

1 Link goals to role needs and performance discussions



2 Goal setting and monitoring an integral part of 1 to 1 meetings

3 Make goals objective not subjective



4 Invest in line manager's capabilities to have good conversations

5 Active engagement of L&D with line managers



6 Define how the achievement of the goal will be evidenced

7 Reward learners for taking responsibility for their learning



8 Create learning buddies who support each other's goals

9 Link personal goals to organisational vision, purpose and impact



10 Involve wider stakeholders in supporting goal achievement

11 Include future career aspirations in goal setting

12 Showcase learners who excel in goal setting



13 Recognition for managers supporting effective goal setting

14 Highlight role models who have achieved the desired goal



15 Ensure continuous feedback over the short, medium and long term

16 Consider the achievement of goals in learning design and delivery

17 Use self and peer assessment in goal setting



18 Cascade all learning goals through teams

19 Consider formal and informal goals



20 Celebrate and share the success of achieving goals

1 Link to data which drives the business, not just learning insights



2 Brainstorm where useful data exists in the organisation

3 Use performance consulting conversations to elicit root causes



4 Leverage insight from digital learning engagement

5 Consider the context in which data is captured and its impact



6 Develop L&D capability in using data and metrics

7 Clearly identify the outcomes and impacts to be measured



8 Develop stakeholder relationships with those who 'own' data

9 Engage focus groups for feedback



10 Set clear priorities - what gets measured gets resourced, and done

11 Use data and metrics as part of an iterative learning design process

12 Leverage insights from pilot studies



13 Consider the timing of data collection and its validity

14 Benchmark against external and internal practice



15 Use a blend of qualitative and quantitative data in measurement

16 Ensure performance data informs the learning design and delivery



17 Constantly assess how you monitor and embed feedback

18 Use internal and external experts to analyse data and metrics



19 Engage people with capacity and capability to monitor & interpret data

20 Explore the use of technology in gathering and processing data

1 Identify barriers to learning empowerment and overcome them

2 Make learning intrinsic to organisational culture, activity and practice

3 Highlight to managers they are critical to a development culture

4 Ensure development is central in 1-2-1s & appraisals with clear PDPs

5 Provide clarity: ask people what are you trying to achieve and support it

6 Managers must follow up on learning and link back to goals

7 Enable people to learn how to reflect and managers how to coach

8 Reward those who take initiative in learning and reflective practice

9 Create spaces and breakout areas to enable personal reflection

10 Use coaching approaches to encourage better conversations

11 Create a listening culture e.g. by using appreciative enquiry

12 Promote the use of feedback and observation of excellent practice

13 Use digital platforms to empower collaboration and discussion

14 Facilitate knowledge and idea sharing in creative team meetings

15 Encourage cross-functional team working and sharing

16 Facilitate peer support, communities of practice and action learning

17 Avoid mandating 'compliance' learning, design for 'pull' not 'push'

18 Provide knowledge before a learning event; allow people to prepare

19 Pose reflective questions in courses and get managers to follow up

20 Build in reflection time into learning events and work schedules



1 Challenge attitudes to highlight there are many ways to learn



2 Empower people to own their own career goals and development

3 Showcase the art of the possible for learning



4 Involve learners and line managers in the design process

5 Consider the environment, permission and culture people operate in



6 Ask; what do you need to do your job well and what is stopping you?

7 Review current performance evidence linked to business objectives



8 Give people a personal learning budget, then measure results of its use

9 Differentiate for various needs; offer a variety of learning options



10 Grow learner generated content; get everyone to build a learning library

11 Have training delivery by internal champions and knowledge experts

12 Explain to learners how to filter online content for relevance



13 Consider the right intervention for the right need, not always formal training

14 Design, pilot, use focus groups and iterate, with learner input



15 Consider appropriate evaluation and reflect on how learning is valued

16 Accept training isn't always the answer; ask hard questions



17 Keep communicating with learners beyond events

18 Encourage learners to curate and share their success stories



19 Consider how people learn outside the work context; and allow that

20 Use data to review and back up design and learning