



Brandon Hall Group™

From Activity to Impact The Wake-Up Call for L&D Leaders



2026

Executive Interview



 **explorance.**

About Anastasia Tsimiklis

Anastasia Tsimiklis is the Chief Marketing Officer at Explorance, where she leads all marketing efforts for the company's feedback analytics solutions. She joined Explorance in 2022 and brings more than 20 years of experience driving growth for technology companies ranging from startups to global enterprises. Prior to Explorance, she served as CMO at Terranova Security, a cybersecurity awareness training company, where she led a 500% revenue increase over four years that culminated in the company's acquisition by Fortra Systems. Earlier in her career she held senior demand generation and product marketing roles at CA Technologies (now part of Broadcom), focusing on cloud and enterprise solutions. Anastasia holds a Bachelor of Commerce in Marketing and a Certificate in Public Relations from Concordia University's John Molson School of Business.



About Explorance



Founded in 2003 and headquartered in Montreal, Quebec, **Explorance** is a leading provider of people insight solutions that help organizations make better decisions by measuring the needs, expectations, skills, knowledge and competencies of students and employees. The company's flagship product, Blue, is an enterprise-grade feedback management platform used for everything from course evaluations to employee engagement surveys, while its Metrics That Matter (MTM) solution specifically measures learning effectiveness and connects training outcomes to business results. Explorance also offers MLY, an AI-powered qualitative analysis tool that automates the analysis of open-ended feedback. Explorance serves more than 35% of the Fortune 100 and 25% of the world's top higher education institutions across more than 40 countries.

About Michael Rochelle

Today's conversation is moderated by **Michael Rochelle**. Michael is Chief Strategy Officer and Principal HCM Analyst at Brandon Hall Group™, bringing his expertise in Human Capital Management. Michael has more than 30 years' experience in HR, IT, sales, marketing, business development and strategic and financial planning in Fortune 500 and venture-backed start-up organizations.



Q Michael

You've said this is the moment of truth for L&D and talent. What does that mean and why now?

A Anastasia

It's not theory and it's not conversation. It's not a situation where we're saying, you know, we'll get to it. This is impactful, immediate, necessary, mandatory. Everyone in this audience is spending enormous time and resources, dollars, sweat and tears, trying to get great learning to have its effect on learner engagement, learner motivation, upskilling and reskilling, accelerating the needs of the business through better learning and developing cultures for lifelong learning. But how do you know if it's working? What's the tangible, measurable outcome?

What we've seen in our research is that organizations still rely heavily on what we call learning-centric metrics: completion rates, learner progression

through courses, course completions, certifications that are handed out. But is that really translated into someone who is bigger, faster, stronger, with an enhanced level of skill or competency development, which leads to greater individual, team and organizational performance?

Can learning actually take credit for improving business outcomes? Can we show we're directly contributing to the top and bottom line? Can we show we're mitigating risk or building the overall talent readiness of the organization? Can we draw a point A to point B line and say, there it is, this is how we did it? Without all of the steps in between, it's impossible to say someone learned something and therefore the company met its margins, launched a product successfully, or improved its NPS scores. It's too big a leap of faith. So the question is: how do we put the trail of breadcrumbs in place to show that learning is having a direct impact?

Q Michael

What has to change in how L&D builds and designs learning to make that case?

A Anastasia

The first thing is really looking at how you're developing learning. Are you building from the outside in rather than the inside out? A great example: when we think about learning objectives, we should think about them as if we're watching someone perform based on that new level of learning. What would that look like? What would be the observable, demonstrable behaviors we'd look for to say that person got it, that person understands it and their behaviors show they're well on their way to improved performance?

We don't necessarily take that point of view when we're building learning. We oftentimes start with a subject matter expert and someone who can design courses and we decide what we think people need to know, then project that inside-out approach outward. That inherently leaves the

door open to the question: what do we measure that against? Versus starting from the outside in, where we know what great looks like and walk backwards into what learning has to look like and act like in order to achieve that behavior.

Q Michael

You draw a distinction between lag measures and the kinds of measures L&D actually needs. Can you explain that?

A Anastasia

We oftentimes measure based on lag measures. Think of a lag measure like the final score on a scoreboard. By then, the game has been played, the score is final and there's nothing you can do to change it. We have a tendency to set up learning measurement the same way, which puts us in a position where nothing can be done after the fact.

To get better impact and measurability with learning and eventually drive ROI, we have to think of the

analogy of a ruler. Imagine a ruler where the only marking was a six-inch line halfway through and then the ruler ended. Everyone would say, how do you use a ruler like that? There aren't enough lines on it. That's what we're doing when we build nothing but lag indicators. We need more lines on our rulers.

We need to bring back smaller milestone measurements along the way that give us better insights into whether learners are progressing in a way that will change behavior and improve performance. Our learning measurement model has to give us the opportunity to step in often and see how learners are doing. Are they able to apply what they've learned? Where are the breakpoints? Where are they falling down? And how can we use those extra lines on the ruler to remediate learning, to step in and say, we can't leave you hanging. That's where personalization kicks in. We can't wait until the end to see whether learning did anything. We have to be able to measure often so we can step in if things aren't on track.

Q Michael

Who ultimately owns the report card for whether learning was effective?

A Anastasia

That's probably the inevitability that learning and development organizations have to embrace: the report card for whether learning was effective is no longer in your hands. The grades for whether learning did its job will be with the business stakeholders. If you're joining hands with them, arm in arm and learning is there to help them meet their business objectives, then ultimately they are going to be the judgment factor. They're going to measure it based on whether goals and objectives were met, or not, or somewhere in the middle.

That's a bit of a challenge, because we want to be so focused on our activity, how busy we were, what the constraints and opportunities were. We want people to give us credit for the time we put in. But ultimately, if you didn't move the needle on

performance or individual and team behavior that leads to better performance, then in essence, what did all that effort amount to?

Q Michael

What's the shift you're hoping L&D leaders walk away ready to make?

A Anastasia

I want to help the audience shift from just measuring activity, which is important, to predicting performance and impact to the business. This is going to give L&D leaders an opportunity to move away from being a support function to really being in the driver's seat, proving their impact and value. That puts them in a much better position. And I also want to make clear that what we're talking about is only one thread of a larger fabric. We all have to come together to figure this out. The conference as a whole is really set up to learn, collaborate, share best practices and create that wisdom of crowds. It's a tremendous forum to learn from others and from experts and to walk

away with something tangible that benefits your organization and your career.



Here are some ways to listen to the interview on Brandon Hall Group's Excellence at Work Podcast:





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