MEASUREMENT MATURITY MODEL (M³)
DEVELOPING AND DEPLOYING A BUSINESS-FOCUSED MEASUREMENT STRATEGY FOR LEARNING

TABLE OF CONTENTS

INTRODUCTION

THE STRUGGLE TO QUANTIFY THE BUSINESS VALUE OF LEARNING INITIATIVES

Under constant pressure from business leaders to prove the direct, bottom-line value of learning initiatives, learning professionals continue to struggle with this elusive challenge. Unable to find that seemingly impossible sweet spot, some learning organizations continue to measure participant satisfaction and other data rooted in metrics that speak the language of the learning environment, rather than the intrinsic value and impact of the learning to the organization.

To be truly useful, metrics must align with what is important to business leaders and demonstrate the value that the learning contributes to specific organizational goals. Take Return on Investment (ROI) for example. If the average direct learning expenditure per employee in the U.S. is $1200, what then is the return on this learning investment for the company? What behaviors have changed that will build pipelines, increase sales, drive innovation or reduce errors?

MOVING UP THE CHAIN FROM STATIC DATABASES TO DASHBOARDS AND PREDICTIVE ANALYTICS

With decades of organizational experience in data engineering and process management, Motorola Solutions Learning has developed the Measurement Maturity Model (M³), a learning measurement methodology that enables learning professionals to prove their value and deliver the learning initiative results business leaders seek. The methodology helps organizations understand the effectiveness of the learning, the benefit to the organization, then directly connects the learning to the resulting positive business outcome.

M³ enables learning professionals to assess where they are on the Measurement Maturity Model today, quantify their value with business metrics, and continue to grow their measurement capabilities.

CHALLENGE

LEARNING SEEN AS A COST WITHOUT A DEFINED BENEFIT

The conversations between Chief Learning Officers (CLOs) and business leaders have changed in just the past few years. Learning organizations have always contributed to the success of a business strategy when it comes to imparting needed information to employees about new processes, technology, techniques, business skills or professional development for next generation leaders. In some cases learning benefit is presumed, the cost isn't considered, and the value is assumed and intrinsic. In most cases, however, learning's contribution is seen as a cost without a well-defined benefit. That is often the result of learning professionals trying to measure whether new learning occurred without measuring the benefit of learning new things.

Learning results reporting has typically measured how good the training was from the eyes of the participants, traditionally measured at four levels.

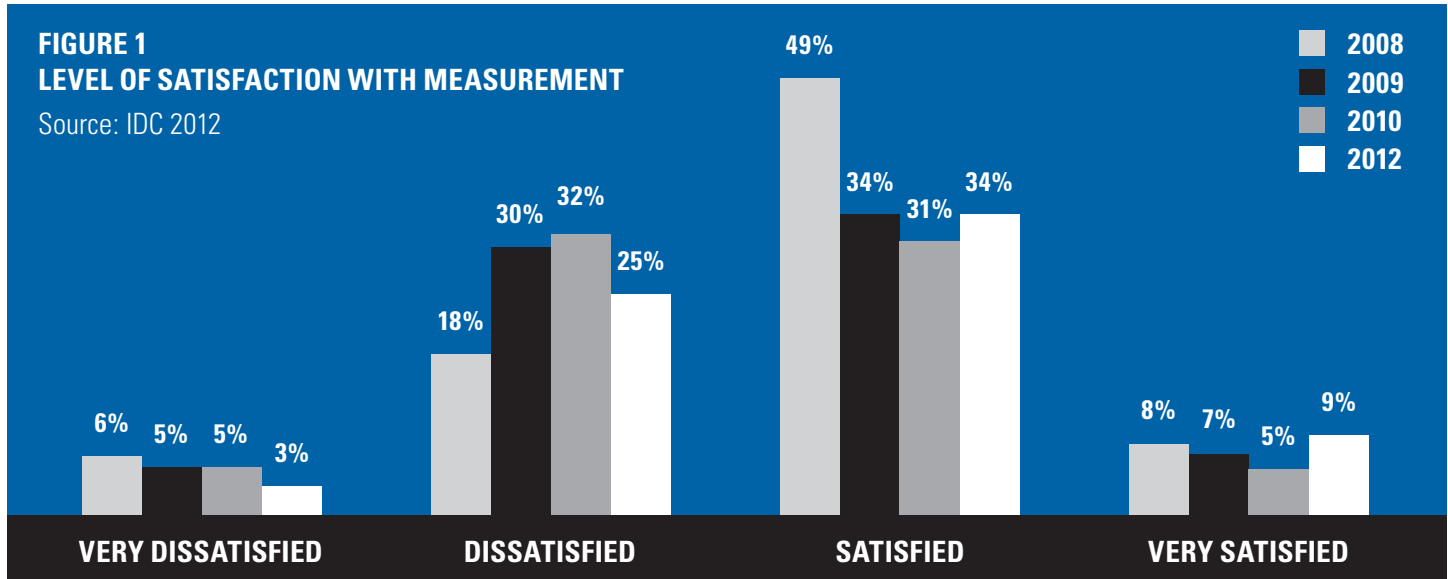| LEVEL 1	**MEASUREMENTS EVALUATE HOW LEARNERS REACT TO THE LEARNING PROCESS** "How did the learner feel about the overall course, presentation, instructor, methodology, environment? Did the training accomplish the stated objectives?" Almost all learning organizations that deliver training seek this type of data, which can be loosely associated with a customer satisfaction measurement.
LEVEL 2	**MEASURES THE LEARNER'S SUCCESS IN SKILL ACQUISITION** Learners must pass a test, complete a practical exercise, or demonstrate mastery of a skill — within the training environment. This is a measure of instructional design and facilitation integrity: "Did the material and the instructor teach the student what the student needed to know/do or how to act?"
LEVEL 3	**GAUGES THE EXTENT TO WHICH WORKPLACE BEHAVIOR CHANGES AND INDICATES SKILL ACQUISITION** "Did the learner translate the new skills, knowledge or behavior to the job? Is the learner still performing with the new knowledge, skills or behavior some 60, 90 or even 120 days later?" Often data is obtained by the learning organization reaching out to the manager of the students to obtain feedback. This level measures the effectiveness of the training as it relates to how closely the training modeled the work, processes, tools and instructions the student encounters on the job.
LEVEL 4	**MEASURES BUSINESS RESULTS SUCH AS INCREASED PROFITS OR DECREASED DEFECTS** This is typically measured by comparing pre-training and post-training business metrics data at a high-level, without defining what learning could have and should have contributed to specific business goals.

LEARNING MEASUREMENT IS POST-EVENT AND REACTIVE

In addition, learning organizations typically provide operational metrics such as how many seats were filled, what percentage of the learner population completed classroom training or e-learning events, cost per student, or cost per participant hour, etc.

These operational metrics, as well as the four levels of measurement, are post-learning-event activities. As such, they are reactive in nature and report on historical data only. They do not predict business outcomes, provide built-in "alarms" that alert the organization of potential business issues, or offer insight into assessing and improving a learning organization's performance.

In a recent report[1], International Data Corporation (IDC) summarized these metrics as "basic." More than half of learning professionals surveyed were dissatisfied with their measurement capability and support. More advanced measurement application is still constrained by time, resources and support and represents work in progress for most companies. (See Figure 1). However, relying only on these basic metrics limits the learning organization's credibility.

IDC concluded that, "When organizations were very satisfied with the approach to measurement, they thought learning and development played a very important role in the achievement of organizational priorities. On the other hand, when the measurement programs were weak, 60 percent of CLOs reported their influence and role in helping achieve organizational priorities was also weak. Learning organizations that can demonstrate their impact on learning initiatives can expect to have greater influence when needed."

FIGURE 1
LEVEL OF SATISFACTION WITH MEASUREMENT
Source: IDC 2012

Legend: 2008, 2009, 2010, 2012

VERY DISSATISFIED: 6%, 5%, 5%, 3%
DISSATISFIED: 18%, 30%, 32%, 25%
SATISFIED: 49%, 34%, 31%, 34%
VERY SATISFIED: 8%, 7%, 5%, 9%

NO CONSISTENT, REPEATABLE, CREDIBLE MEASUREMENT METHODOLOGY

Despite common belief, the business value of learning can be identified. For instance, Bersin and Associates[2] estimate that strong learning culture practices directly account for 46% of overall improved business outcomes and specifically improve:

PERFORMANCE IN INNOVATION BY UP TO 92%

TIME TO MARKET BY 56%

MARKET LEADERSHIP BY 58%

While some percentage of these numbers can be attributed to other external factors, learning organizations need the structure and capability to determine a solid case for bottom line results attributed to the specific learning initiative.

How can you develop a consistent, repeatable, and credible methodology to track the business outcomes brought along by learning? What would a mature learning measurement model look like and how can learning professionals advance to that level? Many learning organizations would benefit from a roadmap to move up that measurement maturity path.

Motorola's Measurement Maturity Model (M³) is a methodical approach to planning, assessing and deploying a learning measurement strategy that focuses closely on business metrics. Based on the Capability Maturity Model (CMM) and Capability Maturity Model Integration (CMMI) concepts Motorola Solutions uses to assess the company's capabilities in software development, M³ integrates the same rigor and process discipline that Motorola Solutions' engineering and project management teams practice daily.

SOLUTION

ALIGNING LEARNING SUCCESS WITH BUSINESS OUTCOME

While the M³ model points towards the general direction of learning achievements, in today's highly competitive and data-driven business environment, business leaders need the learning team to prove how learning is driving the organization towards specific business goals. Learning teams must therefore:

FORMALIZE MEASUREMENT

In the learning planning stage, meet and learn from your organization's business leaders the skills their teams need in order to achieve specific business goals. Define learning impacts by the organization's business metrics.

DEFINE ROLES AND RESPONSIBILITIES

Assign measurement sponsors, champions, execution team leader and members, support organizations, etc.

DEFINE SCOPE

Confirm regional and global measurement goals and responsibilities.

DOCUMENT RESULTS

Track results by the agreed business metrics; automate reports; provide predictive measures that point to business opportunities or flag risks; communicate in a business language that resonates with business leaders.
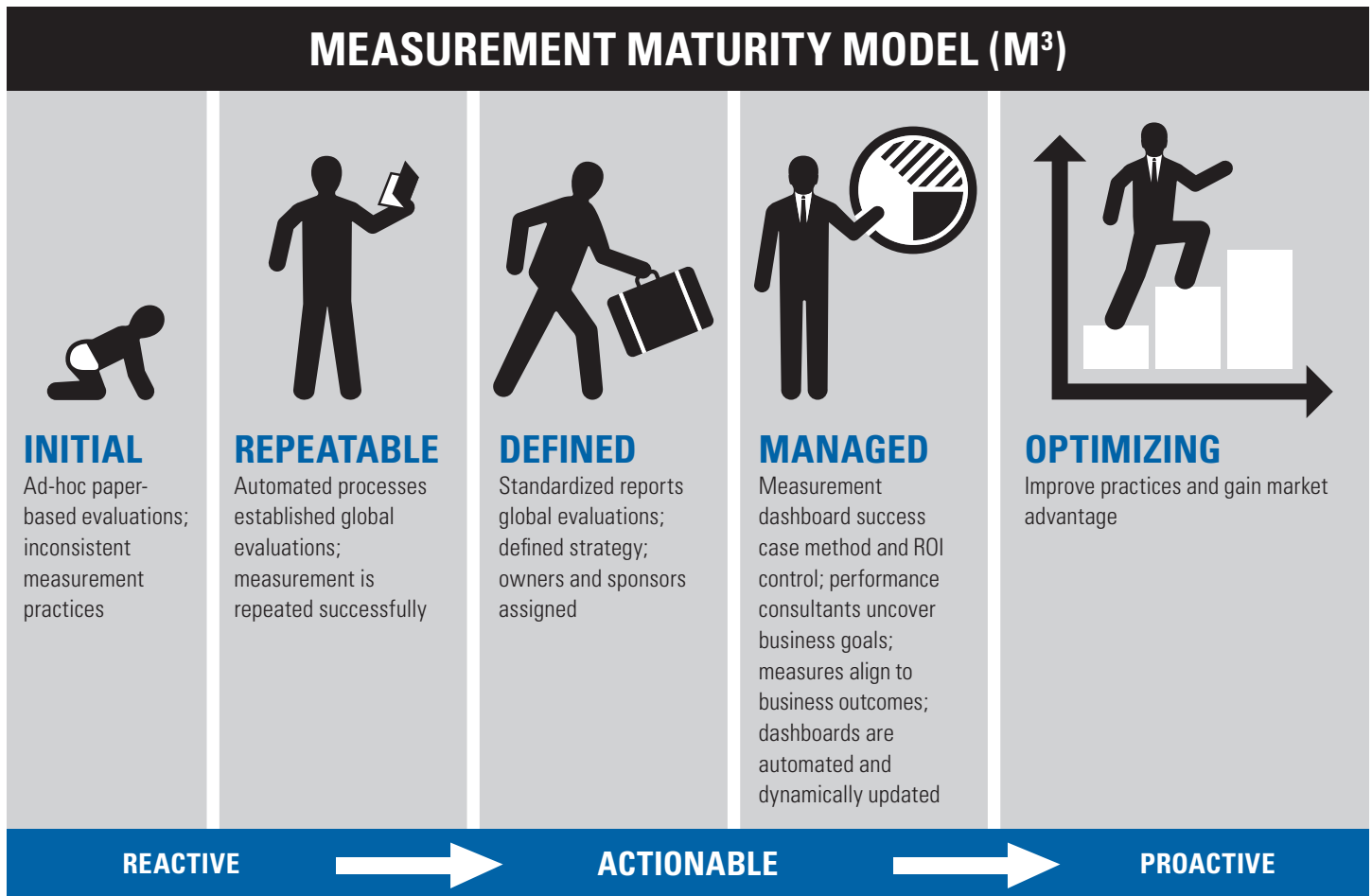
AUTOMATE THE PROCESS

Standardize, document, monitor, and optimize the process through automation.

While this is the ideal state of measurement, there is wide divergence from company to company, and even within one learning organization, on how learning measurement is done in terms of tools, methods, and techniques. In fact, more than half of today's learning professionals are dissatisfied with how they are measuring learning – from access to success metrics to resources spent on tracking the metrics[2].

THE FIVE STAGES OF MEASUREMENT CAPABILITY

The goal of Motorola's Measurement Maturity Model (M³) is to provide a precise methodology to plan, assess, and deploy a measurement strategy that guides learning professionals to arrive at this ideal state of measurement.

M³ is fashioned after a typical Capability Maturity Model (CMM) and tracks the five stages of capability – Initial, Repeatable, Defined, Managed, and Optimizing. Following this methodology, the organization can assess its current measurement capability while setting goals to move through the stages of maturity and establishing the appropriate roadmap to get to each level.

MEASUREMENT MATURITY MODEL (M³)

INITIAL
Ad-hoc paper-based evaluations; inconsistent measurement practices

REPEATABLE
Automated processes established global evaluations; measurement is repeated successfully

DEFINED
Standardized reports global evaluations; defined strategy; owners and sponsors assigned

MANAGED
Measurement dashboard success case method and ROI control; performance consultants uncover business goals; measures align to business outcomes; dashboards are automated and dynamically updated

OPTIMIZING
Improve practices and gain market advantage

REACTIVE → **ACTIONABLE** → **PROACTIVE**

M³ OFFERS A MEASUREMENT IMPROVEMENT STRATEGY BY:

- Requiring learning organizations to clearly define their success criteria which are mapped to the company or organization's business priorities and success metrics

- Assessing learning organizations' capability in tracking and reporting such pre-defined success criteria

- Prescribing specific next steps to improve the learning organization's measurement capabilities and maturity

As the learning organization's measurement maturity level increases, it will be able to evolve from reactive measurements (traditional training impacts) to actionable measurements (linking learning results to business metrics) to proactive measurements (predictive analytics pointing to business opportunities as well as risk areas the company or organization should focus on).

REACTIVE →	**ACTIONABLE** →	**PROACTIVE**
LESS MATURE STAGE	**MORE MATURE STAGE**	**FULL MATURITY**

M³ IS COMPRISED OF FIVE STAGES, FOLLOWING THE STANDARD CMM APPROACH.

1. INITIAL STAGE

The Initial Stage is typically evidenced by a paper-based evaluation system administered locally and without global governance. Often this evaluation system is inconsistent in its application. Work is ad hoc and not well organized or systematic. In some cases, processes are performed differently within the same organization due to geographic dispersion and autonomy of the learning function in other regions. There is no capability of pulling information together quickly or creating reports without a great deal of manual manipulation.

Metrics used in this stage are primarily training impacts measurements – learning operations-focused (traditional Levels 1 and 2 measurements). This sort of measurement strategy makes it nearly impossible to aggregate all training information across an organization for the purpose of determining the "health" of training activity or make informed management decisions.

2. REPEATABLE STAGE

Organizations in the Repeatable Stage are doing the same thing the same way with some rigor and consistency. Tools may be electronic instead of paper-based and there is an element of process discipline. Examples include measurement methodologies such as Metrics That Matter®, survey deployment tools, and homegrown data marts for data collection. For global learning organizations, the goal in this stage is to create consistent processes for pulling data and generating basic reports across all regions.

Organizations at this stage find it difficult to provide solid business metrics, other than efficiency measures such as "how many," "how often," and "how much." When it comes to customer satisfaction, often the inconsistency in measurement methodology or the variation in survey instruments makes comparison of customer sentiment against any benchmark difficult.

3. DEFINED STAGE

Organizations next move into the Defined Stage, starting with metrics definition. Extending beyond traditional training impact measures, learning organizations collaborate with business leaders to understand their organizational business goals and identify the skills needed to get to these goals. They then develop learning strategies and programs and define metrics in the context of the business goals.

Measurement application also becomes formalized. Measurement champions and sponsors are assigned and announced to the organization. Data sources are identified and rationalized where needed. Data marts are created for easy data retrieval and report generation.

Measurement processes as well as strategies are properly documented. Learning organizations in this stage may enhance traditional Levels 3 and 4 training impact measures by adopting more comprehensive standards such as Talent Development Reporting Principles (TDRp). Applicable TDRp reporting templates[3] include:

EFFICIENCY STATEMENT
Reports on the organization's activities and investment in learning and development. Examples include the number of learners attending training, the number of programs delivered, and the cost to produce training.

EFFECTIVENESS STATEMENT
Reports on how well learning activities contribute to the business outcomes. Examples include alignment to the organization's goals, quality of content and delivery, application to job, and business impact.

Learning professionals at this stage will also start estimating and isolating the business impact of training. The first step is for the learning organization, typically a learning consultant, to have planning sessions with the business unit leader and understand the top business goals. For example, the business leader may have a goal to increase sales by 10%. The next step is for the business leader to list the key types of input that will have an impact on sales results. Examples of such input may include new product launches, marketing programs, sales incentive changes, sales programs, managers' realignment, and sales training. The learning consultant then works with the business leader to estimate the relative impact of each input, resulting in a table that might look like this:

	RELATIVE IMPACT
NEW PRODUCT LAUNCHES	**30%**
MARKETING	**18%**
SALES INCENTIVE CHANGES	**15%**
SALES PROGRAMS	**13%**
MANAGERS REALIGNMENT	**12%**
SALES TRAINING	**12%**
TOTAL	**100%**

In this example, to achieve 10% sales growth with sales training estimated to make a 12% impact on the results, we can calculate the actual incremental sales expected to be brought along by training: 10% x 12% = 1.2%. The table can be updated as follows:

	RELATIVE IMPACT	ACTUAL INCREMENTAL SALES BROUGHT ALONG BY THE INPUT
NEW PRODUCT LAUNCHES	30%	3.0%
MARKETING	18%	1.8%
SALES INCENTIVE CHANGES	15%	1.5%
SALES PROGRAMS	13%	1.3%
MANAGERS REALIGNMENT	12%	1.2%
SALES TRAINING	12%	1.2%
TOTAL	100%	10%

To wrap up this example, the learning organization will most likely use surveys and interview selected learners to estimate the incremental sales as an outcome of the training. This will be the beginning of a formal approach to evaluating business impact brought along by training.

Unfortunately, many organizations become satisfied with this level of measurement and end their pursuit at the Defined Stage, not taking into account the business value of the learning.

4. MANAGED STAGE

At the Managed Stage of the Maturity Model, we see the first comprehensive, automated "learning dashboard" – business intelligence presented in a dashboard format linking learning results to business performance. Business leaders can review the dashboard easily and make decisions based on insights from the dashboard.

Dashboards may exist in earlier stages but they are typically updated manually, consuming significant amounts of learning professionals' time and effort and are prone to human error. The dashboard in the Managed Stage is dynamically and automatically updated directly from source data. A data mart connects different databases and enables complex reporting. Rich-content reports also become possible, allowing business leaders to literally push different buttons to change their view of the reports, apply different organizational or audience filters, or zoom in on different business metrics and associated learning results.

Reports in the Managed Stage will provide diagnostic analyses, laying out clearly what the data means – whether there are business opportunities, risks, or improvement areas for the Learning organization. In addition, success case methodology may be used to understand how specific learning programs have produced targeted, measurable business results for specific organizations, thus projecting a return on learning investment. In this stage, learning organizations should have solid data to produce a business outcome report for various business units using the TDRp template:

BUSINESS OUTCOME STATEMENT

Reports on an organization's desired business results and learning activities' impact on those results. Examples: revenue, market share, quality, and cost reduction. In addition to estimating business impact as described in the Defined Stage, learning organizations will have better established and more comprehensive data points to validate business results. For example, CLOs may now have access to a data feed from the finance department, allowing them to retrieve actual revenue and gross margin results.

			2011	For 2012		
LEARNING AND DEVELOPMENT SAMPLE HIGH-LEVEL BUSINESS OUTCOME STATEMENT FOR THE PRIVATE SECTOR WITH QUANTITATIVE IMPACTS AND KEY PROGRAMS (RESULTS THROUGH JUNE)						
Priority	**Business Outcomes and Impact of Learning and Development Initiatives**		**Actual**	**Plan**	**Jun YTD**	**% of Plan**
1	**Revenue: Increase Sales by 20%**					
	Corporate Goal or Actual	%	10%	20%	17%	85%
	Impact of L&D Initiatives: 25% contribution to goal	%	1%	5%	4%	80%
	L&D Initiatives					
	Consultative selling skills for reps and managers	Number	NA	550	382	69%
	New product features for reps	Number	386	450	444	99%
	Total participants	Number	386	1000	826	83%
2	**Leadership: Increase Leadership Score by 5 Points to 73.5% (1)**					
	Corporate Goal or Actual	Points	0 pts	5 pts	3 pts	60%
	Impact of L&D Initiatives	None planned				
3	**Engagement: Increase Engagement Score by 3 Points to 69.4% (1)**					
	Corporate Goal or Actual	Points	1 pt	3 pts	1.9 pts	63%
	Impact of L&D Initiatives	Points	0 pts	.5 pt	.3 pt	60%
	L&D Initiatives					
	Development plan and associated learning for employees	Number	15,689	45,000	42,568	95%
4	**Safety: Reduce Injuries by 20%**					
	Corporate Goal or Actual	%	10%	20%	15%	75%
	Impact of L&D Initiatives: 70% contribution to goal	%	3%	14%	10%	71%
	L&D Initiatives					
	Manufacturing safety training for production employees	Number	4,216	10,000	4,892	49%
	Office safety training for office employees	Number	0	1,000	934	93%
	Total participants	Number	4,216	11,000	5,826	53%
5	**Costs: Reduce Operating Expenses by 15%**					
	Corporate Goal or Actual	%	5%	15%	10%	67%
	Impact of L&D Initiatives: 30% contribution to goal	%	0%	5%	3%	60%
	L&D Initiatives					
	Training for purchasing department employees	Number	23	150	125	83%
	Business acumen for employees	Number	NA	15,000	9,956	66%
	Total participants	Number	23	15,150	10,081	67%

Source: TDRp Sample Reports

Transitioning from the Defined Stage to the Managed Stage is the most challenging, as linking learning results to business performance is no easy task. The business intelligence yielded, however, is of significant value.

5. OPTIMIZING STAGE

The final stage of maturity is the Optimizing Stage. All measurement data is defined in one of the three reporting statements referenced below: Efficiency, Effectiveness, and Business Outcome.

Efficiency and Effectiveness reports, while they are automated and supplied via "push button" reporting, rely on static data and represent only a snapshot in time. They are often used as day-to-day management tools to help the learning organization improve their operational efficiencies and training quality.

Business Outcome reports, on the other hand, demonstrate the value and contribution of learning to the overall business goals, written in business language. Most importantly, measurement is no longer simply retrospective but also proactive. For example, evaluation benchmark alarms can be set to alert designated learning leaders if an organization's training evaluation scores fall below the benchmark before any negative business impact is even detected. Learning leaders can then investigate the problems and take immediate remedial action. The report could also project budget performance based on burn rate of training development costs, so learning leaders can proactively readjust development priorities, methods, and spend patterns. At this advanced stage, the learning measurement process is constantly improving and measurement metrics are adjusted to meet business requirements.

LEARNING AND DEVELOPMENT
SAMPLE SUMMARY REPORT FOR THE PRIVATE SECTOR WITH QUANTITATIVE IMPACTS (RESULTS THROUGH JUNE)

		2011	For 2012			
Impact of Learning and Development Initiatives		**Actual**	**Plan**	**Jun YTD**	**% of Plan**	**Forecast**
Revenue: Increase Sales by 20%						
Corporate Goal or Actual	%	10%	20%	17%	85%	20%
Impact of L&D Initiatives: 25% contribution to goal	%	1%	5%	4%	80%	5%
Engagement: Increase Engagement Score by 3 Points to 69.4% (1)						
Corporate Goal or Actual	Points	1 pt	3 pts	1.9 pts	63%	2.5 pts
Impact of L&D Initiatives	Points	0 pts	.5 pt	.3 pt	60%	.5 pt
Safety: Reduce Injuries by 20%						
Corporate Goal or Actual	%	10%	20%	15%	75%	20%
Impact of L&D Initiatives: 70% contribution to goal	%	3%	14%	10%	71%	14%
Costs: Reduce Operating Expenses by 15%						
Corporate Goal or Actual	%	5%	15%	10%	67%	18%
Impact of L&D Initiatives: 30% contribution to goal	%	0%	5%	3%	60%	6%
Call Center Satisfaction: Improve Satisfaction Score by 4 Points to 80%						
Corporate Goal or Actual	Points	1.6 pts	4 pts	2.9 pts	73%	4 pts
Impact of L&D Initiatives	Points	NA	1 pt	.7 pt	73%	1 pt
Participants in All Programs						
Total Participants	Number	109,618	147,500	67,357	46%	145,000
Unique Participants	Number	40,729	45,313	36,998	82%	44,000
Participants in Programs for Top Ten Goals						
Total Participants	Number	35,598	40,000	26,600	67%	41,000
Unique Participants	Number	13,589	17,000	15,012	88%	17,500

Source: TDRp Sample Reports

FULL VIEW OF THE MODEL

With a clear vision of M³, we have created a full description of the model below, including the characteristics and attributes of each stage as well as expected behaviors and results. The model defines what learning professionals should target to achieve in each measurement stage:

FORMALIZE MEASUREMENT	In the learning planning stage, agree with business leaders on the skills their organizations need to achieve specific business goals. Define learning impact by the organizations' business metrics. For example, a percentage of increase in sales, increase of revenue in dollars, reduction in employee turnover per critical talent, etc.
DEFINE ROLES AND RESPONSIBILITIES	Assign measurement sponsors, champions, execution team leader and members, support organizations, etc. This might sound like a simple thing to do, but it takes some thought. You need to decide which person fits which role and be able to 'sell' them on why the effort is important and why they are critical to that role. Because this may create additional work for them and they may have other priorities, you must prepare to logically address any concerns they might have and help them see the value to them in this initiative.
DEFINE SCOPE	Confirm regional and global measurement goals and responsibilities. To do this, identify those in the organization who support learning and make them the point of data collection or funnel to get information for you to use. Potentially it can be an additional duty or it may be that the person is more a dotted line to provide reports via templates or input forms.
DOCUMENT RESULTS	Track results by the agreed business metrics. Automate reports. Typically this is done through the use of database tools. The tools could be as simple as Microsoft Access or as sophisticated as commercial database tools and databases like SQL or Oracle. The idea is to have the capability to run a report and send to stakeholders. The more accurately you can display results the more credible you become. Provide predictive measures that point to business opportunities or flag risks. Communicate in the business language that resonates with business leaders.
AUTOMATE THE PROCESS	Standardize, document, monitor, and optimize the process through automation. For example, understand where you store and retrieve the information required to create reports and dashboard views. Make sure you automate clean processes with an eye to streamline work and not just automate for the sake of automation. Start with a "what if' mindset, i.e. "What if I could store data for stakeholders and they could see the data displayed graphically on their phone, tablet or laptop? How would I go about that?"

Measurement Characteristics and Attributes	Maturity Levels and Demonstration	Level 1 INITIAL Poor	Level 2 REPEATABLE Less than Average	Level 3 DEFINED Average	Level 4 MANAGED Above Average	Level 5 OPTIMIZING Superior
LEADERSHIP	**Measurement Formalized**	Little/No measurement planned or conducted regularly or with the same methodology as the rest of the organization	Basic measurement process exists and measurement execution is repeated successfully	Formalized awareness of measurement exists and measures are defined with measurement consistency demonstrated	Measurement owners (Champions) established and work teams address customer-first measurement maturity	Champions engaged and held accountable by leadership team (Sponsors); optimal measurement vision exists and is communicated
LEADERSHIP	**Clear Roles and Responsibilities**	Little/No awareness of measurement go-to contact(s)	Limited/Local awareness of measurement go-to contact(s) as well as measurement ownership, leadership, sponsorship	Measurement Sponsors and Measurement Champions identified by position/current name, communicated, and engaged with an understanding of their responsibilities	Measurement Sponsors, Champions, Team Leaders, Team Members identified, communicated, and engaged with an understanding of their responsibilities individually and to each other; proper 2-way interaction with Measurement Stakeholders	Common understanding of all measurement roles and responsibilities including Sponsors, Champions, Team Leaders, Team Members, Measurement Execution Owner, Stakeholders, and all support organizations; all roles continually challenge status quo
SCOPE	**Global Business/ Regions Addressed**	Little/No consideration to expand to a global process	Basic awareness of measurement needs and activities of all regions/sub regions (divisions, countries)	Regional Champions and Subject Matter Experts (SMEs) identified; measurement needs and improvement actions defined	Regional Champions and SMEs active in maturity improvement and commonality increasing	Measurement commonality maximized as appropriate; stakeholders knowledge sharing and coordinating continuous improvement activities
DOCUMENTATION	**Measurement Documentation Created**	Little/No documentation or reports exist	Limited documentation or reports exist or may exist at a local level (region, function, facility) only	Global high-level measures defined and documentation or reports exist	Global measures defined and automated documentation or reports exist (dashboard) and analysis of data is provided	Global measures defined and automated; documentation or reports exist (dashboard) and analysis of data is provided; forward looking or predictive measures provided and alarms or other warning triggers are in place to provide business intelligence
PROCESS	**Process Documented and Maintained**	Little/No understanding of measurement processes. Work is Ad Hoc	Complete understanding of measurement process	Measurement processes defined and documented	Processes automated and data dictionary exists, is reviewed, and modified or updated as needed	Process continuously drives maturity through change and digitization

NOTE: The amount of time it takes to progress from one Maturity Level to the next depends on where you are today, how much funding and dedicated people resources you have available, and the number and type of conflicting priorities that may exist in your organization.

SUMMARY

Measurement metrics on traditional training impacts are still necessary but insufficient, requiring learning organizations to make a paradigm shift. Learning professionals must link learning directly to business goals and show how learning has impacted the organization's achievement of such goals. The value of learning to the business can no longer be assumed; it must be demonstrated. While many learning professionals agree with this direction, they often aren't sure where to start or what the end-state should look like.

The Motorola Solutions' Measurement Maturity Model (M³) provides a roadmap that begins with learning professionals retooling their metrics to match that of their business leaders'. Five measurement maturity levels are defined: Initial, Repeatable, Defined, Managed, and Optimizing. As the measurement maturity level advances, the link between learning and business performance becomes more direct. At the more advanced levels, measurement reports can be used to predict risks and opportunities and make an even greater impact on the business outcome.

TAKEAWAY

The first step learning professionals can take is to use the M³ model to assess where their organization stands in the measurement maturity continuum. This will provide them with a clear vision of the tools and methodologies their organization needs in order to move up the maturity level. This measurement methodology is highly applicable and adaptable to learning organizations in many industries of all sizes and discipline.

We invite our peers in the learning industry to review and validate the M³ approach, adapt it to your own organization, and create your own learning measurement path that will ultimately prove your business value and the relevant value of the learning to business leaders.

ABOUT MOTOROLA SOLUTIONS LEARNING

Motorola Solutions Learning organization enables customers, partners, and employees to turn knowledge into business results. Through compelling, engaging, and timely learning opportunities, customers maximize their performance and thus the return of their Motorola investment, while partners and employees build their Motorola expertise and become customers' effective problem solvers.

ABOUT MOTOROLA SOLUTIONS

Motorola Solutions is a leading provider of mission-critical communication solutions and services for enterprise and government customers. Through leading-edge innovation and communications technology, it is a global leader that enables its customers to be their best in the moments that matter.

SOURCES

1. IDC 2012 State of Measurement Report

2. Bersin & Associates 2012 High Impact Learning Culture Report

3. TDRp Reporting Statements: http://www.centerfortalentreporting.org/sample-statements-and-reports/

For more information, contact us at **learn@motorolasolutions.com**.

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