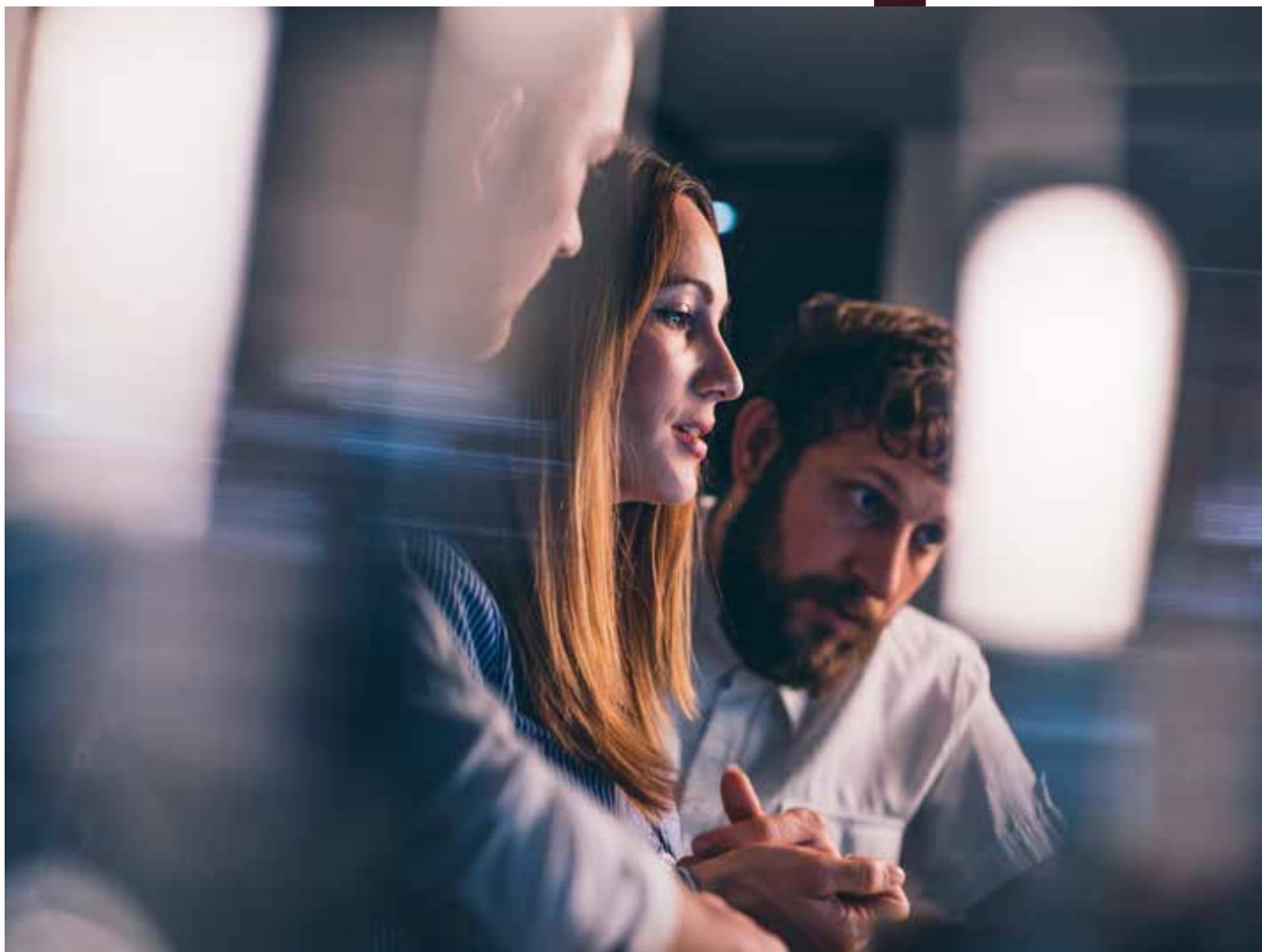




Learning Impacts *by Design*

**Steering and measuring the impact of
training to support transformation**

The Cegos Group at a glance

Global presence:

France, Germany, Spain, Italy, Netherlands, Portugal, United Kingdom, Switzerland, China, Singapore, Indonesia, Malaysia, Brazil, Chile, Colombia, Mexico, Peru, United States.

Cutting-edge training in many areas

- Management and Leadership
- Sales and Customer Relations
- Project Management
- Professional and Personal Efficiency
- AI and Digital
- Marketing and Communication
- Information Systems
- Sustainable Development and CSR
- Finance
- Purchasing
- Human Resources
- Training...

Active in more than
50
countries through a network
of partners and distributors

1,500
employees and
3,000+
partner consultants

4,000+
pieces of digital content
in over
30
languages

250,000+
people trained each year
worldwide and

1M
users of our
Digital Content

€250M
in turnover

20,000
corporate customers

2.5M
of connected learners
on Cegos LearningHub

In an environment shaped by complex, fast-moving transformations that are often difficult to anticipate, practices, business functions and ways of collaborating are being redefined. These changes are disrupting the skills landscape.

In 2025, the World Economic Forum's Future of Jobs report revealed that disruption in the labour market will affect 22% of jobs by 2030, driven by technological advances, the green transition and demographic shifts. Almost 40% of the skills required in the labour market will need to be updated, with technical skills (hard skills) becoming obsolete at an ever-faster pace, and behavioural skills (soft skills) becoming increasingly enduring.

Against this backdrop, skills development has become a strategic and competitive priority for organisations. Indeed, 63% of employers identify the shortage of key skills as the main barrier to their transformation.

In this context, Learning & Development departments now play a central role in organisations' strategies. In 2026, the Cegos Transformations, Skills and Learning international barometer confirms this shift, with 65% of HR Directors prioritising upskilling over external recruitment.

The role of L&D departments is evolving: they now need to build a genuine learning ecosystem that supports just-in-time skills development, as closely aligned as possible with business needs.

They therefore face a significant challenge: **how can they measure and provide tangible evidence of the impact of training initiatives?**

To address this challenge, they face three key difficulties:

- ⌚ **Once training has ended, it is difficult to re-engage learners and managers in assessing its impact.**
- ⌚ **Data is hard to access and rarely structured.**
- ⌚ **Performance is multifactorial: the impact of the training programme on performance is difficult to isolate and therefore difficult to prove.**

This is the challenge addressed by the Learning Impacts *by Design* approach, developed by Cegos and presented in this white paper.

- ⌚ It helps Learning & Development teams structure impact measurement.
- ⌚ It is positioned at the crossroads of Learning (neuroscience, learnability, training programme assessment), Design (Learner Experience Design, Design Thinking, Systemic design, Design fiction, Transformative design) and Data-driven approaches.
- ⌚ It enables organisations to move beyond a purely pedagogical view of training and turn it into a driver of transformation and performance.

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Impact measurement in training: a little history



Understanding the Kirkpatrick model

In 1959, Donald Kirkpatrick formalised a four-level model for training evaluation. For decades, this model shaped training evaluation practices. It provided a framework that linked the learner experience to business outcomes.

The Kirkpatrick model is based on **four complementary** levels of evaluation:

- 1 Reaction**
Measures participants' immediate satisfaction with the training (perception, engagement, perceived usefulness).
- 2 Learning**
Assesses the knowledge acquired and the skills targeted at the end of the training.
- 3 Behaviour**
Analyses the effective implementation of what has been learned in the workplace.
- 4 Results**
Measures the impact of training on individual and collective performance, and more broadly on the organisation's results. Compares stakeholders' return on expectations (ROE) (project sponsors, managers, learners and business teams) with performance indicators and strategic objectives.

1950s

The emergence of the Kirkpatrick model

In the context of post-war reconstruction, the first studies on training evaluation began to emerge.

In 1959, Kirkpatrick formalised his four-level model, which is still widely used today.

1970s

Vocational training becomes a structured priority

Some countries, such as France with the 1971 Delors Law, made it compulsory for companies to fund training.

Training was structured around a logic of regulatory compliance and job-related qualifications.

1980s

The emergence of individualised paths

The 70-20-10 model, which states that 70% of the learning process takes place through workplace experience, 20% through peers and 10% through formal training, transformed the vision of training.

Learning effectiveness now depends more on adapting paths to needs, practices and target audiences.

1990s

Learning effectiveness, a matter of learning design

Design thinking and work on skills had a lasting influence on training.

ROI (Return on Investment) approaches emerged with Jack Phillips, who expanded on the Kirkpatrick model.

2000s

Skills transfer becomes central

Blended learning and LMS made learning data usable. The focus shifted towards the real-world application of learning in the workplace and skills transfer.

2010s

From ROI to return on expectations (ROE)

MOOCs, mobile learning and on-the-job training brought training closer to real work. ROE gradually complemented ROI as a way of measuring the results expected by stakeholders.

2020s

Learning & Development, a strategic partner.

Covid has accelerated remote learning, while AI is transforming impact measurement. Skills have become strategic. L&D departments are now expected to demonstrate their contribution to performance. Indicators such as *Time to competency* or *Time to business* are emerging.

The Cegos convictions guiding the approach

1

Impact is not only measured, it is designed.

It is a mistake to wait until the end of a learning programme to evaluate its effectiveness. The conditions for impact must be considered from the design stage: expected behaviours, application situations, manager's role, follow-up mechanisms and monitoring tools.

2

Too often, we still measure what is easy, not what is useful.

The data available is not always the right data. Measuring impact means defining the right indicators upstream, even when they are more difficult to collect.

3

Measuring satisfaction does not help drive performance.

A programme may be appreciated without producing any real transformation. A satisfied employee is not necessarily a more effective employee. Continuing to overvalue these indicators maintains an illusion of effectiveness.

4

The main challenge of training is transfer, not just learning.

What employees know how to do is not enough. What matters is what they actually do in their day-to-day work. There is no impact without implementation in the field.

5

Training only creates value when its contribution to performance is clear and visible.

If training does not demonstrate its effect on business, it remains perceived as a cost. When it is connected to clear operational priorities, it becomes a strategic lever.

6

In most cases, training ROI is not necessarily a good idea.

Trying to translate everything into financial returns often leads to complex calculations that are difficult to use. Indeed, it is difficult to isolate the impact of training on performance and then infer its financial return. However, for decades, this model shaped training evaluation practices and provided a framework by linking the learner experience to business outcomes.



The **Learning Impacts by Design** approach provides a structured framework for upgrading Learning & Development practices.

It encourages organisations to embed impact measurement at the heart of training projects, not as an additional constraint, but from the design stage, as a lever for creating a more direct link between training, transformation and performance.

The **Learning Impacts by Design** approach means:



Embodying a mindset at the crossroads of Learning, Design and Data.



Developing a systemic view of a training offer or project through **4 impact dimensions**:

1. Project Quality impacts
2. Skills impacts
3. Business impacts
4. Societal and Environmental impacts



Embedding impact measurement in day-to-day practices, in the project flow, from design through to the end of training deployment... and even beyond.



A mindset at the crossroads of Learning, Design and Data

The Learning Impacts *by Design* mindset is inspired by both designers and data engineers/analysts to enable data-driven impact measurement that takes into account the perspectives of all stakeholders (learners, managers, business departments, etc).



Creative and innovative

Impact measurement helps explore new ways to improve a training programme or project.



Collaborative

Operational departments, the Learning & Development department and learners work together to define all the indicators, the data to be collected and the monitoring of impact measurement. They are jointly responsible for the project's impacts.



Iterative

The measurement system is built in short cycles with data collection, testing and adjustment phases.



User-centric

Data serves the impact experienced by learners and the organisation.



Visionary and narrative

Figures alone are not enough to convince: behind every figure is a story that brings the data to life, makes the results easier to understand, and facilitates decision-making.



Critical

Critical thinking means questioning the quality of data, measurement bias and the relevance of indicators.



4 impact dimensions for a systemic view

The Learning Impacts *by Design* approach is built around four complementary impact dimensions. It provides a holistic view of the training programme, positioning it as a lever at the service of the organisation's operational and strategic priorities.

1 Project quality impacts

The **Project quality Impacts** dimension includes reaction evaluation, in the sense of Kirkpatrick's Level 1, while also measuring the quality and effectiveness of the programme's deployment. It checks whether the proposed experience is perceived as relevant, useful and engaging for learners, and whether the programme is truly accessible, clear, monitored and managed under good conditions.

This dimension is essential, as it provides valuable insights into the experience, participant buy-in and the fluidity of the learning path.

🕒 Examples of KPIs:

Recommendation rate, learner NPS, occupancy rate for synchronous sessions, participation rate, digital resource completion rate, dropout rate, level of engagement in the learning journey.

2 Skills impacts

The **Skills Impacts** dimension corresponds to Kirkpatrick Level 2. It measures learners' skills development: knowledge acquisition, development of know-how, development of behavioural skills, as well as confidence, engagement and intention to apply what they have learned in the workplace.

This dimension therefore answers an essential question: have learners actually acquired what the training programme set out to achieve and do they feel able to apply it in their professional activity?

🕒 Examples of KPIs:

Learned skills validation rate, progress in skills level, before/after score, assessment pass rate, self-assessed level of proficiency, perceived level of confidence in applying what has been learned, stated intention to put learning into practice.

3

Business impacts

The **Business Impacts** dimension measures the real transfer of the skills targeted by the training programme into professional practices and their effects on performance. The aim is to identify new or reinforced behaviours that are repeated in the workplace.

It combines Kirkpatrick Level 3, focused on observable behaviours, and Level 4, focused on organisational outcomes. **In practical terms, it involves identifying both KBIs — Key Behaviour Indicators, which translate the target skill into individual behaviours that are observable and repeated in the field, and business KPIs, which can be measured at the level of the organisation.**

KBIs (Key Behaviour Indicators) make it possible to observe changes in individual behaviours. For example, for the skill "receiving feedback", the expected behaviours may be worded as follows:

- 🕒 Listens to the feedback in full without interrupting.
- 🕒 Asks clarification questions to better understand the feedback received.
- 🕒 Reformulates the lessons learned from the feedback.
- 🕒 At the end of the discussion, identifies at least one concrete action point to implement.

Business KPIs make it possible to measure the effects of these changes at the level of the organisation. Depending on the theme of the training programme, they may concern, for example:

- 🕒 Progress in sales for a sales training programme.
- 🕒 Progress in employee engagement survey results for training on change in management culture.
- 🕒 Progress in the time required to complete a task, improvement in the lead time for a procedure for technical training.
- 🕒 Progress in incidents or accidents for Safety training.

4

Societal and environmental impacts

This dimension completes the Kirkpatrick levels. It takes into account the broader effects that are increasingly interesting for organisations: employability, attractiveness, inclusion, equitable access to learning paths, sustainability of career paths and the environmental footprint of the chosen methods.

🕒 Examples of KPIs:

Equitable access to learning paths (e.g. gender, age, qualifications); short-term absenteeism rates, internal mobility rate before and after training, number of future skills identified by the World Economic Forum covered by the training programme, carbon footprint of a training project.



Among the clients supported by Cegos, Aston Martin demonstrates a pragmatic, context-specific approach to evaluation. Here, Natalie Cox, Learning and Development Manager at Aston Martin, shares her perspective on how to connect Learning KPIs and Business KPIs, and on the precautions needed to interpret training programme results effectively.



Examples of measurement techniques and tools by dimension

Project Quality impacts - Immediate post-training questionnaires, - Satisfaction surveys, - Observation during deployment, - LMS data monitoring, - Dashboards, - Analysis of participation and completion rates - Monitoring of pain points, - Monthly analysis by the Steering Committee.	Business impacts - Questionnaires and self-assessments among learners and/or managers, a few weeks or months after training, - Managerial observations and observations on the ground, - Cross-analysis with data from business tools, such as CRM, production tools, ticketing platforms, - Quality, safety or conformity indicators, - Integration of a question in conjunction with the training programme in annual or professional interviews.
Skills impacts - Pre- and post-training positioning tests, - Learning validation questionnaires, - Certification, badge, - Evidence portfolio assessed by a panel.	Societal and environmental impacts - Analysis of HR data, such as: - mobility rate, - absenteeism before and after the training programme, - carbon footprint analysis.



Measuring training impact is not simply about justifying financial investment. The priority is to identify whether the programmes deployed genuinely contribute to the company's priorities (safety, compliance, employee experience, managerial quality, operational performance), by combining Business KPIs and Learning KPIs.

We define the impact measurement approach for each department concerned.

For manufacturing programmes, certain operational indicators - incidents, accidents, downtime, quality defects - can be monitored. The link between changes in these KPIs and the training programme delivered may be relatively easy to establish, even though they never depend solely on training.

For sales programmes, the analysis is more complex: sales results are strongly influenced by external factors such as economic climate, geopolitical tensions and market constraints. Sales KPIs are still analysed, but interpreting them is less straightforward.

This distinction highlights one essential rule: Business KPIs must always be interpreted in context. Otherwise, impact measurement may attribute results to the training programme that it can neither produce nor fully control.

Natalie Cox,
Learning and development manager



ASTON MARTIN



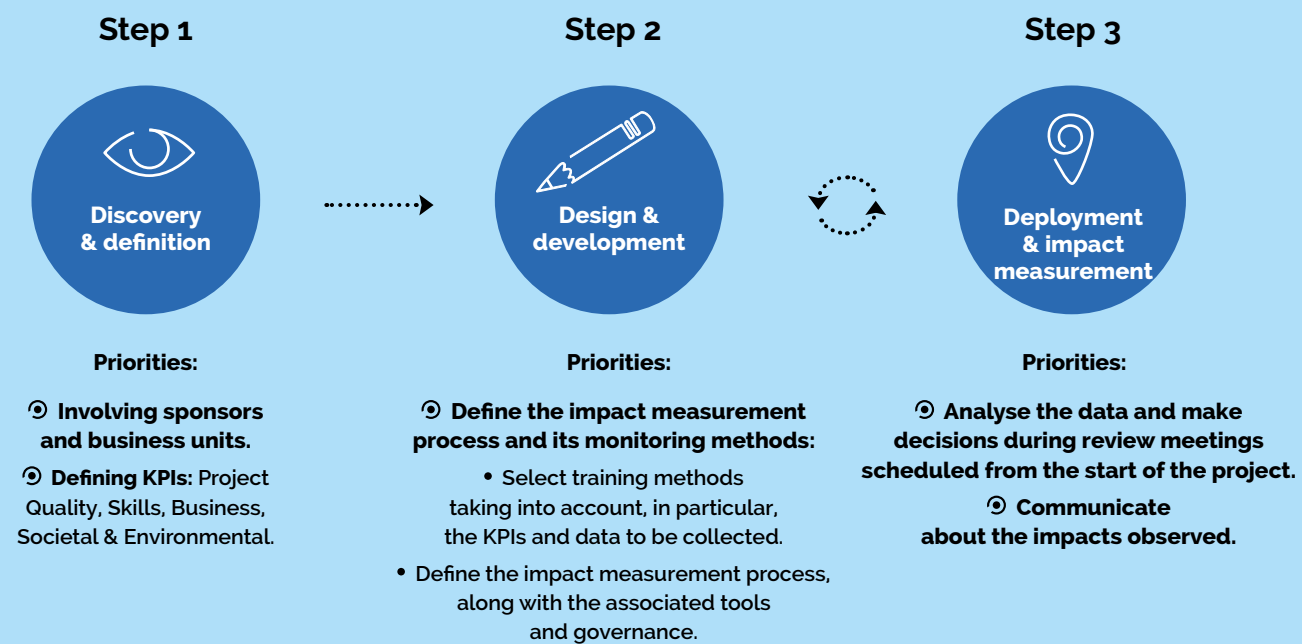


Integrating impact measurement in day-to-day practices

The Learning Impacts *by Design* approach is a method embedded in the flow of the training project.

It is broken down into **three standard stages** of project management:

- ② Discovery & definition
- ② Design & development
- ② Deployment & impact measurement.



Step 1:
Discovery & definition to create
the conditions for impact

This step is essential for scoping the project. Its purpose is to identify the business priority the training programme should address, understand this priority from the learners' perspective (using tools such as personas or empathy maps), and translate it into concrete, contextualised and measurable objectives.

L&D and business functions jointly define the indicators to be monitored as well as the associated data collection methods. Impact measurement then becomes a shared responsibility.



I would not venture to commit to a training programme ROI with my operational departments. I prefer to make business functions accountable by working with them to select relevant KPIs for which the data is easy to collect and process.

Mathieu Brugière,
L&D Director Edenred



Questions to ask:



What business issue are we really trying to solve?

✓ Behind the training request, what strategic and operational priorities does it address (performance, transformation, etc.)?



Which observable behaviours need to change to generate this impact?

✓ What do learners need to do differently in the workplace?



What data underpins the issue? What data will demonstrate that the project has succeeded? What data exists (or needs to be collected) to measure these changes?

✓ What data is available? What tools currently exist to measure and monitor the data?

✓ Where is the data today, who holds it, is it reliable, and how can it be measured over time?

✓ What additional data is needed? Is it easily accessible?



In practice

KPI bank: this bank is an internal Cegos tool listing more than 100 KPIs, grouped by impact dimension. It helps identify the most relevant indicators, or provides inspiration for defining new ones according to the context of the training project.

The Impacts Story canvases: this series of canvases is a guide for imagining, through a concrete narrative, the future impacts of a training programme as if it had already been delivered. It opens up discussion around a desired future, supports data narration, and translates that vision into measurable, actionable KPIs. This canvas can be used during the scoping meeting with the project team to envision the desired future and translate it into measurable impacts.

The Desired Future

Objective: Imagine the ideal future in which the training has fully produced its effects.

Year	Title of the fiction (e.g.: "2029: the year our learning culture transformed our performance.")
Description of the future: describe the ideal situation, the changes observed, the visible successes.	

Key characters

Objective: identify the stakeholders who experience and embody this future.

The learner	The manager	The project sponsor	The L&D Director
What the project offers them	What the project offers them	What the project offers them	What the project offers them

Select an image that best represents the emotion the character feels about the training project.

The desired future in action

Objective: describe the tangible and intangible signs that prove the transformation has taken place, and select the KPIs to be tracked from the available KPI bank.

Project Quality Impacts KPIs:	Skills Impacts KPIs:
Who collects the data:	Who collects the data:
Business Impacts KPIs:	Societal and Environmental Impacts KPIs:
Who collects the data:	Who collects the data:

Step 2:

Design & development: designing to measure and transform

In the Learning Impacts *by Design* approach, impact is not measured at the end, during evaluation; it is prepared from the learning path design stage, through the learning design choices made, the situations proposed, the anchoring methods used and the evidence chosen for collection.

The challenge is therefore two-fold. First, it is about choosing the training formats that maximise skills transfer in real workplace situations. Second, it is about defining the measurement and monitoring system that will make it possible to objectify and track the effects produced. The choice of the IT tool required to monitor and measure impact is addressed at this stage. Indeed, data is often scattered across organisations. Yet the ability to identify, collect and use the right data is becoming a key factor for measuring training impact.

To promote learning transfer in the field and generate tangible impact, the learning experience must include four essential components:

- 1. **A learning experience distributed over time in four phases to discover, experiment, transpose and capitalise.** Transformative design teaches us that a tipping point, where the learner moves from the initial state to the desired state, must be clearly identified and supported in order to transform their practices. Here, this tipping point appears in the "experiment" stage.
- 2. **A learning experience anchored in the learner's operational reality** with rapid application of learning, management involvement and an action plan systematically drafted during synchronous sessions.
- 3. **An individualised learning experience that enables awareness of development areas** with dedicated time for reflection (such as an initial self-assessment), and systematic feedback.
- 4. **An experience focused on action and experimentation.** The training experience must be designed as an event that generates emotion: a scripted experience staged in attractive venues.



In practice

A library of learning formats: This internal Cegos resource helps learning designers select the most appropriate learning methods and techniques based on the expected level of impact and the KPIs defined during the scoping phase. Examples of Cegos solutions include the self-assessment Profiler, the Cegos 360° feedback tool, and the AI Companion.

Learner & Impact Experience canvases: This collection of canvases helps visualize the learner's transformation journey, mapping the desired outcomes, the key stages of the learning experience, and the corresponding impact measurement methods from the learner's perspective.

Transformation in action

Objective: visualise the transformation to be achieved.

Learner A	The obstacles I need to overcome and/or the priorities I need to address	Learner A*
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do
I am/do		I am/do

The learner experience

Objective: list the stages of the learning path from the learner's point of view, and the data collection methods.

Discover	Experiment Tipping point	Transpose	Capitalise
Learning objective(s):	Learning objective(s):	Learning objective(s):	Learning objective(s):
Data to collect Project quality impacts Skills impacts Business impacts Societal and environmental impacts	Data to collect Project quality impacts Skills impacts Business impacts Societal and environmental impacts	Data to collect Project quality impacts Skills impacts Business impacts Societal and environmental impacts	Data to collect Project quality impacts Skills impacts Business impacts Societal and environmental impacts
Collection methods	Collection methods	Collection methods	Collection methods

Questions to ask:



To be able to measure results

- ✓ Which situations will make it possible to observe concretely whether learners are adopting the expected behaviours?



To maximise transfer in the field

- ✓ Which mechanisms (manager, feedback, practice, nudges, etc.) will sustainably support action and enable evidence to be captured?



To make impact measurement concrete

- ✓ Which touchpoints, tools and data? What governance? Who collects what? At what point (before, during, after training)?

Step 3:

Deployment & impact measurement to make the impact visible over the long term

During this step, the priority is to make the transformation visible.

This means analysing whether the data collected confirms the expected transformation. Indicators are not an end in themselves. They should make it possible to observe a transformation chain: a sufficiently engaging learner experience, a skill that has actually been acquired, a behaviour transferred to the workplace, and a useful effect on the business, the organisation or employees' career paths.

This implies collecting data linked to the KPIs defined in Step 1 from the start of deployment. Monitoring tools facilitate this approach by enabling measurement of gaps across all dimensions. The success of this step also depends on monitoring and communicating impacts throughout the training project.

Questions to ask:

- ?

What changes are we actually observing over time?

What does the data collected tell us? How are the business indicators progressing? If they are progressing, how is the business impact visible? Are the observed results proportionate to the programme's ambition?
- ?

What do the different data points tell us when we cross-analyse them?

Do the Learning, field transfer and performance data tell a coherent story?
- ?

How can this data be turned into useful, actionable decisions?

What needs to be adjusted: the training programme, the support, the target audiences?
- ?

What communication actions should be planned around the impact measurement results? Among executive leaders? For the managerial team? For employees? Beyond the organisation?



In practice

Data to Decision canvases: this series of canvases structures data analysis to draw clear insights and guide decision-making. It enables data to be translated into concrete actions, stakeholders to be aligned and continuous improvement to be managed using objective KPIs. This canvas can be used during a steering meeting with the project team.

Analysis objective

Objective: restate the purpose of collecting and analysing the data.

Why are we carrying out this analysis? What issue or question do we want the data to clarify?

Impact identification

Objective: identify the concrete effects produced by the actions or programmes.

Impact dimensions and indicators monitored	Objectives set during the design phase	Impacts observed	Data collected / sources of evidence
Project quality impacts Indicators monitored			
Skills impacts Indicators monitored			
Business impacts Indicators monitored			
Social & environmental impacts Indicators monitored			

Key lessons learned

Objective: identify the key lessons learned and define opportunities or alerts from them.

Observation/trend	Interpretation	Opportunity	Alert

Improvement actions

Objective: determine the actions to be taken based on the results of the impact analysis.

Decisions	Actions	Opportunity	Timeframe

And now?

The first steps to get the approach under way

One piece of advice for taking action: you do not need a perfect system to start measuring the impact of training. The priority is rather to gradually build clear governance, centralise the most useful data, select indicators aligned with business priorities and set up regular review meetings with the business stakeholders.

3 actions to get started:



Define explicit governance **by making business departments accountable** for defining, collecting and processing KPIs and measurement data.



Select the training programmes where impact measurement is necessary and where the data is easy to collect and process: not all training requires the same level of evaluation.



Monitor impacts and communicate: impact measurement only has value if it helps you choose, adjust, prioritise and improve.

Test your maturity in training impact measurement

Cegos has developed a diagnostic tool to help you assess your organisation's maturity in training impact measurement.

Receive practical recommendations to:

- ☉ Structure your approach,
- ☉ Prioritise your actions,
- ☉ And strengthen the value of your Learning solutions.



Access the diagnostic here:



Glossary

Vocabulary related to Data approaches

Data Analytics: Data Analytics refers to the methods and tools used to collect, process and interpret data in order to extract actionable insights that guide decision-making.

Data Engineering: Data Engineering is the discipline that consists of designing and operating the data architectures, pipelines and infrastructures that turn raw, scattered and heterogeneous data into reliable, structured data that can be used for analysis and decision-making.

Data Driven: Data-driven is a steering and decision-making approach in which strategic and operational choices are based on the analysis of factual data, rather than on intuition, experience alone or beliefs.

Vocabulary related to Design approaches

By Design: "By design" means that something has been intentionally "built in from the outset". Before designing a training programme, the expected impact (success indicators) is defined, and the entire programme is designed to contribute to it. Impact by design refers to the programme's design based on expected impact. The question is: what results do we want to produce, and how should the training be designed to make them possible?

Empathy map: The empathy map is a visual design thinking tool used to model the subjective experience of a user or learner by exploring what they think, feel, hear, see, say and do in a given situation, to better understand their real needs before designing a solution.

Design Thinking: Design Thinking is a human-centred creative problem-solving approach, which alternates between phases of empathy, definition, ideation, prototyping and testing to design innovative solutions rooted in users' real needs.

Design Fiction: Design Fiction is a foresight-based approach that uses design tools to make possible, desirable or undesirable futures tangible and open to discussion before they happen. It is used in innovation and strategy to explore transformation scenarios and stimulate collective reflection.

Learner Experience Design: Learner Experience Design (LXD) is an approach to learning design centred on the learner's experience - their emotions, motivation and engagement - which combines insights from design thinking, UX design and learning sciences to create learning paths that are both effective and meaningful.

Systemic Design: Systemic Design is a design approach that looks at complex problems as a whole, taking into account the interactions, interdependencies and dynamics between stakeholders, processes and environments, rather than addressing them in a fragmented way.

Transformative Design: Transformative Design is a design approach that explicitly seeks to produce deep, lasting change in individuals by placing human and collective transformation at the heart of the design intent, rather than treating it as a secondary effect.

Personas: Personas are fictional profiles that represent a group of real users or learners, built from field data (interviews, observations, analytics), that embody the typical needs, motivations, behaviours and constraints of a target audience to guide design decisions.

Vocabulary related to Learning approaches

70-20-10 model: The 70-20-10 model describes how individuals develop their skills by combining different sources of learning. It considers that 70% of learning comes from experience and action, 20% from social interactions and feedback, and 10% from formal training.

Neuroscience: Neuroscience refers to the scientific disciplines that study how the nervous system works, particularly the brain. It seeks to understand the biological mechanisms behind thoughts, emotions, memory and learning in order to shed light on human behaviour and cognitive processes.

Learning organisation: A learning organisation is an organisation capable of continuously developing the knowledge, skills and collective intelligence of its members to adapt and innovate over the long-term. Popularised by Peter Senge, this model is based on knowledge sharing, collective learning and the ability to turn experience into continuous improvement.

Skills-based organisation: a Skills-Based Organisation (SBO) is an organisation that structures talent management around employees' actual skills rather than solely around roles, qualifications or career paths. This model aims to increase agility, internal mobility and employability by aligning available skills with the organisation's changing needs.

Time to Business: time to business refers to the time needed for an action, project or employee to generate a tangible impact on business results, whether commercial, operational or financial. This indicator measures how quickly investments in transformation, training or recruitment create value for the business.

Time to Competency: time to competency refers to the time needed for a person to acquire the expected level of skill in order to be autonomous and effective in a role, assignment or use of a tool. This indicator enables organisations to assess the effectiveness of onboarding, training and upskilling initiatives.



bespoke

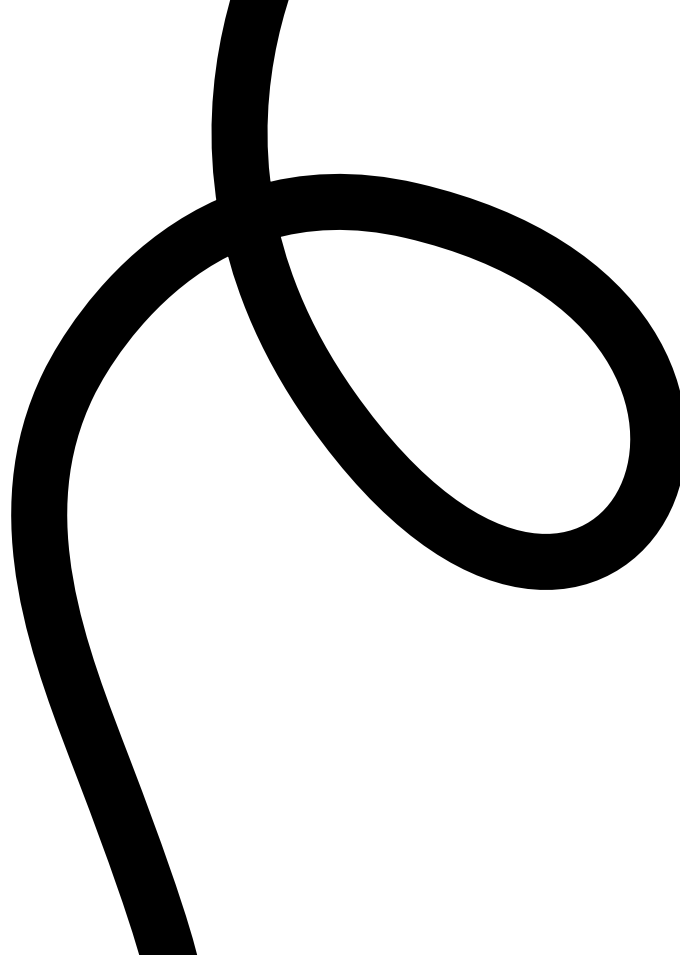
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