



THE LPI  
CAPABILITY MAP

# MAPPING ESSENTIAL SKILLS IN THE NEW AGE OF L&D

A GUIDE TO THE LPI CAPABILITY MAP





“The world of learning is changing at a rapid rate. No longer is it sufficient for learning professionals simply to be great designers, developers and delivers of content. This capability map provides a new framework to help them meet the increasingly diverse demands of the profession.”

**Charles Jennings**

Founder, 70:20:10 Institute



“As we move into a new era of workplace learning, learning professionals will need a range of new competencies and skills. The LPI Capability Map provides a useful framework to help those in the profession understand what is required to become a competent practitioner.”

**Jane Hart**

Founder, Centre for Learning & Performance Technologies



“Our field is maturing; we’re seeing new technologies and new awarenesses redefining our boundaries. Defining up-to-date competencies both provide guidance for existing initiatives and open our eyes to new possibilities. The output of this exercise is a valuable contribution to our field documenting the complexity and diversity of the role of today’s learning professional.”

**Clarke Quinn**

Founder, Quinnovation



“The beauty of the LPI Capability Map is that it’s a collaborative, crowd-sourced north star for L&D teams and professionals. I love that it’s co-created by people doing the roles that are being mapped, to help other people build awesome teams. In a world of experts and advice, this is a grass-roots framework that reflects the real needs of the industry and gives us a way to meet those needs”

**Gemma Critchley**

Head of Technology & Innovation for Learning, Aviva



“In this day and age of rapid change, the LPI Capability Map considers not only today’s state of the Learning & Development profession, but looks to the future to be able to help future-proof L&D.”

**Craig Yetter**

Organizational Development Leader, LafargeHolcim

## FOREWORD

The Learning and Performance Institute (LPI) has an ambitious aim – to champion workplace learning that leads to a demonstrable impact on individual and organisational performance. We do this by working with learning and development (L&D) departments, by supporting individual professionals' development, and by helping learning service providers constantly improve their practice.

The LPI is leading the improvement of standards for the L&D profession world-wide at a time when quality learning in the workplace has never been more important. In the 1970s, leading companies' intangible assets made up less than 20% of their value. Today, that share stands at close to 85%. And one thing above all creates intangible value – people. They give an organisation its intellectual property, its brand value, its social capital and everything else that make it unique.

Recently, we have witnessed an explosion in the ways that learning at work can be supported, along with a more demanding work environment. In this new, more rapidly-paced environment, classroom training, while remaining part of the L&D portfolio, can no longer be its sole, or even its major, offering.

Supporting new approaches to learning requires a new, wider skill set, and in 2012 the LPI set itself the challenge of defining these skills for the L&D profession globally. The result was the first iteration of the LPI Capability Map. This rapidly became a tool used by thousands of individuals and teams and, in 2018, we undertook a refresh of the map to sharpen definitions and take into account some of the changes that have taken place since launch. This huge task would have been impossible without the 25 working groups that tackled each skill, the overall Steering Group, and the project leader Michelle Ockers. It is their expertise, along with feedback from hundreds of users, which has made the Map what it is today.

The LPI Capability Map will always be freely available for individuals who want to understand their own skill levels. It can also be used by teams and organisations wishing to put in place a strategic plan for developing staff. In time, we believe it will become a common language for skills in our field, a global *lingua franca* that enables L&D to provide even better support for learning and performance in the workplace.



**Donald H Taylor**

Chair

Learning and Performance Institute

## HOW THE LPI CAPABILITY MAP WAS CREATED

The LPI Capability Map 2018 describes the skills of the modern Learning and Development (L&D) profession. This document lays out the second iteration of the Map, which was first published in 2012. The 2012 version was used by several thousand individuals globally to assess their skills, and by L&D teams to explore how to develop skills collectively to deliver their strategy.

From the start, the LPI Capability Map has been crowd-sourced and descriptive of the good practice of leading L&D professionals, not a set of prescriptive rules invented in isolation from the community. Throughout, design has been guided by nine principles:

Principle	Description
Useful	Does it help L&D people do their jobs better today?
Emergent	Does it reflect key shifts in L&D and equip people for the future (2-5 years)?
Sustainable	Can predictable shifts to L&D practice be accommodated in future without requiring significant change?
Simple	Is it as simple as can be, but no simpler?
Elemental	Is each skill unique, non-overlapping and expressed as simply as possible?
Relevant	Is each skill within the domain of L&D? (Can include non-core skills critical for L&D effectiveness)
Comprehensive	Are all skills required in an L&D function included?
Unambiguous	Are the language and ideas clear, and skills expressed in terms of observable behaviours?
Consistent	Are levels across capabilities consistent?

In 2018, the LPI decided to refresh the Map to account for several developments in our field, including the increased use of technology in workplace learning and our improved understanding of how people learn.

We invited feedback from over 3,000 individual users of the 2012 version, and also contacted a wider set of L&D professionals. These views became the initial input for a Steering Group of 21 L&D experts from 11 countries. Their review covered everything from the structure of the Map to the skills we should alter, add or consolidate. Then the Working Groups – made up of invited experts in their fields along with Steering Group members – set to work. The Working Groups examined one skill each, defining and refining the descriptions at each level, and passing their recommendations to the Steering Group for final decisions and approval. Following its publication in October 2018, another comprehensive review and publication cycle is planned for the Map within 3 years.

## USING THE LPI CAPABILITY MAP

The LPI Capability Map describes a range of 25 skills necessary for success in modern learning and development. A single person is very unlikely to possess all the skills to any level of proficiency, but a department providing L&D services to a business should have access to them all, either internally, or via partners.

The Map is designed to be a common language of L&D skills, meaning that it can be for a range of purposes, including personal development, team development, strategic planning, and more. Among the most common uses are:

### **Individual self-assessment**

An individual can use the LPI Capability Map to assess their own skills. This could be done with the text in this document, but will be more easily carried out using the free, self-assessment tool available on the LPI web site (see link below). A personal assessment should take about 10 minutes, and the resulting Personal Skills Profile can be downloaded as a PDF.

### **Assessment with a validation conversation**

A Personal Skills Profile is valuable in itself for considering personal development, and grows in value when discussed with a colleague such as a manager or coach. Whether exploring the PDF or the online tool, the Map provides an objective view of what it means to develop a person's skills, in clearly defined, observable behaviours.

### **Team/department assessment**

Aggregating assessments gives leaders a strategic overview of the skills of an entire L&D department. Spider diagrams for individuals, teams and the department show skills gaps clearly, while heat maps allow goal setting in line with the department's strategic planning. This level of analysis can help create a coherent skills development programme for the department, succession planning and much more. For more information on carrying out this level of assessment, please email [CapabilityMap@thelpi.org](mailto:CapabilityMap@thelpi.org)

### **The online self-assessment tool**

To self-assess, visit [www.thelpi.org/resources/capability-map](http://www.thelpi.org/resources/capability-map) and follow the links. The tool is provided by LPI partner, Lexonis, a world-leading specialist in competency management software.

## HOW WE USE YOUR DATA

When you complete a self-assessment, your personal data (name, email, company, results of assessment) are stored securely in a repository that is only accessible to authorised personnel from the following organisations:

**The Learning and Performance Institute** (the Data Controller)

<https://www.thelpi.org/privacy-policy/>

**Lexonis** (the Data Processor)

<https://www.lexonis.com/lexonis-and-gdpr/>

Your data may be used for the purposes of creating anonymised, aggregate research and trend analysis reports. Your data will never be used for marketing purposes or shared with any other third-parties. You have the right to remove your personal data from the Capability Map at any time; to do this, please send an email to [CapabilityMap@thelpi.org](mailto:CapabilityMap@thelpi.org)

# ESSENTIAL SKILLS FOR 21<sup>ST</sup> CENTURY L&D PROFESSIONALS

The LPI Capability Map consists of 25 skills, defined across 4 levels. The skills are divided into 5 categories, reflecting the range of responsibilities of the modern Learning and Development function.

The four levels describe an individual's level of expertise with a particular skill, rather than reflecting a person's position in an organisational hierarchy:

- Foundational**      **You achieve it with guidance.**
- Proficient**      **You achieve it by yourself.**
- Advanced**      **You are an expert. You support and develop others.**
- Strategic**      **You determine strategy and define practice.**



# THE LPI CAPABILITY MAP FRAMEWORK

**SKILL : L&D STRATEGY**

Aligning learning strategy with the business strategy, planning to move the business forward and guiding execution of L&D tactics in line with strategy.

**Foundational**

- Works with others to build a learning strategy that is aligned with business needs.
- Executes L&D tactics in line with the strategy.
- Collects and reports data from initiatives.

**Proficient**

- Leads development of a costed learning strategy aligned to the business strategy.
- Clearly articulates the business case for the learning strategy.
- Guides the execution of L&D tactics in line with the strategy. Analyses tactical results, and reports on business impact using appropriate data.

**Advanced**

- Guides others to develop a learning strategy that aligns to the business strategy.
- Advises on the effectiveness of specific learning initiatives with regards to identified organisational performance issues.
- Tracks and applies best principles in L&D strategy.
- Promotes L&D as a strategic partner within the organisation.

**Strategic**

- Helps to determine the business strategy and addresses the learning and performance needs that emerge.
- Ensures that the learning strategy is agile enough to respond to changing business needs.
- Evangelises the role of L&D in organisational strategy.
- Tracks and experiments with L&D strategy and tactics, shifting the organisation to best principles.
- Develops the business acumen of the L&D department.
- Looks to the future of the industry and chooses strategic priorities.

## **SKILL : MARKETING AND COMMUNICATIONS**

Creating, communicating and delivering messages for L&D and learning solutions that demonstrate value for the business and its people, in support of a learning culture that encourages engagement of all parties.

### **Foundational**

- Collaborates with Marketing, L&D team and other members of the organisation to develop marketing and communication ideas and messages.
- Assists in the creation of marketing and communication action plans.
- Works with L&D champions to promote, create buy-in and nurture a culture of learning in the organisation.
- Seeks out information across departments to strengthen buy-in and engagement.
- Communicates L&D value to the business and its people.
- Participates in L&D communication and marketing processes and events.

### **Proficient**

- Thinks creatively to generate marketing and campaign ideas for both internal and external customers.
- Communicates L&D solutions to target group(s).
- Develops and implements appropriate internal and external marketing and communication plans for target groups(s).
- Creates appealing and influential marketing materials that concisely deliver intended messages, support a cause, and/or speak to the needs of the business and its people.
- Distributes stakeholder messages and materials as per distribution plan.
- Works with L&D champions to promote and create buy-in and nurture a culture of learning within an organisation.

### **Advanced**

- Devises clear marketing and communication action plans.
- Plans distribution of stakeholder messages.
- Uses a variety of technologies for marketing and communication activities.
- Creates marketing materials that are clear, visually attractive, consistent with L&D brand, and appealing to target audience.
- Receives communication and gathers feedback on L&D from across the business using social technology and other data collection techniques.
- Evaluates marketing and communication activities to determine effectiveness.
- Supports and coaches other L&D practitioners in the concepts and practices of marketing, engagement and communication.

### **Strategic**

- Conducts analysis to identify how L&D and learning solutions should be marketed and communicated to target audiences.
- Evaluates marketing and communication activities to determine effectiveness.
- Uses analysis and evaluation results to synthesise, devise and, where necessary, re-evaluate, an overall brand strategy for L&D that supports internal and external marketing efforts.
- Leads development of L&D mission, vision and values statements, identifying overall value proposition.
- Develops and executes strategic plans for the L&D function's communication and transparency.
- Works across departments to ensure communication transparency of L&D projects, programmes and goals, and alignment to organisational needs.
- Coaches and provides support and guidance to others.

## **SKILL : DEVELOP L&D CAPABILITY**

Keeping L&D's capabilities current and future-ready.

### **Foundational**

- Proactively looks to others for guidance on how to keep up to date and ahead of the curve through connections with industry influencers and practitioners, as well as through other sources and events such as web resources and courses.

### **Proficient**

- Seeks out own connections with established experts and industry leaders in networks and identifies other ways to monitor current and future L&D trends.
- Identifies trends within a constant stream of information and knowledge.

### **Advanced**

- Shares and promotes new ideas with others in the organisation.
- Applies and promotes practices to continuously improve L&D performance.
- Assists others to discover relevant connections, sources and events to keep up to date and ahead of the curve.

### **Strategic**

- Creates an environment where all L&D team members are able to keep themselves up to date and ahead of the curve and share new ideas and practices with one another.
- Proactively searches for, experiments with, and leads adoption of evidence-based industry developments and practices to continuously improve L&D performance. Shares results and experiences within the business and broader networks.
- Pioneers new ways of working and learning in the organisation.
- Supports others to become industry experts of the future.
- Participates in broader debate and contributes to development of L&D profession and industry outside of the organisation.

## **SKILL : MANAGE TECHNOLOGY FOR LEARNING**

Working with others to manage the technology strategy, roadmap and tools used to enable the individual and organisational learning and performance needs of today - and the innovations of tomorrow.

### **Foundational**

- Uses available technology to develop and deliver people-centric, business-oriented and outcomes-focused learning and performance solutions.
- Follows project plans, communicates with stakeholders and employs quality practices in leveraging technology to deliver a good working product that delivers desired results and meets stakeholder expectations.
- Ensures usability and accessibility needs are met, including in the information architecture and interface design.
- Participates in reporting, administrative and analytical processes.
- Demonstrates legal, compliance and regulatory practices related to the use of technology for learning and performance solution design, development and deployment.
- Follows technology governance, ethics, privacy and security policies and procedures related to learning and performance solutions and the L&D function.

### **Proficient**

- Demonstrates performance consulting skills in working with stakeholders to identify performance challenges and opportunities worthy of investment.
- Leverages technology to support both formal and informal learning; provide personalised, adaptive learner experiences; embed learning and performance support solutions in workflow; enable social/collaborative communities; mix L&D created materials with machine and user generated content; and promote overall knowledge sharing between and among people throughout the enterprise.
- Shares responsibility for learning and development with other key stakeholders including leaders, managers and workers.
- Partners and provides managers with relevant and timely feedback, tools and resources they can use in the development of their people.
- Creates and manages project plans outlining tasks, timelines, assumptions, milestones, targeted outcomes, risks and organisational constraints.
- Employs change management practices to drive technology adoption and integration.

### **Advanced**

- Manages multiple stakeholder needs, priorities and expectations through strong communication and interpersonal skills.
- Leverages technology to aid in discovering, uncovering and meeting people and business needs; provide data-driven feedback; assess progress against defined measures and metrics; and identify opportunities for solution and function optimisation and improvement.
- Ensures internal and external technologies are built, integrated and configured to address people and organisational performance needs.
- Assesses effective use of technology.
- Demonstrates knowledge of the ongoing evolution of the emerging technology landscape.
- Sources external technology systems based on augmenting and/or expanding current needs.
- Serves in an advisory role across the enterprise in identifying and assessing technology to support learning and performance needs.
- Develops the L&D team's technology, domain knowledge and technical literacy.
- Ensures L&D team's adherence to technology governance, ethics, privacy and security policies and procedures.

### **Strategic**

- Sets the learning and performance technology business strategy and roadmap in line with organisational strategy through innovation, process adaptation, stakeholder communication and proactive technology forecasting.
- Socialises learning and performance technology strategy with stakeholders throughout the enterprise.
- Develops and maintains standards and guidelines for technology use in learning and performance solutions and the L&D function.
- Leads the process of maintaining and updating the learning technology stack. Assesses efficacy of legacy systems and technology tools, considering organisational needs, risks, and constraints. Evaluates next-generation technology, including consumer trends. Develops business cases for investment in new technology as needed.
- Assembles and facilitates a learning and performance technology steering group consisting of variety of stakeholders from across the organisation.
- Establishes governance of and ensures compliance with ethical, privacy and other legal practices for all stakeholders and users.
- Implements data analytics processes to extract learning and performance impact, efficiency and effectiveness measures for use in optimising the L&D function and its solutions.
- Stays up to date on market, industry, and existing and emerging technologies trends.

## **SKILL : MANAGE L&D RESOURCES**

Ensuring adequate capacity, availability and optimal utilisation of people, facilities and equipment to meet current and future organisational learning requirements and provide a seamless end-to-end customer experience.

### **Foundational**

- Performs daily/weekly resource management activities using available tools and technology.
- Sets up facilities and equipment for learning activities. Monitors resource allocation, availability and serviceability, and addresses immediate issues.
- Provides input to medium-term resource planning.
- Monitors availability of consumables and materials for learning activities against future needs, orders and receives supplies.
- Follows all requirements related to resource management as defined in organisational policy and governance standards.

### **Proficient**

- Performs medium-term resource management activities utilising available tools and technology.
- Identifies and analyses demand for learning resources. Schedules and allocates resources to learning activities, applying planning guidelines and constraints to develop optimal resource schedules.
- Identifies medium-term capacity issues and resolves in conjunction with stakeholders.
- Provides input to longer-term resource planning.

### **Advanced**

- Develops and maintains long term resource plans utilising available tools and technology.
- Evaluates the efficiency and effectiveness of resource utilisation; identifies and implements improvements.
- Advises on resource capacity to implement, sustain or scale proposed learning solutions.
- Performs or monitors long-term resource demand forecasting (over 12 months). Identifies and manages resource-related risks in conjunction with stakeholders. Identifies need to invest in upgrades, additional or replacement equipment and facilities.
- Develops business cases for additional or replacement resources.
- Ensures adherence to organisational policy and governance standards in resource management.

### **Strategic**

- Identifies governance standards and organisational policies impacting resource management.
- Maintains and executes a multi-year strategic resource management plan that provides flexibility to cost-effectively respond to future organisational learning requirements.
- Identifies and evaluates resource management technologies with potential to positively impact organisational learning outcomes. Leads implementation of selected technologies.

## **SKILL : MANAGE L&D PROCUREMENT AND FINANCES**

Specifying, sourcing ordering and receiving supplies, services and assets required for L&D activities. Building and maintaining supplier relationships and managing supplier performance. Managing operating and capital budget allocated to L&D.

### **Foundational**

- Processes invoices for payment.
- Maintains financial records, adhering to relevant organisational policies and processes.
- Maintains good working relationships with suppliers and internal procurement stakeholders.

### **Proficient**

- Maintains and monitors financial records.
- Assists in financial management and identifies ways to optimise value for money.
- Monitors supplier performance, contributing to positive partnering relationships, and resolves or escalates incidents.
- Specifies, sources, orders and receives resources and services using existing supplier agreements, adhering to organisational policies and processes.

### **Advanced**

- Maintains capital procurement plan for L&D assets.
- Develops and maintains strategic supplier partnerships.
- Monitors, manages and optimises supplier performance and partnerships.
- Develops and implements procurement arrangements and partnerships that deliver fit-for-purpose scalable solutions and build organisational capability and outcomes.
- Maintains awareness of marketplace services and suppliers, identifying and acting on opportunities to improve procurement arrangements.
- Ensures adherence across L&D activities to organisational policies and processes relevant to procurement and financial management.

### **Strategic**

- Identifies governance standards and organisational policies impacting procurement and financial management.
- Manages operating and capital budgets.
- Develops and embeds supplier partnering strategy in operational and strategic L&D activities.
- Develops and maintains strategic partnerships with suppliers and internal stakeholders.
- Leverages supplier partnerships and procurement arrangements to achieve broader organisational outcomes and benefits.

**SKILL : MANAGE AND IMPROVE L&D PROCESSES**

Managing L&D business processes, and their continuous improvement.

**Foundational**

- Executes L&D processes according to defined standards and using appropriate technology.
- Informs others on process and progress, including barriers to progress.
- Provides feedback on process.

**Proficient**

- Analyses L&D processes to identify and corrects process deviations.
- Evaluates L&D process metrics to identify inefficiencies and bottlenecks and recommends improvements.
- Assists in the development, implementation and evaluation of process improvements.

**Advanced**

- Leads cross functional teams to improve L&D processes, applying appropriate continuous improvement principles, tools and techniques.
- Approves deviation from process to achieve outcomes without breaching organisational governance standards and policies.
- Creates Service Level Agreements for processes.
- Recommends process improvements.

**Strategic**

- Monitors performance of all L&D processes.
- Identifies new processes.
- Decides what process improvement initiatives to pursue.
- Demonstrates benefits/efficiencies gained from process improvements to executive team.
- Develops a continuous improvement mindset amongst L&D team members.



## **SKILL : DESIGN AND DEVELOP SOLUTIONS**

(Co-)Designing and developing learning experiences and solutions that include appropriate formal and informal learning solutions, resources, and performance support, ensuring that business, performance, and learner requirements are met.

### **Foundational**

- (Co-)Designs and develops learning experiences and/or performance support consistent with the framework defined for a specific solution.
- Suggests appropriate learning methods and scopes designs based on sound learning theories and evidence-informed learning design methodologies.
- Coordinates and collaborates with SMEs and stakeholders to ensure successful completion of specific tasks.

### **Proficient**

- Aligns solutions with business, performance, and learning needs.
- (Co-)designs and develops solutions frameworks that outlines the flow, activities, resources, tools and materials for specific solutions, and describes how solutions meets requirements.
- Applies appropriate learning methods based on sound learning theories and evidence-informed design methodologies.
- Coordinates and collaborates solution design and development with SMEs and stakeholders.

### **Advanced**

- Leads solution (co-)design, prototyping, and development processes and where appropriate, gathers feedback and tests and iterates solutions.
- Drives evidence-informed design of relevant learning experiences and performance enhancing solutions.
- Communicates value of the proposed solution and design and development approach.
- Proactively searches and uses emerging learning practices and technologies to continuously improve design and development practices and their effect on the business.
- Coaches and mentors others on design and development.

### **Strategic**

- Co-develops learning strategies so that solutions frameworks can be leveraged across business through needs analysis and collaborative design; connecting actively with broader stakeholder groups and connected business processes.

**SKILL : CREATE AND MANAGE CONTENT**

(Co-)Creating relevant learning content using sound learning design principles, and ensuring content is aligned with needs analysis and learning solution design and assessment strategy. Editing content when required to maintain, accuracy and relevance.

**Foundational**

- Identifies and evaluates relevant source material needed to (co-)create content in collaboration with Subject Matter Experts (SMEs) and stakeholders.
- (Co-)Creates or edits parts of content, following organisational practices, guidelines and quality standards for content creation.
- Applies evidence-informed approaches and learning principles to organise, write, format and visually present content. Iterates work based on feedback.
- Effectively uses appropriate tools for content creation or editing.
- Tailors the content (co-)creation process to project requirements.

**Proficient**

- Identifies and evaluates relevant source material needed to (co-)create content in collaboration with Subject Matter Experts (SMEs) and stakeholders.
- (Co-)Creates or edits content aligned with solution design, following organisational practices, guidelines and quality standards for content creation.
- Applies evidence-informed approaches and learning principles to organise, write, format and visually present content. Iterates work based on stakeholder feedback.
- Effectively uses appropriate tools for content creation or editing.
- Tailors content (co-)creation process to project requirements.

**Advanced**

- Leads individuals and/or cross-functional content creation teams.
- Guides others to follow standards, legal requirements and policies impacting content creation.
- Guides others to follow organisational practices, guidelines and quality standards for content creation, and to apply evidence-informed approaches and learning principles.
- Guides others to select and effectively use appropriate tools for content creation and editing.
- Reviews content created or edited by others, ensuring alignment to relevant standards and guidelines, and alignment with solution design.
- Mentors others on content creation and/or editing, including guidance for meta-data vocabulary and tagging, granularity, and accessibility issues.
- Coaches others regarding content questions and challenges.

**Strategic**

- Identifies and defines governance standards, legal requirements and organisational policies impacting content creation.
- Defines organisational practices, guidelines and quality standards for content creation based on evidence-informed approaches and learning design principles.
- Evaluates learning approaches and tools for suitability of use within the organisation and keeps up to date with industry insights and emerging tools and technologies for learning.

## **SKILL : PERFORMANCE SUPPORT**

Ensuring resources are available for improving performance, tagging and placing them within the context of the workflow and need as an output of performance consulting, the information architecture and learning solution design.

### **Foundational**

- Designs performance support resources following a template and specification to meet pre-defined performance outcomes.

### **Proficient**

- Identifies the context in which support is needed and specifies requirements for support resource(s).
- Reviews available resources to determine if there are any existing resources and/or source materials for solution development.
- Designs a template and develops performance support resources based on pre-defined outcomes.

### **Advanced**

- Designs templates for performance support resources based on the required performance outcomes and workflow context.
- Designs performance support solutions consisting of a set of resources and manages solution development.
- Tags resources in a structured and searchable way and ensures they are curated.

### **Strategic**

- Identifies and defines governance standards, legal requirements and organisational policies impacting creation or curation of performance support resources.
- Defines and leads implementation of the strategy for performance support integrating with performance consulting, formal learning, information architecture and technology strategy.
- Establishes performance support measurement and reporting mechanisms, and reports on the impact on performance.
- Articulates the value proposition for performance support across the organisation.
- Establishes and manages strategic plan for successful adoption of performance support to realise the value proposition.
- Defines organisational practices for performance support resource lifecycle maintenance.



## **SKILL : MANAGE PROJECTS**

Initiating, planning, executing, controlling, and closing the work of teams on L&D projects to achieve goals and meet success criteria.

### **Foundational**

- Completes assigned project tasks to meet defined scope, quality, time and budget requirements.
- Identifies and reports risks and issues to Project Manager, assisting to mitigate.
- Maintains project documentation and records to specified standards.
- Participates in project meetings, workshops and reviews.
- Communicates and coordinates work on an ongoing basis with other team members and relevant stakeholders.
- Effectively uses project and collaboration tools and technology.
- Follows project governance standards and policies.

### **Proficient**

- Defines project purpose and scope, develops and executes project plan for simple projects.
- Ensures project team members are informed of assigned project roles, responsibilities tasks and deliverables.
- Supports people to work together as a team to accomplish the project.
- Monitors and assures quality of project deliverables and manages acceptance of deliverables.
- Assesses and manages project risks and issues.
- Provides information regarding project plan and status to stakeholders.
- Identifies when project performance is off track and takes timely remedial action.
- Manages projects variations and negotiates change to scope, schedule, budget or quality where required.

### **Advanced**

- Defines project purpose and scope, develops and executes project plan for complex projects.
- Identifies and manages interdependencies with related projects and initiatives.
- Maintains project progress toward successful completion in the face of aggressive schedules and setbacks.
- Manages distributed project teams.
- Resolves conflict between team members.
- Evaluates project performance, identifying and turning around poor performance.
- Conducts project reviews and identifies lessons learned, recommending improvements for future projects.
- Ensures adherence to project governance standards and policies.
- Coaches and guides others on project management practices.

### **Strategic**

- Establishes project governance standards and identifies organisational policies relevant to project management.
- Determines methodology, processes, tools and techniques to be used on L&D projects.
- Identifies, prioritises and initiates new projects, ensuring alignment with business priorities and communicating priorities and rationale to senior stakeholders.
- Engages project sponsors and ensures they are kept informed and fulfil sponsorship role throughout project lifecycle.
- Manages portfolio of projects, balancing resource allocation, interdependencies, risks and opportunities across projects to maximise benefits.
- Ensures that lessons learned are applied to improve project success.

## **SKILL : ENABLE CHANGE**

Engaging, empowering and accelerating individuals, groups and organisations to facilitate their optimal change journey in a sustainable way that positively affects performance. Building individual resilience and organisational agility during episodic and continuous change.

### **Foundational**

- Executes elements of a change plan.
- Applies appropriate techniques to accelerate change understanding, acceptance and engagement by individuals and groups.
- Helps those leading a change programme in their work of engaging stakeholders, exploring the drivers of change, shaping a vision for the future, mobilising commitment, execution/implementation, sustaining change through feedback and progress monitoring.

### **Proficient**

- Identifies and engages with stakeholders. Assesses change impacts and defines a change plan appropriate to the complexity and value of the change.
- Executes the plan, adapting to feedback during execution.
- Applies techniques to accelerate effective change across individuals, teams, groups and organisations during episodic and continuous change.
- Supports stakeholders in their transition by engaging stakeholders, exploring change drivers, shaping a vision for the future, mobilising commitment, and executing learning, coaching or performance initiatives that enable optimal change journeys. Ensures change is sustained through feedback and progress monitoring.
- Uses data and analytics to assess the effectiveness and impact of change.

### **Advanced**

- Designs and manages change strategies and plans for complex transformation projects. These strategies can include: communication plans, listening strategies, resistance tracking and resolution, readiness and adoption monitoring and mitigation.
- Influences sponsors and leaders to maximise support for change.
- Adapts change management approaches in response to challenges created by the change itself to accelerate acceptance and optimal post change performance.
- Explores innovation in change management and experiments with new change acceleration and change management techniques.
- Coaches others in effective change enablement.

### **Strategic**

- Proactively engages leadership teams to create a compelling case for transformational change and mobilises their active support on initiatives.
- Assesses key data, wider innovation and expert analysis to prioritise and shape strategic change programmes.
- Manages organisation-wide change impact across multiple transformational change programmes.
- Considers and makes recommendations to address stakeholder change saturation and the impact of competing and/or concurrent changes.
- Influences the cultural style and principles of how change is executed through people.
- Researches, adapts and adopts appropriate change enablement methodologies and frameworks to organisation needs and maturity.
- Tests new approaches and advances thinking to influence change enablement as a discipline.
- Engages the industry and strategic influencers outside of the organisation to promote best practice learning and performance as levers for change.



## **SKILL : CURATION**

Gathering, verifying, adding meaning to, organising and sharing information/ resources to serve a defined learning or performance related purpose. Using digital tools and non/digital / manual techniques to achieve this.

### **Foundational**

- Seeks and distributes resources that meet defined goals/needs.
- Adds contextual comments to each resource relevant to the target audience.
- Identifies and filters out inaccurate sources of information.
- Respects intellectual property rights in determining what and how content is shared.

### **Proficient**

- Independently sources and verifies relevant resources that meet defined goals/needs.
- Organises sourced resources using relevant communication channels and tools to make curated resources easy to find and consume.

### **Advanced**

- Sustains curation as an ongoing personal work habit.
- Seeks new sources of information for curation.
- Combines isolated pieces of curated resources into more complex narratives, identifying links between ideas and subjects.
- Builds/implements suitable infrastructures for sharing curated materials with the intended audience.
- Coaches and mentors others in curation skills.
- Promotes the benefits of effective curation.

### **Strategic**

- Articulates the value proposition for curation.
- Recommends and implements strategies to scale curation activities across internal and/or external uses to achieve the value proposition for a team or organisation.
- Keeps up to date with changes in curation tools and adjusts curation strategies to consistently meet organisational needs.
- Uses curation to identify ideas/data that inform strategic business decisions and detects potential business opportunities beyond the scope of L&D



## **SKILL : PERFORMANCE CONSULTING**

Resolving workplace performance issues by partnering with customers/clients to provide a systematic analysis of performance gaps, recommending appropriate performance interventions, and measuring ensuing business outcomes.

### **Foundational**

- Undertakes or assists in straightforward performance consulting projects with guidance. Selects appropriate solution.
- Identifies key concepts and features of performance consulting as a methodology for impacting business outcomes.

### **Proficient**

- Works with relevant techniques, tools and stakeholders to diagnose performance gaps, analyse causes, design solutions identify performance measures.
- Tracks interventions and designs and implements performance solutions and measures results against agreed KPIs.
- Assists in complex consulting projects.

### **Advanced**

- Manages complex performance consulting process and stakeholders, assuring appropriate methodology and outcomes.
- Mentors others to improve performance consulting capability. Develops the organisation's capability in this area.
- Provides insights into key components of the performance management cycle and related dependencies.
- Facilitates discussions that provide insight on performance gains and gain stakeholder commitment to a course of action.
- Tracks new developments in the field.

### **Strategic**

- Advocates for performance consulting with senior stakeholders.
- Leads development of performance consulting standards, policies, strategy and practices in the organisation.
- Coaches and mentors others to high performance standards.
- Leads the design, development and/or implementation of performance consulting and solutions across multiple, diverse environments and applications.
- Ensures alignment of performance consulting activities and solutions with business strategy.
- Maintains awareness of new industry and marketplace trends, sharing with others as appropriate.

## **SKILL : DATA ANALYTICS**

Leveraging data-enabled decisions to improve people and organisational performance.

### **Foundational**

- Defines data to be collected and analysed to assess learning solution efficacy and impact.
- Makes data-enabled decisions to evaluate and improve learning solutions and other work product.
- Follows data analytics standards, methodologies and techniques for. Uses organisation selected technologies and tools.
- Adheres to quality data management.
- Follows set data governance, ethics, privacy and security policies and procedures.

### **Proficient**

- Uses data analytics to clearly link learning solutions to business value and people impact.
- Defines analytical-based approaches, demonstrating how the learning solution impacts targeted business KPIs including relevant performance and learning objectives.
- Socialises approach with stakeholders, clearly explaining the link between proposed learning and performance solution and desired results.
- Proactively puts analytical standards, techniques, technologies and tools into practice.

### **Advanced**

- Demonstrates alignment of data analytics with strategic learning and performance requirements.
- Supports the business to articulate people and organisational performance requirements and uses tools provided to assess learning solution progress, evaluate impact and make data-enabled decisions toward improvements.
- Communicates insights, results and recommendations to stakeholders and guides them to make evidence-based decisions and actions.
- Employs data analytics standards, techniques, technologies and tools to collect, analyse and visualise data.
- Defines data quality management practices.
- Develops the L&D team's data literacy, and digital fluency.
- Ensures adherence of self and others to data governance, ethics, privacy and security policies and procedures.

### **Strategic**

- Identifies, articulates, prioritises and selects data analytics initiatives based on business or people value, strategic importance and organisational constraints.
- Establishes and leads data governance, ensuring compliance of all stakeholders with ethical, privacy, security and other legal requirements.
- Defines data analytics standards, policies and practices in the organisation.
- Selects technologies and tools to be used to collect, analyse and visualise data in the organisation.
- Contributes to the development and adoption of industry standards on data analytics.
- Contributes to the development of analytical capabilities in others throughout the organisation and learning & performance industry.
- Uses programme evaluation and assessment data sets to question and challenge organisation's views on the relationship between skills, behaviours and business performance.
- Uses the insights gained to steer existing learning initiatives and to better target new learning programmes. Regularly reviews the level of evaluation practiced in the organisation and refines measures to produce the insight required to inform learning strategy and improve organisational decision-making.

## **SKILL : DEVELOP ORGANISATIONAL CAPABILITY**

Identifying and developing the individual and team capabilities required to enhance organisational capability aligned to strategic business priorities.

### **Foundational**

- Identifies skill requirements for specific tasks/roles against a given standard.

### **Proficient**

- Analyses and defines capability development requirements for specific tasks or roles linked to organisational capability framework and standards.
- Designs and executes capability development solutions.

### **Advanced**

- Develops and maintains the organisational capability framework and standards.
- Plans, designs and executes investigations to identify current and future capability requirements aligned with organisational frameworks and business strategy.
- Proposes and leads implementation of solutions to develop capabilities.
- Analyses and reports findings on current practice, industry standards, technology changes and capability frameworks.

### **Strategic**

- Steers organisation-wide investigations to identify, define and assess the current and future capabilities required to achieve the organisation's strategy and objectives.
- Examines findings, sets the capability development strategy and prioritises solutions.
- Advises and steers related organisational Human Resources and L&D strategy to develop organisational capability.

## **SKILL : EVALUATE IMPACT**

Defining, measuring and interpreting learning impact in relation to the organisation's performance objectives or expectations using a range of quantitative and qualitative methodologies. Evaluation scope includes both impact and effectiveness of learning solutions allows the organisation to take a view on the value that the learning has added.

### **Foundational**

- Works within evaluation projects, performing activities including:
  - designing evaluation methodologies to measure performance
  - evaluating effectiveness of learning solutions
  - using data analytics to evaluate the achievement of KPIs.

### **Proficient**

- Runs specific evaluation projects, while not necessarily responsible for the evaluation design.
- Coordinates and collaborates with others across the organisation to collect data required for evaluation.
- Analyses and interprets data to provide reliable, accurate and meaningful information on the impact of particular learning programmes and effectiveness of learning solutions.

### **Advanced**

- Guides selection of appropriate qualitative and quantitative techniques to gather accurate data based on sound evaluation theory, existing organisational and performance frameworks and /or KPIs.
- Analyses data to determine whether learning interventions deliver desired performance outcomes and suggests design improvements where necessary.
- Interprets qualitative and quantitative data so that it is meaningful to stakeholders.
- Coaches others to help deliver useful and meaningful evaluation.

### **Strategic**

- Leverages the organisation's existing performance framework to determine the impact of learning on organisational performance, and works with others across the organisation to improve the framework, providing quality data to support an organisational strategy of continuous improvement, increased efficiency and maximum learning effectiveness.
- Advocates for rigorous measurement of impact and raises expectations around evaluation, learning-design and business impact measurement.
- Extends industry knowledge about evaluation.



## **SKILL : ASSESS PERFORMANCE**

Measuring individual and team performance against valid and reliably defined performance outcomes at both formative (during the programme) and summative stages (when the programme has been completed).

### **Foundational**

- Contributes to the assessment strategy of the organisation.
- Develops simple assessment instruments.

### **Proficient**

- Develops a complete assessment strategy, including the assessment instruments and the means of data collection and interpretation.
- Develops a complete assessment strategy, including the assessment instruments and the means of data collection and interpretation building relationships with appropriate stakeholders to collect results and ensure that the conclusions are understood and implemented, where necessary.

### **Advanced**

- Guides and coaches others to develop and deliver a comprehensive assessment strategy using industry awareness and knowledge of assessment theory.
- Defines and refines performance outcomes to be assessed and analyses the effectiveness of specific learning interventions.
- Defines and presents rationale for the assessment strategy. Monitors industry developments that can be used to improve the overall assessment strategy.

### **Strategic**

- Sets organisational policy for assessment.
- Ensures that assessment strategy and practices meet the organisation's operational needs.
- Leads development and implementation of assessment strategy for the organisation. Tracks developments in the science of assessment
- Arbitrates assessment appeals and challenges, making final decisions on matters raised.

## FACILITATE LEARNING

### **SKILL : FACILITATE FACE-TO-FACE LEARNING**

Facilitating face to face learning events, using engaging facilitation skills to actively involve people in learning, motivate them to adopt desired behaviours and meet agreed session outcomes.

#### Foundational

- Contracts scope and deliverables with stakeholders.
- Coordinates and prepares for face to face sessions.
- Leads engaging face to face sessions to deliver on the agreed purpose.
- Engages participants by demonstrating active listening, questioning, presenting and time-keeping skills.
- Builds rapport and presence with participants.
- Engages participants with varied learning/thinking preferences, and involves all participants with respect for group culture, norms and diversity.
- Uses engaging tools and technology to support facilitation.

#### Proficient

- Contracts scope and deliverables with stakeholders.
- Clarifies mutual commitment with participants and agrees on roles and responsibilities.
- Confidently engages participants, motivating them to change behaviours in line with desired outcomes.
- Builds strong rapport with participants, engaging them in meaningful dialogue and knowledge-sharing.
- Confidently engages participants with varied learning/thinking preferences, and involves all participants with respect for group culture, norms and diversity.
- Maintains an objective, non-defensive, non-judgmental stance to minimise influence on group outcomes.
- Sets up, manages and debriefs exercises and guides reflection to generate learning and action.
- Flexes facilitation style based on participants' needs and interests.
- Selects engaging tools and technology to support facilitation.

#### Advanced

- Recommends new facilitation tools and technologies to stakeholders, articulating their benefits.
- Creates immersive, challenging and memorable learning experiences that inspire participants to change behaviours in line with desired outcomes.
- Recognises group process and dynamics and encourages group to notice dynamics.
- Provides a safe environment for conflict to surface and guides resolution.
- Handles challenging participant behaviours with ease.
- Supports participants to develop strategies to apply learning into work.
- Coaches others to develop their facilitation skills.

#### Strategic

- Recognises stakeholder strategic intent and designs face to face interventions appropriate to context.
- Facilitates engaging workshops that create generative learning.
- Supports practitioners to develop strategies to improve their facilitation practice.

## FACILITATE LEARNING

### **SKILL : FACILITATE LIVE VIRTUAL LEARNING**

Facilitating interactive virtual learning events using varied and regular interactive opportunities to encourage participation with the overall aim of meeting the session objectives/outcomes.

#### **Foundational**

- Contracts scope and deliverables with stakeholders.
- Coordinates and prepares for virtual sessions.
- Leads engaging virtual sessions to deliver on the agreed purpose.
- Uses basic functionality of a single platform to interact with the audience throughout a virtual session.
- Manages the basic dynamics of virtual sessions to lead learners through learning activities as per the leader guide.
- Recognises learner engagement.
- Facilitates virtual sessions effectively with the live support of a producer.

#### **Proficient**

- Contracts scope and deliverables with stakeholders.
- Demonstrates expertise with a single platform, including the following:
- Manages the virtual environment to keep the audience engaged.
- Adapts learning activities during session based on participant needs.
- Recognises participant inattention and takes steps to address.
- Recognises learner fatigue and adapts facilitation to suit.
- Facilitates virtual sessions effectively with limited live support.

#### **Advanced**

- Designs and facilitates virtual online interactive content, including multiple linked sessions.
- Uses a variety of appropriate virtual tools to maximise participant engagement and learning.
- Demonstrates a working knowledge more than one platform.
- Manages the virtual environment to trouble shoot technical issues and plans for contingencies.
- Facilitates virtual sessions effectively without support.
- Reviews learner feedback and session recordings to continually enhance delivery skills.
- Supports and mentors others to facilitate effective online interactive sessions.

#### **Strategic**

- Works effectively within multiple platform environments.
- Champions virtual online interactive sessions and supports others in the adoption of such events.
- Monitors industry channels for developments in online learning and identifies practices and technologies appropriate to the organisation's needs.

## SUPPORT LEARNING

### **SKILL : CULTIVATE COMMUNITIES**

Connecting, nurturing, facilitating and sustaining groups with a shared interest/passion to learn from each other, and improve practices and performance.

#### **Foundational**

- Participates and actively contributes in a one or more communities inside or outside own organisation.

#### **Proficient**

- Supports effective community facilitation.
- Fosters participation and sharing within own professional communities and contributes to other communities in the organisation.
- Acts as a connector in the community, signposting people, content or ideas that might be useful and/or solve problems.

#### **Advanced**

- Helps community facilitators to measure effectiveness using value creation and business outcomes rather than purely activity metrics.
- Advises and supports others on how to cultivate effective communities.
- Promotes technologies that can facilitate virtual communities and underpin effective conversations.

#### **Strategic**

- Connects impact of communities to strategic business outcomes.
- Uses data and analytics to evidence impact and refine approach to communities.
- Actively recommends and implements strategic solutions to improve effectiveness of communities.
- Supports leaders to develop skills in this space.

## SUPPORT LEARNING

### **SKILL : SUPPORT WORK TEAMS**

Working with line and project managers to help a work team perform by working, collaborating and learning effectively together.

#### **Foundational**

- Participates and actively contributes in the L&D team.
- Shares resources and experiences regularly with their L&D team members.

#### **Proficient**

- Helps line and project managers to encourage and enable knowledge sharing with their team to solve problems, and to improve team communications.
- Helps a team to share resources and experiences effectively with one another.
- Supports a team as they make use of team collaboration tools or platforms.

#### **Advanced**

- Provides advice to line and project managers on how they can build an effective work team to achieve defined performance and productivity objectives.
- Helps managers measure success using team performance, business outcomes and productivity metrics rather than purely activity metrics.
- Promotes technologies that can facilitate team communication and collaboration.
- Guides others to shift their understanding of what it means to be an effective work team.
- Develops org understandings of best team practices.

#### **Strategic**

- Promotes a knowledge sharing culture across the across the organisation - to ensure there are no social silos.
- Proactively searches for, experiments with, and leads adoption of practices and technologies to continuously improve team sharing and collaboration.

## SUPPORT LEARNING

### **SKILL : DEVELOP CONTINUOUS LEARNING SKILLS**

Supporting individuals to develop self-directed and self-managed learning skills to drive independent, collaborative, and networked learning (includes informally, formally, personally, professionally, and in the workplace).

#### Foundational

- Works with other L&D professionals to support individuals to leverage opportunities inside and outside the organisation to learn continuously.

#### Proficient

- Helps (groups of) individuals to:
  - identify their own performance and learning goals in line with business goals.
  - select appropriate activities, tools, resources including people, events and experiences, to achieve their goals
  - evaluate their learning and new performance and identify next steps.
  - assess their own beliefs when it comes to learning and performance, especially their self-efficacy.

#### Advanced

- Supports line managers, team leaders and coaches to encourage continuous learning as an integral part of the daily work through practices such as reflection, on-the-job development and knowledge sharing.
- Researches continuous and lifelong learning to identify approaches that can be tailored/adapted to suit the context and support the needs of the organisation.
- Applies and promotes practices and technologies to continuously improve continuous learning.

#### Strategic

- Engages with senior leaders to empower a culture of continuous learning in the organisation, by explaining the business imperative, and the need for high-level commitment (e.g. for protected learning time and budget).
- Advises and steers related organisational HR strategy, especially recruitment, to select for, nurture and reward continuous learning.
- Proactively searches for, experiments with and leads adoption of practices and technologies to improve continuous learning. Shares results and experiences within the business and broader networks.

## SUPPORT LEARNING

### **SKILL : SUPPORT COACHING**

Building a culture of coaching where coaching is available at all levels of the organisation. Developing the skills of, and providing support to, leaders and managers to coach individuals and groups.

#### **Foundational**

- Undertakes coaching training and receives coaching.
- Delivers 1 on 1 and group coaching sessions, reviewed by mentor coach.

#### **Proficient**

- Identifies opportunities for coaching to support and improve professional and personal development.
- Works with others, particularly managers, to ensure they are using appropriate coaching techniques, including empathic listening, creating a safe space, asking powerful questioning techniques to bring about a change in coachee.

#### **Advanced**

- Supports and promotes the wide use of coaching in the organisation, including incorporating coaching interventions in both learning programmes and in the daily work of managers.
- Builds an environment for coaching to become effective,
- Ensures coaches understand when coaching is the appropriate intervention (as opposed to, e.g. mentoring, or training).
- Clearly differentiates coaching from counselling or therapy interventions.

#### **Strategic**

- Advocates coaching across the organisation and details the behaviours that demonstrate it.
- Where appropriate, creates strategic alliances and partnerships with external bodies to support the use of coaching across the organisation.
- Ensures that senior leaders are coached, supporting them to shift behaviour from command and control to seeking, reflecting and acting.
- Influences people-related policies to embed coaching as a skill that every leader/manager needs to have within the organisation.

## SUPPORT LEARNING

### **SKILL : SUPPORT MENTORING**

Structuring a programme of support and guidance to members of organisation via mentoring. Supporting development and application of skills by others to help people build successful mentoring relationships.

#### **Foundational**

- Engages in a mentoring relationship.
- Undertakes basic conversations using listening and questioning, and a mix of experience and guidance.

#### **Proficient**

- Identifies opportunities for mentoring to support and improve professional and personal development.
- Works with others, particularly managers, to ensure they are using appropriate mentoring techniques, including: listening, questioning and feedback.
- Supports the definition of the purpose of mentoring relationship within the organisation to deliver an effective programme.

#### **Advanced**

- Supports and promotes mentoring across the organisation, ensures mentors are able to identify and apply the appropriate mentoring relationships in a given situation.
- Develops mentoring relationships that meet the needs of mentees, using listening, questioning and feedback.

#### **Strategic**

- Identifies the business impact of mentoring programmes to influence change, culture, knowledge sharing and engagement.
- Advocates mentoring and supports senior leaders in their mentoring.
- Engages in mentoring as a mentor and mentee.

# **THE EXPERTISE BEHIND THE LPI CAPABILITY MAP**

## STEERING GROUP

The LPI Capability Map 2018 Refresh project was guided by an international Steering Group under the project management of Michelle Ockers. This group made the final decisions on everything from the overall structure of the Map to deciding on recommendations made by the Working Groups, which examined each skill in depth.

	Name	Organisation	Location
	<a href="#">Andy Andrews</a>	Lexonis	UK
	<a href="#">Berta Merelles</a>	Banco Santander	Spain
	<a href="#">Charles Jennings</a>	70:20:10 Institute	UK
	<a href="#">Charles Y. Senkondo</a>	Tanzania Global Learning Agency (TaGLA)	Tanzania
	<a href="#">Clark Quinn</a>	Quinnovation, Internet Time Alliance	USA
	<a href="#">Craig Yetter</a>	LafargeHolcim	Switzerland
	<a href="#">Dani Johnson</a>	Red Thread Research	USA
	<a href="#">David Perring</a>	Fosway Group	UK
	<a href="#">Donald H Taylor</a>	LPI	UK
	<a href="#">Eoin Cahill</a>	Gas Networks	Ireland

## STEERING GROUP (contd)

	Name	Organisation	Location
	<a href="#"><u>Harlina Sodhi</u></a>	BelieveInYourself	India
	<a href="#"><u>Henriette Kloots</u></a>	Pink Coat	Netherlands
	<a href="#"><u>Jane Hart</u></a>	Centre for Modern Workplace Learning	UK
	<a href="#"><u>Julie Wedgwood</u></a>	Productive Limited	UK
	<a href="#"><u>Lori Figueiredo</u></a>	Syzygy Solutions	Singapore
	<a href="#"><u>Michelle Ockers</u></a>	Independent	Australia
	<a href="#"><u>Mirjam Neelen</u></a>	Accenture	Ireland
	<a href="#"><u>Mohammad Yassin</u></a>	Elm Company	Saudi Arabia
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	<a href="#"><u>Sunder Ramachandran</u></a>	GSK Pharmaceuticals	India
	<a href="#"><u>Trish Uhl</u></a>	Owl's Ledge	USA

## WORKING GROUPS

The LPI Capability Map 2018 Refresh project was driven in large part by expert Working Groups, which explored in detail each skill and put forward recommendations for how the skills should be defined. Each Working Group included one member of the Steering Group, ensuring continuity of approach.

Group Member	Organisation
Andy Andrews	Lexonis
Janet Benson	Learnovate Centre
Sue Bradshaw	Clovis Oncology
Eoin Cahill	Ervia
Craig Camamile	Griffith University
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Gemma Critchley	Aviva
Nebel Crowhurst	River Island
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Andrew Downes	Independent
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Owen Ferguson	Good Practice
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Geetika Guha	Accenture
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Andrew Joly	Learning Technologies Group
David Kelly	The eLearning Guild

Group Member	Organisation
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Ettie McCormack	LPI
Berta Merelles	Banco Santander
Bob Mosher	APPLY Synergies
Sarah Moussa	Pacific National
Mirjam Neelen	Accenture
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Trish Uhl	Owl's Ledge LLC
Chloe Walton	Hello2morrow Ltd
Julie Wedgwood	Productive Limited

## ABOUT THE LEARNING AND PERFORMANCE INSTITUTE

The Learning and Performance Institute (LPI) is the leading authority on workplace Learning & Development and continues to expand its reach globally.

With a comprehensive portfolio including membership, certification, accreditation, events, awards, networks and consulting, our mission is to provide practical solutions for business performance improvement through effective learning.

Our unique focus is on *learning efficacy*; the demonstrable impact of learning on individual and organisational performance.

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