addition, the L&D function is also able to leverage these measures to demonstrate additional value to the organization through cost and process efficiency.

Contributing to Organizational Performance Through Operational Excellence (Continued)

GLC maintains a dedicated training delivery dashboard that shows its amount of spend, number of instructor hours, process quality, and satisfaction ratings for instructors and facilities

GLC's Training Delivery "Cockpit Chart"



Cutoff	X	X	X	X	X	X	X	X	X	X	X	X
Scheduling	X	X	X	X	X	X	X	X	X	X	X	X
Rosters	X	X	X	X	X	X	X	X	X	X	X	X

[1] RTM refers to regional training manager.

[2] BST refers to branch services trainer.

Source: W.W. Grainger, Inc.; Learning and Development Roundtable research.

GRAINGER

PROFILE # 14

W.W. Grainger's "Voice of the Customer" Annual Survey Results

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In an effort to obtain internal customer feedback on the performance of the L&D function, the Grainger Learning Center (GLC) commissions a third-party vendor to conduct an annual survey of 120 managers and senior executives.

Using a scale from zero to five, (with five being the highest), respondents rank the importance of and satisfaction with items including: working relationships with the L&D team; alignment of training with business unit needs; quality of training courses; quality of administrative functions (e.g., course enrollment); and quality of feedback mechanisms.

In turn, GLC summarizes its understanding of the survey results to communicate back to managers and senior executives, specifically identifying key areas of effectiveness and priority improvement and sharing its initial strategies for addressing outstanding customer needs. While GLC primarily uses the survey results to effectively allocate and prioritize its resource investments, it also leverages the data to demonstrate the value it has already delivered to managers and senior executives.

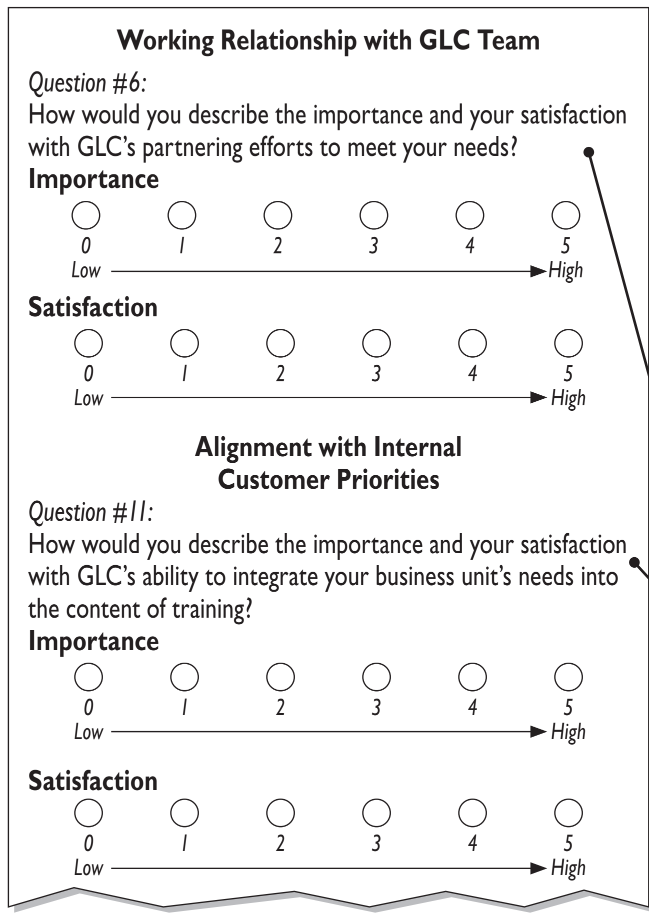
Demonstrating Value Through the Voice of the Customer

Grainger Learning Center's (GLC) annual survey enables L&D to discern how customers view its performance across key activities…

…and prioritize areas for improvement

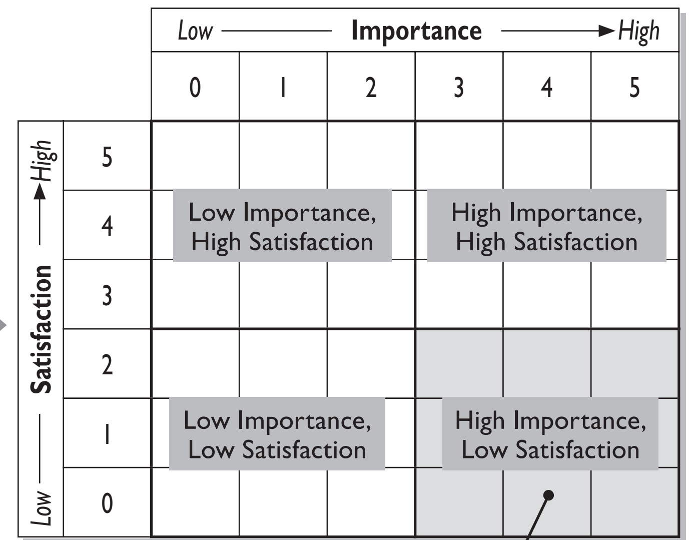
Manager and Senior Executive Satisfaction Survey

Illustrative



Survey Diagnostic Matrix

Illustrative



Survey questions emphasize GLC's working relationships with managers and senior executives and its ability to align training courses to business needs.

GLC uses its survey results to identify priority-improvement areas.

Source: W.W. Grainger, Inc.; Learning and Development Roundtable research.

GLC's survey results create an especially powerful resource for communicating the contribution of the L&D function. Using the feedback obtained from managers and senior executives, GLC can effectively articulate its value in the voice of its customers.

Demonstrating Value Through the Voice of the Customer (Continued)

Survey results enable GLC to illustrate its contributions to business-unit priorities in the voice of its internal customers

Aggregate Results	I	S	G
Overall Performance of GLC	×	×	×

Alignment with Internal Customer Priorities	I	S	G
Integration of Your Business Unit's Needs into the Content of Training	×	×	×
Development of Course Offerings to Proactively Address Your Business Needs	×	×	×
Design of Course Content Anticipates the Future Needs of Your Business Function	×	×	×
Created Plans for Learning Transfer and Reinforcement	×	×	×
Customization of Courses to Meet Your Specific Business Needs	×	×	×
Sensitivity of Courses to the Needs of the Individual Student	×	×	×

Administrative Capabilities	I	S	G
Informing Participants of Scheduling Changes and/or Class Cancellations	×	×	×
Convenience of Course Enrollment	×	×	×
Publicizing the Availability of Classes Well Enough in Advance	×	×	×
Creating Added Value for a Reasonable Cost	×	×	×
Usability of Learning Management System (Including Online Course Catalog and Registration)	×	×	×
Responsiveness to Your Feedback/Complaints	×	×	×

Working Relationship with GLC Team	I	S	G
Partnering Efforts to Meet Your Needs	×	×	×
Effective Management of Department by GLC Leadership Team	×	×	×
GLC's Relationship-Building Skills with You	×	×	×
Communication of GLC's Current Year Objectives	×	×	×
VP's Relationship-Building Skills with You	×	×	×

Type and Quality of Training Courses	I	S	G
Expertise of Course Instructors	×	×	×
Overall Quality of Courses	×	×	×
Course Offerings Appropriate to My Job	×	×	×
Availability of Training Methods (e.g., Online, Instructor-Led, etc.)	×	×	×
Classes Offered in Appropriate Locations	×	×	×
Diversity/Variety of Course Offerings	×	×	×
Courses Offered to Support Performance Excellence Planning	×	×	×
Quality of GLC Communications	×	×	×

Quality of Feedback/Evaluation	I	S	G
Measure Effectiveness of Strategic Courses	×	×	×
Implementation of Changes and Improvements Based on Feedback	×	×	×
Seeking Feedback on GLC Course Offerings	×	×	×
Post-Course Evaluation Process	×	×	×

Key
I = Importance (0–5)
S = Satisfaction (0–5)
G= Gap between importance and satisfaction ratings (Importance – Satisfaction)

Source: W.W. Grainger, Inc.; Learning and Development Roundtable research.

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L&D Non-Program Metrics Inventory

L&D Non-Program Metrics Inventory

The Roundtable has developed an inventory of non-program measures culled from the trade press, "live" L&D dashboards, and research conversations with member institutions. While this list is certainly neither exhaustive nor universally applicable to all learning organizations, this inventory might provide a useful point for learning executives seeking to identify key metrics, both leading and lagging, as they design and/or improve their own dashboards.

CORE OPERATIONS AND PROCESSES

Population, Cost, and Volume

1. **Training Eligibility:** Percentage of employees eligible for training (or required to comply with mandatory training)
2. **Learner Population Mix:** Percentage breakdown of learner population by position, job family, business unit, functional area, region, etc.
3. **L&D Staff Headcount:** Number of dedicated L&D staff as a percentage of total employee population
4. **L&D Staff–Learner Ratio:** Average number of dedicated L&D staff per employee eligible for training
5. **L&D Investment Mix:** Percentage breakdown of training spend by corporate L&D, line-specific (business unit and functional area) L&D, and L&D vendors
6. **Internal–External L&D Spend Ratio:** Ratio of internal L&D (corporate and line) versus external L&D (vendors/consultants) spend
7. **L&D Investment per Employee:** Average L&D investment per employee eligible for training
8. **Gross L&D Costs:** Total costs of L&D products and services rendered (including operating costs, service charges, licensing fees, etc.)
9. **"Input" Revenue:** Total revenue received from business unit and functional area chargebacks
10. **Breakeven Analysis:** Comparison of gross L&D costs and input revenue
11. **Forecast L&D Spend:** Total anticipated spend for L&D products and services
12. **Adjusted Forecast L&D Spend:** Total anticipated spend for L&D products and services based on initial performance (e.g., first quarter results)
13. **Variance Analysis:** Amount of forecasted L&D spend versus actual L&D spend
14. **Operational Expenses:** Percentage of total L&D spend dedicated to operational expenses
15. **Operations Budget Discipline:** Percentage within (or above) planned annual operations budget
16. **L&D Investment Ratio:** Amount of L&D spend as a percentage of annual revenues (of the organization)
17. **Cost per Time Unit:** Average L&D costs per training hour
18. **Employee Time Investment:** Average number of training hours per employee (by FTE, salaried versus hourly employees, line, region, etc.)
19. **Percentage of Payroll:** Amount of total L&D spend as a percentage of payroll
20. **Cost per Content Unit:** Average cost per learning module (including instructor-led classes, e-learning courses, etc.)
21. **Tuition Reimbursement:** Aggregate tuition reimbursement costs
22. **Number of L&D Offerings:** Total number of L&D offerings (e.g., instructor-led classes, e-learning courses, etc.)
23. **Overhead Ratio:** Total cost of facilities and equipment as a percentage of total L&D spend
24. **Cost Flexibility:** Variable costs as a percentage of total L&D costs
25. **Variable and Fixed Cost Ratio:** Ratio of variable versus fixed L&D costs
26. **Learning Technology Intensity:** Percentage of L&D spend dedicated to learning technologies (e.g., LMS, LCMS, authoring tools, etc.)
27. **Activity-Based Costing of Learning Processes:** "True" costs of specific L&D processes (e.g., strategy formulation, analysis, design, development, delivery, relationship management)
28. **"Remedial" Training Spend:** Percentage of total L&D spend on remedial training modules and initiatives

Efficiency of Backroom Processes and Transactional Services

29. **Service-Process Digitization:** Percentage of L&D processes automated (partially or completely)
30. **Self-Service Availability:** Percentage of transactions (e.g., registration, scheduling) available via self-service (e.g., automated help desk or learning portal)
31. **Self-Service Penetration:** Number of self-service transactions as a percentage of the total number of L&D transactions
32. **Speed-to-Market (Classroom):** Average time to design, develop, and deliver a classroom-based L&D solution
33. **Speed-to-Market (E-Learning):** Average time to design, develop, and deliver an e-learning-based L&D solution
34. **Development Costs (Classroom)**: Average cost per hour to design and develop a classroom-based L&D solution
35. **Development Costs (E-Learning):** Average cost per hour to design and develop an e-learning-based L&D solution
36. **Administrator–L&D Staff Ratio:** Number of administrators as a percentage of total L&D staff
37. **Administrative Intensity:** Administrative costs as a percentage of total L&D spend
38. **On-Budget Ratio:** Percentage of L&D projects tracking against time and budget versus all L&D projects
39. **Trouble-Ticket Frequency:** Number of trouble tickets submitted within a given time period
40. **Trouble-Ticket Allocation:** Breakdown of trouble tickets by type of customer complaint
41. **Customer Service-Access Channels:** Breakdown of customer service requests by delivery channel (e.g. help desk, e-mail, etc.)
42. **Unresolved Customer Service Requests:** Percentage of unresolved customer service requests
43. **Class Management Process Errors:** Number of class management process errors by type of error (e.g., scheduling, administrative, etc.)
44. **Portfolio Rationalization:** Percentage of classes and courses that have either been "retired" or integrated with similar courses
45. **Learning Technologies Simplification:** Percentage of duplicate electronic tools and systems that have been "retired" or integrated with similar electronic tools and systems
46. **Hard Copy/Electronic Format Ratio:** Ratio of L&D resources available in hard copy format versus electronic format

L&D Non-Program Metrics Inventory (Continued)

Effort and Investment Allocation

47. **Channel Delivery Mix:** Percentage breakdown of L&D solutions offered by delivery channel (e.g., classroom, e-learning)
48. **Channel Investment Mix:** Percentage breakdown of L&D spend by delivery channel (e.g., classroom, e-learning)
49. **Formal Learning Intensity:** Number of instructor-led classes and e-learning courses versus total number of L&D solutions (including informal learning)
50. **Blended Learning Intensity:** Percentage of blended learning (e.g., instructor-led classroom, e-learning, and action learning) L&D solutions
51. **Experience-Based Learning Intensity:** Percentage of experience-based (e.g., action learning, lateral job rotations, stretch assignments, participation in "shadow" cabinets) L&D solutions
52. **Relationship-Based Learning Intensity:** Percentage of relationship-based (e.g., mentoring, reverse mentoring, executive coaching) L&D solutions
53. **Content Delivery Mix:** Percentage breakdown of L&D solutions delivered by content area (e.g., sales training, IT training, leadership development, etc.)
54. **Content Source Mix:** Percentage breakdown of L&D solutions by content source (e.g., off-the-shelf, internally developed, externally developed by vendor/consultants)
55. **Content Investment Mix:** Percentage breakdown of L&D spend by content area (e.g., sales training, IT training, leadership development)
56. **Learner Segment Delivery Mix:** Percentage breakdown of L&D solutions delivered by learner segment (e.g., first-line supervisors, middle managers, senior executives)
57. **Learner Segment Investment Mix:** Percentage breakdown of L&D spend by learner segment (e.g., all employees, first-line supervisors, senior executives)
58. **Line Partner Delivery Mix:** Percentage breakdown of L&D solutions offered by business unit or functional area
59. **Line Partner Investment Mix:** Percentage breakdown of L&D spend by business unit or functional area
60. **"Required" Investment Allocation:** Percentage of L&D spend dedicated to government-mandated skills, certifications, and other compliance requirements
61. **Business-Mandated Investment Allocation:** Percentage of L&D spend dedicated to business-mandated skills
62. **Discretionary Skill-Building Investment Allocation:** Percentage of L&D spend dedicated to "discretionary" skills
63. **Basic/Advanced Investment Mix:** Percentage of L&D spend dedicated to "basic" and "advanced" training

Penetration and Utilization

64. **Workforce Penetration:** Percentage of employees who have accessed L&D solutions
65. **Mandatory Training Compliance:** Percentage of employees who have complied with mandatory training requirements
66. **Average Course Utilization:** Average number of class and course enrollments/registrations per employee
67. **Absence Costs:** Total capacity costs attributable to absences
68. **Classroom Yield:** Average capacity utilization per course
69. **Course Density:** Average number of learners accessing a course
70. **Learning Portal Accessibility:** Percentage of employees with access to the L&D portal (or HR portal with L&D-specific information)
71. **Learning Portal Penetration:** Percentage of unique users accessing the L&D portal (or HR portal with L&D-specific information)
72. **Unique Portal Users:** Number of distinct and registered users who accessed the learning portal within a given time period
73. **Third-Party Courseware Utilization:** Percentage of employees who have accessed vendor/consultant-provided courseware
74. **E-Learning Learner Penetration:** Percentage of employees who have used e-learning courses
75. **E-Learning Course Completion:** Percentage of employees who have fully completed e-learning courses
76. **E-Learning Cost Avoidance:** Total amount of L&D costs avoided through digitization of course content
77. **LMS Workforce Penetration:** Percentage of employees who have accessed L&D solutions through the LMS
78. **LMS-Accessed L&D Solutions:** Total number of L&D solutions accessed via the LMS
79. **LMS-Based Registrations:** Percentage of course enrollments/registrations conducted via LMS
80. **LMS-Hosted Solution Utilization:** Average number of L&D offerings accessed via the LMS per employee
81. **LMS Training Hours:** Total training hours tracked using the LMS
82. **LMS Training Hours/Total Training Hours:** Ratio of LMS training hours versus total training hours within a given time period
83. **LMS Content Area Focus:** Breakdown of LMS training hours by content area (e.g., sales training, IT training, leadership development)
84. **New-to-Role Penetration Rate:** Percentage of employees new-to-roles (e.g., from individual contributor to manager) who have completed required training
85. **New-Hire Orientation Ramp Time:** Percentage of new hires who have participated in orientation training within the desired time period
86. **Instructor Utilization:** Percentage of instructors actively teaching training courses within a given time period
87. **Instructor Training Days:** Average number of instructor days within a given time period
88. **Top 10/Bottom 10 Instructors:** Ranked list of top ten and bottom ten instructors based on aggregate satisfaction surveys of L&D staff, line partners, and internal customers
89. **Instructor Expertise:** Overall satisfaction rates with instructor's level of subject-matter expertise
90. **Facilities Utilization:** Percentage of facilities occupied for training purposes within a given time period
91. **Course Optimization:** Percentage of courses below the required registration threshold
92. **Class Cancellation:** Number of classes cancelled as a percentage of total classes offered within a given time period
93. **Cancellation Costs:** Capacity costs attributable to last-minute cancellations
94. **Class Rescheduling:** Number of classes rescheduled as a percentage of total classes offered within a given time period
95. **Absence Rate:** Percentage of employees who failed to participate in a registered course
96. **Emerging Talent Participation:** Percentage of HIPO population who have accessed L&D offerings within a given time period
97. **Top 10/Bottom 10 Course Attendance:** Ranked list of top ten and bottom ten courses attended

L&D Non-Program Metrics Inventory (Continued)

L&D Staff Roles and Team Quality

98. **L&D Staff Population Mix:** Percentage breakdown of L&D staff by roles (e.g., administrators, instructional designers, instructors, etc.)
99. **L&D Staff Turnover:** Turnover rate of dedicated L&D staff (and/or percentage improvement)
100. **Strategic Focus:** Percentage of L&D-staff time dedicated to administrative versus strategic activities
101. **L&D Staff Competency Attainment:** Breakdown of competency attainment of L&D staff by "basic" and "advanced"
102. **L&D Staff Engagement Levels:** Aggregate satisfaction rates of L&D staff with their roles and responsibilities
103. **L&D Staff Satisfaction with Learning:** Aggregate satisfaction rates of L&D staff with opportunities for learning across the organization

Outsourcing and Vendor Management

Outsourcing Allocation

104. **Outsourcing Ratio:** Ratio of outsourcing spend versus total L&D spend
105. **Vendor Headcount (Actual Versus Target):** Actual number of vendors versus target number of vendors
106. **Breakdown of Outsourcing Spend—Vendor:** Percentage of outsourcing costs allocated to specific vendors
107. **Breakdown of Outsourcing Spend—Content:** Percentage of outsourcing costs allocated to specific content areas
108. **Breakdown of Outsourcing Spend—Technology:** Percentage of outsourcing costs allocated to learning technologies
109. **Training Delivery Outsourcing Mix:** Percentage of outsourcing portfolio dedicated to training delivery
110. **Course Development Outsourcing Mix:** Percentage of outsourcing portfolio dedicated to course design and development
111. **Analysis & Planning Outsourcing Mix:** Percentage of outsourcing portfolio dedicated to analysis and planning
112. **Top 10/Bottom 10 Vendors:** Ranked list of the top ten and bottom ten vendors based on aggregate satisfaction surveys of L&D staff, line partners, and internal customers
113. **Top 10/Bottom 10 Vendor Spend:** Percentage of outsourcing costs allocated to each of the top ten and bottom ten vendors
114. **Outsourcing Portfolio Diversity:** Percentage of products and services outsourced to small, minority-owned, and women-owned businesses

For Individual Vendors

115. **Price Competitiveness**: Degree to which the current vendor's prices are competitive with other suppliers with similar offerings
116. **Additional Costs:** Degree to which current costs exceed the vendor's original quoted price reflected as a percentage of the original quoted price
117. **Customer Service Responsiveness:** Average response time (e.g., days, hours) for vendor personnel to respond to customer requests with a prescribed action plan and proposed time frame
118. **Maintenance & Enhancements:** Aggregate satisfaction rates of L&D and IT staff on how well and timely the vendor responds to maintenance and enhancement requests
119. **Post-Sales Support:** Aggregate satisfaction rates of L&D staff on how well the vendor handles and meets post-sales requests and services
120. **Senior Executive Satisfaction Rates:** Aggregate satisfaction rates of director-level executives and above with the quality of the vendor's product and/or service
121. **Global Reach:** Extent to which the vendor provides 24X7 global support
122. **Vendor Knowledge of Product:** Degree to which vendor personnel are knowledgeable about their products and services
123. **Value of Gratis Service:** Estimated dollar value of vendor services "over and above" normal requirements that are provided at no incremental cost to the customer
124. **Quality of Vendor Staff:** Aggregate satisfaction rates (e.g., L&D staff, learners) on the thoroughness and independence with which vendor personnel conduct their duties
125. **Vendor Knowledge of Customer:** Degree to which the vendor is knowledgeable of customer needs and requirements
126. **Invoice Accuracy:** Number of error-free invoices as a percentage of the total number of submitted invoices within a predetermined time period
127. **Continuous Improvement Plans:** Degree to which the vendor provides documented plans for continuously improving current services rendered
128. **Frequency and Value of Cost-Savings Ideas:** Number of times the vendor presents cost-savings ideas on a proactive basis; number of implemented vendor-provided cost-savings ideas
129. **Financial Stability:** Degree to which the vendor's financial situation is stable according to industry analysts
130. **Cost Trends:** Degree to which the vendor's cost structure trends more or less in the same direction as that of its competitors
131. **Timeliness of Delivery:** Number of products and services delivered within the agreed-upon time frame as a percentage of the total number of deliveries
132. **Individual Customer Complaint Ratio:** Number of documented complaints versus the total number of products and services delivered within a given time period
133. **Compliance with Quality Assurance Measures:** Degree to which the vendor complies with agreed-upon quality assurance measures as indicated in the contract and/or service-level agreement
134. **Vendor Savings Sharing:** Frequency and willingness with which the vendor shares cost savings (achieved through process digitization, lower-cost suppliers, etc.) with the customer
135. **Certification:** Number of quality-related certifications (e.g., ISO 9000) the vendor has earned within a given time period

L&D Non-Program Metrics Inventory (Continued)

INTERNAL LABOR MARKET

Internal Labor Market Fluidity

136. **Lateral Mobility:** Percentage of employee moves that are hierarchically lateral
137. **Cross-Business Unit Mobility**: Percentage of employee moves that cut across business units
138. **Cross-Functional Mobility**: Percentage of employee moves that cut across functional units
139. **International Mobility:** Percentage of employee moves that cut across geographic boundaries
140. **Upward Mobility:** Number of promotions as a percentage of all employee moves
141. **Downward Mobility:** Number of demotions as a percentage of all employee moves
142. **Promotion Speed:** Average time spent in a position before promotion
143. **Internal Placements:** Number of internal hires as a percentage of total hires
144. **HIPO Churn:** Rate of internal movement of high-potential employees
145. **Promotions Ratio**: Percentage of employees promoted within the last 12 months
146. **External Recruitment Rate:** Number of external hires as a percentage of total positions filled
147. **Internal Recruitment Rate:** Number of internal hires as a percentage of total positions filled
148. **Internal/External Recruitment Ratio:** Number of internal hires versus number of external hires
149. **Time-to-Fill:** Average number of days to fill positions with internal hires
150. **"Blocker" Costs:** Percentage of critical jobs/roles occupied by poor performers
151. **"Blocker" Reach:** Percentage of managerial positions occupied by poor performers
152. **Revitalization Ratio:** Percentage of top-performing employees hired within the past year
153. **"Bad" Manager Redeployment:** Percentage of underperforming managers redeployed to non-managerial roles or removed from the organization

Supply and Demand Diagnostics

154. **Demand Plan:** Breakdown of number, type, skills, and capabilities of employees needed to fulfill corporate objectives
155. **Threshold Performance:** Percentage of employees who demonstrate the core skill/capability requirements of their roles
156. **Supply Analysis:** Viability of workforce skills and local labor supplies
157. **Local Skill Supply:** Skills and capabilities of local labor supply measured against future organizational needs
158. **Aggregate Workforce Capabilities Gap:** Aggregate gap between needed and available skills and capabilities
159. **Skills Coverage:** Average number of employees per identified skill
160. **Skills Coverage Deficits:** Percentage of jobs with inadequate skills coverage
161. **Employee Certification:** Percentage of employees with up-to-date certification for their jobs/fields
162. **Advanced Degree Prevalence:** Percentage of employees with advanced degrees
163. **Résumé Inventory Participation:** Percentage of employees with accurate, up-to-date résumés stored in an enterprise-wide database
164. **Skill Inventory Participation:** Percentage of employees with accurate, up-to-date skill inventories stored in an enterprise-wide database
165. **Interest Inventory Participation:** Percentage of employees with accurate, up-to-date interest inventories stored in an enterprise-wide database

L&D Non-Program Metrics Inventory (Continued)

ORGANIZATIONAL EFFECTIVENESS

General

166. **Performance-Appraisal Prevalence:** Percentage of employees who received annual performance appraisals
167. **Formal Performance-Review Prevalence:** Percentage of employees who received formal performance reviews
168. **Formal Performance-Review Discussion Emphasis**: Breakdown of time spent discussing goals, strengths, development areas, action plans, etc. during formal performance reviews
169. **IDP Prevalence:** Percentage of employees who maintain formal, documented IDPs
170. **IDP Achievement:** Percentage of employees with IDPs who achieved their stated performance objectives
171. **IDP Quality:** Aggregate satisfaction rates of employees with the quality of their IDPs
172. **Development-Conversation Quality:** Aggregate satisfaction rates of employees with the quality of their development conversations
173. **Progress Against IDP Goals:** Breakdown of progress (e.g., fail, met, exceeded, far exceeded) toward IDP goals
174. **Action Prevalence:** Percentage of employees whose IDPs outline specific next steps and available resources to address development areas
175. **Competency Attainment:** Breakdown of competency achievement by "basic" and "advanced"
176. **Manager "Turnarounds":** Percentage of underperforming managers who achieved acceptable levels of performance at the next review cycle
177. **Employee "Turnarounds":** Percentage of underperforming employees who achieved acceptable levels of performance at the next review cycle
178. **Employee "Downgrades":** Percentage of employees who received performance "downgrades" during their formal reviews
179. **Self-Review Rate:** Percentage of employees who provided input into their own formal performance reviews
180. **Peer Reviews**: Percentage of employees who received peer input in their formal performance reviews
181. **Customer Reviews:** Percentage of employees who received customer input in their formal performance reviews
182. **Informal Feedback Prevalence:** Percentage of employee who received informal performance feedback from their direct managers
183. **Informal Feedback Intensity:** Average number of times employees receive informal feedback from their direct managers
184. **Manager-Led Development Quality:** Average people-development ratings of manager population by segment (e.g., first-line, middle managers, etc.)
185. **Quality of Manager Feedback:** Aggregate satisfaction rates of employees with the quality of manager input in development planning process
186. **Breakdown of Quality of Manager Collaboration:** Breakdown of quality of manager collaboration by each phase of performance management cycle
187. **Development Goal Transparency:** Percentage of managers who are knowledgeable about the development goals of their direct reports

Onboarding and Ramp-Up

188. **Time-to-Full-Productivity/Competence:** Average time required to bring new hires to full productivity/competence
189. **New-Hire Performance:** Percentage of new hires at acceptable performance levels after six months
190. **New-Hire Failures:** Percentage of new hires terminated involuntarily within six months of their start date
191. **New-Hire Performance Gaps:** Ranked list of performance gaps of new hires
192. **New-Hire Mentor Prevalence:** Percentage of new hires assigned peer advisors to assist them with onboarding and acculturation
193. **Shadowing and Rotational Opportunities:** Percentage of new hires with opportunities to shadow their peers or rotate across different positions
194. **New-Hire Senior Executive Exposure:** Percentage of new hires introduced to key individuals through orientation sessions
195. **New-Hire Job Satisfaction:** Percentage of new hires satisfied with their current positions after six months
196. **Orientation-Training Compliance:** Percentage of new hires who complied with mandatory orientation training
197. **Orientation-Training Hours:** Average time devoted by new hires to orientation training
198. **"Duty Free" Training:** Average time new hires have to devote to learning and development
199. **New-Hire "Agility":** Percentage of new hires deemed capable of adapting to new roles and responsibilities

Organizational Role Analysis

200. **Management Staffing Ratio/Span of Control:** Number of non-management FTEs versus management FTEs
201. **Critical Organizational Roles:** Inventory of roles most important to organizational performance
202. **Critical Functional Areas:** Inventory of specific functional areas most important to organizational performance
203. **Team Prevalence:** Percentage of employees working in teams
204. **Customer Contact:** Average time spent with customers per employee
205. **Frontroom/Backroom Ratio:** Percentage of employees in customer-facing positions

Incentive Alignment

206. **Development Incentives:** Percentage of managerial pay based on performance as people developers
207. **Performance-Based Pay Prevalence:** Percentage of employees whose pay is performance-contingent
208. **Performance-Based Pay Differentials:** Compensation of top performers versus compensation of average and low performers

Proxies of Workforce Quality

209. **External Talent Recognition**: Number of external awards and invited lectures
210. **Patent Ratio:** Number of patents per professional staff
211. **Customer-Centrism:** Percentage of employees capable of articulating an accurate description of how customers use the company's products and/or services
212. **Idea Implementation Ratio:** Percentage of employee suggestions/ideas implemented/funded
213. **Mission/Vision Awareness:** Percentage of employees who fully understand the organization's mission/vision
214. **External Publications:** Number of publications produced by professional staff

L&D Non-Program Metrics Inventory (Continued)

INTERNAL CUSTOMER SERVICE

General

215. **General Employee Satisfaction:** Overall satisfaction rates of employees with overall L&D solutions and services
216. **Key Customer Satisfaction:** Overall satisfaction rates of major L&D stakeholders (e.g., senior executives, project sponsors) with L&D functional performance
217. **L&D Value Delivery:** Overall satisfaction rates of major L&D stakeholders with L&D staff's ability to create value at a reasonable cost
218. **Accessibility of L&D Solutions:** Percentage of employees who "strongly agree" and "agree" that they have full access to multiple and diverse L&D solutions
219. **Cross-Border Satisfaction:** Overall satisfaction rates of major L&D stakeholders by geographic area with L&D functional performance
220. **Cultural Adaptation:** Overall satisfaction rates of major international stakeholders on cultural adaptability of L&D offerings
221. **L&D Solution Diversity:** Overall satisfaction rates of major L&D stakeholders with diversity of L&D offerings
222. **Cross-Border Availability of L&D Solutions:** Overall satisfaction rates of major international stakeholders on availability of L&D offerings
223. **Internal Customer Responsiveness:** Average time to respond to internal customer inquiries
224. **"Burning Issue" Resolution:** Average resolution time for the most urgent customer priorities
225. **Time-to-Resolution:** Average time to resolve internal customer requests, trouble tickets, and complaints
226. **Customer Utilization:** Breakdown of L&D expenses across business units and functional areas
227. **Fee-Based L&D Services:** Percentage of L&D solutions and services offered on a fee-for-service basis
228. **Employee Perception:** Percentage of employees who view L&D as a contributor to organizational performance and productivity
229. **Customer Value Stories:** Number of new customer value stories/anecdotal evidence demonstrating the contribution of the L&D function to line/organizational objectives within a predetermined time period

Needs/Objectives Alignment

230. **Objective "Hit" Rate:** Percentage of L&D offerings aligned to top annual objectives (either of the organization, line partners, regions, etc.)
231. **Curriculum Alignment:** Aggregate employee satisfaction rates with the overall alignment of L&D solutions to their specific needs
232. **Proactive L&D Solution Development:** Overall satisfaction with the ability of L&D staff to proactively address line needs
233. **Forecasting Skills:** Overall satisfaction with the ability of L&D staff to anticipate future line needs
234. **Learning Transfer and Reinforcement:** Overall satisfaction with the ability of L&D staff to create plans for learning transfer and reinforcement
235. **L&D Solution Customization:** Overall satisfaction with the ability of L&D staff to customize L&D solutions to meet line needs
236. **Individual Learner Customization:** Overall satisfaction with the ability of L&D staff to customize L&D solutions to satisfy individual learner preferences

Quality of L&D Staff and Senior Management

237. **L&D Partnering Efforts:** Overall satisfaction with the ability of L&D staff to partner with line managers
238. **Relationship-Building Skills (L&D Staff):** Overall satisfaction with the ability of L&D staff to build and maintain relationships with line partners
239. **Relationship-Building Skills (Senior Management):** Overall satisfaction with the ability of senior L&D staff to build and maintain relationships with other senior executives
240. **Clarity of Vision:** Overall satisfaction with the ability of L&D staff to communicate the function's objectives

Feedback/Evaluation Systems

241. **Measurement Acumen:** Overall satisfaction with the ability of L&D staff to measure the effectiveness of strategic L&D solutions
242. **Solicitation of Line Feedback:** Overall satisfaction with the ability of L&D staff to solicit feedback from employees and line partners on the quality of L&D solutions
243. **Integration of Line Feedback:** Overall satisfaction with the ability of L&D staff to incorporate employee and line partner feedback into L&D solutions
244. **Post-Course Evaluation Quality:** Overall satisfaction with post-course evaluation processes

L&D Non-Program Metrics Inventory (Continued)

LEADERSHIP AND SUCCESSION PLANNING

Health and Strength of HIPO/Leadership Pool

245. **HIPO/Senior-Executive Development Needs**: Rank-ordered inventory of most significant HIPO/senior-executive development needs
246. **High Performer/Underperformer Ratio:** Number of HIPOs/senior executives with satisfactory and above performance ratings versus number of HIPOs/senior executives with below satisfactory performance ratings
247. **Managerial Bench Strength:** Percentage of managerial positions with identified successors
248. **Succession Pool Growth:** Percentage change in size of HIPO/leadership pool
249. **Promotability Profile:** Percentage of HIPOs/senior executives promoted during most recent promotion cycle
250. **Lateral Moves:** Percentage of HIPOs/senior executives who have made cross-business unit or functional area moves
251. **International Moves:** Percentage of HIPOs/senior executives with international assignments/rotations
252. **External Hire Rate:** Number of HIPOs/senior executives hired externally as a percentage of total HIPO/leadership bench
253. **Turnover Risk:** Number of HIPOs/senior executives considered "at risk" of leaving the organization as a percentage of total HIPO/leadership bench
254. **Derailment Risk:** Number of HIPOs/senior executives within key leadership transitions "at risk" of career derailment
255. **Career "Stall" Rate:** Number of HIPOs/senior executives who have remained in the same position over a predetermined time period (e.g., average time the HIPO/leadership bench spent in that position)
256. **Voluntary Turnover Rate:** Number of HIPOs/senior executives who voluntarily left the organization as a percentage of total HIPO/leadership bench
257. **Involuntary Attrition Rate:** Number of HIPOs/senior executives who involuntarily left the organization as a percentage of total HIPO/leadership bench
258. **Breakdown of Attrition Mix:** Percentage breakdown of HIPOs/senior executives that left the organization by their performance review scores, tenure, etc.
259. **Succession Pipeline Adequacy**: Percentage of leadership positions with at least 2 internal candidates "ready" to take their place
260. **Succession "Soft Spots"**: Percentage of leadership positions with 1 or 0 internal candidates "ready" to take their place
261. **Succession "Hit Rate":** Number of individuals designated as successors who were promoted into the position for which they were slotted
262. **Successor "Readiness Confidence"**: Percentage of senior executives, who feel confident that designated successors are "ready" for the positions for which they are slotted
263. **External Approval Ratings:** External approval ratings for CEOs and senior executives (e.g. Forbes' CEO Approval Ratings)
264. **Engagement Level:** Aggregate satisfaction ratings of HIPOs/senior executives culled from voice of the customer and employee engagement surveys
265. **Bench Diversity**: Percentage of HIPOs/senior executives who are women and minorities
266. **Minority Turnover Rate:** Percentage of women and minorities within the leadership bench who have voluntarily and involuntarily left the organization
267. **Minority Mobility Rate:** Percentage of women and minorities within the leadership bench who have been assigned development moves (promotions, lateral moves, international assignments, etc.)
268. **Executive Coaching Prevalence:** Percentage of HIPOs/senior executives with formal coaching relationships

L&D Non-Program Metrics Inventory (Continued)

KNOWLEDGE MANAGEMENT

Cost-Benefit Metrics

269. **Knowledge-Management Investment:** Percentage of total revenues spent on knowledge-management initiatives
270. **Knowledge Management-L&D Budget Allocation:** Percentage of L&D spend spent on knowledge-management initiatives
271. **Savings-Costs Ratio**: Ratio of knowledge-generated savings versus knowledge-maintenance costs
272. **New-Revenue Generation:** New revenue generated by knowledge or knowledge-enabled products
273. **Revenue Impact per Employee:** Increase in revenue per knowledge-enabled employee
274. **Search Costs:** Time spent by staff looking for relevant information
275. **"Reinvention" Costs:** Time spent by staff to reinvent material previously created (e.g., designs, proposals, reports, presentations)
276. **Customer Loss:** Customers lost as a result of incorrect or insufficient information

Knowledge Digitization and Accessibility

277. **Codified Firm-Knowledge**: Percentage of firm knowledge codified on intranet
278. **Searchable Codified-Knowledge:** Percentage of codified knowledge that is searchable
279. **Intranet-Accessible Content:** Percentage of information needed that employees can find on the intranet
280. **Content "Freshness" Rate:** Percentage of information on intranet that is less than one year old
281. **Content-Revalidation Rate:** Percentage of material older than one year that has been revalidated

Knowledge Efficiency and Reuse

282. **Best-Practice Implementation Time:** Average time required to implement a best practice
283. **Best-Practice Application Intensity:** Number of best practices replicated

Digital Penetration

284. **Number of Intranet Hits:** Total number of intranet hits per time period
285. **Number of Intranet Contributions:** Total number of intranet contributions per time period
286. **Number of Unique Contributors:** Total number of unique intranet contributors per time period
287. **Number of Intranet Resources**: Total number of intranet resources (subdivided by document type)
288. **Number of Downloaded Resources:** Total number of intranet downloads per time period
289. **Top Intranet Resources:** Rank-ordered list of most often downloaded intranet resources

Community Contributions

290. **Community-Resource Contributions:** Total number of resources contributed by specific user communities per time period
291. **Number of Community Downloads:** Number of downloads per user community per time period

Individual Knowledge-Sharing Behavior

292. **Individual-Resource Contributions**: Average number of resources contributed per time period by an individual employee
293. **Individual Best-Practices Shared:** Average number of best practices shared per time period by an individual employee
294. **Contributed-Resource Utilization:** Percentage of best-practices shared that have been partially or completely implemented
295. **Contributed-Resource Citations**: Number of citations of contributed resource in other employees' work

Technical Performance

296. **Intranet "Uptime":** Intranet availability
297. **Content Search Time:** Search response time
298. **Search Relevance:** Percentage of returned hits that are relevant

DEVELOPMENT CULTURE

299. **Culture of Learning and Growth:** Percentage of employees who "strongly agree" and "agree" that their organization maintains a culture of learning and growth
300. **Individual Learning Support:** Percentage of employees who "strongly agree" and "agree" that they are encouraged to develop
301. **Passion for Learning:** Percentage of employees who "strongly agree" and "agree" that they are passionate about learning
302. **Leaders as Teachers:** Percentage of managers that teach in formal training sessions
303. **Volunteer Instructor/Employee Ratio:** Number of employees that voluntarily deliver training sessions as a percentage of total population
304. **Volunteer Instructor/Instructor Ratio:** Number of training sessions delivered by volunteer instructors versus number of training sessions delivered by instructors
305. **Volunteer Instructor/Vendor Ratio:** Number of training sessions delivered by volunteer instructors versus number of training sessions delivered by vendors
306. **"Repeat" Volunteer Instructors:** Percentage of volunteer instructors who teach at least one course for more than one year
307. **Mentor Prevalence:** Percentage of employees with formally established mentoring (or reverse mentoring) relationships

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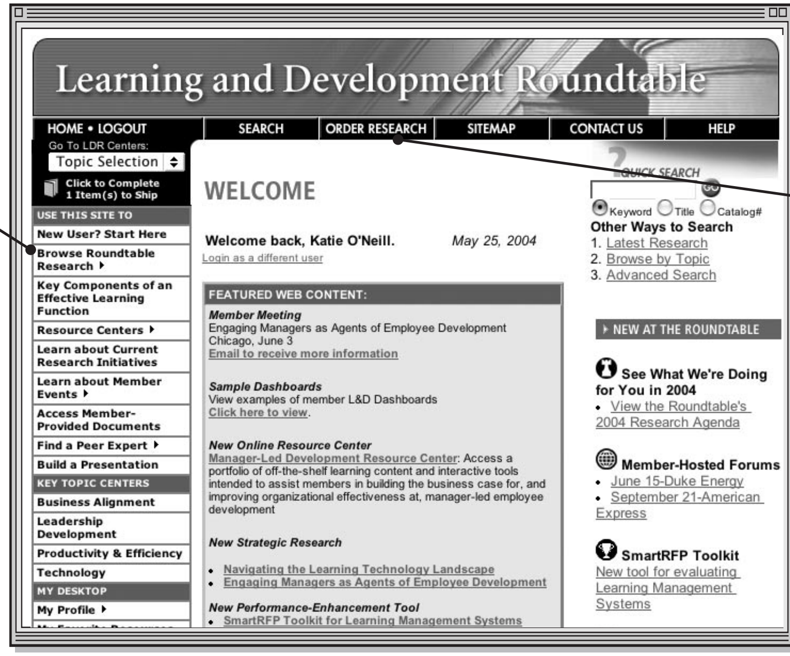

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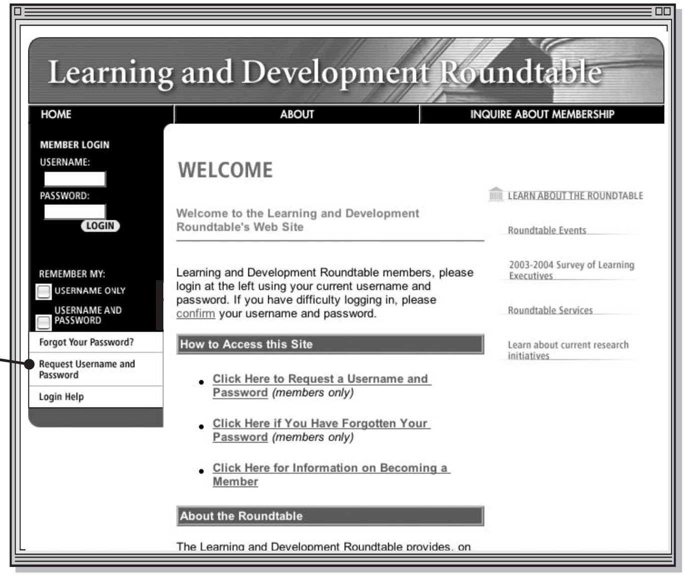

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