TIER1 PERFORMANCE INSTITUTE

2023 LEARNING TRENDS REPORT

THE PATH TO EXEMPLARY: PROPEL YOUR TEAM FROM GOOD TO GREAT

WRITTEN BY

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TOPICS IN THE 2023 LEARNING TRENDS REPORT

WELCOME

The Learning Trends Report

The Learning Trends Report is an almost decade-long effort of TiER1 Performance to provide a comprehensive summary of industry trends for the learning and development field. We want to support learning teams and professionals with practical intel about what's happening in the industry, while also enabling them to benchmark themselves in comparison to exemplary organizations with demonstrable evidence of success.

What's unique about Learning Trends?

There are numerous useful industry surveys published each year, all of which provide distinctive information. Learning Trends was designed to avoid duplicating those efforts and provide unique insights. It is the only survey that selects high-performing organizations based on a combination of learning success, quality of learning measurement, and quality of professional development—thus enabling learning teams to have confidence that they are benchmarking against exemplary organizations.

We asked respondents about an extensive range of methods, tools, and design practices. Learning Trends goes beyond training to explore other learning assets as well as performance-improvement assets and practices. Finally, Learning Trends differentiates itself by including more research-inspired methods and tools than are common in industry surveys. We also add questions each year related to current concerns to enable readers to reflect on pressing issues.

What's inside the Learning Trends Report?

We designed this report to be as user-friendly as possible to help support your work. Of course, you might see something else we could have done, so please let us know what we can improve for next year.

As the data shows, many of us in the learning and performance field are strong advocates for improving our methods and practices. We actively advocate for more research-aligned practices, more efficiencies, more time, and more resources to do things right. Indeed, the Learning Trends team at TiER1 who read the many comments are thankful for your time and inspired by you!

We designed the Learning Trends Report to honor and enable your advocacy. We divided the report into clear focus areas so that you can zoom in on an area of interest. We also summarized the findings so you can get a quick read of what's notable without having to process all the data points. For each survey question, we provided the actual data so you can see for yourself what it means. We crafted the charts with pithy callouts so you can quickly parse the graphs and grab screen captures to share the results you find most compelling.

RESPONDENTS

This year's respondents totaled 556, which is a 47% increase from last year's report. The respondents were invited to participate if they worked in the learning and performance field. We intentionally sought to collect responses from across the globe, which resulted in a significant number of respondents outside the U.S., Canada, Europe, and the U.K., including 9% from Africa, 8% from Australia and New Zealand, and 3% each from South America, Asia, and India.

Overall, respondents had significant experience in the learning and performance field, with the median response being 11-20 years of experience. We heard from all ages, though many people were in the 40-60 age range. While a plurality of people were individual contributors, many were senior leaders and leaders of smaller learning teams.

QUESTIONS ANSWERED

- What are the most common L&D tasks that people are working on?
- What L&D technologies are currently in use?
- What design processes are L&D teams using?
- How are L&D teams dealing with the worries about the economy?
- How often do L&D teams focus on performance improvement or get into the work context to support people directly in doing their work?
- How successful were L&D teams in creating learning opportunities that improved employee work performance?
- What are our learning design goals?
- Where do L&D professionals go for their professional development?
- How often do L&D teams include target audiences in the design process?
- How are we feeling about learning evaluation?
- What are the top methods used by L&D teams to gain insight and diagnose learning needs?
- How well are L&D teams innovating?
- How much personal connection have we felt with our work group over the last few months?

IMPORTANT RESULTS

- **Exemplary organizations really do things differently** from typical ones. For example, people working for exemplary organizations are happier in their work, are more innovative in their work, and work on many more learning assets than those in typical organizations.
- **Many learning professionals will be working from home** in 2023, although this tends to vary by region of the world.
- One-third of us feel that our learning teams can demonstrate undeniable or strong evidence of success in **improving work performance.**
- **Learning vendors differentiate themselves** from non-learning businesses and other types of organizations in many ways. They tend to be more innovative, happier with their learning evaluation, and receive better professional development.
- 64% of us are **frustrated with the learning evaluation** we currently do.
- **The top three learning modalities are all delivered online,** including eLearning, online instructor-led training, and videos.
- **Classroom training has started to rebound** from the COVID-19 pandemic.
- **Scientific research** was the most trusted source of job-relevant information.

How to use the Learning Trends Report

- Review to reflect on industry trends and practices.
- Organize your learning team to reflect on the findings as a group, searching for best practices to implement and issues to explore further.
- Use a tailored benchmarking process (provided by TiER1 Performance) to involve your learning team in comparing your private survey results to industry averages and exemplary organizations (as determined in the Learning Trends results).

EXEMPLARY ORGANIZATIONS

What are exemplary organizations?

For the second year, the Learning Trends data are being indexed by the concept of "exemplary organizations." Essentially, we defined exemplary organizations as those who use systematic methods to gain insight into their learning designs and results—and with this window into their practices, they report success in enabling improved work performance.

We have extended the criteria for this year's report (and corrected a minor mistake from last year in the application of the concept). Throughout this report, we highlight what exemplary organizations are doing that typical organizations are not. We hope these insights empower you and your team to use the data to benchmark your practices against the best.

Selection criteria for exemplary organizations

Exemplary organizations were selected based on the following:

- The quality of professional development received
- The variety and rigor of metrics used to evaluate the impact of L&D delivered in 2022
- The ability to make improvements to evaluation strategies
- The success of learning teams in creating L&D opportunities that improved employee work performance

What did we find?

When compared with people in more typical organizations, the survey data have revealed three key distinctions of people in exemplary organizations:

- They utilize more innovative practices.
- They engage in professional development that is more transformative.
- They're more likely to be doing the best work of their careers.

Go to surveymonkey.com/r/exemplaryquiz to take a five-question diagnostic to see if your organization qualifies as exemplary.

EXPLORING THE CRITERIA FOR EXEMPLARY ORGANIZATIONS

To identify exemplary organizations from typical organizations, we chose criteria based on our beliefs about what makes a successful learning team. We could have chosen exemplary organizations based on the experience, age, or level of education of those on their learning teams. We could have selected organizations based on the models, tools, or design methods they use. We could have had them rate their level of skills and knowledge.

Instead, **we boiled it down to four criteria** that address a wide range of factors, including professional development, learning evaluation, and the success of learning teams in creating L&D opportunities that improved employee work performance.

We don't claim genius here! Our criteria arose from the common sense already known in the learning and performance field. One of our **most important goals is to improve work performance.**

Here was our thinking. We humans are biased in believing that the work we are doing—indeed any efforts we are making—are producing good results. We can't help it; we are built to believe that we are doing good work.

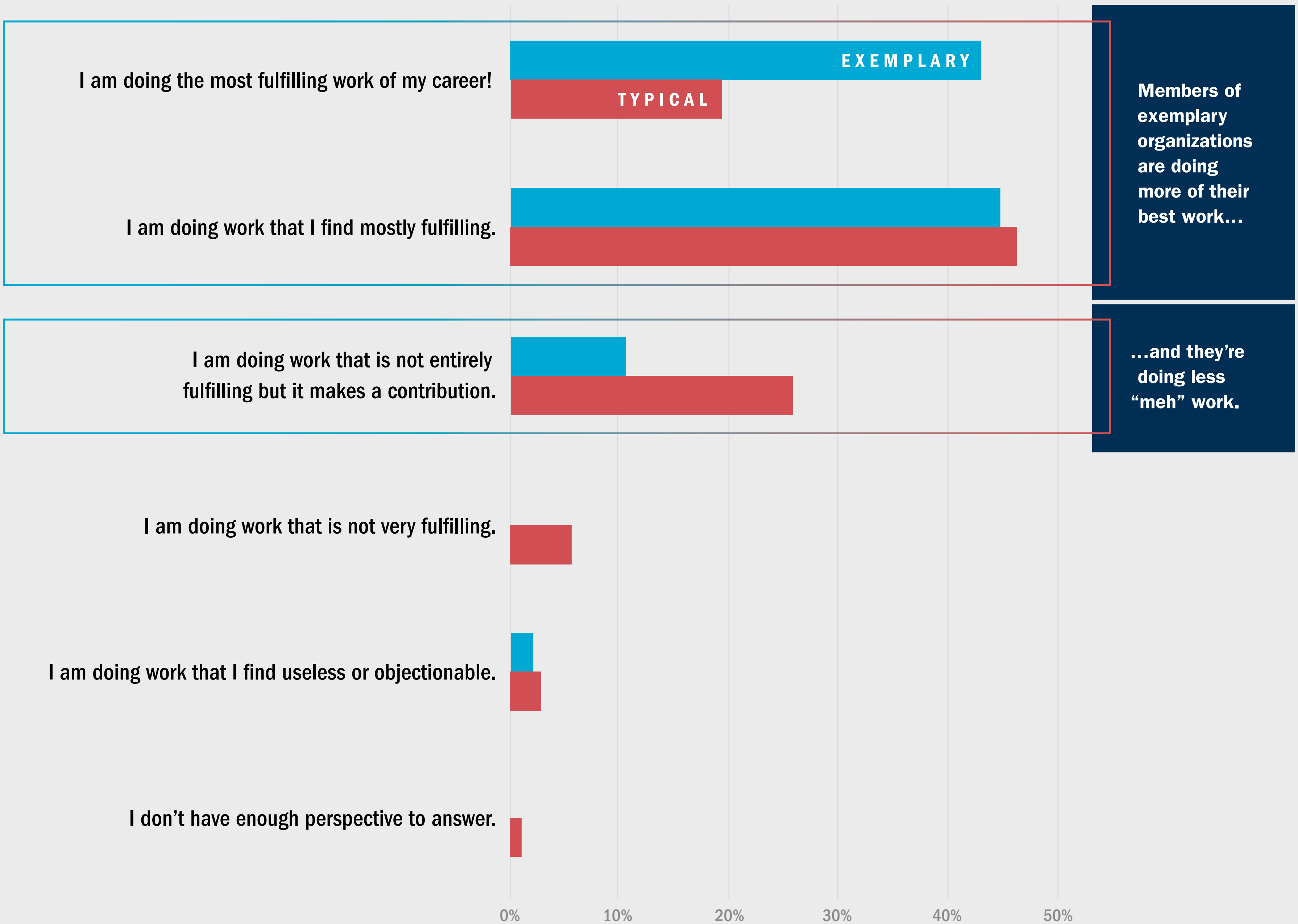
To counteract this tendency, we figured that the learning teams using more rigorous learning evaluation practices would be more likely to see the truth of their outcomes. They wouldn't have perfect insight—nobody does—but when they reported success in improving work performance, we would be able to trust their assessment more than those who were using poor evaluation approaches.

We mapped the four criteria for exemplary organizations to a numeric scale. We then reviewed the distribution of these scores across our respondents and found an inflection point that allowed us to separate approximately 10% of respondents as working for "exemplary organizations" with the remaining 90% working for typical organizations.

This is the second year we have applied this construct. We don't claim that our exemplary criteria are predictive. Nevertheless, the distinction does provide an intriguing lens to view several results. Are people in exemplary organizations more or less likely to report that their organizations are innovative? Do they develop different kinds of learning materials? Do they have a different view of the economy?

Using this construct does suggest some qualities of exemplary organization that could **inspire better practices** at typical organizations.

Rate your overall satisfaction with your work.



Methods for 2023

Members of typical organizations planned to use, on average, only

10 different methods

(n=361)

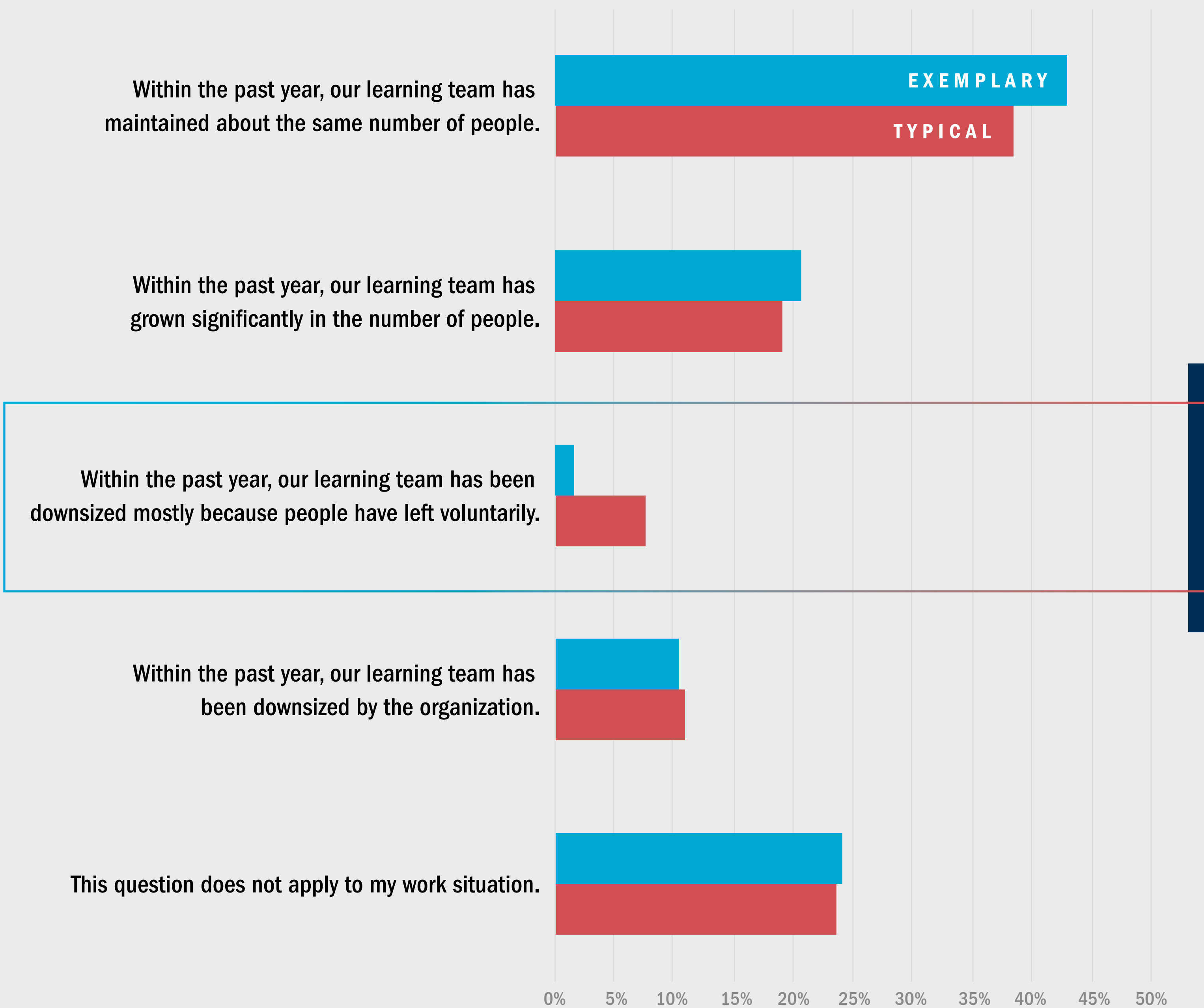
Members of exemplary organizations planned to use, on average,

17 different methods

(n=58)

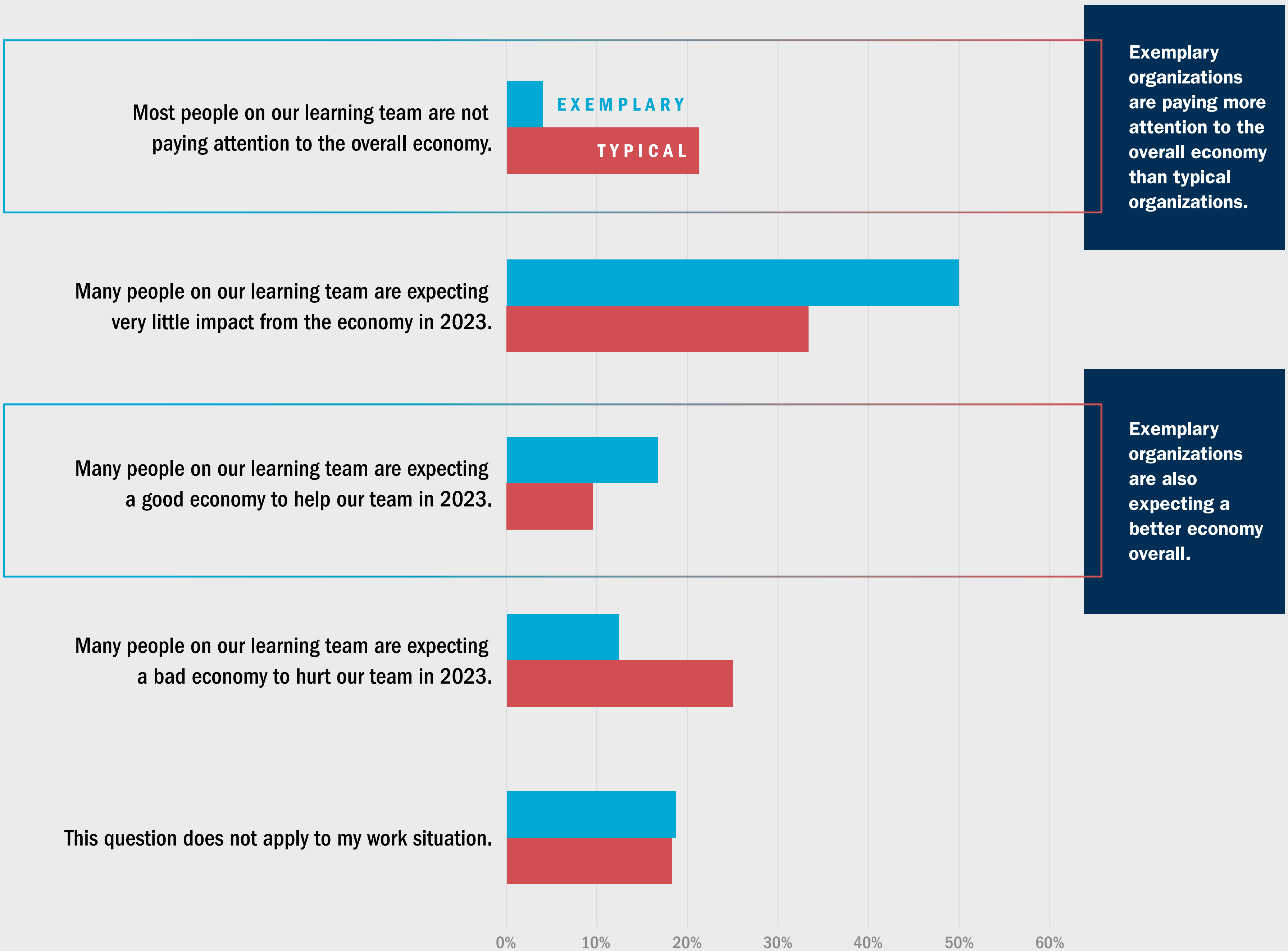
Members of exemplary organizations planned to use 70% more learning methods than people in typical organizations.

Economic impact

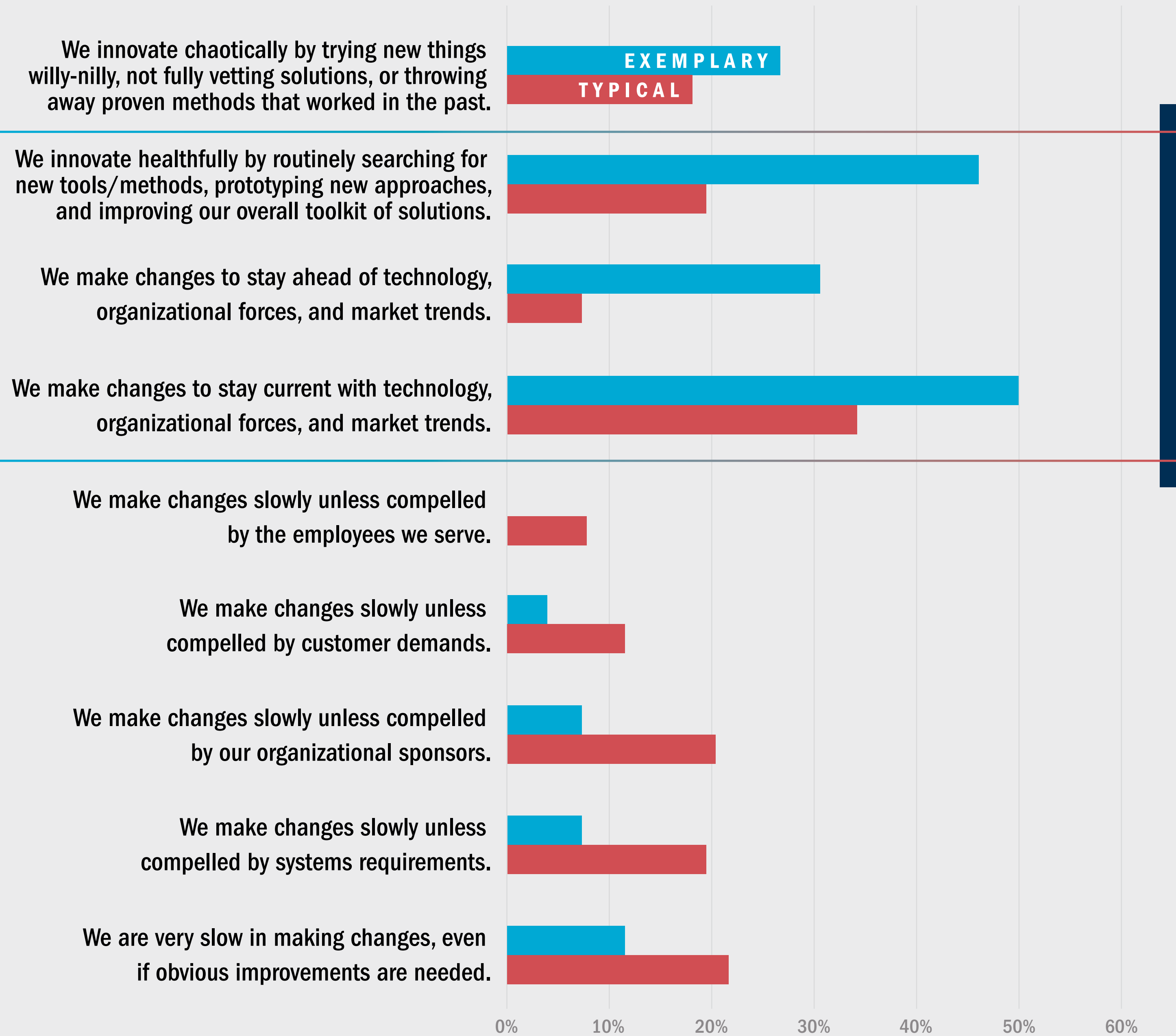


While the economic impacts have been similar, exemplary organizations report less voluntary churn.

Expected economic impacts



Innovation culture



Exemplary organizations tend to foster a healthy innovation culture but are also slightly more likely to innovate chaotically.

EXEMPLARY ORGANIZATIONS RECAP

There are multiple ways you can use and benefit from the exemplary organization data:

- **Share the data with your senior leadership** to show where your learning team is excelling AND to get budget, resources, and support to improve in areas where your current practices may be falling short.
- **Inform your learning strategy** by uncovering opportunities you may not have considered before and by prioritizing the best practices you are already using.
- **Energize and educate your learning team** by enabling them to examine their own practices and reflect on where they align (or don't) with the practices of exemplary organizations.

PROFESSIONAL DEVELOPMENT

To do our best work, we need to continue learning. We help other people with their professional development, but how are we learning ourselves? And what sources are we using to fuel our learning?

Here are some of the main findings:

We receive less than we need.

We, the providers of training, don't get much formal training ourselves. More than half of our survey respondents want more professional development; the median budget for individuals to pursue professional development is between $1,001 and $2,500.

We find our own opportunities.

Most of our professional development comes from our own outreach, seeking sources like online articles, blog posts, books, webinars, self-guided courses, and videos. We prefer scientific research as our most trusted source of information, and we also rely on a host of thought leaders in our field.

We're improving, not transforming.

While less than 5% of respondents report their work being completely transformed by professional development, most received professional development that improved their work.

TRUSTED SOURCES OF PROFESSIONAL DEVELOPMENT

We asked respondents who they would recommend as good sources of professional development. We received hundreds of written responses, which we'll categorize below.

Specifically, *"What professional development providers/sources outside of your organization would you highly recommend to other learning and performance professionals?"* We asked respondents to type their responses—we provided no specific choices or suggestions.

The top entries were professional associations—specifically, ATD (Association for Talent Development), LDA (Learning Development Accelerator), the Learning Guild, and Training Magazine. There were also many mentions of LinkedIn Learning and Udemy. From across the globe, other professional associations mentioned include LPI (Learning and Performance Institute) in the U.K. as well as AITD (Australian Institute of Training and Development).

The rest of the responses varied widely. The thing that struck us was that many respondents shared lists of names that contained 10 or more thought leaders in our field!

Care should be taken in interpreting the professional associations chosen. More of our respondents are from the U.S. and Canada, so professional associations elsewhere are likely to be underrepresented in our data.

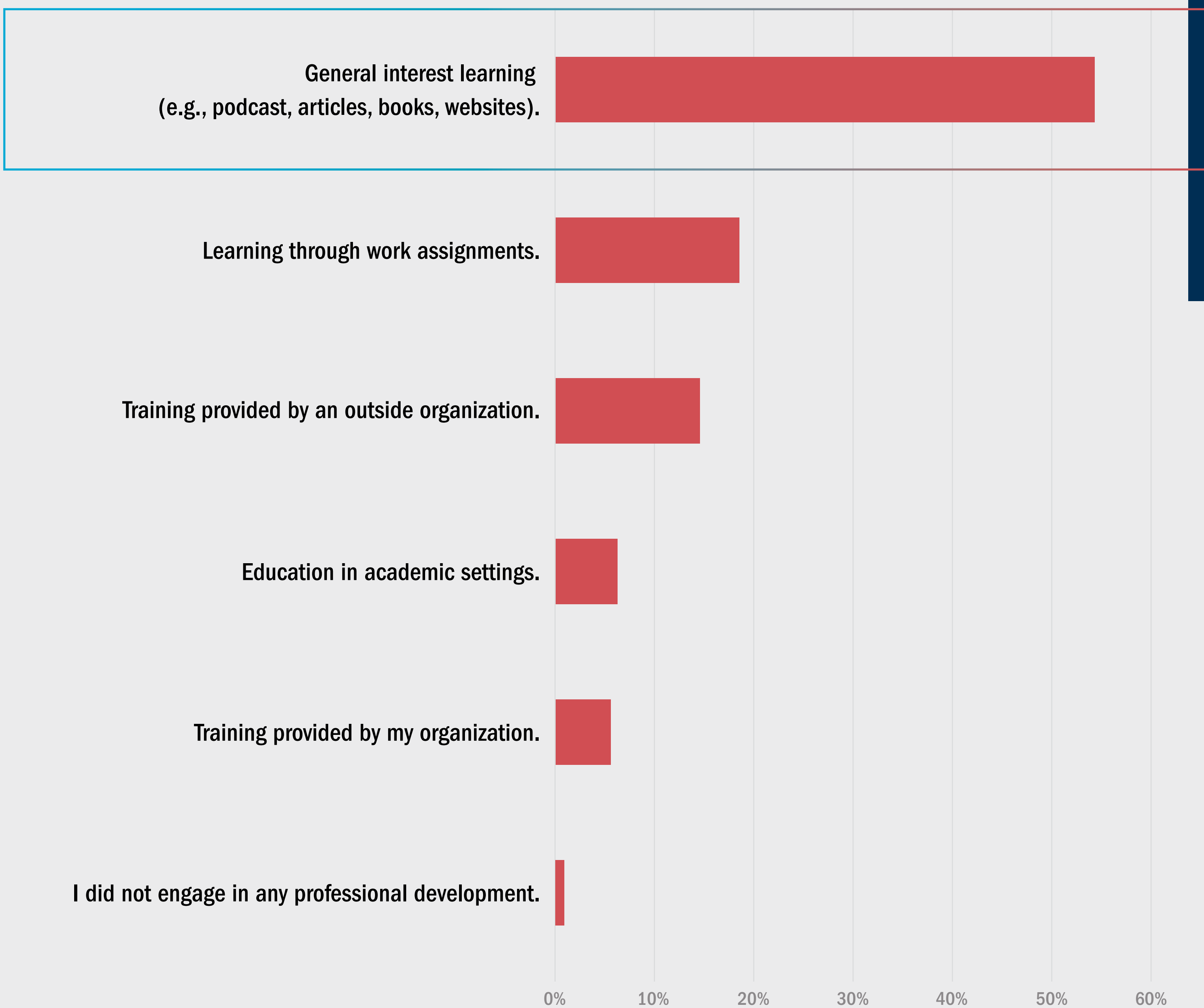
TRUSTED THOUGHT LEADERS

We asked respondents, *"In 2022, what thought leaders did you follow closely?"* Again, we received hundreds of responses.

Here are the top responses listed in alphabetical order by first name:

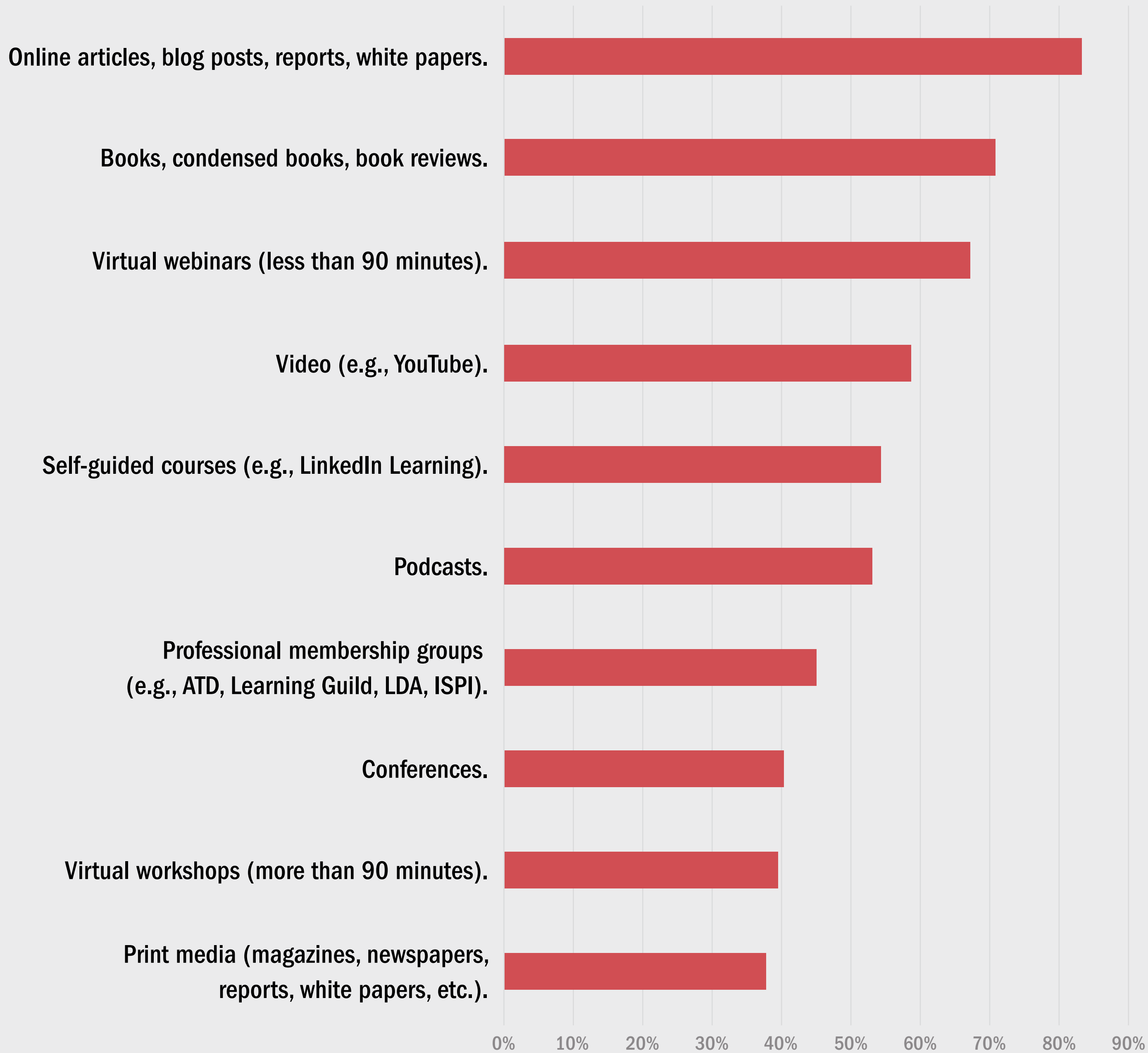
- **Brené Brown**
- **Cara North**
- **Cathy Moore**
- **Clark Quinn**
- **Connie Malamed**
- **Donald Clark**
- **Guy Wallace**
- **Josh Bersin**
- **Mirjam Neelen**
- **Nick Shackleton-Jones**
- **Patti Shank**
- **Paul A. Kirschner**
- **Simon Sinek**
- **Tim Slade**
- **Will Thalheimer**

In 2022, where did you get most of your professional development?



Most of us learn on our own initiative. We get very little formal professional development help from our own organizations.

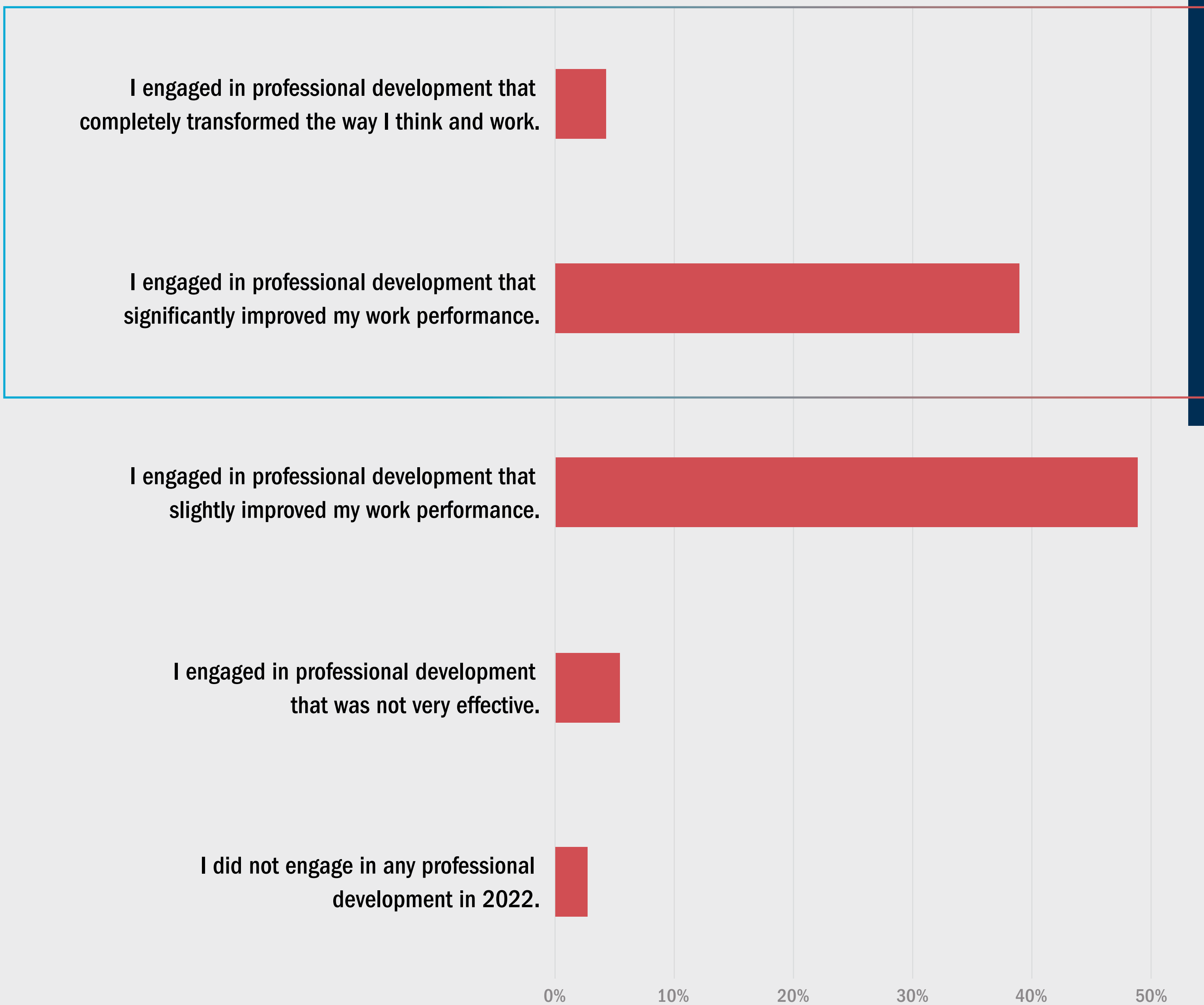
Top 10 sources of professional development



We are learning from other sources beyond training!

In 2022, were you able to get the professional development you needed to do your best work and/or advance your skills?

In 2022, how was the overall quality of the professional development in which you engaged?

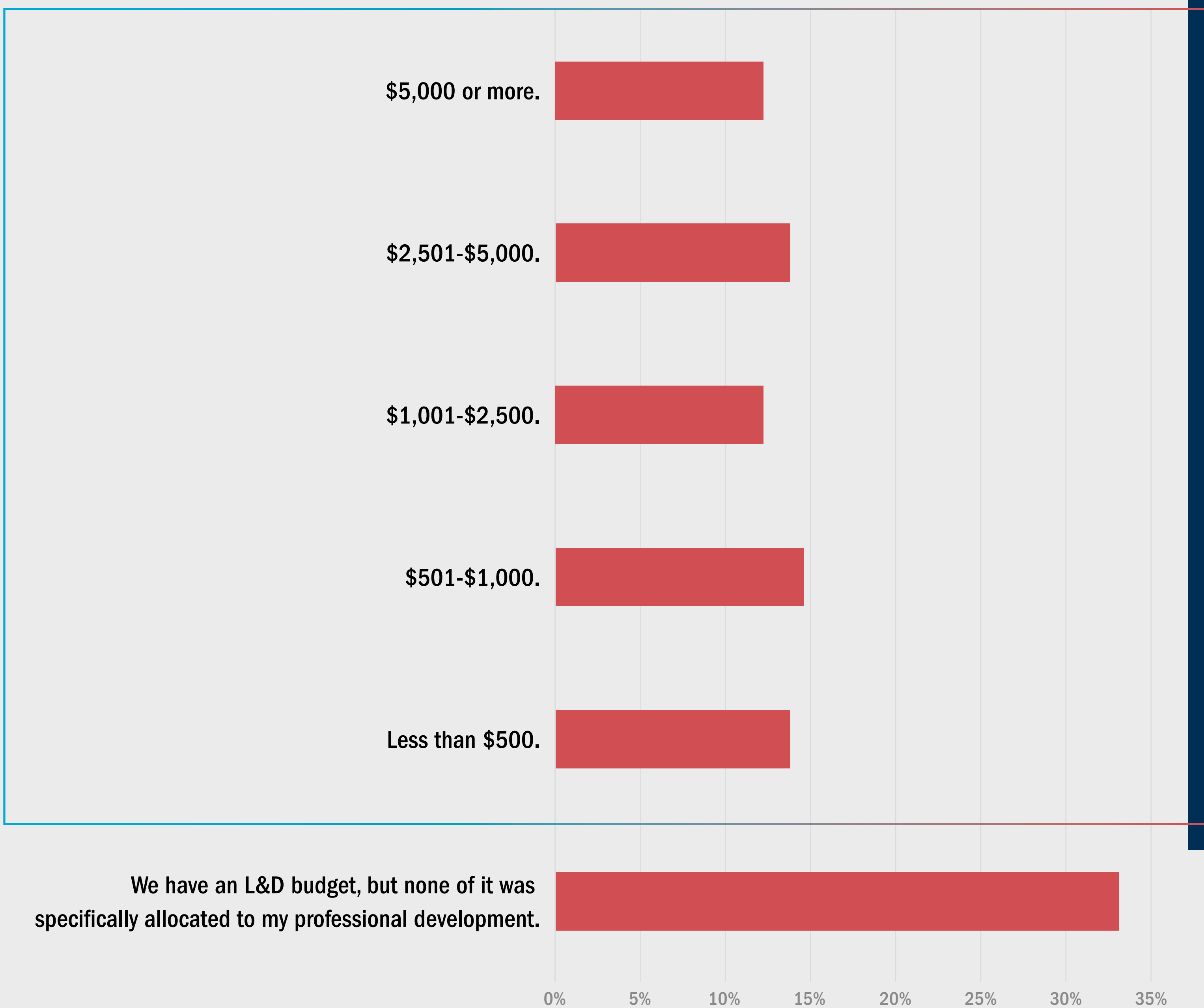


Mostly, we feel good about the professional development we are receiving. Still, only about 4% is transformational.

People who work in learning vendor organizations report receiving much better professional development than others—yet they also report receiving less professional development.

	Non-Learning Businesses	Government	Not-for-Profit	Learning Vendor	Education
"Significantly improved" or "completely transformed" their professional development.	**43%** n=74	**36%** n=12	**33%** n=9	**57%** n=58	**31%** n=11
"Slightly improved," "was not very effective," or "did not engage in" professional development.	**57%** n=100	**64%** n=21	**67%** n=18	**43%** n=44	**69%** n=24

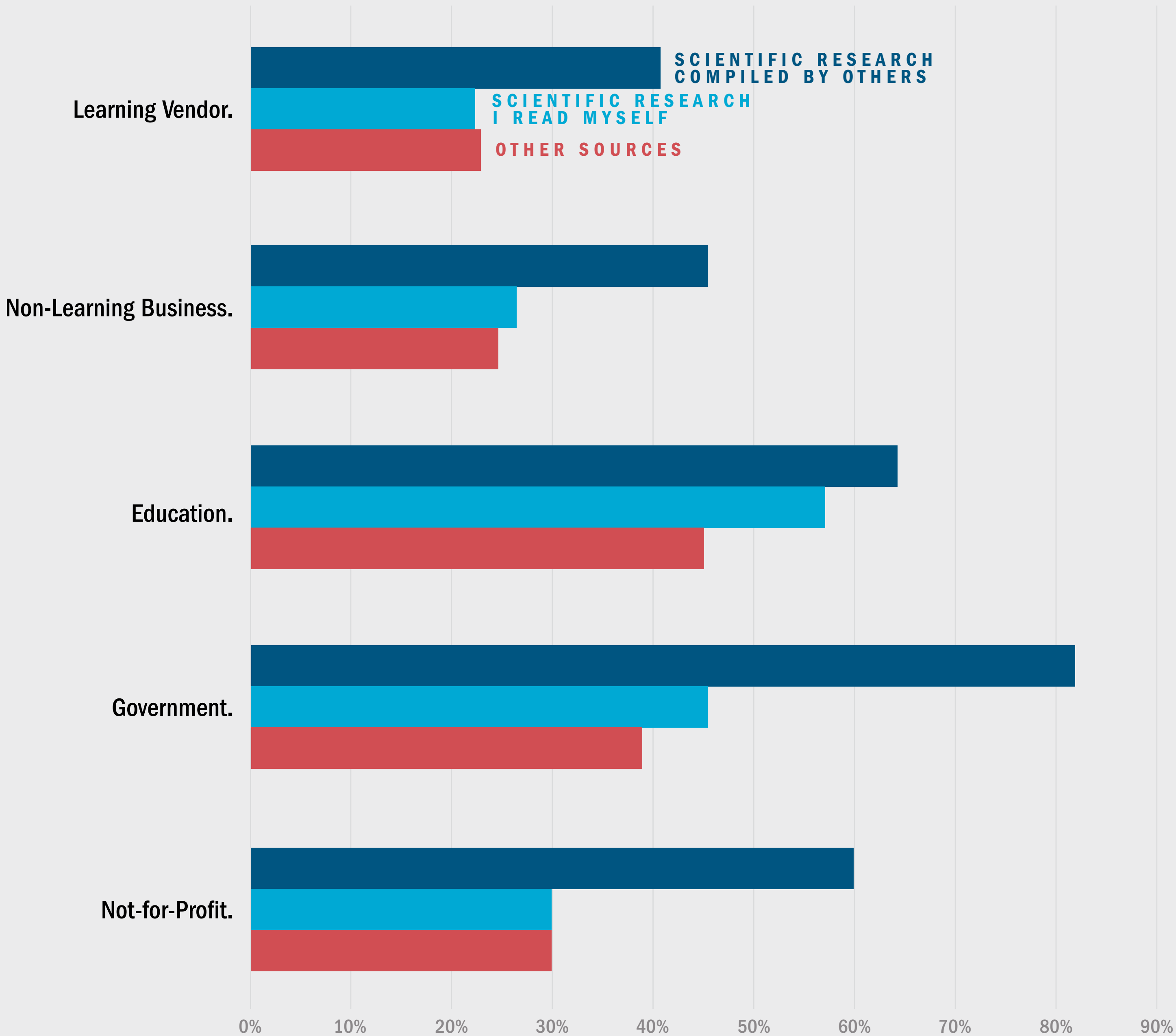
Professional development budget in 2022



67% have a dedicated personal budget for professional development.

Median is $1,001 to $2,500.

Sources of trusted information



Scientific research was the most trusted source for all types of organizations, especially when compiled for us.

PROFESSIONAL DEVELOPMENT RECAP

It's a little ironic that we (as learning professionals) create professional development for other people, but we don't feel we're getting enough professional development ourselves.

Hardly any of us receive transformational learning opportunities. The professional development we do get comes mostly from our own initiative and from articles, social media posts, books, and online learning. There is, however, some good news: It appears that most of us have money budgeted toward our professional development.

Learning science is our most trusted source of information, and more than half of the thought leaders we follow are known for translating research or advocating for research-aligned best practices.

METHODS AND SOLUTIONS

This year, access to Artificial Intelligence/Machine Learning became more ubiquitous. Your interactions may range from experimenting with new Generative AI tools or "turning on" data integration, skills, prediction, and more in the LMS/LXP systems you already use. If you're anything like us, you're more excited than ever to see which methods learning teams and professionals will employ.

What did we ask?

In this section, we asked this core question: *"What learning trends or methods will you (or your organization) use in 2023 to provide learning and/or performance improvement? Which ones will be new for your organization?"*

We provided more than 30 options and asked respondents to select all that applied.

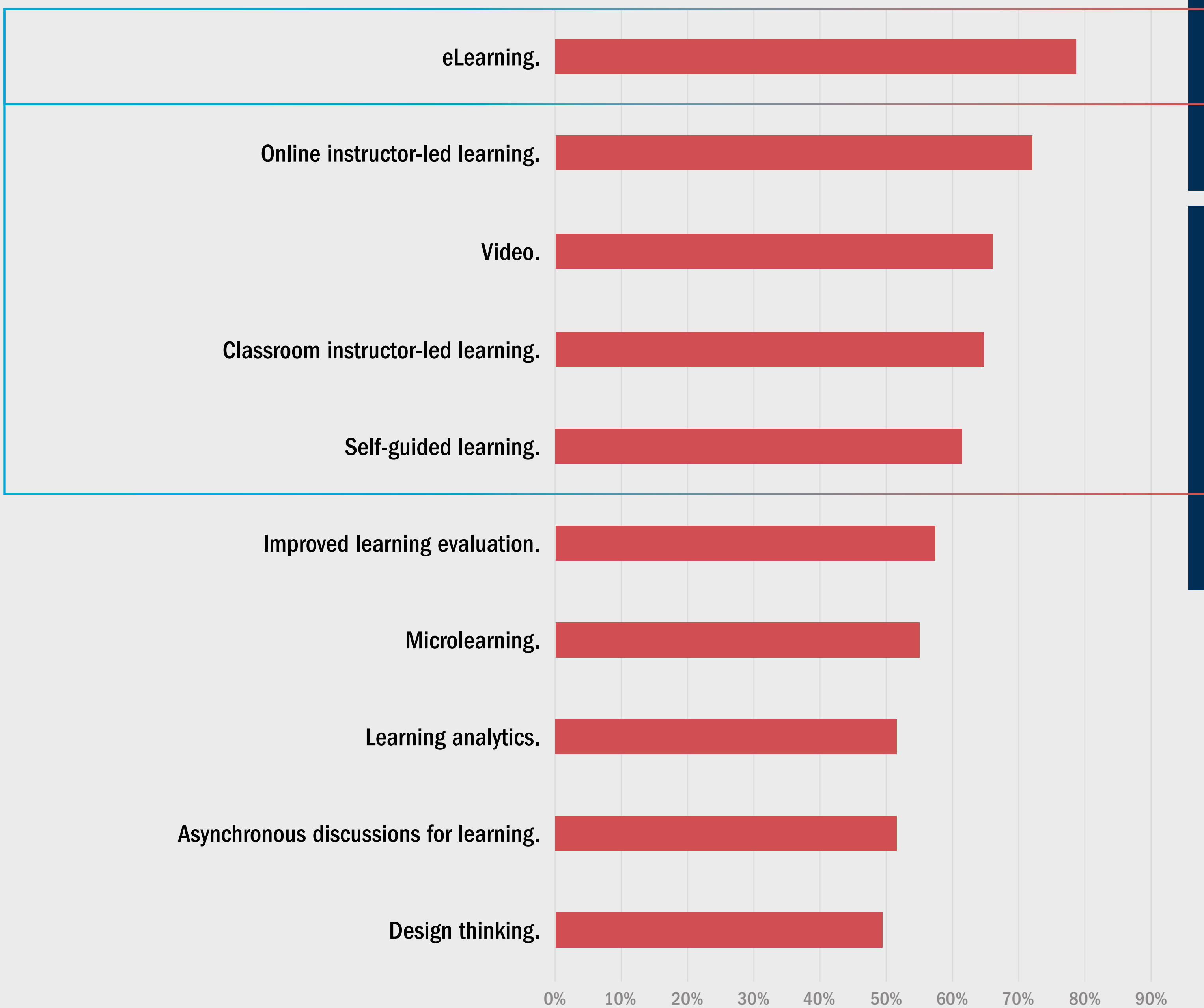
What did we see in the data?

- eLearning, instructor-led training (ILT), and video are still top methods.
- Video and classroom ILT both advanced one spot in the list, and respondents indicated more time spent on in-person assets. These show signs that teams are reprioritizing in-person connectivity.
- There's notable focus on design processes and methodologies in the results. We hope this is an indication of our field's continued evolution toward business results and performance.

On the next few pages of the report, you'll see the data on:

- What organizations will do in 2023
- What organizations will do in 2023 for the *first time*
- Open comments from respondents on what excites them
- Where respondents individually spent their time
- Differences between typical and exemplary organizations

Top 10 learning trends or methods that you (or your organization) will use in 2023 to provide learning and/or performance improvement

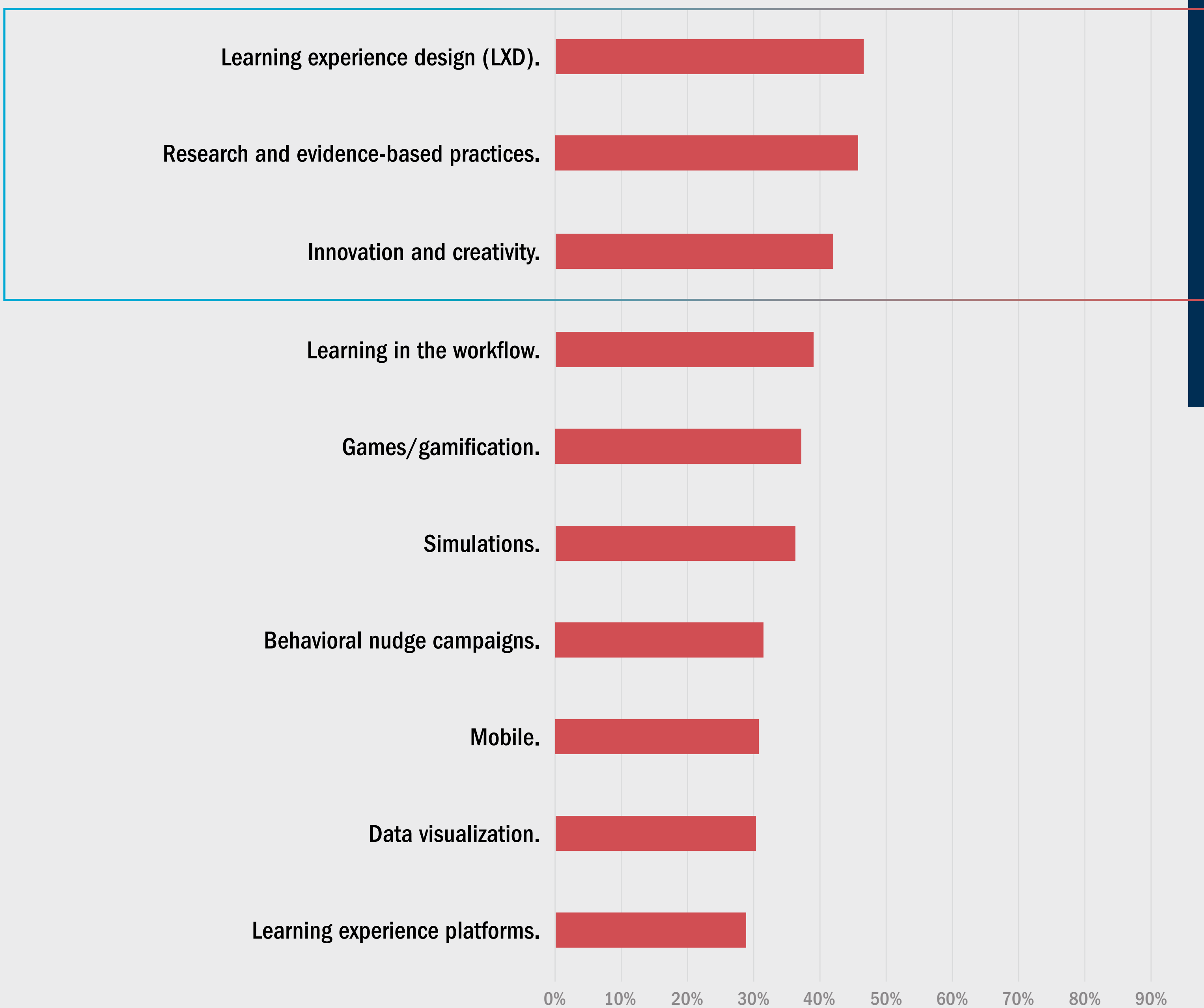


eLearning is consistently the #1 method that most companies will use.

The top five responses carry the most "universal" agreement across respondents.

Between 62-79% will work on these common methods.

Responses 11-20 of learning trends or methods that you (or your organization) will use in 2023 to provide learning and/or performance improvement



Our audience is showing a moderate focus on processes and practices like design thinking (see previous page), LXD, research- and evidence-based practices, and innovation and creativity.

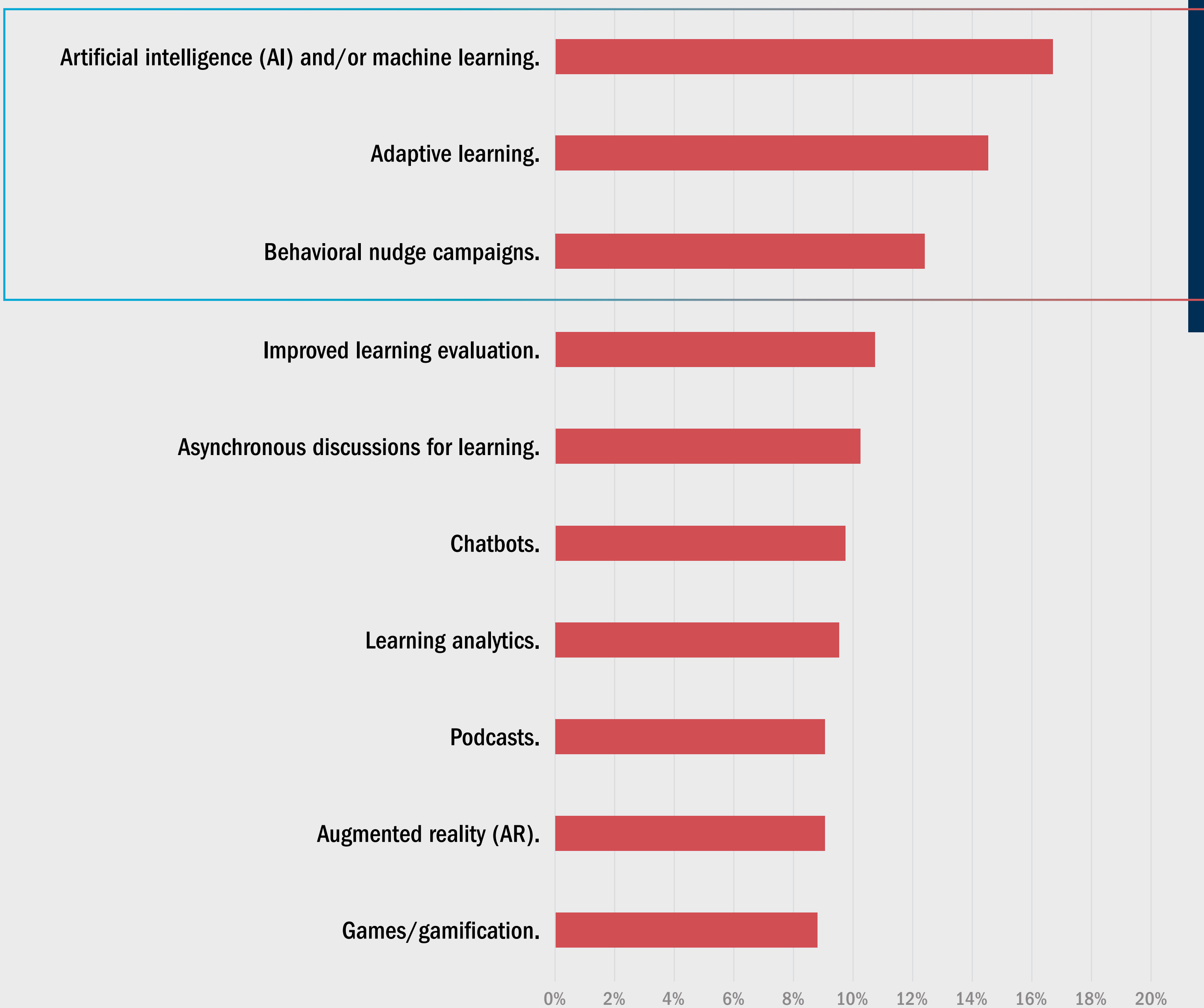
Year-over-year comparison of top trends or methods

2022	
eLearning	83%
Online instructor-led learning	75%
Self-guided learning	70%
Video	68%
Classroom instructor-led learning	63%

2023	
eLearning	79%
Online instructor-led learning	72%
Video	66%
Classroom instructor-led learning	65%
Self-guided learning	62%

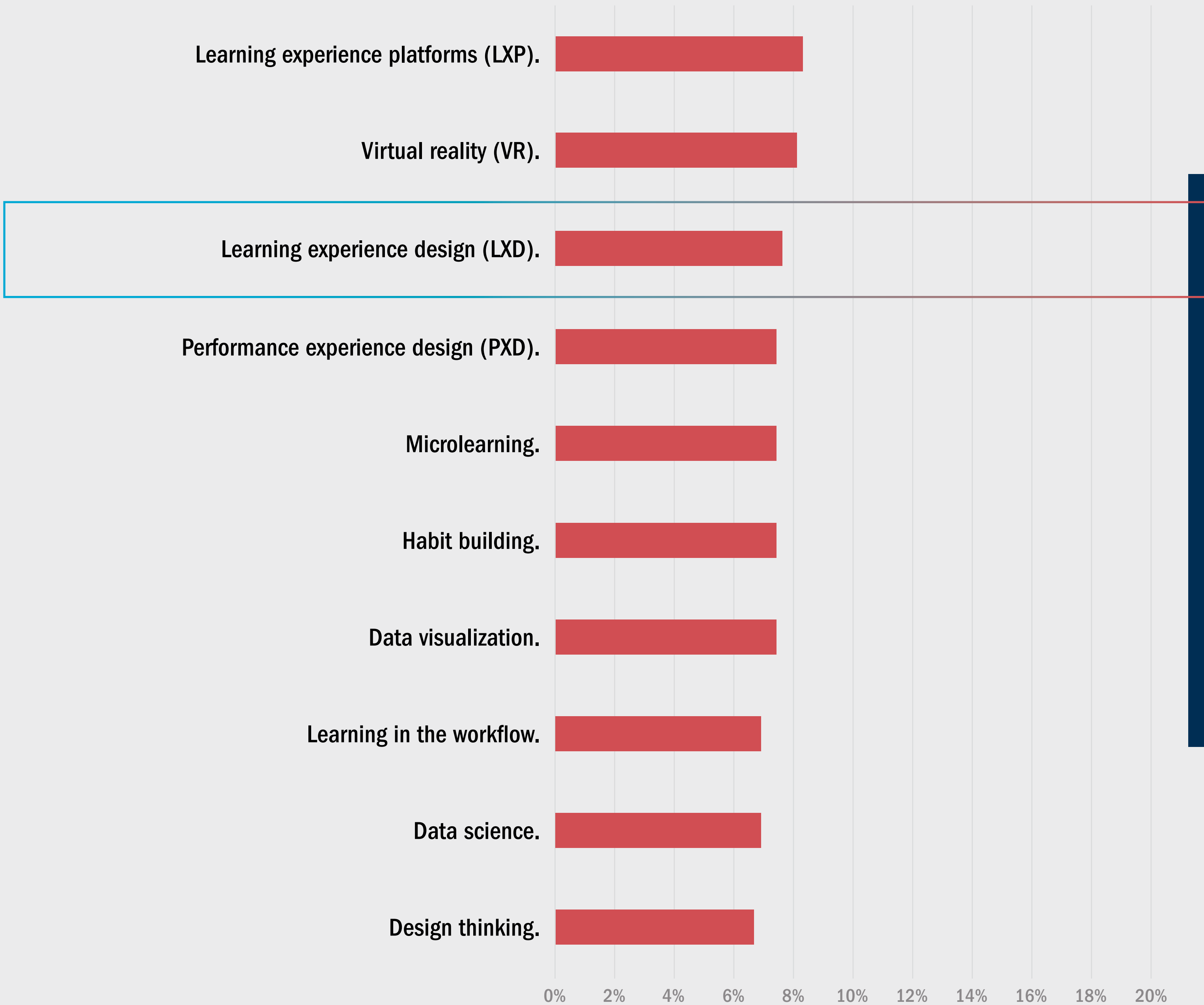
Here you can see the slight changes in position across our top five responses. Of note, self-guided learning fell behind video/classroom ILT this year.

Top 10 learning trends or methods that you (or your organization) will use for the first time in 2023



Data, AI, and personalization seem to be taking center stage this year.

Responses 11-20 of learning trends or methods that you (or your organization) will use for the first time in 2023



LXD fell from the #3 spot last year (12% planned to use LXD for the first time in 2022) to the #11 spot this year (less than 8%).

We wonder if teams are busy implementing the new systems and methods they used for the first time last year.

What are you personally most excited about regarding trends in the learning and performance field?

Themes in open responses

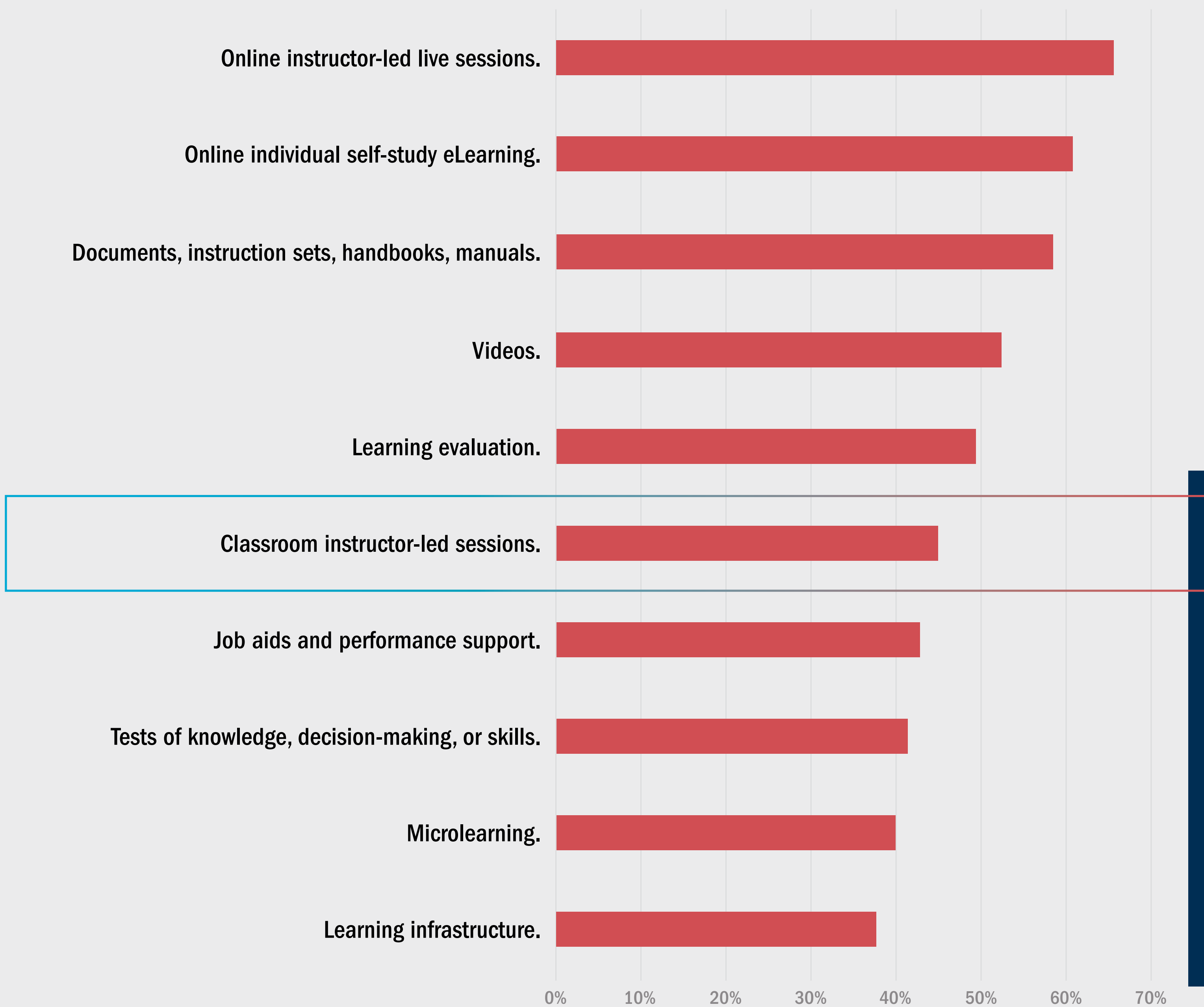
- Generative AI (especially ChatGPT)
- Artificial intelligence
- Virtual reality
- Measurement
- Evidence-based or data-driven methods
- "Learning campaigns" that span learning, habit formation, nudges, evaluation, etc.

It's interesting to see similarities (and some differences) between what we're excited about and the trends or methods that will be used in 2023.

Note: Our collective access to ChatGPT came after the survey answer choices were authored, but it often showed up in open responses. Generative AI is a trend that our field and the business world need to watch over the next several years.

Finally, one thought-provoking response used the phrase "learning campaigns," which is a great analogy for everything that our field is heading toward with advances in LXD and PXD, and includes other key trends like habit formation, nudges, and evaluation.

Top 10 learning and performance assets we spent time building, deploying, or supporting in 2022



The number of us spending significant time on classroom ILT increased dramatically from the previous year, from 27% of our time in 2021 to 45% in 2022.

More of us are spending more time designing for in-person connectivity.

Exemplary organizations appear to support in the flow of work

Exemplary organizations show a big difference in their reporting on the use of methods that are small and agile (microlearning, mobile, nudges) or focused on practice/application (simulation).

We speculate that they're more effective in creating methods that can be used in the flow of work and/or in the moment of need when compared with larger, more traditional methods (like ILT/eLearning).

Not shown in the table in the top right but also notable, is that typical organizations are 7% more likely to employ eLearning than exemplary organizations.

First-time methods extend the lead of exemplary organizations

In comparing the learning trends or methods used for the first time this year, exemplary organizations mirror the wider findings—and they are more likely to be looking to leverage more leading-edge techniques like chatbots, AI, and machine learning.

Considering where typical organizations are more likely to spend time, we can see that they're catching up to the methods that exemplary organizations use.

Learning trends or methods that you (or your organization) will use in 2023 to provide learning and/or performance improvement

	Typical	Exemplary	Exemplary Using More
Microlearning	52%	78%	+26%
Mobile	28%	50%	+22%
Behavioral nudge campaigns	29%	48%	+19%
Innovation and creativity	40%	57%	+17%
Simulations	34%	50%	+16%

Learning trends or methods that you (or your organization) will use for the first time in 2023

	Typical	Exemplary	Exemplary Using More
Chatbots	8%	19%	+11%
Artificial intelligence (AI) and/or machine learning	16%	24%	+9%
Habit building	7%	12%	+5%

Learning trends or methods that you (or your organization) will use in 2023 to provide learning and/or performance improvement

Non-Learning Business	Government	Not-for-Profit	Learning Vendor	Education
eLearning 90% n=157	eLearning 85% n=28	Online ILT 81% n=22	Online ILT 72% n=73	eLearning 74% n=26
Online ILT 75% n=131	Online ILT 82% n=27	Self-Guided 78% n=21	Video 67% n=68	Online ILT 74% n=26
Video 70% n=122	Classroom ILT 76% n=25	Video 78% n=21	eLearning 63% n=64	Async Discussion 60% n=21
Classroom ILT 70% n=121	Async Discussion 61% n=20	eLearning 74% n=20	Classroom ILT 59% n=60	Classroom ILT 60% n=21
Self-Guided 66% n=115	Self-Guided 61% n=20	Learning Evaluation 74% n=20	Self-Guided 58% n=59	Video 60% n=21

We've highlighted the overall top three methods across all respondents. See how the same methods play out slightly differently by organization type. It's interesting to see the subtle differences:

- **Government doesn't include video in their top five, but they have prioritized asynchronous discussions in their #4 spot.**
- **Not-for-profit organizations seem to have prioritized self-guided resources (both self-guided learning and video) higher than eLearning.**
- **Educational and academic institutions have also leveraged asynchronous discussion at a higher spot (#3), using it more than classroom ILT (#4 spot).**

METHODS AND SOLUTIONS RECAP

As you can see, the biggest shifts occurred in the methods that organizations will use for the first time this year.

Many respondents also shared that a large focus for 2023 is the desire to continue to grow the credibility and standing of the learning function within their organization.

Based on the varied responses in this section, it's clear that the industry is working very hard to continue to advance and evolve our ways of working. We can't wait to hear how 2023 goes as you try new things and innovate in your organization. Be sure to share back what you learn in our communities and in next year's Learning Trends Survey!

DESIGN PROCESSES

As Learning and Performance professionals, we implement new methods seemingly all the time. However, our processes and methodologies are slower to change.

This year's data indicate that ADDIE is still the most used process, and that there aren't many year-over-year changes to the processes we're using as a field. However, some other interesting trends appeared.

The trends within our processes

When asked about the common methods within our processes, there were two big takeaways:

1. While we include "expert" users 59% of the time, we gather insights from novices only 23% of the time. This caught our attention since it's a best practice to gather insights from extreme users. Doing so allows us to quickly learn about the wider population, observe more amplified needs, and gather findings that we can later validate with typical users. Based on this data, our insights may be skewed toward what "experts" need and missing unmet needs from our "novices."

2. There was a jump in the amount of "brainstorming solutions" respondents participate in. This calls to mind how important the creative skill of distal thinking is when trying to generate new ideas. A relatively new field focused on creative typologies can help us understand our own strengths and opportunities related to brainstorming. You can find more information at hbr.org/2023/01/cultivating-the-four-kinds-of-creativity.

Opportunities

Like last year, fewer than 25% of responses indicate the use of opportunity (or "How might we…") statements. This is a core tenet of ideation and design thinking, and an opportunity to help us hone the need prior to generating ideas.

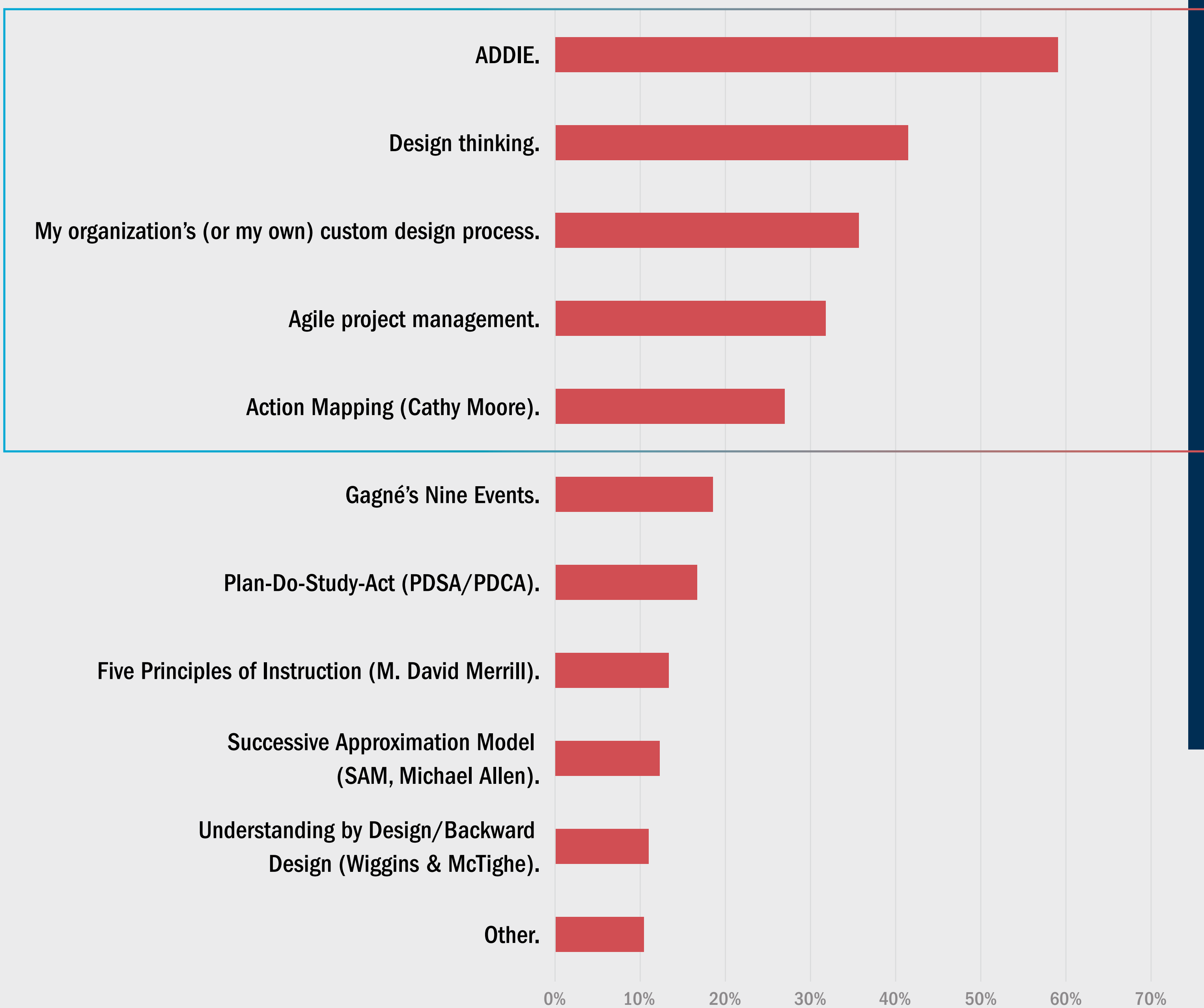
We also saw a slight regression in how often we include our target audience in design. This can be troublesome as it removes the "human" from human-centered design. It may be an indication that in the push to create content/events, we have prioritized speed over accuracy in our solutions. This is a trend to keep an eye on next year as we seek to understand if it's a single-year outlier or continued trend.

Lastly, in looking at a question from a different section of the report (culture around utilizing new methods), we can see some of the "slowness" in our openness to change that might inform why our processes are slow to evolve.

On the next few pages of the report, you'll see the data on:

- Design processes
- Process methods/steps
- Inclusion of our target audience
- Culture around using new methods
- The goals implied in our process

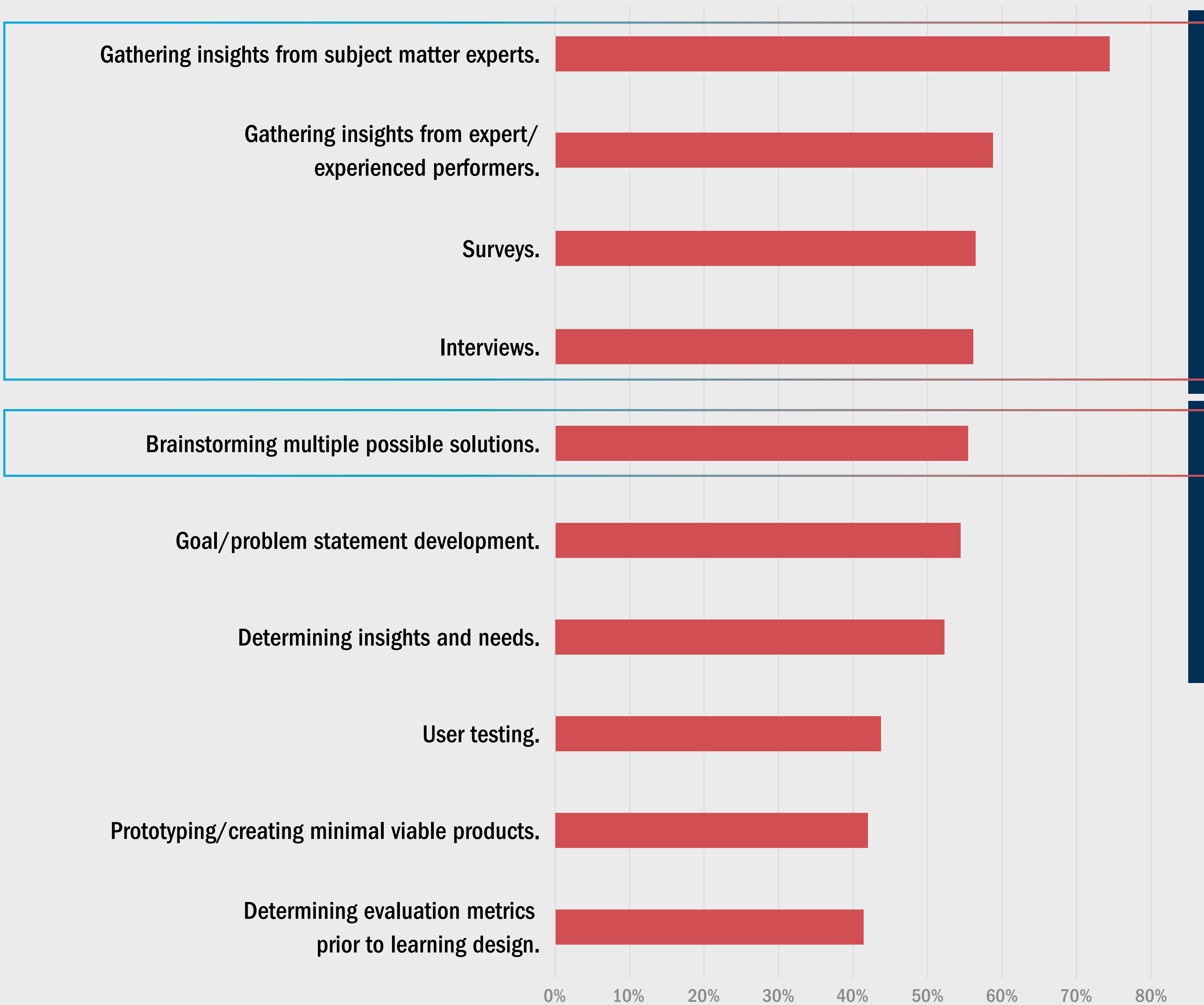
Top design processes your team regularly employed in building learning and performance programs in 2022



ADDIE is still the most common design process, but the top five really separate themselves from the others in terms of popularity. It's noteworthy that the third highest response represents custom processes from respondents' organizations.

This graph depicts the top 11 of the 21 design processes we presented as options.

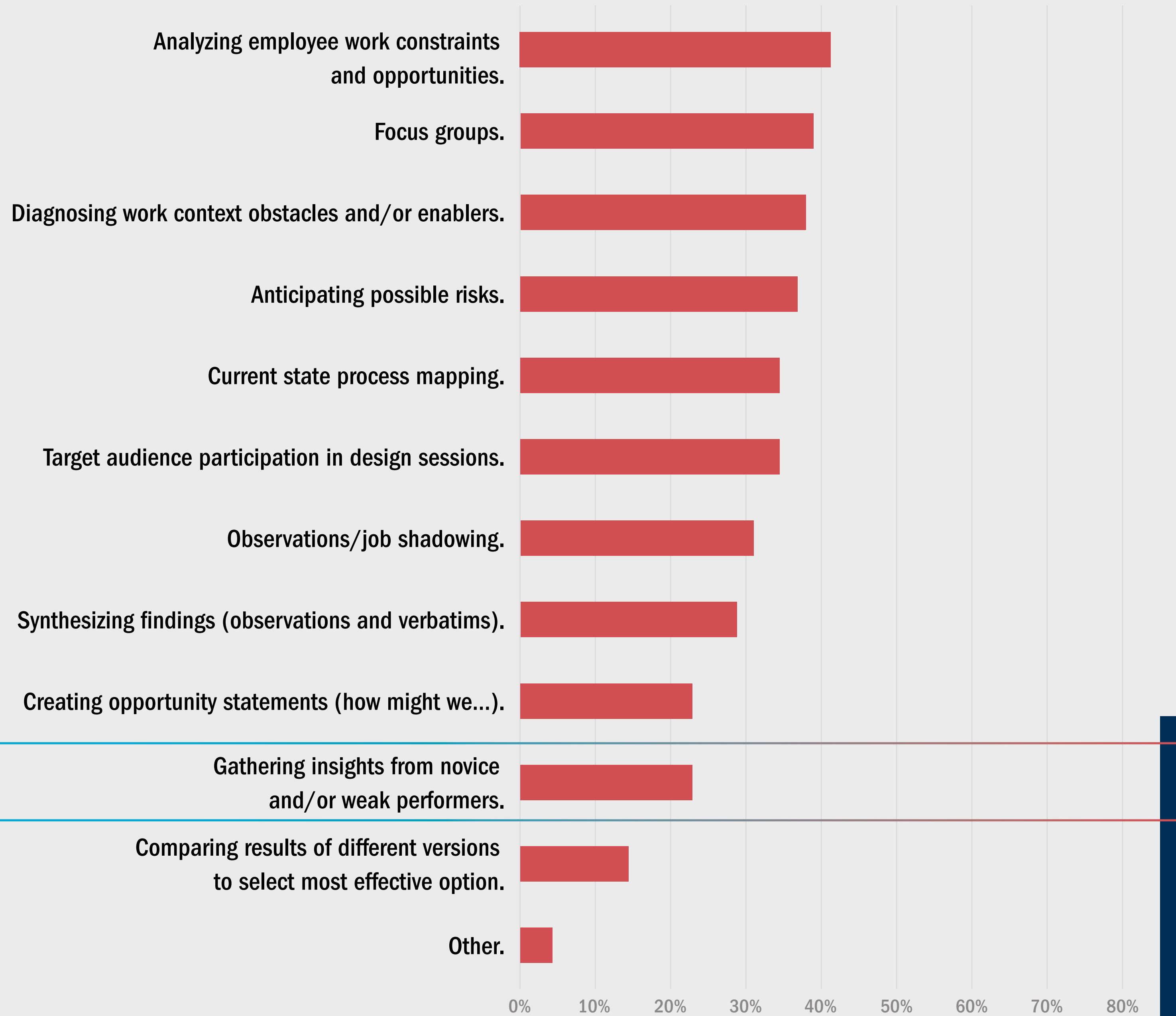
Top 10 methods that are part of your learning and performance team's design process



Methods related to "discovery" and gathering information fill the top four spots.

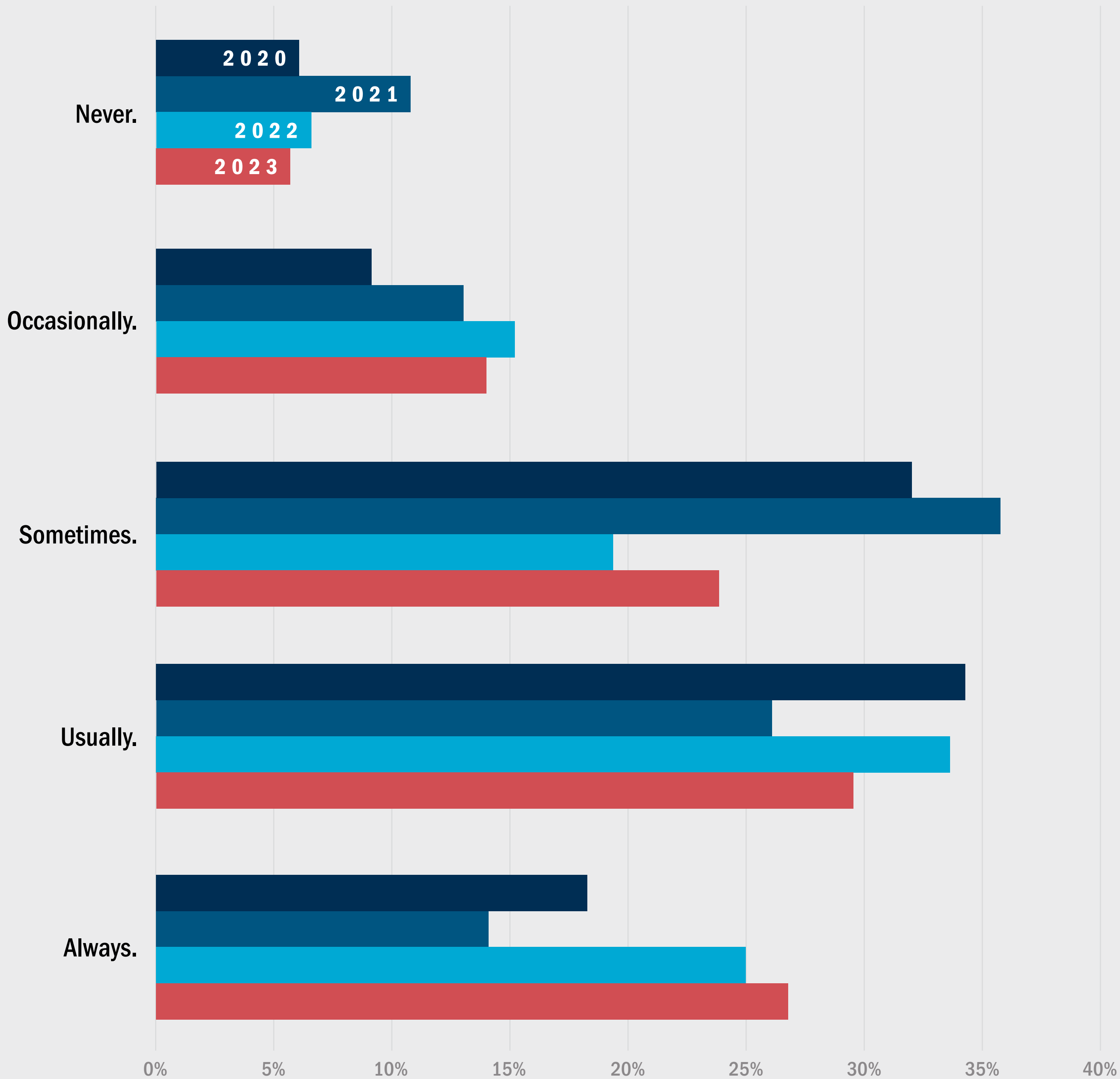
Brainstorming multiple solutions saw the largest change in position, from #8 last year to the #5 spot on this year's list.

Methods 11-22 that are part of your learning and performance team's design processes



Interestingly, while insights from "expert" performers are gathered by 59% of teams, only 23% speak to the other end of the spectrum.

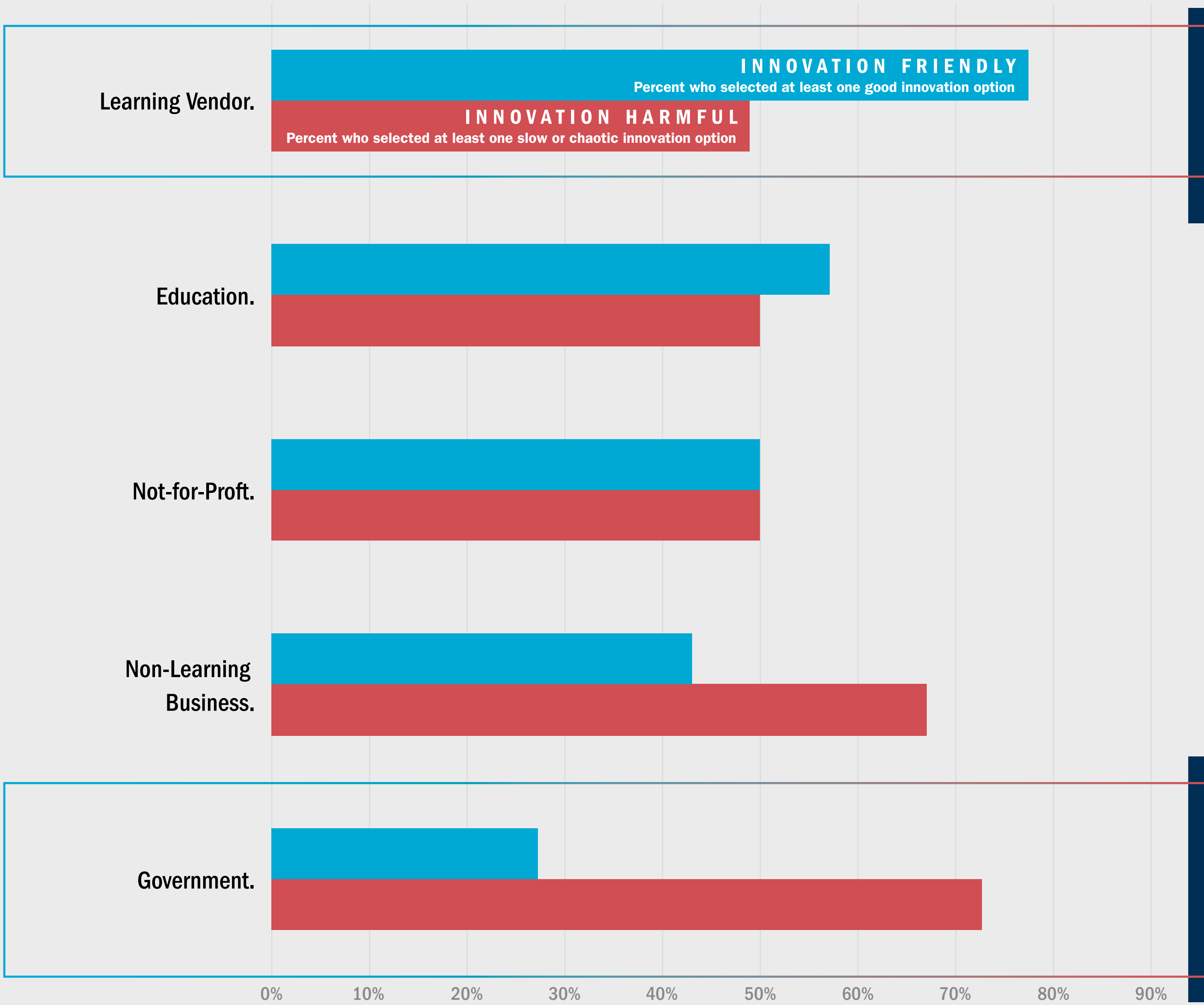
How often do you include your target audience in the design process?



We can't detect clear trends over the past four years—there is too much variability in the data—perhaps due to COVID, but also perhaps due to variations in our respondent recruiting efforts.

Rate your learning and performance team's culture around utilizing new methods.

Rate your learning and performance team's culture around utilizing new methods.



Learning vendors are most likely to use good or healthy methods of innovation.

Government agencies were least likely to be innovation-friendly and most resistant to change.

Innovative cultures: learning vendors vs. other organizations

In the previous question, there were three answer choices that implied good innovation practices:

- We make changes to stay current with technology, organizational forces, and market trends.
- We make changes to stay ahead of technology, organizational forces, and market trends.
- We innovate healthfully by routinely searching for new tools/methods, prototyping new approaches, and improving our overall toolkit of solutions.

The other answer choices implied slowness or chaotic innovative practices.

Looking solely at the three good-innovation options above, 78% of people who worked for learning vendors and consultancies selected at least one of these options compared with only 44% of people working for all other types of organizations.

Interestingly, government agencies and organizations NOT related to learning tend to have slow or chaotic cultures of innovation, whereas learning vendors and educational institutions reported healthier cultures of innovation. However, we had fewer respondents for educational institutions and government agencies, so we urge significant caution in drawing firm conclusions.

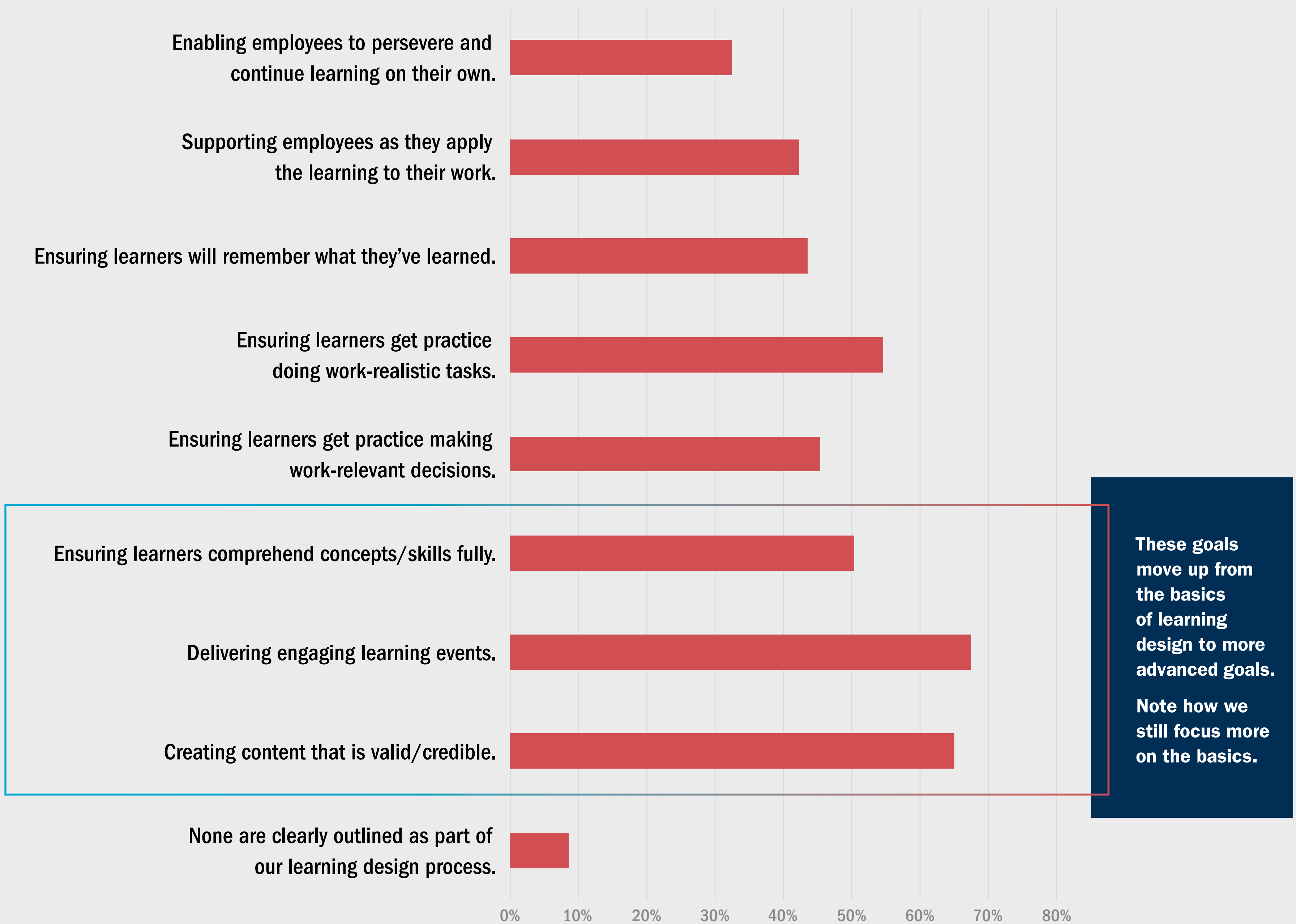
Innovation practices of your learning team

Chose at least one:	Learning Vendors	All Others
· Innovate healthfully · Make changes to stay ahead · Make changes to stay current	78% n=38	44% n=50

Innovation is the result of learning and change. Adopting and sustaining change is hard but necessary in our evolving industry, and this growth helps companies stay competitive and adds value.

However, innovation requires trust, curiosity, and people who are empowered to change, which can feel daunting. By embracing innovation at your organization, you can create a culture of creativity and connectedness that cultivates great ideas.

The goals clearly outlined as part of your learning design process



DESIGN PROCESSES RECAP

Last year, we asked ourselves how we would know when to retire some of our most historical ways of working. We also pondered how to make time and space to try something new.

When it comes to process/methodology, those questions are still very much top of mind in our field. While ubiquitous, it is hard to believe that ADDIE is the most effective design process we can use to generate new solutions. When you think about how much of our human behavior is determined by work environment, habits, routines, and working processes, you can't help but wonder if outcomes might be different by exploring a new way of working.

For you and your team, is 2023 the year you hybridize your process by adding new steps and methods? Is this the year where you adopt a new process altogether? How might we evolve the ways we work to align with the outcomes we desire?

LEARNING EVALUATION

Learning evaluation is one of the most important things we do as learning professionals. However, 64% of us are not able to conduct the learning evaluation we want to execute.

Why is learning evaluation so important?

It provides the following benefits:

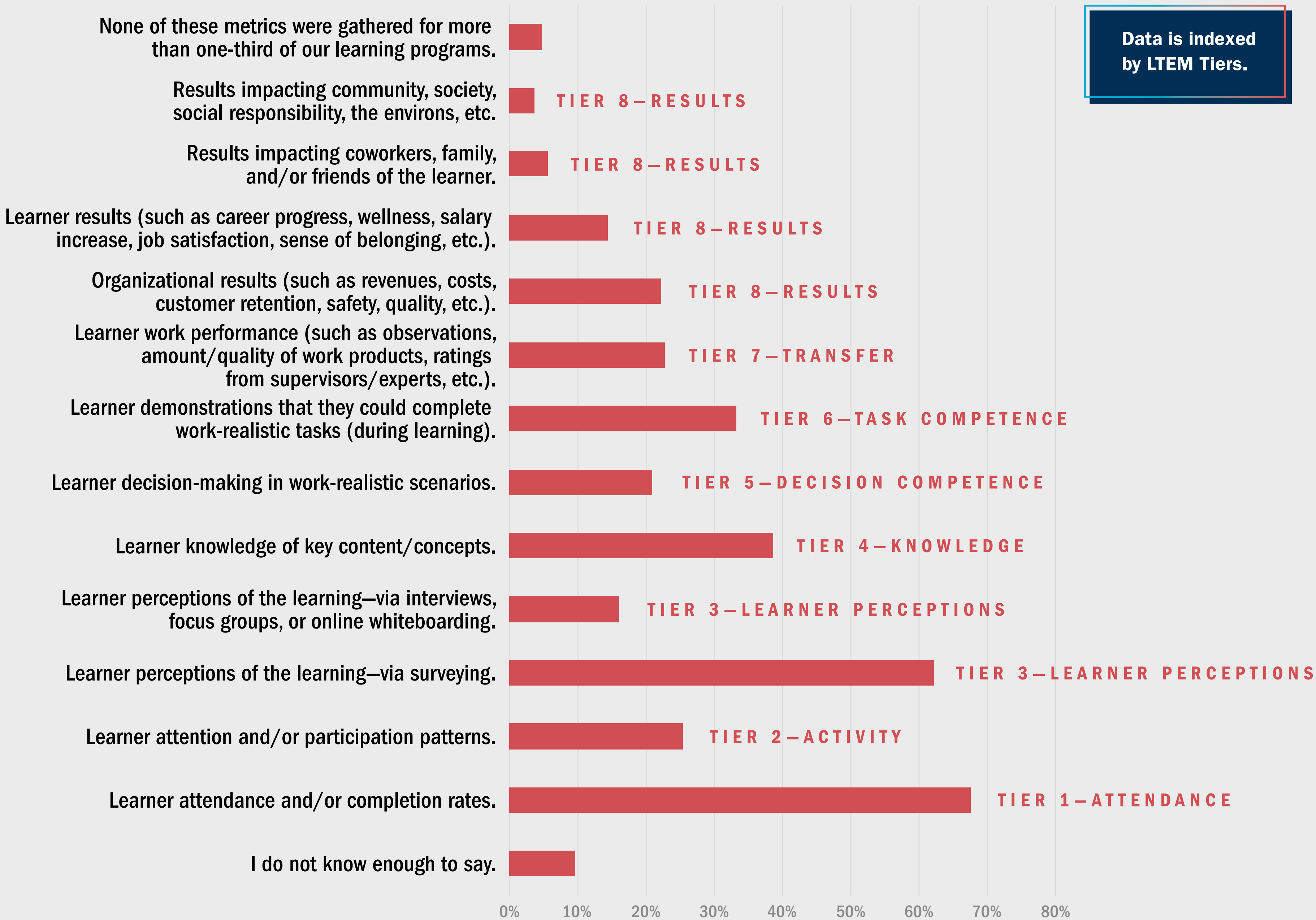
- Feedback to improve our learning designs, so our learning programs can have the greatest impact.
- Feedback for our learning team, so we can learn in our work and act with intention.
- Increased credibility when we can demonstrate the value of our learning programs. By increasing our credibility, we earn the right to autonomy, budget, and innovation and are equipped to build learning in ways we know are effective.

Notable findings

- The two most common methods of measuring learning are attendance and learner surveys, neither of which provide foolproof data. Unfortunately, this is a long-term, deeply-rooted problem in our industry.
- When asked without any prompting, a surprising number of people mentioned using LTEM in their organizations—more than we would have thought given that LTEM is relatively new. The Kirkpatrick-Katzell model is still the dominant model, but LTEM continues to grow in popularity.
- Only about 20% of us are regularly measuring decision-making competence, which is problematic because competence in making decisions is more important to work performance than simply having knowledge.

In 2022, what evaluation metrics were used very frequently in your organization?

Select only those that were used for more than one-third of your organization's learning programs.



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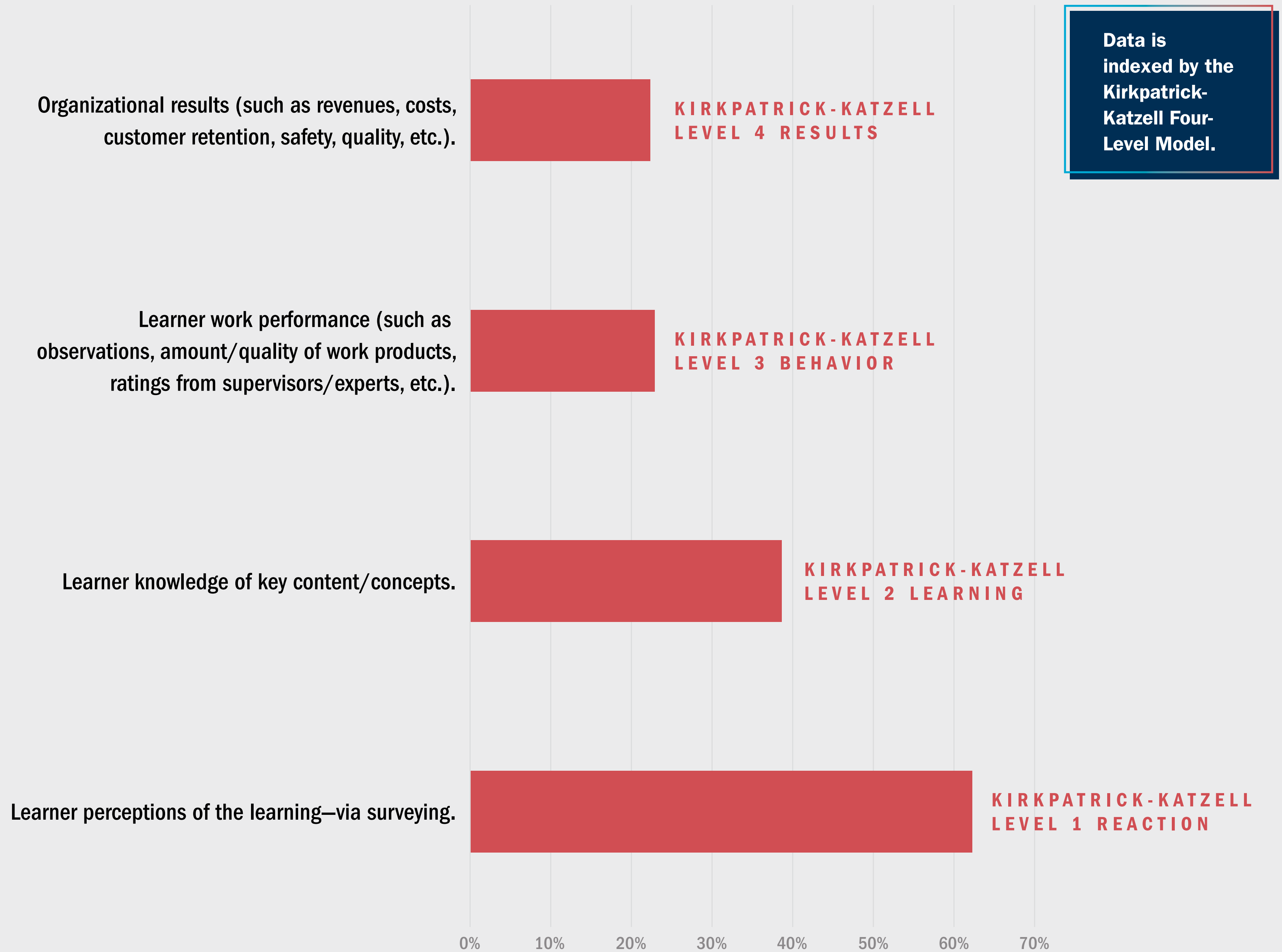
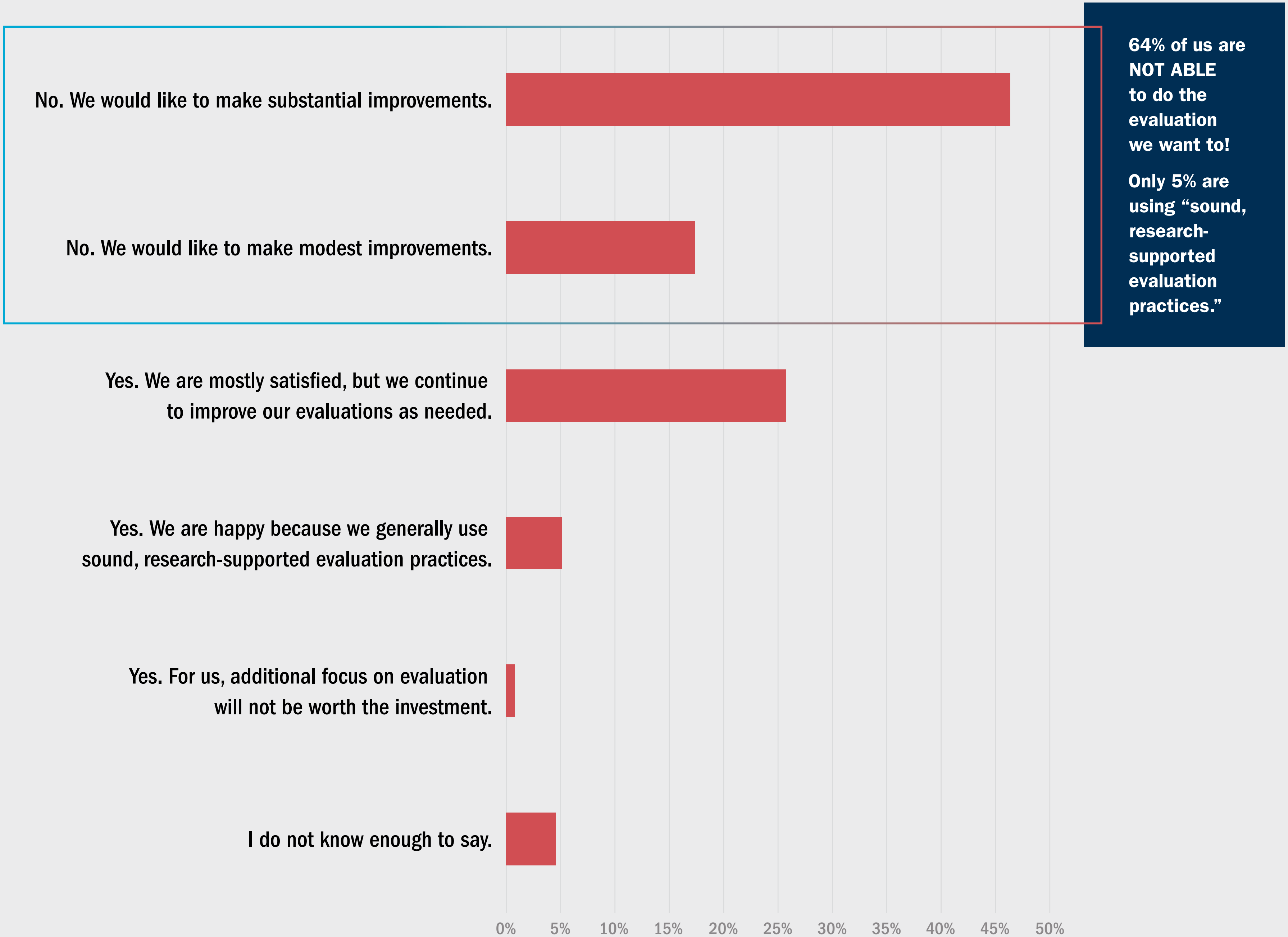


In general, is your learning team able to do the learning evaluation it wants?



Can you use the learning evaluation methods you want?

	Non-Learning Business	Government	Not-for-Profit	Learning Vendor	Education
No. We want to make "modest" or "substantial" improvements.	**74%** n=124	**82%** n=27	**65%** n=17	**47%** n=46	**73%** n=22
Yes. We are "mostly satisfied," we think additional focus is not worth investment," or "we use research-supported methods."	**26%** n=44	**18%** n=6	**35%** n=9	**53%** n=51	**27%** n=8

WHAT DO WE SAY ABOUT LEARNING EVALUATION?

Accessing performance data can be challenging.

"It can be difficult to capture specific workplace performance metrics for some of the training topics/components."

[Obstacles we face:] "The difficulty of finding adequate impact metrics and of collecting the data. Also, the tendency to consider training as a one-off intervention that does not require following up."

Leadership may be indifferent to evaluation.

"I think my organization just lacks the evaluation mindset. There's no one higher up (that I know of) who's really into it or focused on evaluation and so it hasn't trickled down to any of the teams. It's more of an afterthought and I'm not sure that many people on the team care and they probably don't care nearly as much as me."

"Senior leadership considers completion rates sufficient to prove ROI or ROE."

"Manager does not put stock in actionable evaluations—just smile sheets."

"The organizations I am working with—academia and the military—don't have the desire (I hate to say) to invest the time and energy required to truly evaluate the impact of their education and training programs. They figure that if something is happening that looks like teaching and training that the objectives have been met."

Time and budget constraints are a roadblock for many.

[Obstacles we face:] "Time and cost and stakeholders' readiness and willingness to play their role in the process."

"Our time and resources must be spent on development."

[Obstacles we face:] "Organizational inertia. Limited time/staffing on the team to put forward the effort needed to engage with organizational inertia."

[We have:] "No bandwidth or resources."

[Obstacles we face:] "Buy-in and understanding leaders to measure the impact instead of the satisfaction of the training, building the culture behind learner evaluations to be a more continuous process instead of a one-time survey in the last two minutes of a training."

"Funding. I work in non-profit, which does not always allow for post-training evaluations to assess training transfer."

Many note their team's lack of evaluation expertise.

[Our biggest obstacle is:] "Asking the right questions to generate data."

[We have:] "Lack of knowledge, focus, and time."

"Surveying is done by project managers with no comprehension or knowledge of learning surveys."

"We're basically starting from scratch in our effort to systematically collect data that is useful and actionable (beyond butts in seats, completions, smile sheets, etc.)."

Vendors are frustrated in getting clients to move to better evaluations.

"Clients in many cases are satisfied with LTEM Tier 4, maybe 5."

"When clients don't understand the value of evaluation, they refuse to devote resources like time, budget, and access to the workplace that we need for meaningful on-the-job evaluation."

"We're an external provider and can only access what the client allows. Even if we add it into our statement of work, sometimes they get too busy to participate after the product is launched."

[Obstacles we face:] "Accessing third-party (client) metrics. Time and resources. Access to the learners."

Technical issues can impede progress.

[Our obstacles are:] "LMS functionality, access to data."

"Connecting all the technology together (xAPI helps with this) and then getting our data science teams to partner with us to get it right. And then getting the teams to connect their thinking to org performance metrics (in a public sector org)."

[Our obstacles are:] "LMS limitations…"

"It's also limited by our LMS, which collects only basic data and can't even evaluate multiple completions (only the most recent)."

"Learning Analytics is interesting but hard to implement and often too difficult to really use and understand."

Kirkpatrick-Katzell still dominates but LTEM is on the rise.

In response to an open-ended question about learning evaluation models and frameworks usage, about 38% mentioned Kirkpatrick, and about 28% mentioned Thalheimer's LTEM model. Given that Will Thalheimer is on our TiER1 Learning Trends Survey team, we think people who know Will's work might have been more inclined to complete the Learning Trends Survey. The 28% LTEM number is certainly not representative of all L&D departments, where it's likely that the Kirkpatrick-Katzell model still dominates.

"[My hope for 2023 is to] move toward LTEM, but I don't see it happening."

"[My hope for 2023 is to be] using a more robust framework (LTEM) to drive conversations with stakeholders to develop evaluation strategy and metrics of learning solutions."

"[My hope for 2023 is to] adopt an approach based on LTEM more consistently and engage our suppliers in adopting it too."

"I love Will Thalheimer's LTEM model and will start incorporating it when I start [in my new job]."

"[My hope for 2023 is to] continue to build more toward Decision Making Competence and Task Competence (per LTEM) for new programs."

"Our client–a US Government Agency–mandates that we use Kirkpatrick evaluation approaches, which limits our ability to introduce more effective approaches (e.g., LTEM)."

LEARNING EVALUATION RECAP

The data overall suggests continued frustration with what we, as learning professionals, can do in learning evaluation. There is progress, and more than a few of our respondents are pushing for change but have experienced obstacles. Some of the obstacles mentioned by respondents include but are not limited to:

- Lack of time, resources, and budget.
- Lack of leadership interest and motivation.
- Lack of expertise in learning evaluation.
- Lack of a culture of evaluation.
- Technical constraints and roadblocks.
- Difficulties in getting performance data.
- Inertia keeping models and practices stagnant.

Despite these difficulties, many respondents expressed a desire to improve their learning evaluation practices.

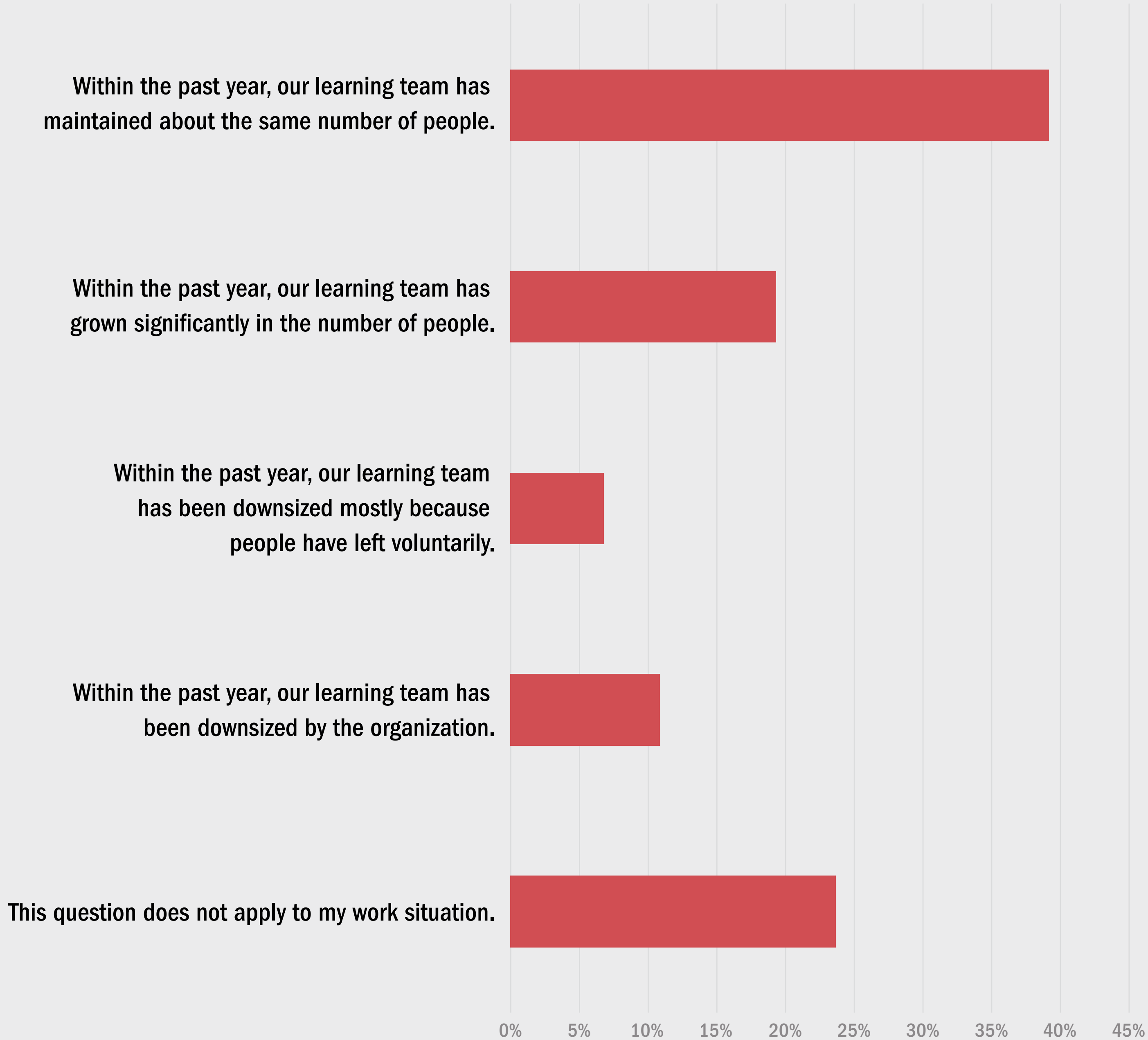
THE ECONOMY

Global events in 2022 have caused many to forecast a downturn in the economy for this year. Inflation, supply chain issues, the war in Ukraine, and political divisiveness are just a few factors impacting the economy, and some warn of a possible recession.

Our Learning Trends Survey was open from mid-December 2022 to mid-January 2023. Thus, respondents shared their feedback before the tech sector experienced its initial wave of layoffs, so our survey results could understate the reality. Still, the results are revealing:

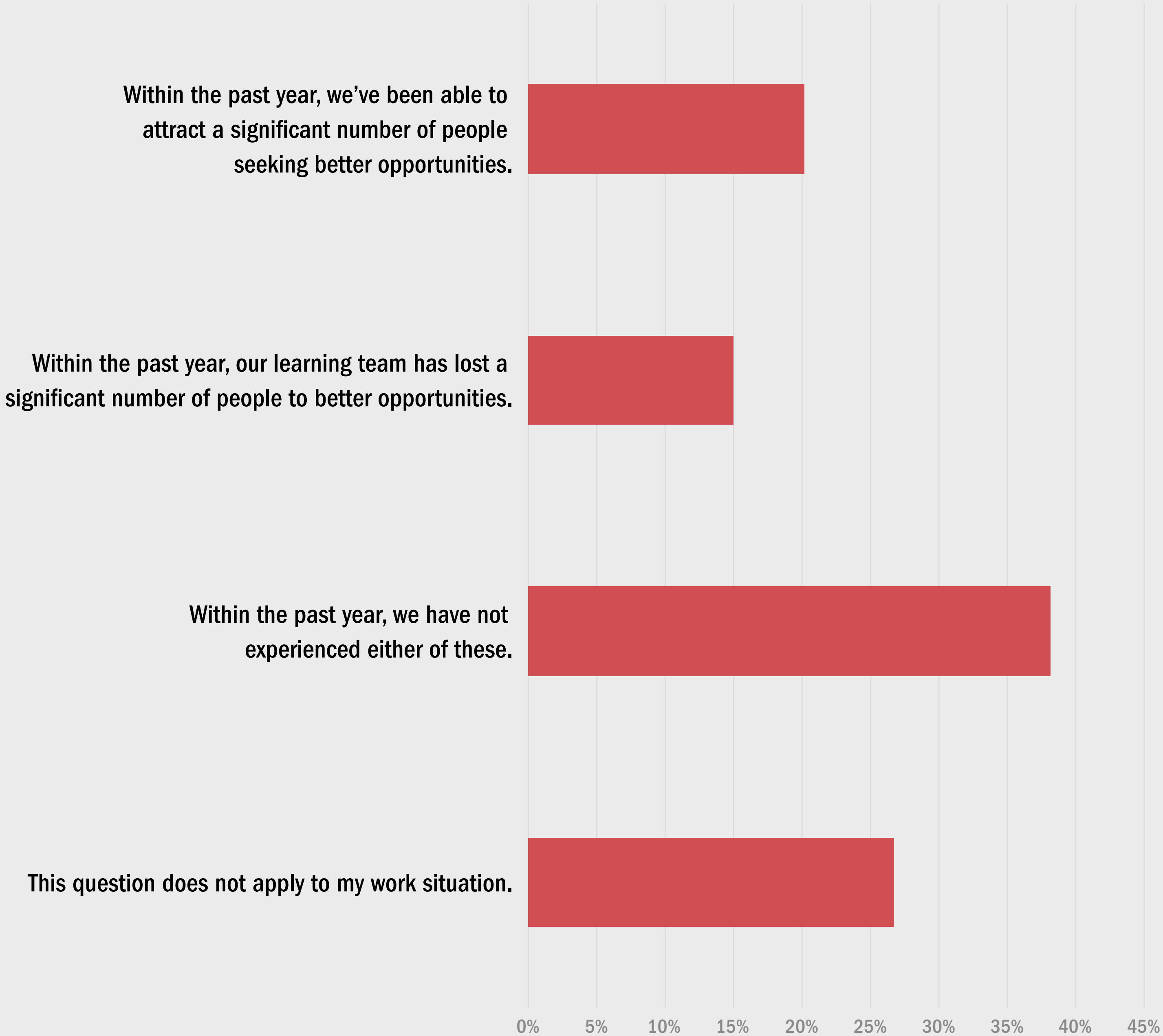
- Learning professionals who completed the survey reported that economic impacts had evened out last year, with about equal numbers of learning teams losing and gaining team members.
- In 2022, about half of the survey respondents reported seeing no significant job-switching. For those who noticed it in their organizations, a slight majority saw one-third more hires than quitters.
- In predicting what 2023 would look like, most of us expected little economic impact. However, for those who did expect an economic upside or downside, about twice as many thought a bad economy would have an impact on their jobs as learning professionals.
- Finally, the pandemic seems to have left a permanent change. About 59% of us expected to be working mostly or almost exclusively from home. But these numbers varied widely by region of the world and type of organization.

In the headlines there are fears of an economic recession. Has the economy impacted your learning team within the past year?



The economic impacts last year seem to have evened out, with about equal numbers of learning teams losing and gaining team members.

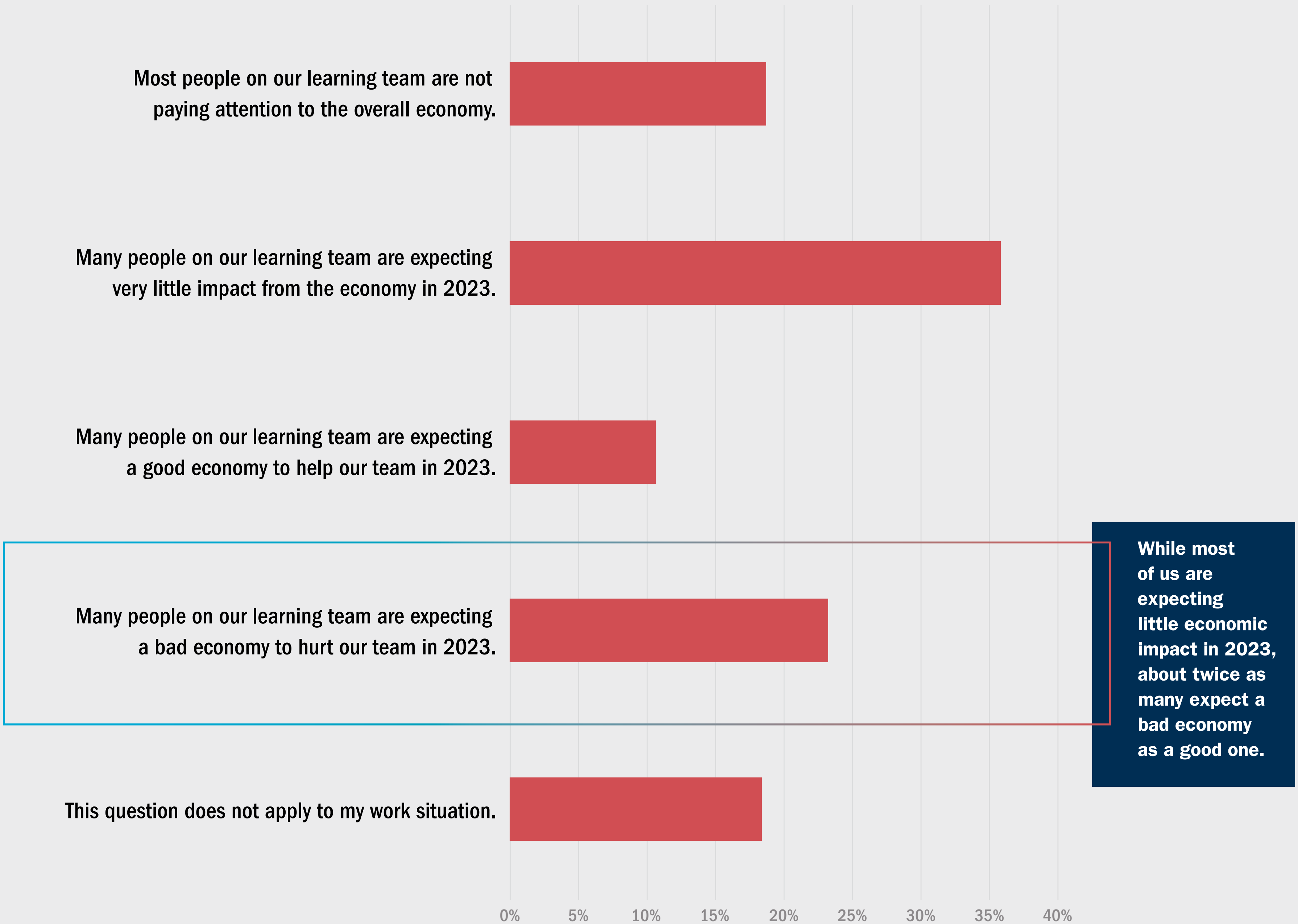
From the headlines, it appears that employees are more easily able to switch jobs. Has your learning team experienced significant job-switching within the past year?



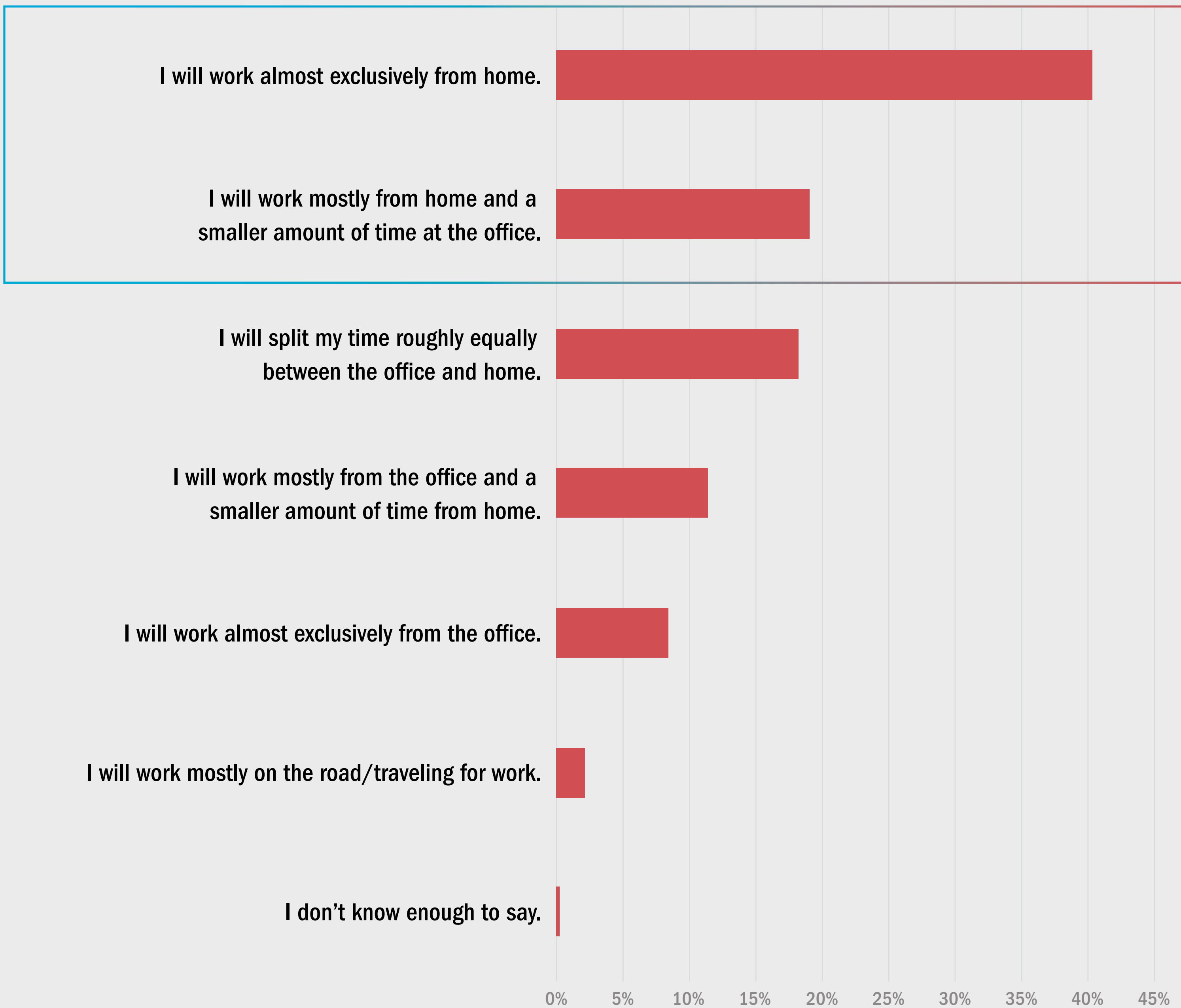
About half of us have not seen significant job-switching.

For those who have experienced it, a slight majority have noticed one-third more hires than quitters.

What do people on your learning team expect for 2023? Are they expecting benefits or harms from the overall economy?



Where will you primarily be situated to do your work in 2023?



Wow! About 59% of us expect to be working almost exclusively or mostly from home.

But note that this varies significantly around the world. See next page for details.

	Africa	Asia	Australia/ New Zealand/ Oceania	Europe	United Kingdom/ Ireland	United States/ Canada
I will work almost exclusively from home.	21% n=3	0% n=0	36% n=13	16% n=11	55% n=12	55% n=101
I will split my time roughly equally between the office and home.	32% n=6	30% n=3	19% n=7	33% n=23	9% n=2	13% n=24
I will work mostly from home and a smaller amount of time at the office.	21% n=4	40% n=4	22% n=8	27% n=19	27% n=6	14% n=26
I will work mostly from the office and a smaller amount of time from home.	16% n=3	10% n=1	17% n=6	14% n=10	9% n=2	9% n=17
I will work almost exclusively from the office.	11% n=2	20% n=2	6% n=2	10% n=7	0% n=0	8% n=15

Highlighted cells show the highest percentages in that row.

	Non-Learning Business	Government	Not-for-Profit	Learning Vendor	Education
I will work almost exclusively from home.	**39%** n=67	**18%** n=6	**44%** n=12	**61%** n=57	**18%** n=6
I will split my time roughly equally between the office and home.	**20%** n=34	**24%** n=8	**30%** n=8	**11%** n=10	**21%** n=7
I will work mostly from home and a smaller amount of time at the office.	**19%** n=32	**24%** n=8	**19%** n=5	**20%** n=19	**18%** n=6
I will work mostly from the office and a smaller amount of time from home.	**12%** n=21	**15%** n=5	**7%** n=2	**5%** n=5	**26%** n=9
I will work almost exclusively from the office.	**10%** n=17	**18%** n=6	**0%** n=0	**2%** n=2	**18%** n=6

Highlighted cells show the highest percentages in that row.

ECONOMY RECAP

Every year, we add questions focused on current events that might be relevant to learning professionals. This year, we decided to focus on the economy. The headlines were filled with doom and gloom. “A recession is coming,” we heard again and again. This seemed especially important because a common refrain in our field is that when the economy dives, we (in L&D) are among the first to see job reductions.

Our data—although gathered before the many tech industry layoffs—don’t warrant the doom and gloom. There is some worry but not too much.

The most intriguing finding from this section is that most of us expect to be working from home—59% overall, although the number varies widely by region and organization.

SUCCESS IN ENABLING WORK PERFORMANCE

As learning professionals, we want to help people do their best work.

Although many of us consider ourselves skilled designers of learning solutions, truly successful solutions result in enhanced employee performance.

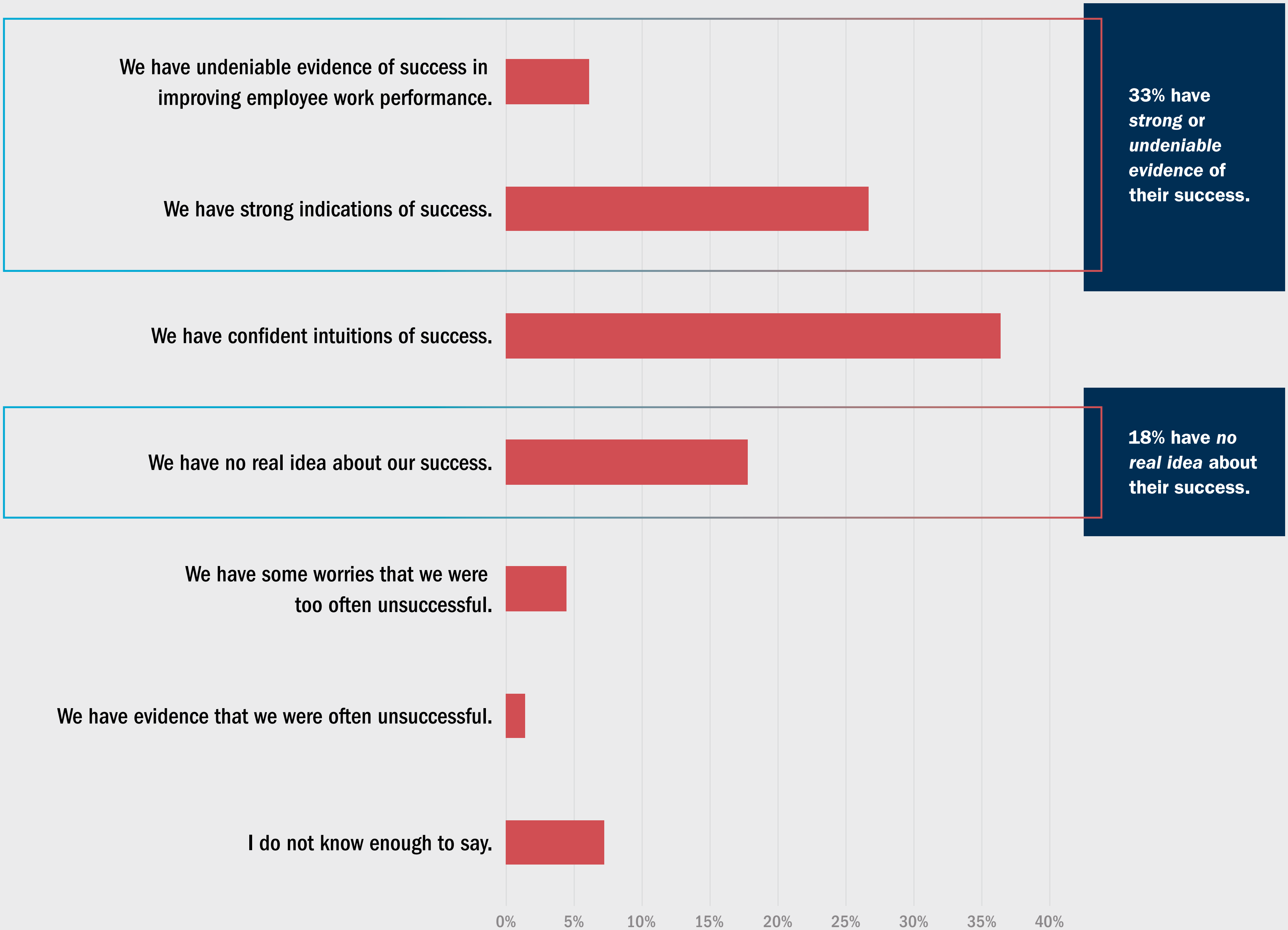
To determine whether our industry is succeeding in improved work performance, we asked respondents how successful they have been. About one-third (33%) said they have *strong* or *undeniable evidence* of their success. Another one-third (35%) have *confident intuitions* about their success, and the remaining one-third (31%) failed to succeed in this area.

It seems that we are either not measuring work performance as well as we could, instead relying on intuitions, or perhaps we are failing to measure performance altogether. Only 6% of respondents have *undeniable evidence of success*.

So, what does this mean for our industry?

This year's results were similar to last year's, suggesting that while we may tend to rely on evidence-based practices to create our work, we are not consistently using them to evaluate the outcome. Perhaps this is an area to expand and grow in 2023.

In 2022, overall how successful was your learning team in creating learning opportunities that improved employee work performance?



Success in helping learners achieve work-performance improvements

	Africa	Asia	Australia/ New Zealand/ Oceania	Europe	United Kingdom/ Ireland	United States/ Canada
We have "undeniable evidence" or "strong indications" of success.	**37%** n=7	**40%** n=4	**45%** n=15	**30%** n=21	**41%** n=9	**35%** n=59
We have "confident intuitions" of success.	**32%** n=6	**40%** n=4	**42%** n=14	**42%** n=29	**27%** n=6	**38%** n=63
We have "no real idea," "doubts," or "evidence of lack" of success.	**32%** n=6	**20%** n=2	**12%** n=4	**28%** n=19	**32%** n=7	**27%** n=46

Highlighted cells show the highest percentages in that row. Note that there were many similar global responses.

Respondents in Australia, New Zealand, and Oceana (45%, n=15) were most likely to report undeniable evidence or strong indications of success. This compares to the overall average of 36% (n=115). These respondents were also least likely to report having "no real idea," "doubts," or "evidence of lack" of success.

Take caution in drawing too many inferences here, as there were fewer responses from this part of the world.

Success in helping learners achieve work-performance improvements

	Non-Learning Business	Learning Vendor	Not-for-Profit	Government	Education
We have "undeniable evidence" or "strong indications" of success.	**32%** n=52	**48%** n=43	**27%** n=6	**26%** n=8	**34%** n=10
We have "confident intuitions" of success.	**36%** n=59	**41%** n=37	**41%** n=9	**35%** n=11	**52%** n=15
We have "no real idea," "doubts," or "evidence of lack" of success.	**32%** n=52	**11%** n=10	**32%** n=7	**39%** n=12	**14%** n=4

Highlighted cells show the highest percentages in that row.

Organizations differed in their reports of successfully improving work performance. Learning vendors were most likely to report success and the least likely to say they were unsuccessful or had no idea. This suggests that learning vendors may prioritize measuring the effectiveness to enhance future performance, remain competitive in the field, or show evidence of success to prospective clients.

This is not to say that learning vendors are definitively achieving higher levels of success than other industries; it is possible that they are just measuring more often. Additionally, caution should be exercised when interpreting results with a low number of responses, as seen in some industries here. Regardless, it's clear that we have work to do to improve our measurements and evidence of success across the field.

SUCCESS IN ENABLING WORK PERFORMANCE RECAP

In this section, we only asked one question: "In 2022, overall how successful was your learning team in creating learning opportunities that improved employee work performance?" The results are striking. Only 6% of us have "undeniable evidence" of success, and only 27% of us reported having "strong indications" of success.

Along with the data on learning evaluation, the story is clear. We really don't know how well we're doing, and learning evaluation is an obvious area of growth for 2023.

Finally, we should be a little circumspect when we interpret the results of any question that asks people about whether they have achieved success. While it doesn't look like people are wildly overconfident, we must take into account that people may have different definitions of success and different pressures or circumstances that influence their responses. For example, let's look at the Learning Vendor category. (Note that we at TiER1 are in this category.) While Learning Vendor respondents report higher levels of success, we can't be sure of all the factors that influence their responses.

THE FOCUSES OF OUR WORK

In this section, we get to explore our own perceptions of ourselves! We dig into the types of work we complete as professionals, how successful we've been, how satisfied we are, and how connected we are. Generally, things are good!

As we've seen earlier in the report, our collective mindsets reflect that COVID is feeling more and more "over" (at least to the point where we're comfortable pivoting back to in-person connectivity) and new technologies are advancing. But we do face concerns of a global recession and have seen war on the global stage for more than a year.

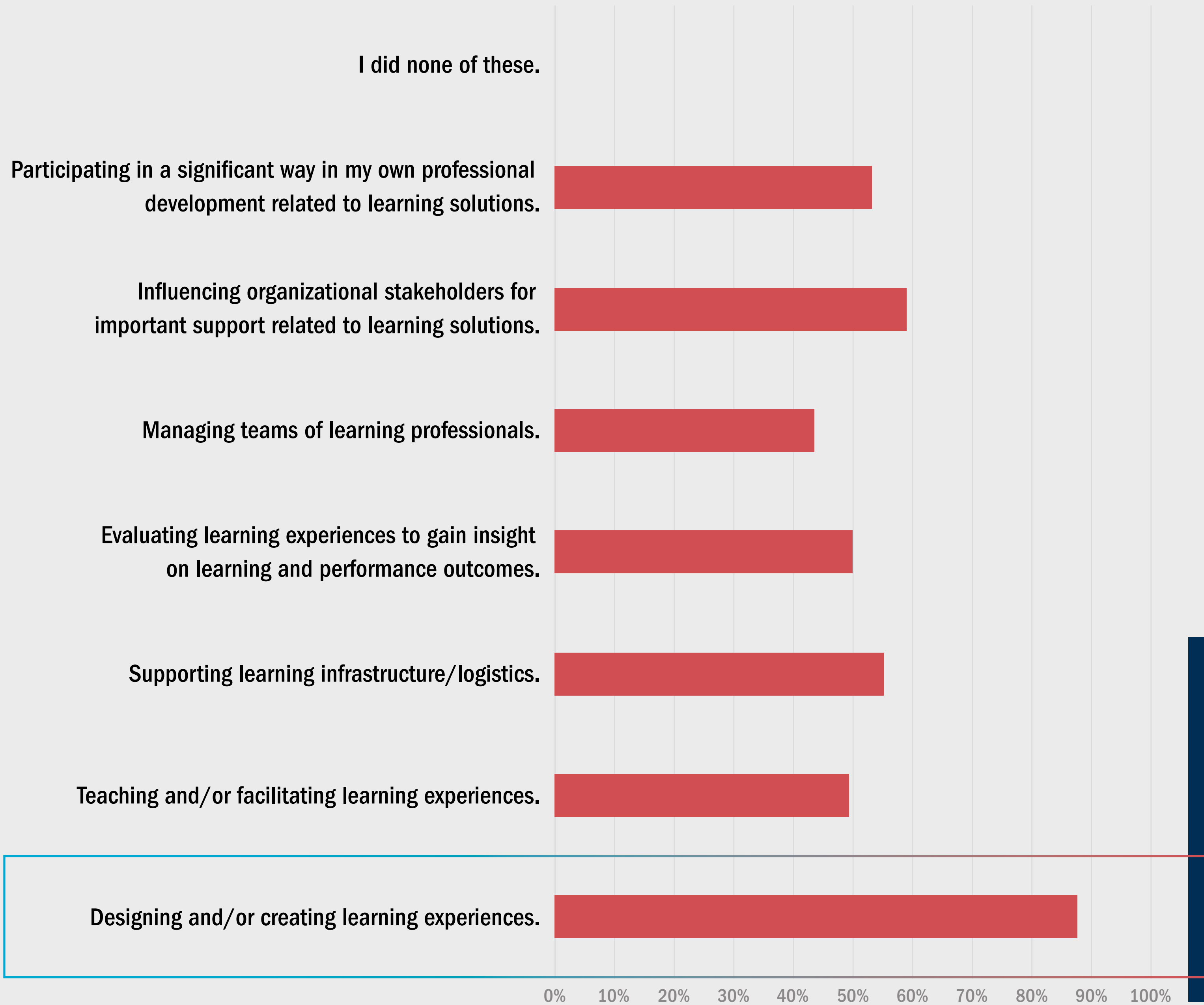
With that all serving as a backdrop, we had a couple interesting findings:

- Designing, changing, and evolving the work situation (or work context) is still a large opportunity for our industry.
- There wasn't much change in our levels of satisfaction compared to last year. Fortunately, only 12% of respondents don't feel connection at work.

On the next few pages of the report, you'll see the data on:

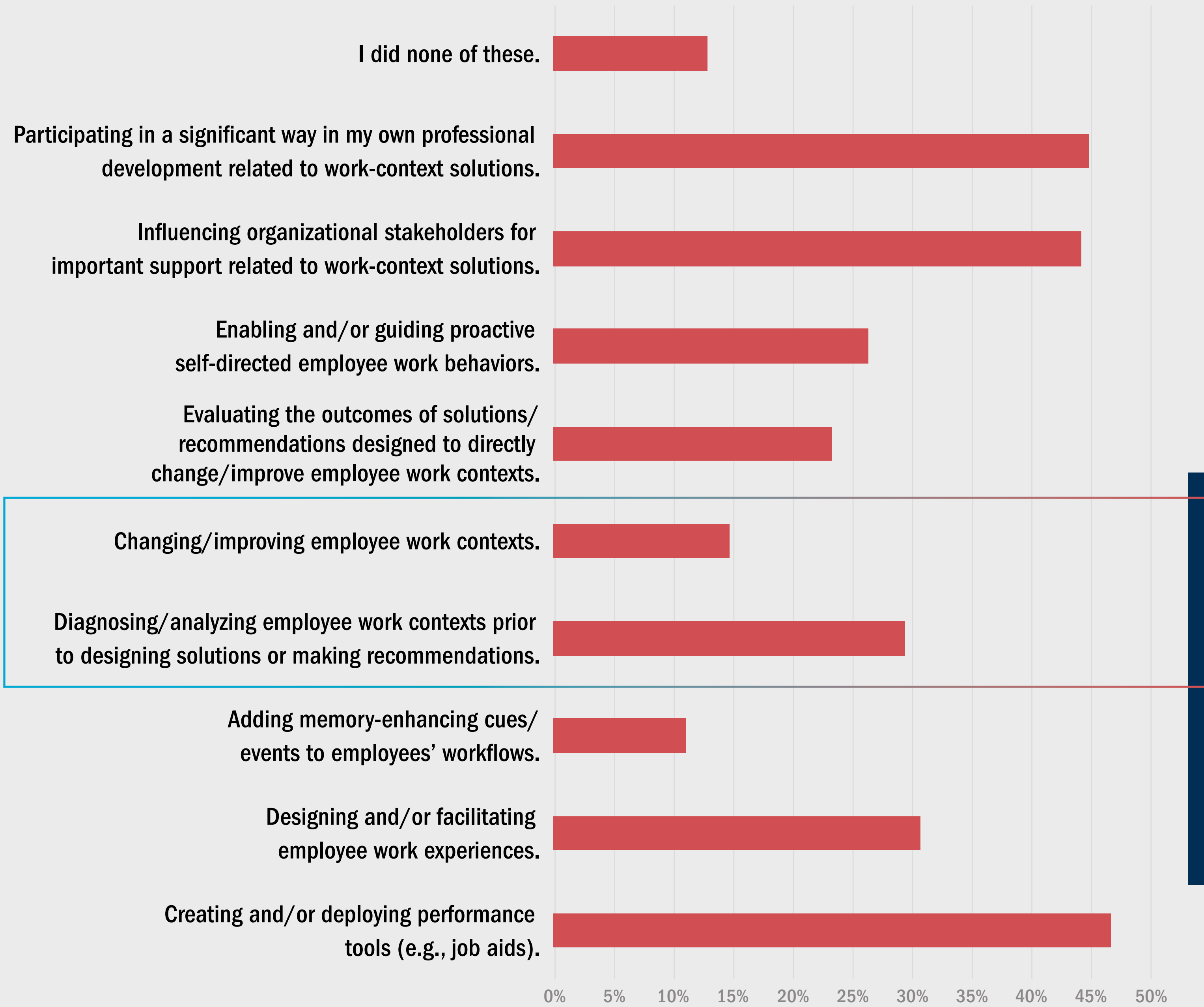
- The types of learning-focused and performance-focused work we complete.
- Our levels of satisfaction in the work.
- Personal connection while at work.
- The things that enable us and serve as obstacles, and our wishes for the future.

Types of learning-focused work you did in your role as a learning and performance professional in 2022



Creating learning experiences is still the core of the work we did last year, but influencing and supporting infrastructure/ logistics are key to being successful too.

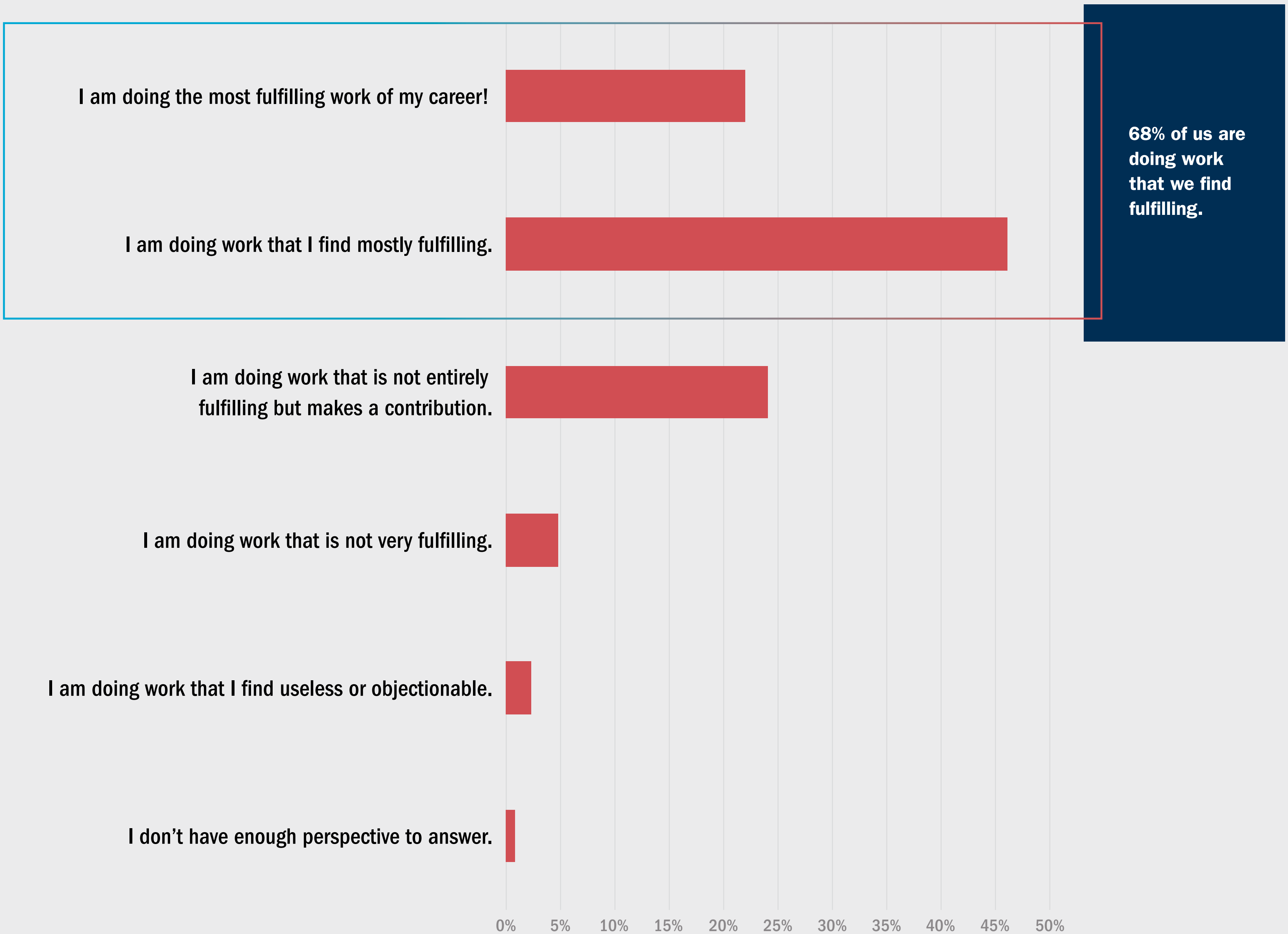
Types of performance-focused work you did in your role as a learning and performance professional in 2022



About half of respondents who noted "diagnosing/ analyzing work contexts" do not go on to "change/ improve" them.

This gives us a big opportunity to focus on in 2023.

Your overall satisfaction with your recent work as a learning and performance professional (including how aligned tasks are with your best or most important work)



Rate your overall satisfaction with your recent work as a learning and performance professional. How aligned are your tasks with what you would consider your best or most important work?

	Non-Learning Business	Government	Not-for-Profit	Learning Vendor	Education
"Most fulfilling work of my career."	**18%** n=31	**15%** n=5	**35%** n=9	**31%** n=31	**17%** n=6

Continuing the comparison, this time by organization types, we can see that our not-for-profit and vendor populations are twice as likely to be doing the most fulfilling work of their careers. Here, we can conclude that those types of organizations are often very purpose-driven, likely creating the alignment to satisfaction and fulfillment in work.

Rate your overall satisfaction with your recent work as a learning and performance professional. How aligned are your tasks with what you would consider your best or most important work?

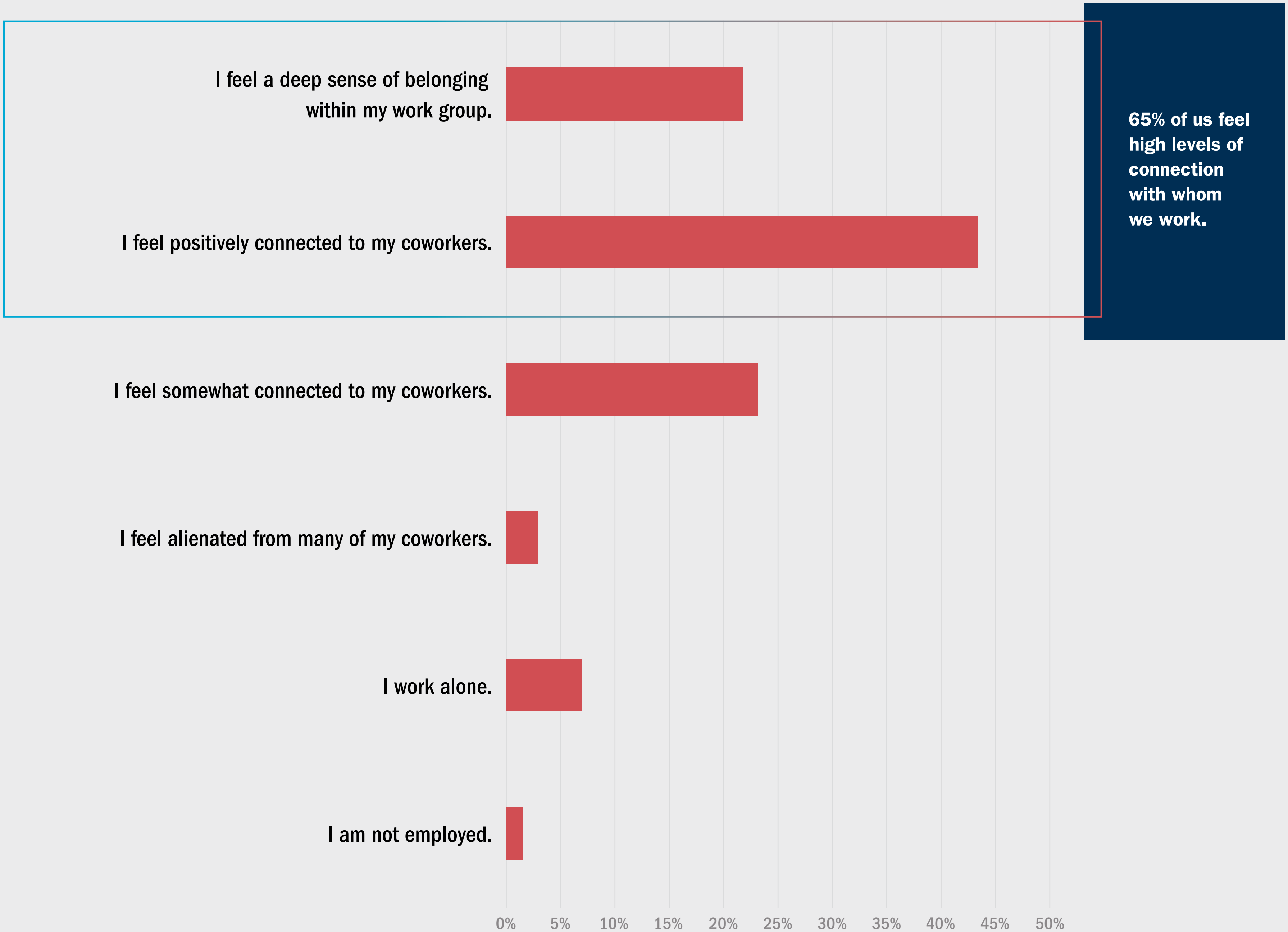
	Exemplary Organizations	Typical Organizations
"Most fulfilling work of my career."	**43%** n=25	**19%** n=82
Work that "I find mostly fulfilling."	**45%** n=26	**46%** n=198

In another comparison between our typical and exemplary organizations, working at an exemplary organization makes you twice as likely to be doing the most fulfilling work of your career.

Interestingly enough, nearly the same percentage of respondents at either type of organization find work mostly fulfilling—the most frequently selected response of either group.

The remaining respondents are "doing work that is not entirely fulfilling" (with typical organizations twice as likely to agree with that statement).

In the last three months, how much of a personal connection have you felt in your work group?



Themes in open responses

What or who is enabling/empowering you to move toward doing your best work?

- Peers/co-workers
- Professional organizations
- Online communities
- Yourself

What obstacles are getting in the way of you doing your best work?

- Processes
- Resources/budget/time
- Lack of focus or prioritization
- Traditional mindsets

In terms of your own personal learning and development, what is your wish or plan for 2023? What help would be most beneficial in enabling you to achieve your learning goals?

- Curated upskilling
- Leadership support/budget

With our perceptions of success, satisfaction, and connection in mind, here are the repeating themes in some of your open response questions.

Our biggest takeaway is the importance of people when it comes to being successful. Our peers and communities urge us on. We can be held back by the mindsets of those in our organization or a lack of support/guidance. We desire alignment and championing to move forward. It's important to remember that at the end of the day, performance is driven by people.

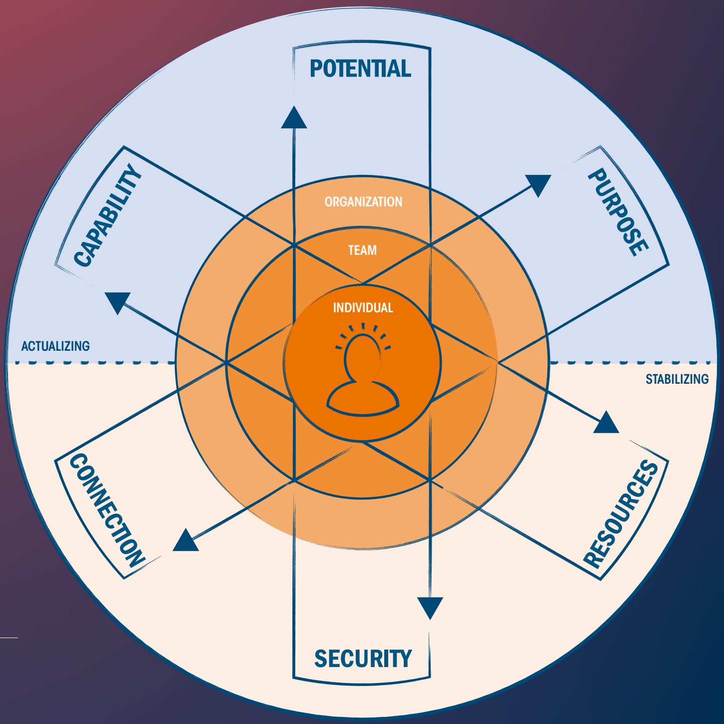
In the last three months, how much of a personal connection have you felt in your work group?

	1-50 Employees	51-1,000 Employees	1,001+ Employees
"Somewhat connected."	**21%** n=13	**29%** n=27	**25%** n=46
"Positively connected."	**51%** n=32	**41%** n=38	**50%** n=91
"Deep sense of belonging."	**29%** n=18	**25%** n=23	**22%** n=40
Positive and Deep: (total of the last two)	**79%** n=50	**66%** n=61	**72%** n=131

In our last comparison, when we explore levels of personal connection against company size, there's a clear decrease in the amount of "positive" and "deep" connection that individuals feel as the company they work for gets larger. This is intriguing, as we might expect larger organizations to be more diverse (in all ways), giving you a large enough pool of people to find those with whom you can connect.

However, sociologists have long talked about "Dunbar's Number"—the concept that around 150 people is the most relationships we can effectively manage. So perhaps as companies scale in size, connections can begin to feel more superficial. A question for those of us who employ more than 150 people: How might we encourage smaller pockets of deep connectivity across the organization?

THE FOCUSES OF OUR WORK RECAP



Recent McKinsey findings are building a body of evidence for the link between performance and people (mckinsey.com/mgi/our-research/performance-through-people-transforming-human-capital-into-competitive-advantage). At TiER1, we've long used the phrase "healthy and high-performing teams" to encapsulate that belief.

At its core lies our belief that the health of people and the performance of people do not need to be mutually exclusive. In fact, they serve as synergy for one another. As we look over the breadth of this survey, we look at our practices, methodologies, and evaluation—our performance. We also explore the economy, our work focuses, our satisfaction/well-being, and where we see ourselves in the future—our health.

How might you drive both forward this coming year? Are there elements you can install that will have positive impact on both? Are there elements that contribute to an individual's or team's ability to thrive that you can address?

We believe there are! Things like our capabilities/skills, potential, and purpose drive us forward, while human connection, security/psychological safety, and supporting resources sustain and stabilize us. Doubling down on any of these factors this year sets you and your team up to do the "most fulfilling work" of your career, while also building "undeniable evidence of success."

Change starts with you!

In pursuit of healthy and high-performing teams, we've created the THRiVE Index—a tool that enables organizations and teams to reflect on (and discuss) the factors that most influence their ability to do their best work. The related iTHRiVE Reflection helps individuals consider the same factors. Learn more about the reflection at tier1performance.com/thrive-reflection.

WHERE TO WORK

We all want to work in the best situation possible. We all have our own needs and interests, of course, but there are some common themes. We'd like to earn a good salary, have interesting and perhaps challenging work, have a chance to learn new skills, work with good people in a supportive environment, have leaders who support healthy and productive work practices, and feel the work we are doing is important.

Where are the best places to work in the learning and performance field? Well, that's an impossible question to answer because as employees, we all have unique needs and interests. Individual organizations differ from one another and even departments and units in organizations vary.

Still, we on the Learning Trends team got curious.

We asked respondents to tell us what type of organization they worked in:

- Learning Vendor
- Non-Learning Business
- Not-for-Profit
- Education
- Government

And for many of the questions we cross-tabulated the findings, looking at how each group compared to the other. Most of the respondents said they worked in the first two categories, learning vendors and non-learning businesses, but we received a solid number of responses from all types.

We recommend some caution in looking at the results from not-for-profits, education, and government because the numbers may not fully reflect the larger population of L&D professionals.

Many of the results are intriguing. Take a look on the next two pages.

How successful and well-supported is the work in your organization?

	Non-Learning Business (47% of respondents)	Learning Vendor (27% of respondents)	Education (9% of respondents)	Government (9% of respondents)	Not-for-Profit (7% of respondents)
Showed clear success in improving work performance.	**32%** n=52	**48%** n=43	**34%** n=10*	**26%** n=8*	**27%** n=6*
Generally happy with their learning evaluation.	**26%** n=44	**53%** n=51	**27%** n=8*	**18%** n=6*	**35%** n=9*
Innovation-friendly.	**43%** n=34	**78%** n=38	**57%** n=8*	**27%** n=3*	**50%** n=5*
Got beneficial professional development.	**43%** n=74	**57%** n=58	**31%** n=11*	**36%** n=12*	**33%** n=9*
Got enough professional development.	**57%** n=99	**42%** n=42	**68%** n=23	**63%** n=20	**67%** n=18*

*low number of responses, interpret with caution

How does it feel working in your organization?

	Non-Learning Business (47% of respondents)	Learning Vendor (27% of respondents)	Education (9% of respondents)	Government (9% of respondents)	Not-for-Profit (7% of respondents)
Positive connection to one's work group.	**70%** n=119	**77%** n=60	**69%** n=22	**73%** n=24	**65%** n=17*
"Work almost exclusively from home."	**39%** n=67	**61%** n=57	**18%** n=6*	**18%** n=6*	**44%** n=12*
"Most fulfilling work of my career."	**18%** n=32	**31%** n=31	**17%** n=6*	**15%** n=5*	**35%** n=9*

***low number of responses, interpret with caution**

WHERE TO WORK RECAP

We intentionally decided not to evaluate these results for you. In this section, we want you to draw your own conclusions from the data we share. Therefore, on this page, where normally we might draw conclusions, we will abstain.

We will only point out that the data represent averages. When deciding where to work, your happiness, personal development, and success are more likely to depend on the specific organization you work for, more so than the sector you work in.

FINAL THOUGHTS

More than 500 people completed the survey, bringing many important and varied perspectives.

"I'm overwhelmed by all content that is available and struggle to separate the wheat from the chaff. There is a lot of rubbish available too, so what is now effective or not? What is trustful or not?"

"Political divides in our country are influencing behaviors of our workforce."

"The flood of learning marketing based on limited evidence and on no understanding of our organization is very irritating."

"All the contractors I know feel extremely vulnerable regarding job security, but it seems to be the increasing trend in hiring practices, especially for learning professionals."

"Many trends are not trends at all. L&D professionals and L&D leaders struggle with the same issues they have since I started in the industry. Things like transfer of learning to the job, program relevance, myths and misinformation, lack of sponsorship, resource constraints, distractions by the 'next shiny new product,' etc."

Many expressed exasperations and hopes in the same breath.

"[I would like to see more of a focus on] mental health impacts on our team's and organization's well-being and performance."

"I feel like learning nerds never get out of their own field, and there is so much applicable information in related fields that directly influences our success."

"Learning Styles will never die, I guess."

The most common theme of the survey is that learning professionals are hungry to learn and grow.

"I am hoping to participate in professional development opportunities and industry conferences, as well as mentoring."

"[My goal for 2023 is to] continue to learn and adapt how I design and deliver training."

"[My goal for 2023 is to] join a professional organization and continue with my own professional development to stay on top of best practices and trends."

"[My goal for 2023 is to] learn more best practices from colleagues outside my organization."

"[My goal for 2023 is to] continue to expand my knowledge and skills in designing learning that starts with what impacts are needed, how we evaluate our success or failure, and then make corrections."

"[My goal for 2023 is to] continue to grow my understanding of evidence-based approaches to L&D."

"I want to learn to apply new technologies including generative AI and high realism gaming."

"[My goal for 2023 is to] continue to read the literature and consider ways to apply the theories to my design work."

"[My goal for 2023 is to] engage with other learning experts and work with them on the challenges I face."

Many people mentioned how helpful it was for them to answer the questions on the Learning Trends Survey.

"This was very helpful for me to recap my past year and frame out some goals for 2023. I hope my responses were helpful; this survey was helpful to my team too."

"I love this survey! Really did help me reflect."

"Geez. Now I have to write my plan. Writing it will be the most beneficial thing."

MOVING TO ACTION

THERE ARE SEVERAL WAYS TO DIVE DEEPER INTO THIS DATA AND APPLY IT TO EVOLVING L&D IN YOUR ORGANIZATION.

As learning professionals, we are under the influence of thousands of trends and forces—many only tangentially within our control. We do our best to navigate the cacophony, and we often demonstrate passion and perseverance in working for beneficial learning outcomes.

We designed the Learning Trends Diagnostic Survey to provide you and your learning team with an opportunity to reflect on your practices and envision an affirming future for your work. We added the "Exemplary Organization" construct to help you benchmark against the best among us.

Guidance for reflection:

We encourage you to gather your team and review the report section by section—mentally benchmarking yourselves against the data. As many people mentioned in taking the Learning Trends Survey, just answering the questions helped them consider their own practices in a new light. Now with the data in hand, you can extend these benefits.

Complete a private benchmarking organizational assessment:

If you and your learning team want to take this deeper and do a private assessment using the Learning Trends framework to benchmark yourselves against the industry or use TiER1's proprietary THRiVE Index to examine your overall organizational functioning, get in touch with us at hello@tier1performance.com.

Learn more about the full range of TiER1 Performance services:

TiER1 Performance is an employee-owned consulting firm that activates strategies through people. As a Certified B Corporation®, we are passionate about consulting, designing, and building meaningful experiences that shape mindsets and behaviors to drive desired results. Learn more about TiER1 Performance at tier1performance.com.

Learn about other TiER1 Performance Institute offerings:

TiER1 Performance Institute enables leaders to elevate people-centered performance. Whether you're looking for professional development opportunities for yourself or your team, the Institute is here to help. From half-day to multi-day online offerings, there's something for everyone. Learn more at tier1performance.com/performance-institute.

If you want to meet the experts behind TiER1 Performance Institute, reach out to any of the following:

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THANK YOU AND GRATITUDE!

Our team would like to thank all of you who completed the diagnostic survey and who shared it with your colleagues and contacts in the industry!

Thanks in advance to any of you who send feedback and/or share the report!

To us, this was a labor of love. We are grateful for your involvement!

The 2023 TiER1 Performance Learning Trends team:

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- *Walter Warwick, PhD, MA*
- *Will Phillips*
- *Will Thalheimer, PhD, MBA*
- *Zac Ryland*

APPENDIX:
SURVEY RESPONDENTS

Respondent demographics

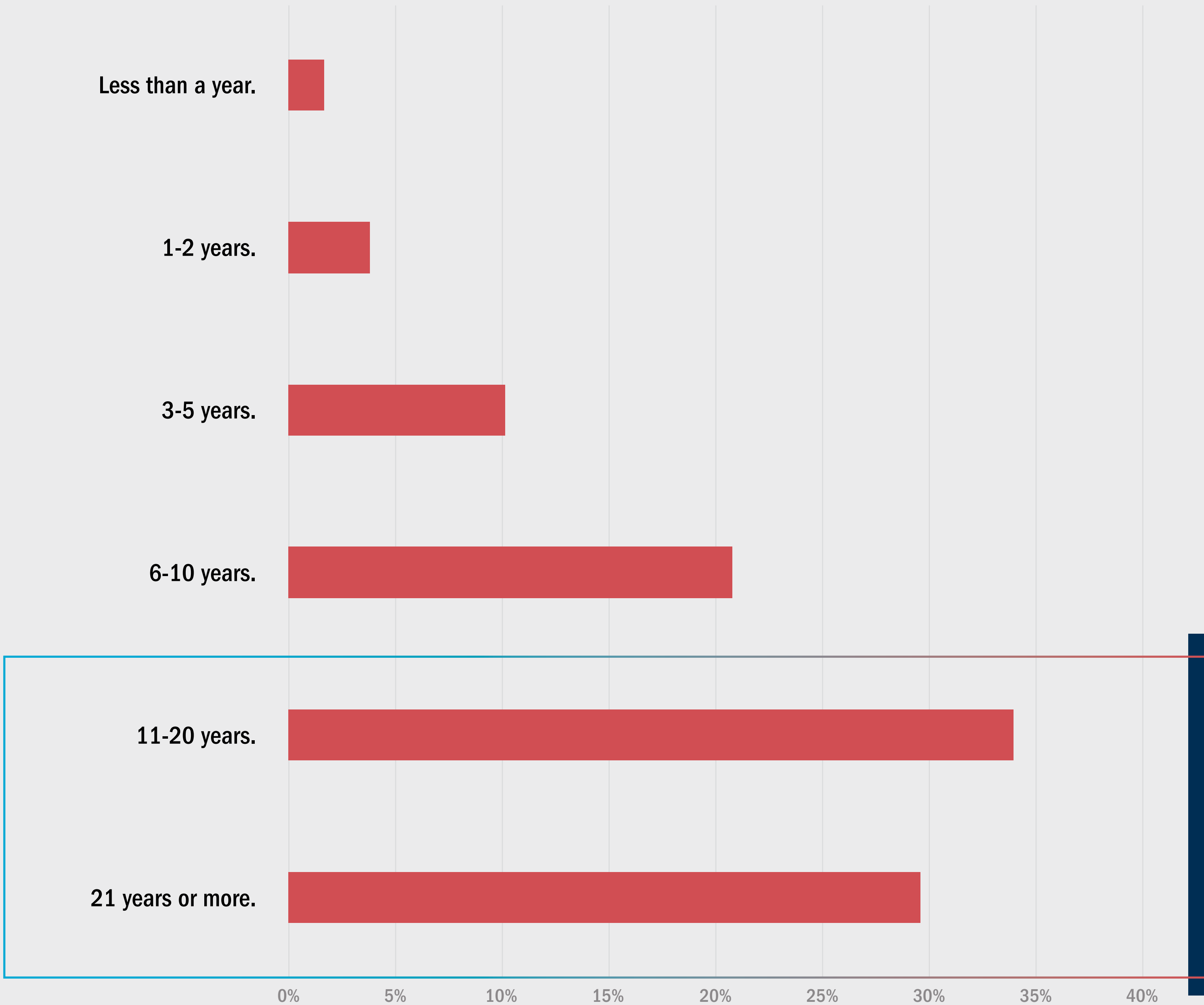
Our respondents are primarily experienced learning professionals working for various types of organizations, creating several types of assets for a range of audiences. Specifically, our survey respondents:

- Are very experienced, with 64% having more than 10 years of experience.
- Have ages ranging from young adults to older, with about 58% aged 40-59.
- Represent global perspectives, with 44% of respondents from the U.S. and Canada, 23% from Europe, 9% from Africa, and 8% from Australia, New Zealand, and Oceana.
- Mostly focus on learners in their own organizations (51%), with 31% focusing on learners in other organizations, and 17% focused on both.
- Hold various roles from individual contributors (32%), team leaders (22%), senior leaders (13%), and project managers (6%), among other roles.
- Mostly have worked at their organization for five years or fewer (57%), while 25% have worked at their current organization for at least 11 years.
- Work for organizations of all sizes, but most work for larger companies, with 50% working for organizations with more than 1,000 employees. Many work for small organizations, with 24% working for organizations with 50 or fewer employees.
- Work for different types of organizations, including educational institutions (9%), government (9%), not-for-profits (7%), companies NOT related to learning (47%), and vendors and consultancies providing learning or learning-related products/services (28%).

Although our respondents may not reflect all learning and performance professionals, we do have a large group of experienced learning professionals that span the globe with diverse work experiences. This leads us to believe that the responses and insights from this group will give a full perspective on the questions we asked.

Next, you can see specific demographic and background data for our 556 respondents.

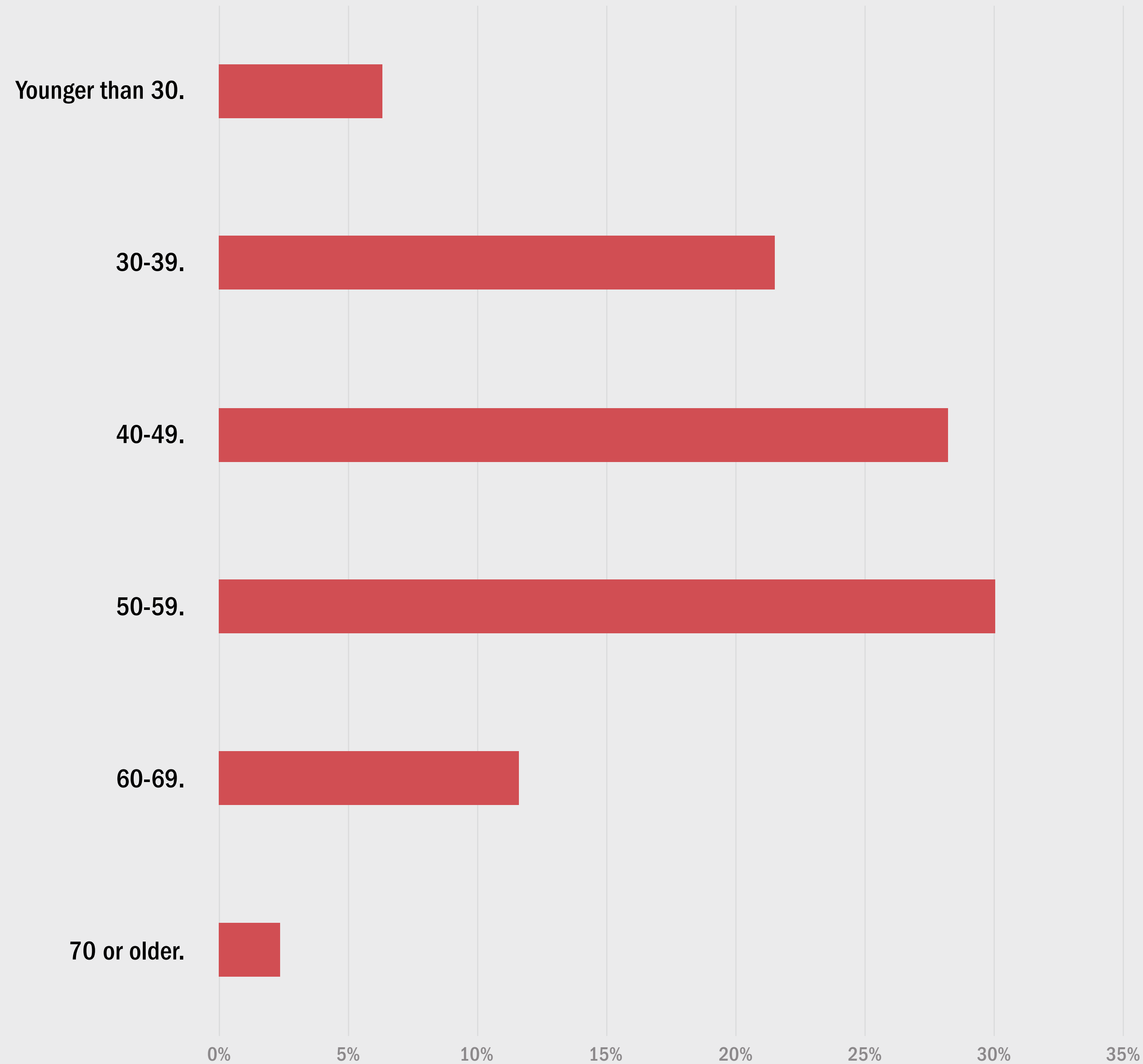
How long have you worked as a learning professional?



Primarily experienced respondents.

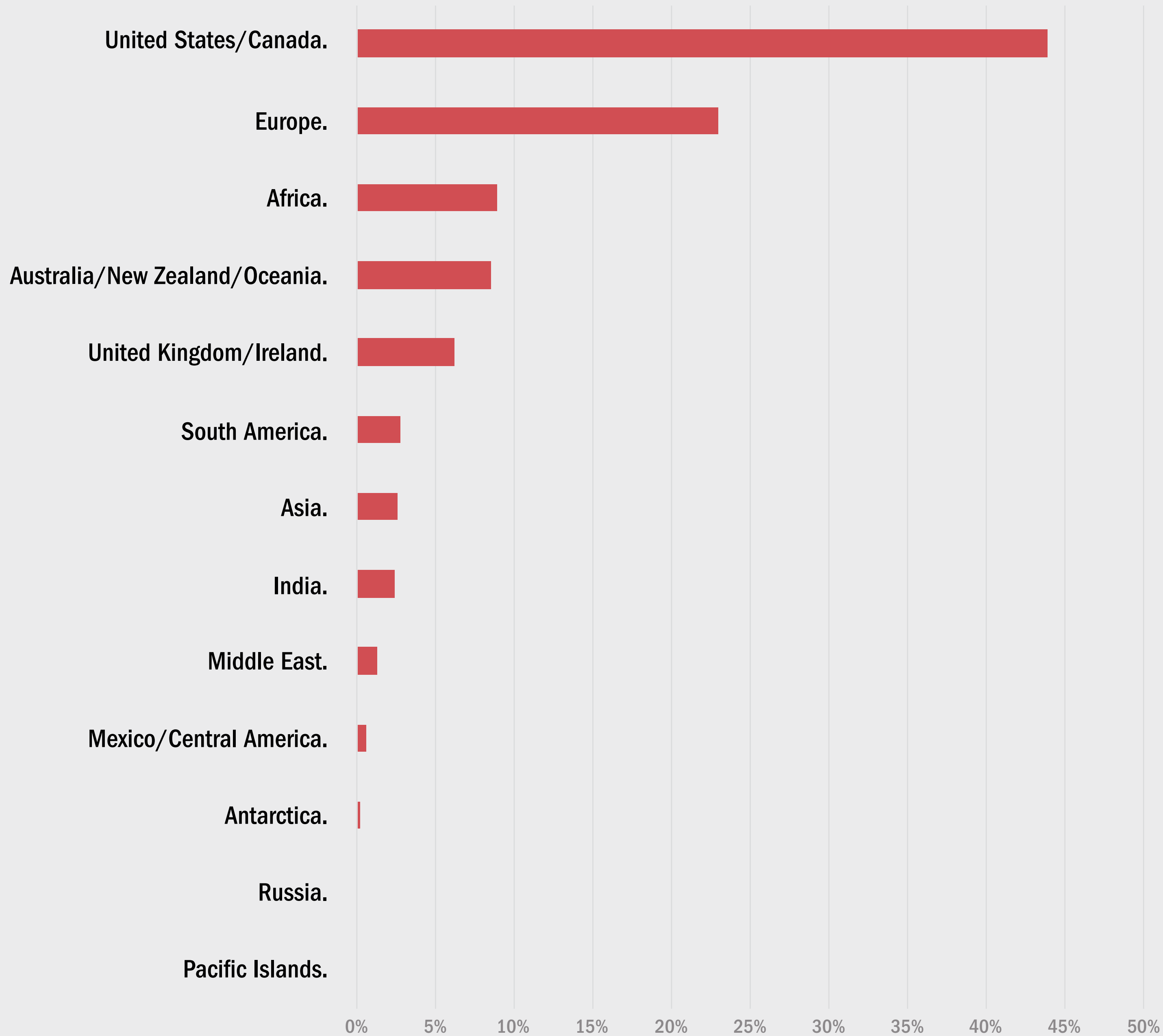
64% have more than 10 years of experience.

What is your age?



A wide range across the adult lifespan, from younger than 30 to 70 and older.

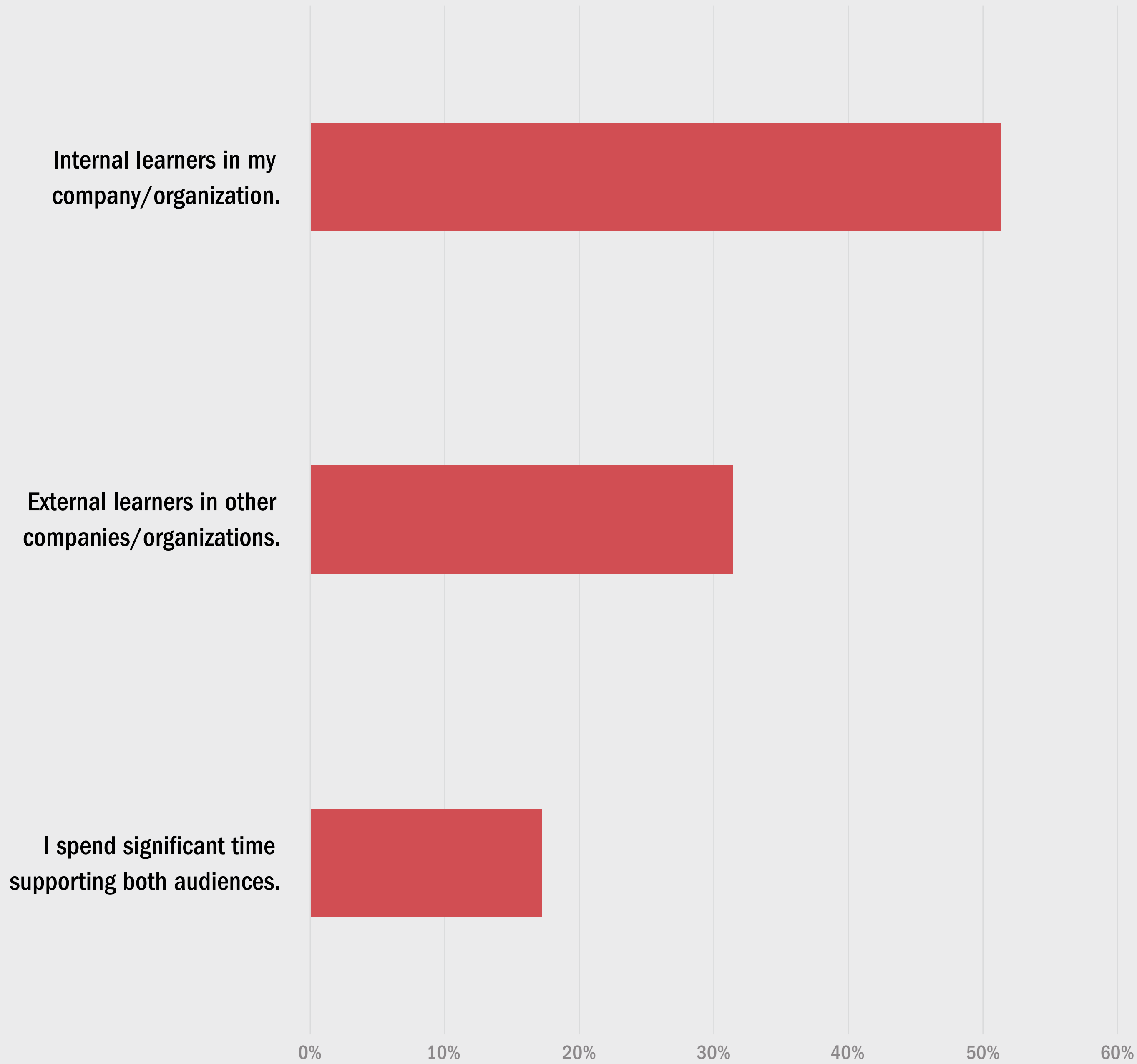
Where do you live?



Respondents are global!

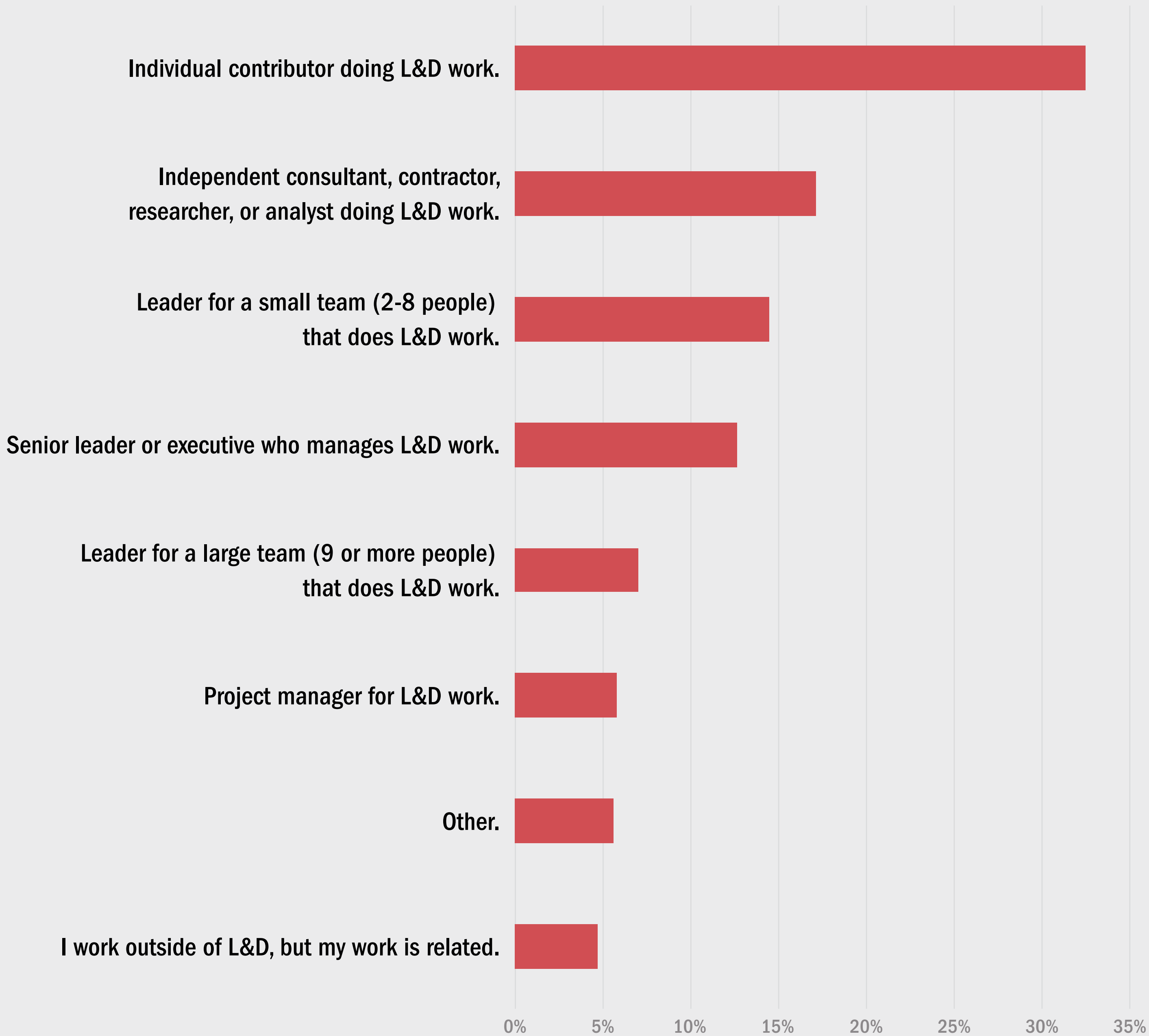
U.S./Canada and Europe have the largest representation, but there are cohorts from across the globe, including Africa, Australia, and beyond.

Who is your primary target audience?



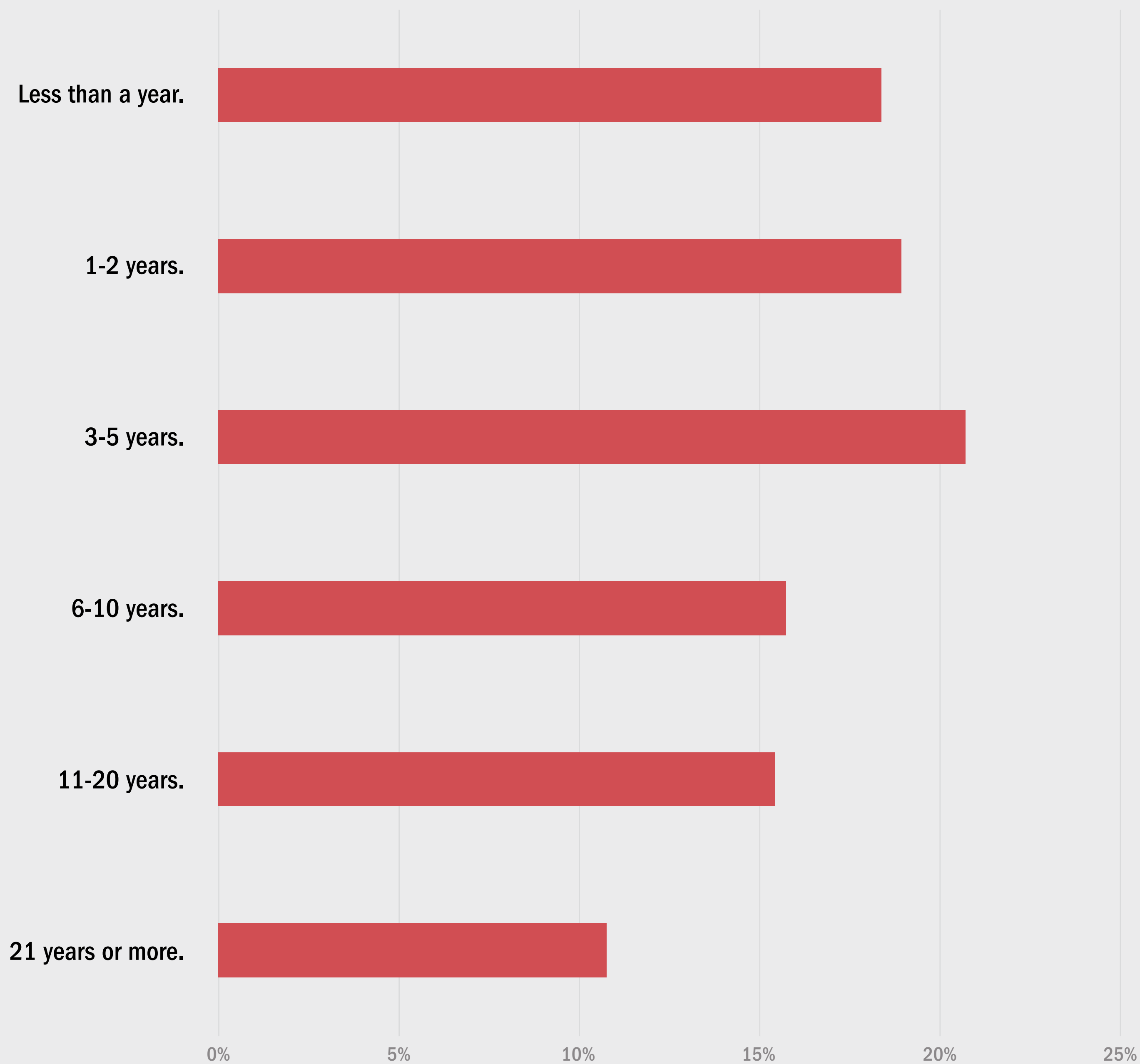
There is a good mix, but most people support learners in their own organizations.

In 2022, what was your primary role in L&D?



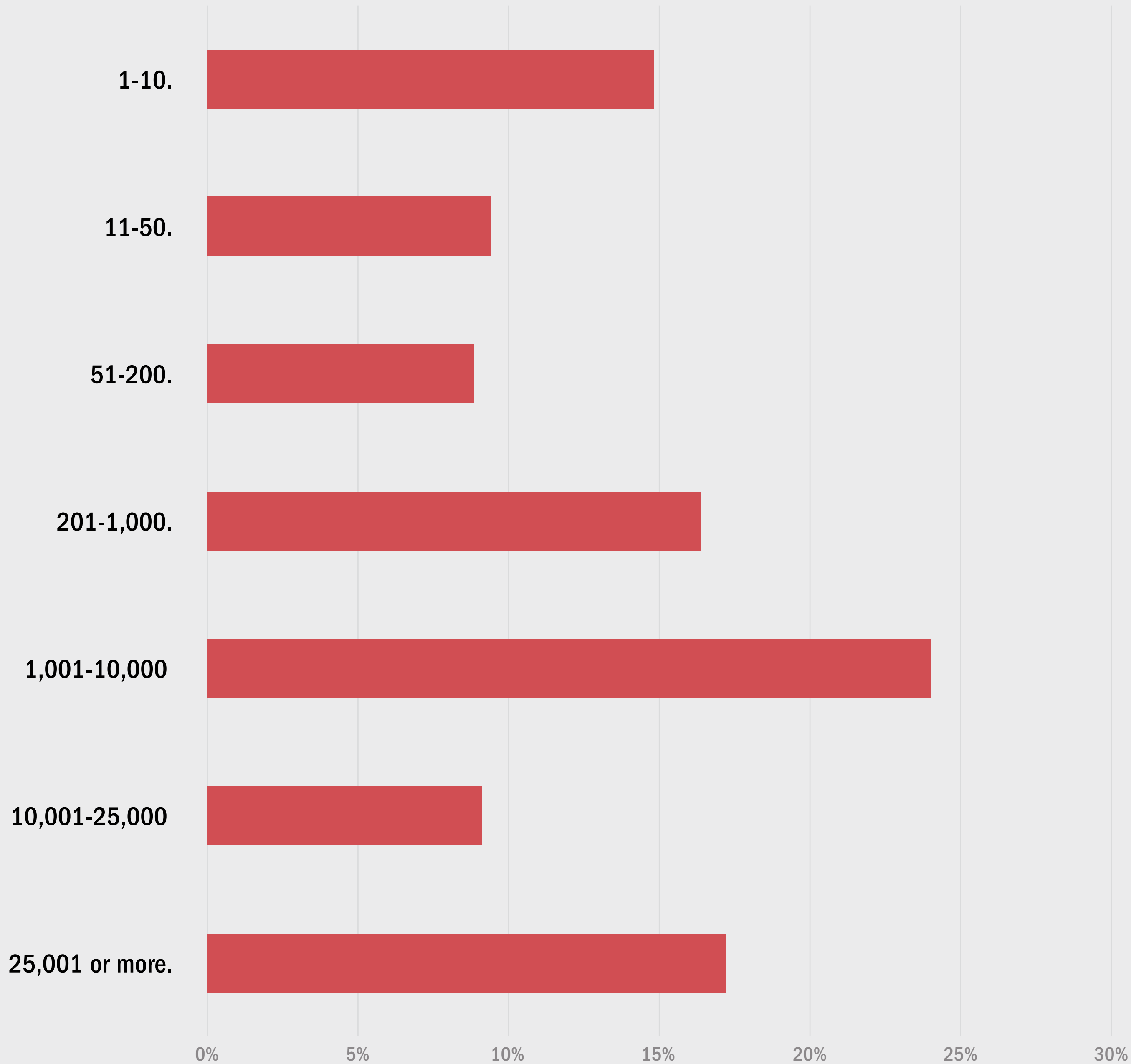
There are a wide variety of roles represented with many in leadership positions.

How long have you worked at your current company/organization?



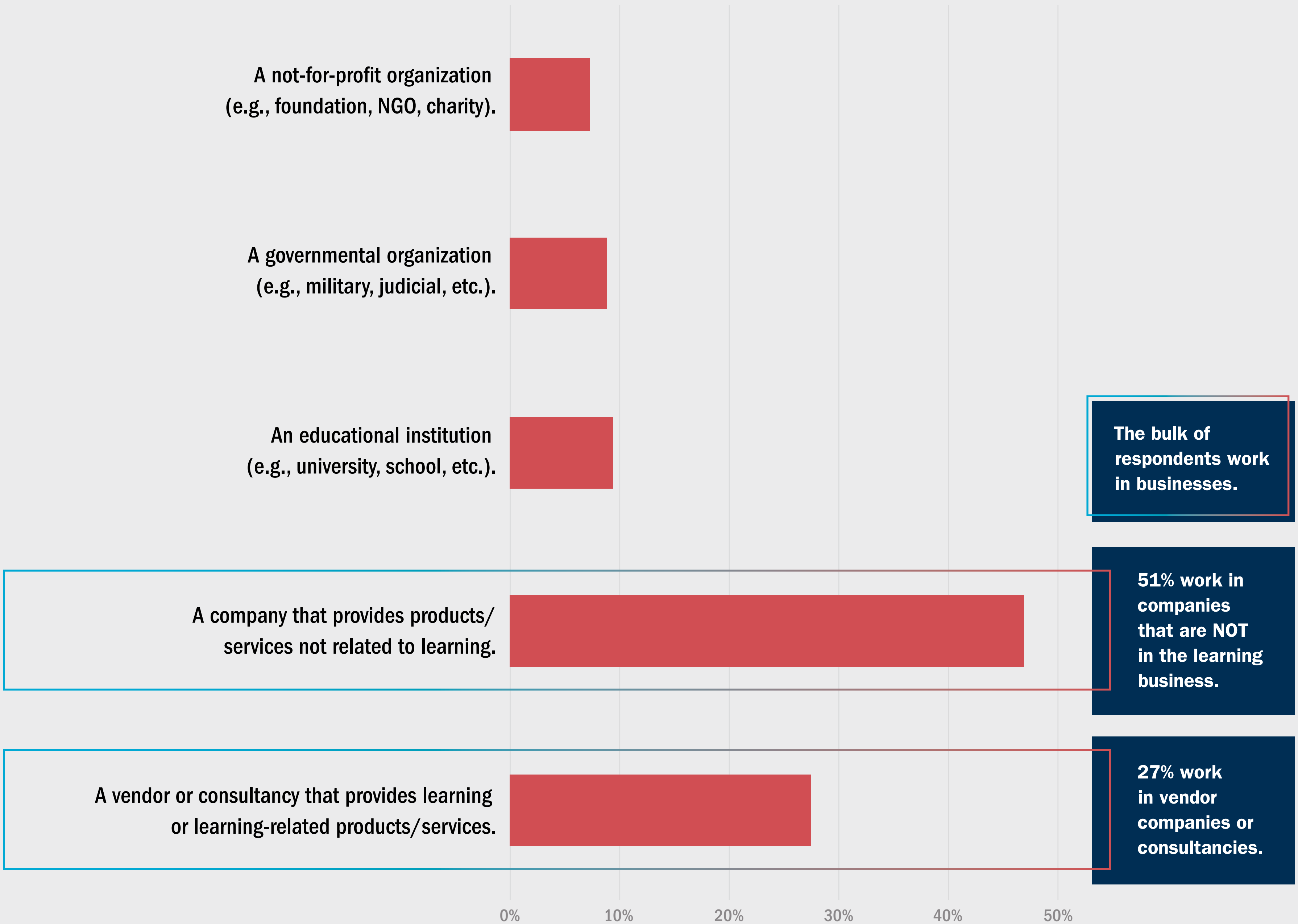
Even though many respondents are very experienced, many seem to be switching organizations frequently.

How many employees work in your company/organization?



Good mix of organization sizes, with half coming from large (1,000+ employee) companies.

What type of company/organization do you work for?



What percentage of your team's overall learning and performance work gets done by outside vendors?