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Learning on point 2018



Revisiting the corporate learning agenda

KPMG in India's Learning Maturity Model (LMM)

KPMG in India's Learning Maturity Model (LMM) is a detailed framework, which covers eight primary dimensions of learning that contribute to the effectiveness of a learning organisation. Each dimension has five levels of maturity. The model is built from a practitioner's view and includes the key aspects that go into building and sustaining an effective learning organisation.

The research

Using the framework of the Learning Maturity Model (LMM), KPMG in India's research had two modes of data collection. The quantitative survey covered learning maturity data of 138 organisations. The qualitative inputs came from a series of interviews conducted with 23 leading industry practitioners.

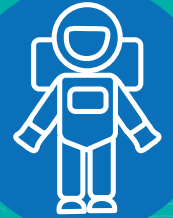
The research findings

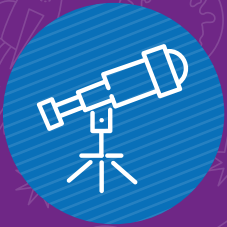
The overall learning maturity score for corporate India is:

71

What does this mean?

- 1) The learning strategy of most organisations is well aligned with business strategy
- 2) Learning impact measurement is largely limited to capturing post programme feedback
- 3) Integration of learning with other HR processes is low
- 4) Learning operating model is well established with well planned governance structures and budgets
- 5) Usage of learning technology is low
- 6) L&D's role and competencies are loosely defined
- 7) Organisations are focusing on enhancing learner with use of instructional design on the rise. Employees have limited autonomy in selecting learning programmes. Social learning is in its nascent stages of adoption.
- 8) Managers are not held accountable for learning within their teams. Leaders within organisations are not seen as ambassadors of learning.





Business strategy alignment

79

A strength

In 81 per cent of the organisations surveyed, learning strategy is well aligned to business strategy. Learning programmes are planned ahead of time using data from training needs analysis and from performance management systems.



Learning metrics and impact

73

Far from impactful

Our research reveals that in most organisations, learning metrics are designed to measure learner knowledge gain and change in learner behaviour. Learning metrics are used to improve programme quality, with only 18 per cent of surveyed organisations measuring their return on training investment.



Integrating learning with other HR processes

65

Little done, much required

This dimension has the lowest score on the learning maturity scale. This indicates that individual learning is connected to a definite set of milestone courses at various career levels. The linkage between learning and other aspects of individual development is poor.



Learning operating model

77

A well-laid foundation

This high scoring dimension brings good news for corporate India. It implies that investment in learning is now seen as the cost for capability development. L&D investment is tracked systematically. Governance bodies are formed with business and HR representatives who regularly monitor and review the functioning of L&D.

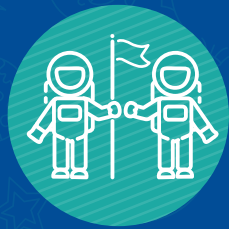


Learning infrastructure & technology

68

Requires a mindset shift

The low score on this dimension shows that the usage of learning technology is still on the uptake. Technology is used only to analyse participant feedback but not to integrate learning data with other HR processes. Our research shows that virtual learning classrooms are being used, although learners don't have access to learning on multiple devices and social learning platforms.



The role of the L&D team

71

An evolving role?

The score on this dimension brings good and bad news. The good news is that L&D's role in delivering learning solutions that meet business objectives is on the rise. Yet, this role is evolving with competency frameworks for L&D professionals not being clearly defined. Moreover, 50 per cent organisations do not recognise them as experts in the learning processes.

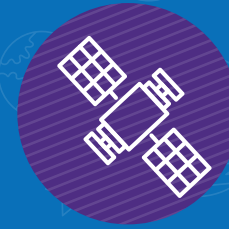


Learner experience

70

Learner is far from the centre

Learning maturity on this dimension indicates that instructional design methodologies are used more frequently in creating learning courses. Of the organisations surveyed, 41 per cent report that to gather learning needs, they either have no system at all or at best, a standard system. Social learning is minimal. Personalisation of learning paths is absent in 80 per cent of the surveyed organisations.



Learning culture

68

A priority?

The low score on this dimension indicates that elements of a good learning culture are not present in most organisations. Managers are not held accountable for learning within their teams. Leaders are not seen as ambassadors of learning. Rewards for contribution to learning are few and inadequate. The image of organisational learning is not positive.