

2023 State of the Industry



Talent Development
Benchmarks and
Trends

Sponsored by



2023 State of the Industry

Talent Development
Benchmarks and Trends

Sponsored by



© 2023 by ASTD DBA Association for Talent Development (ATD)
All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, write to ATD Research, 1640 King Street, Alexandria, VA 22314.

Ordering Information

Research reports published by ATD can be purchased by visiting ATD's website at td.org/research or by calling 800.628.2783 or 703.683.8100.

ATD Product Code: 192311

ISBN-10: 1-957157-44-5

ISBN-13: 978-1-957157-44-3

e-ISBN: 978-1-957157-45-0

Publication Date: December 2023

ATD Editorial Staff

Associate Director, ATD Research: Rocki Basel

Senior Researcher, ATD Research: Caroline Cope

Manager, ATD Press: Melissa Jones

Cover and Interior Designer: Shirley E.M. Raybuck

Production Manager: Dirk Cassard

Contents

3	About the Sponsors
7	Data Sources
8	Executive Summary
11	SECTION 1: Efficiencies and Expenditures
20	SECTION 2: Content Distribution and Delivery Methods
28	SECTION 3: On-the-Job Learning and the Future
33	Conclusions and Looking Ahead
35	Appendix: Methodology and Supplemental Data
45	Research Topics and Trends, 2023
46	About the Author and Contributors

About the Sponsors



A Note From Allego

Not long ago, a learning management system (LMS) was the go-to solution for enterprise learning and development. But today's corporations have different needs. Employees are on the go, busier than ever, and located in multiple places. Plus, research shows traditional learning is far less effective than experiential learning, microlearning, and peer-to-peer learning.

Employees need up-to-the-minute, continual learning in the flow of work that an LMS and traditional learning can't provide.

This calls for creating a learning ecosystem in which your LMS exists alongside modern learning platforms such as Allego. In this new paradigm, your LMS provides a system of record for baseline and compliance training, while the modern learning platform functions as a system of experience and learner engagement. A modern learning platform picks up the learning journey where an LMS leaves off, focusing on skill development and collaborative learning in the flow of work. It delivers agile content creation, AI-powered microlearning, self-directed learning, and experiential learning.

Allego offers a powerful workforce learning and enablement platform that helps companies in all industries deliver results that influence the bottom line. Our comprehensive and cost-effective modern learning solution covers everything from learning, practice, certification, and reinforcement, to continual improvement. And our customers are reaping the benefits, including increased return on investment, lowered training costs, reduced risk, and enhanced employee engagement. And perhaps most important, their employees have the skills, knowledge, and content they need to succeed.

We hope this report helps you improve learning and development at your organization and prepare for success in today's complex world.

About Allego

Allego is built for dynamic learning, content, and collaboration anytime, anywhere. You can empower your organization with mobile, interactive technology built for the way today's virtual teams work—all through a single platform.

Allego drives success with these key capabilities:

- **Content management.** Create, manage, and optimize content with context for greater effectiveness through cross-team collaboration.
- **Onboarding and training.** Bolster engagement, behavior change, and retention with virtual programs that shorten ramp time and produce measurable business value.
- **Coaching and collaboration.** Target skills gaps with conversation intelligence and point-in-time feedback. Drive team productivity by connecting employees, managers, internal experts, and peers with the knowledge needed to win.
- **Launches and roll outs.** Accelerate product proficiency, drive the use of strategic content, and ensure employees properly articulate key messaging for every customer need.
- **Virtual selling.** Engage buyers virtually at every stage of the sales process with interactive, personalized experiences and content.

Allego is the future of sales enablement, and our learning, content management, and conversation intelligence products accelerate performance for sales and other teams. Allego is AI driven and seller-centric, with the power, agility, insight, and ease you need to drive results in a hybrid world—all in a single app.

Nearly 750,000 professionals use Allego to equip sellers with intelligent training, coaching, and content that engages and converts buyers. To learn more about sales enablement that wins buyers and request a demo, visit allego.com/request-demo.



A Note From AllenComm

At AllenComm, our mission is to support organizations as they seek the learning solutions that drive positive transformation. With the continued acceleration of digital transformations across all industries, L&D teams are being asked to find constructive uses for new technologies, such as AI. We are more aware than ever that the demands on L&D organizations are growing and changing rapidly, bringing new opportunities for L&D professionals to become a vital component of their company's success.

The speed of innovation, the greater demands for impact, and the need for scale require bold new solutions, including:

- Using leading-edge instructional design to focus on the learner experience
- Augmenting staff with competencies to meet the rate of rapid change
- Seeking advice from experts to build governance models that empower L&D

We've observed the transition from event- and course-based learning to personalized learning experiences that provide more flexibility to integrate new skills into the day-to-day workflow. This is not just about technology; it's about updating your approach to instructional design. As L&D groups are challenged to do more, staff augmentation will be used more often to balance needs in scaling projects. Generally, staffing is becoming an important component of the L&D function.

Going forward, how companies govern the integration of new technology, such as AI, will be important. Readiness for success is imperative. Have companies aligned their needs with skills and competencies? How integrated is learning in broader change management processes? How will success be measured? Answering these questions is critical in the current landscape.

About AllenComm

In partnership with HR and L&D teams, AllenComm designs innovation and scale into training activities to meet critical priorities and objectives. For more than 40 years, we have partnered with Fortune 100 companies to develop custom content for transformative learning experiences. Extensive instructional design experience, agency-level creative teams, and innovative learning technologies enable us to stand out in the learning landscape.

Considered one of the top 10 firms of its kind in the country, AllenComm has won more than 40 awards for custom learning programs in employee onboarding, reskilling, leadership development, brand, compliance, and sales enablement. AllenComm has more than 130 in-house experts and subject matter professionals across multiple industries. With a scalable internal workforce and well-honed processes, we are uniquely equipped to create the right mix of e-learning, instructor-led training, virtual instructor-led training, gamification, microlearning, coaching tools, and resources to build learning experiences that match organizational needs.

Additionally, we offer a smart L&D staffing support service to augment and scale the in-house training development programs of our clients. We provide a full range of experts on a short- or long-term basis, as well as managed services to take projects from start to finish. The AllenComm team becomes your team, offering flexible solutions to manage risk and create transformative benefits.

Partnering with AllenComm to supplement and support human capital management needs has helped our customers reduce expenses, shorten onboarding periods, and raise the impact of sales, leadership, branding, upskilling and compliance efforts. For more information, visit allencomm.com.

Data Sources

Data Presentation

This report presents data in several groupings against which readers can benchmark learning investments and best practices in their organizations. The three major groupings are consolidated responses, workforce size groupings, and industry groupings.

The *State of the Industry* report (*SOIR*) is published annually by ATD Research. The information presented reflects the organizational data reported for the previous year. Thus, the data in this report represents organizational data submitted for 2022.

Consolidated Responses

The consolidated responses include all the organizations that submitted data for a particular year (Table 1). Organizations had to submit at least half of the data requested in the survey to be included in the report.

TABLE 1

Data Sources

Year	Sample Size	Average Number of Employees
2022	454	8,206
2021	174	14,716
2020	223	13,374
2019	283	15,091
2018	318	14,406

Executive Summary

The average organization had a direct learning expenditure of \$1,220 per employee in 2022, according to Association for Talent Development's *2023 State of the Industry* report, which is sponsored by Allego and AllenComm. A group of 454 organizations representing a wide range of company sizes and industries provided data on their learning programs.

Efficiencies and Expenditures

Direct expenditure per employee depends heavily on company size, with larger employers traditionally realizing cost advantages because they can provide the same learning offerings at a reduced cost per person. In 2022, large organizations, with 2,500 employees or more, had the lowest direct learning expenditure, at \$809 per employee. Small organizations, with fewer than 100 employees, had the highest direct learning expenditure, at \$1,814 per employee.

Learning hours used also differed substantially by company size. Large companies used an average of 40.6 learning hours per employee in 2022, which was nearly twice the consolidated average of 20.7 hours. Midsize organizations used the fewest learning hours, at 14 per employee. (See Section 1 for more information on efficiencies and expenditures.)

Content Distribution

This year, ATD Research asked respondents to report whether they provided the majority of their learning content, some content, or no content at all across 12 key areas. New employee orientation content was offered most frequently, by 96 percent of respondents; 41 percent said they offered the majority of their learning content in this area.

Mandatory and compliance training was offered by 95 percent of organizations, with 42 percent providing the majority of their content in this area. Examples of mandatory and compliance training include occupational safety and health training, sexual harassment training, and cyber awareness and privacy training. It also includes compliance training that is industry specific; for example, in the US, the Federal Deposit Insurance Corporation (FDIC) requires banks to provide periodic training about their codes of conduct or ethics policy.

Interpersonal skills was another large content area, offered by 89 percent of responding organizations. It includes skills related to communicating and working with others, such as teamwork and empathy. After interpersonal skills came processes, procedures, and business practices, followed by managerial and supervisory content, both of which were also offered at 89 percent of organizations. Managerial and supervisory content includes material related to managing individuals and teams, such as coaching and managing employee performance.

Delivery Methods

ATD Research also asked respondents to indicate the percentage of learning hours that were delivered via certain methods. Live, instructor-led traditional classroom training was the most popular method, used by 89 percent of respondents, followed by live, instructor-led virtual classroom training (in which instructors and learners meet online at a preset time), at 86 percent. The least frequently used method was blended learning, a mix of synchronous and asynchronous learning, at 72 percent.

Many organizations incorporated technology-based tools into their learning offerings. About half used podcasts and videos or simulations and scenario-based learning. Another 22 percent currently used AI applications for learning, and 26 percent planned to implement them within the next year. Large organizations were much more likely to say that they used simulations and scenario-based learning and games and gamification in learning than smaller organizations. (See Section 2 for more information on content distribution and delivery methods.)

On-the-Job Learning

The formal learning hours described in this report only account for standalone learning that occurred separately from on-the-job learning activities. However, at many organizations, learning experiences that happen during work are critical to employee development, so it is important to capture an accurate picture of on-the-job training.

Seven years ago, ATD began asking respondents to assess their organization's on-the-job learning activities (defined as any learning that is not a standalone activity and is intertwined with work activities). Examples of on-the-job learning include coaching and mentoring that takes place during work, as well as programs such as job shadowing and rotational training. Stretch assignments (tasks beyond an employee's skill level that are intended to increase development) are also considered on-the-job learning. Because this type of learning is inherently difficult to measure in hours, ATD Research instead asked respondents to indicate whether a specific type of on-the-job learning was used at their organization frequently, sometimes, or not at all.

Coaching and mentoring were the most common methods of on-the-job learning used at 96 and 91 percent of organizations, respectively. On-the-job coaching was used frequently at 59 percent of organizations. Less common were stretch assignments and rotational training programs, which were both used frequently at 26 percent of organizations. (See Section 3 for more information about on-the-job learning.)

Recommendations

The data presented in this report will aid readers in benchmarking their own organization's direct learning expenditures and activities against those of other organizations. To make benchmarking comparisons more meaningful, readers should review the data by industry and workforce size groupings where available.

However, readers should be aware that all figures reported here are averages across groups, and the circumstances their organizations face may be vastly different than those facing the average participating organization or even the average organization in their workforce size grouping. Therefore, they should not aim to replicate the numbers provided in this report, but rather use the data as a benchmark so they can better understand their own learning expenditures and activities, as well as those of their peers.

SECTION 1

Efficiencies and Expenditures

Overview

This section analyzes six efficiency and expenditure indicators. As the analyses in this section show, these indicators cannot be looked at individually because a change in one indicator may be directly related to a shift in another.

The statistics presented here are based on data reported by 454 organizations representing a diverse range of industries. Among the participating organizations, 23 percent were small, with fewer than 100 employees. Midsize organizations with between 100 and 2,499 employees represented more than half of respondents (58 percent), and the remaining 19 percent were from large organizations with more than 2,500 employees.

The 2022 Economy

In 2022, we saw a strong global recovery from the initial impact of the COVID-19 pandemic, with GDP in advanced economies (countries with a high income per capita and significant industrialization) growing by 5.2 percent after contracting by 4.5 percent in 2020.¹

However, 2022 also presented difficult circumstances for organizations as the global response to the pandemic continued to evolve. One major factor was inflation for consumers and businesses. Globally, the International Monetary Fund (IMF) found that inflation for advanced economies more than doubled from 2021 to 2022, rising from 3.1 percent to 7.3 percent.²

Looking at data from the US, where the majority of responding organizations were located, the Bureau of Labor Statistics (BLS) Consumer Price Index found that 12-month inflation continued to be high, decreasing only slightly from the previous year—from 7.5 percent in January 2022 to 6.5 percent in December 2022.³ Inflation rates also continued to affect consumer purchasing power, which can influence employee retention and turnover. Fed by an unprecedented number of job openings and high turnover in the labor market, organizations had to be innovative and resourceful to remain productive and profitable.⁴

1 International Monetary Fund (IMF), "World Economic Outlook (April 2023)," April 2023, imf.org/external/datamapper/datasets/WEO.

2 IMF, "World Economic Outlook (April 2022)," April 2022, imf.org/external/datamapper/datasets/WEO.

3 US Bureau of Labor Statistics, "Consumer Price Index News Release," Press Release, January 12, 2023, bls.gov/news.release/archives/cpi_01122023.htm.

4 G. Iacurci, "2022 Was the 'Real Year of the Great Resignation,' Says Economist," CNBC, February 1, 2023, cnbc.com/2023/02/01/why-2022-was-the-real-year-of-the-great-resignation.html.

1. Direct Expenditure per Employee

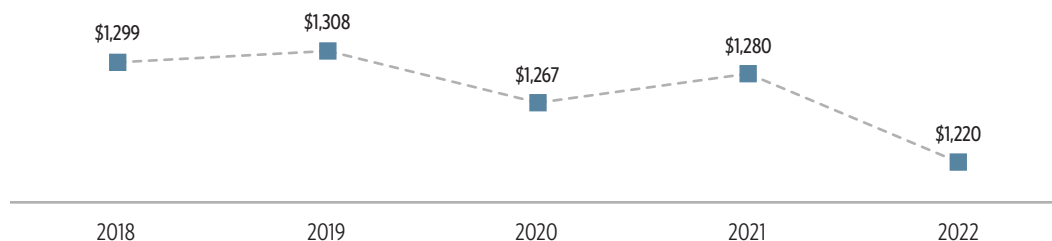
In 2022, the average direct learning expenditure was \$1,220 across all participating organizations (Figure 1). This is a 4.7 percent decrease from 2021, when the average spend per employee was \$1,280.

ATD also tracks how changes in direct learning expenditure compare to inflation (which reflects changes in the price level of goods and services). In 2022, the IMF reported an inflation rate of 7.3 percent for advanced economies (Figure 2).⁵

The average direct expenditure per employee is calculated by dividing an organization's total direct learning expenditure by the number of employees. This figure is composed of talent development (TD) staff salaries (including taxes and benefits), travel costs for TD staff, administrative costs, non-salary development costs, delivery costs (such as classroom facilities and online learning technology infrastructure), learning supplier expenses, and tuition reimbursement. It does not include the cost of the learner's travel or lost work time while engaging in learning activities.

FIGURE 1

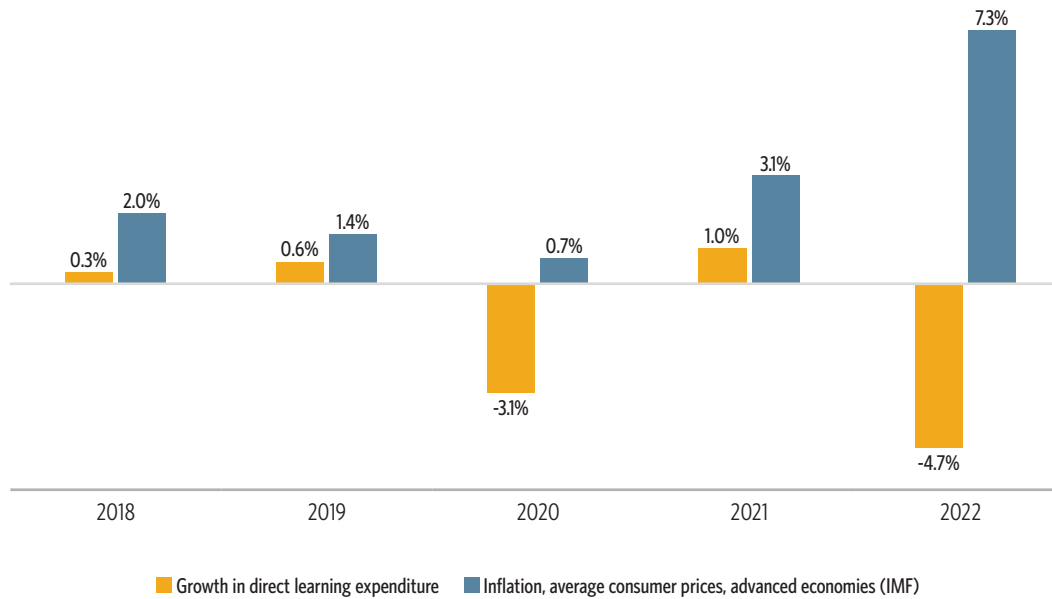
Average Direct Expenditure per Employee Was Down From Last Year
(US Dollars)



⁵ IMF, "World Economic Outlook: Inflation Rate, Average Consumer Prices," April 2023, imf.org/external/datamapper/PCPIPCH@WEO/OEMDC/ADVEC/WEO_WORLD.

FIGURE 2

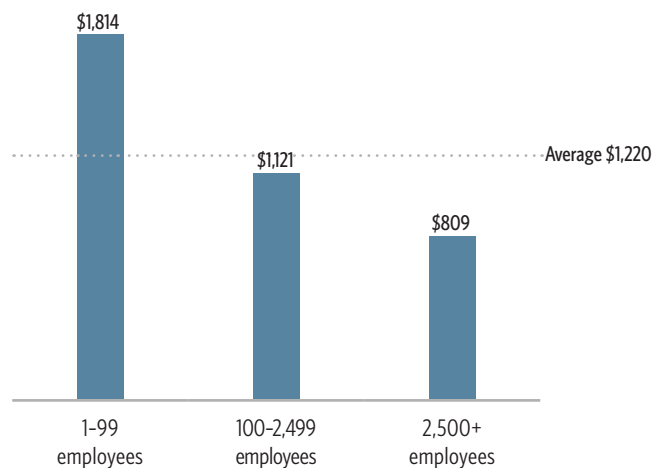
Direct Learning Expenditure Was Down While Inflation Spiked



Expenditure per employee differed substantially by organization size, as shown in Figure 3. Small organizations reported a per-employee spend of \$1,814. In contrast, mid-size organizations spent \$1,121 per employee and large organizations spent \$809 per employee. Larger organizations can spend less per employee because the cost of developing and disseminating a learning program is spread out across more people.

FIGURE 3

Larger Organizations Had a Lower Direct Expenditure per Employee



Industry Groupings

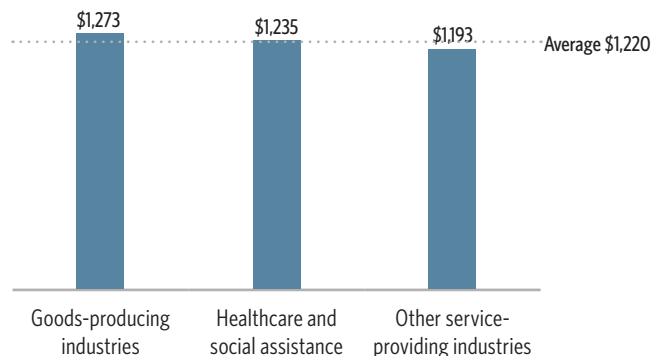
The Bureau of Labor Statistics (BLS) uses the North American Industry Classification System (NAICS) classification of industries into two supersectors: goods producing and service providing.⁶ The goods-producing industries include construction, manufacturing, and natural resources and mining. Service-providing industries include leisure and hospitality; information; education services; trade, transportation, and utilities; financial activities; health care and social assistance; and professional and business services.

For purposes of this study, ATD Research broke out healthcare and social assistance, which includes hospitals, from the service-providing industries group. Thus, the three industry groupings analyzed in this report were goods-producing industries, healthcare and social assistance, and other service-providing industries.

Some differences in direct learning expenditure per employee were also visible across industry groupings (Figure 4). The healthcare and social assistance grouping spent, on average, \$1,235 per employee on learning—\$15 more than the consolidated average. Goods-producing industries, which include manufacturing and construction, spent an average of \$1,273 per employee on learning, or \$53 more than the consolidated average.

FIGURE 4

Goods-Producing Industries Had a Higher Direct Expenditure per Employee



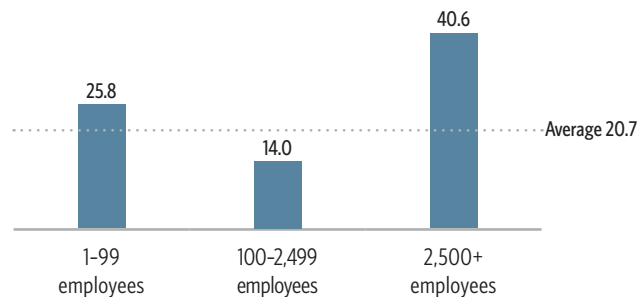
⁶ US Bureau of Labor Statistics (BLS), "Industries by Supersector and NAICS Code," BLS Industries at a Glance, extracted October 18, 2023, bls.gov/iag/tgs/iag_index_naics.htm.

2. Learning Hours Used per Employee

In 2022, the average number of learning hours used per employee was 20.7. (Note that all learning hours in this section refer to formal learning not embedded in work activities. Refer to section 3 for information about on-the-job learning.) Large organizations used the most learning hours, at 40.6 per employee, while midsize organizations used the fewest (Figure 5).

FIGURE 5

Learning Hours Used per Employee Were Highest at Large Organizations

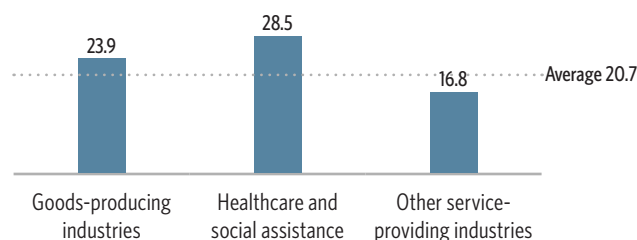


To calculate the number of learning hours used, multiply the number of hours offered by the number of employees who took them. For example, if 100 employees took an eight-hour workshop on project management, the total hours used is 800. Divide that number by the total FTE employees to calculate learning hours per employee.

Goods-producing industries had an average of 23.9 hours per employee (Figure 6). Healthcare and social assistance organizations used an average of 28.5 hours per employee, which is notably higher than the consolidated group.

FIGURE 6

Learning Hours Used per Employee Were Highest for Healthcare and Social Assistance



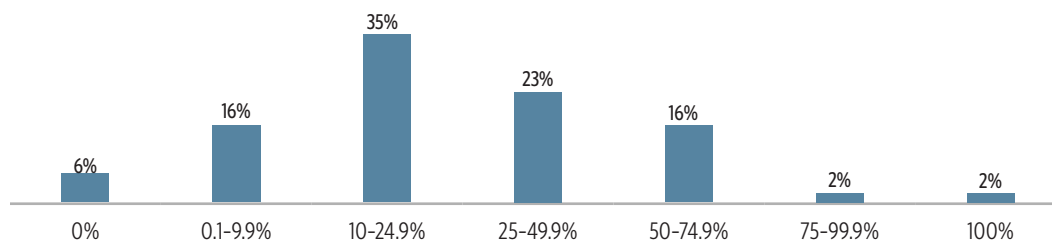
3. Percentage of Learning Expenditure for Tuition Reimbursement and Learning Suppliers

For the 2023 *SOIR*, ATD Research asked respondents to indicate ranges of their total direct learning expenditure used for learning supplier expenses and tuition reimbursement, rather than reporting in whole numbers. More than a third of respondents (35 percent) spent between 10 and 24.9 percent of their total learning budget on learning supplier expenses, while 20 percent used at least half their total learning budget on those expenses. Only 6 percent of respondents did not use any learning suppliers or outsourced activities (Figure 7).

Learning supplier expenses include consultants and services, external content development and licenses, and workshops and training programs delivered by outside providers. Tuition reimbursement costs include programs and courses at community colleges, universities, and continuing professional education or certification.

FIGURE 7

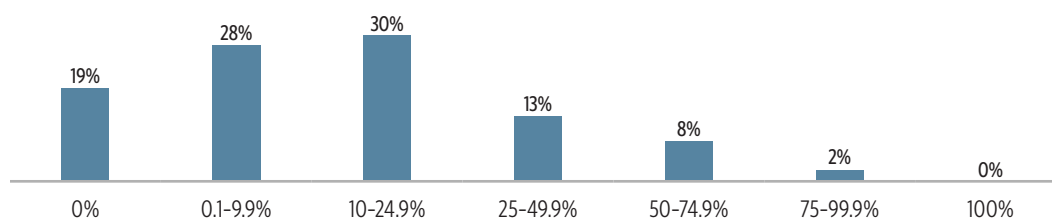
20% Spent More Than Half of Their Direct Learning Expenditure on Outsourced Activities



Eighty-one percent of organizations offered tuition reimbursement (Figure 8), with a majority indicating that less than 25 percent of their learning expenses went to it. Larger organizations were more likely to report offering tuition reimbursement than small organizations.

FIGURE 8

81% of Respondents Offered Tuition Reimbursement



4. TD Staff

The average number (mean) of TD staff across all organizations in 2022 was 26 (Table 2). For purposes of this research, TD staff includes chief talent development and learning officers, learning and training managers, administrative staff, instructional designers, trainers, e-learning developers, evaluators, and performance improvement specialists. The average number of TD staff at small organizations was 11; for large organizations, it was 70. Midsize organizations had an average of 19 TD staff.

In some circumstances, calculating the median (middle number) in addition to the average can be useful, especially if the data includes very large or very small numbers. The median number of TD staff at small organizations was three; it was 10 at midsize organizations; and 25 for large organizations. Table 2 also displays the mode (the number that appears most often in a set of responses). The most frequent response for number of TD staff in small organizations was 1, while for medium-sized organizations the mode was 2.

TABLE 2

Average Size of TD Staff Was 26

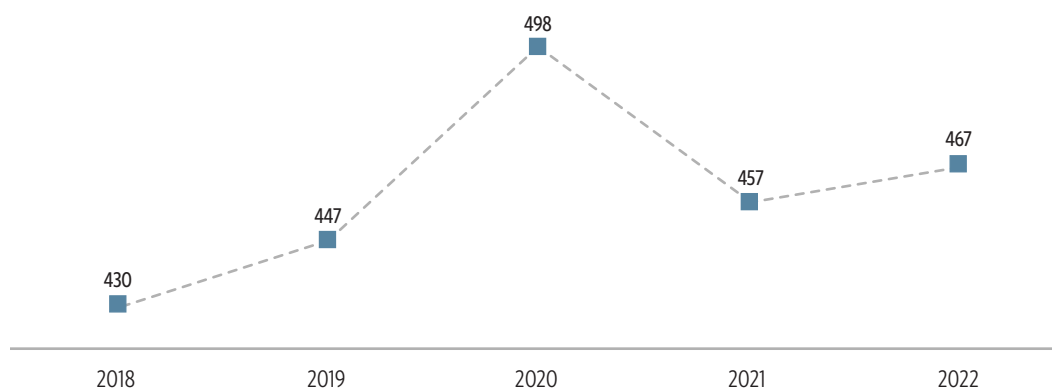
	Mean	Median	Mode
1-99 employees	11	3	1
100-2,499 employees	19	10	2
2,500+ employees	70	25	50

5. Employees per TD Staff Member

The average number of employees per TD staff member in 2022 was 467, representing a slight increase over 2021 (Figure 9). The differences from 2018 to 2022 may reflect changes both in staffing for the learning function and how learning was delivered as the pandemic evolved.

FIGURE 9

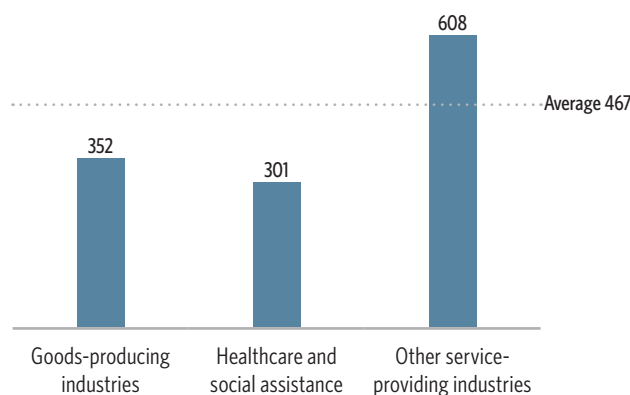
Average Employees per TD Staff Member Increased Slightly



The healthcare and social assistance and goods-producing industries had notably smaller ratios of employees per TD staff than the consolidated average, while the other service-providing industries group was considerably larger than the consolidated group (Figure 10).

FIGURE 10

Average Number of Employees per TD Staff Member Was Lowest in Healthcare and Social Assistance



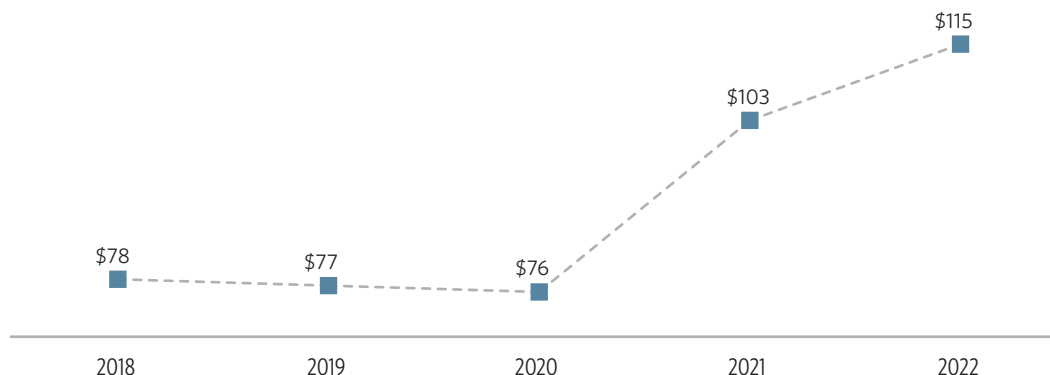
6. Cost per Learning Hour Used

The average cost per learning hour used across all organizations was \$115 in 2022, which is a slight increase from 2021's average cost of \$103 per learning hour used (Figure 11). This continued a departure from a years'-long trend in which the average cost per learning hour remained steady in the upper \$70s between 2017 and 2020. The increase is likely a product of the drop in the average number of learning hours used per employee.

FIGURE 11

Average Cost per Learning Hour Continued to Rise

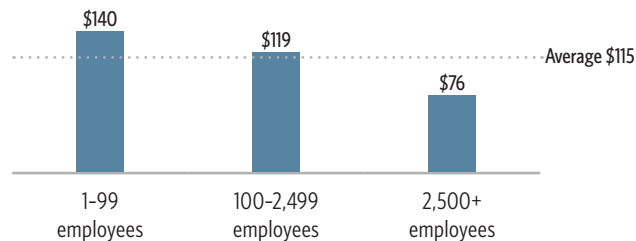
(US Dollars)



Because of economies of scale, larger organizations have a lower cost per learning hour than small or midsize organizations (Figure 12). While organizations with fewer than 100 employees spent \$140 per learning hour, those with 2,500 employees or more spent only about half that amount, or \$76 per learning hour.

FIGURE 12

Average Cost per Learning Hour Was Highest at Small Organizations

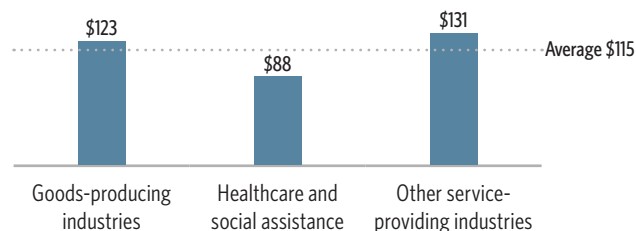


Healthcare and social assistance organizations had an average cost per learning hour that fell below the consolidated average (\$88 per hour versus \$115). The figure for goods-producing industries, which include construction and manufacturing, was higher than the consolidated average, at \$123 per hour (Figure 13). This may be due to the particular training needs and a large investment in internal and external training initiatives by many organizations in this grouping.⁷

FIGURE 13

Average Cost per Learning Hour Used Was Lowest for Healthcare and Social Assistance

(US Dollars)



⁷ K. Rogers, "Manufacturers to Spend \$26.2 Billion on 'Upskilling' in 2020 to Attract and Keep Workers," CNBC, January 17, 2020, [cnbc.com/2020/01/17/manufacturers-to-spend-26point2-billion-on-upskilling-workers-in-2020.html](https://www.cnbc.com/2020/01/17/manufacturers-to-spend-26point2-billion-on-upskilling-workers-in-2020.html); The Manufacturing Institute and Keybridge Research, *Future Skill Needs in Manufacturing: A Deep Dive* (Manufacturing Institute, October 2022), themanufacturinginstitute.org/wp-content/uploads/2022/10/NAM_Rockwell-PTC-Study.pdf.

SECTION 2

Content Distribution and Delivery Methods

Content Distribution

Having explored efficiencies and expenditures, the 2023 *SOIR* turns to the subjects covered by the learning portfolio and how learning is delivered to employees. ATD Research asked respondents to report the extent of their organization's learning offerings across 12 common content areas:

- Basic or foundational skills
- Customer service
- Executive development
- Information technology and systems
- Interpersonal skills
- Managerial and supervisory
- Mandatory and compliance
- New employee orientation
- Processes, procedures, and business practices
- Product knowledge
- Profession specific or industry specific
- Sales

Respondents were asked to indicate whether their organization provided a majority of their training, some training, or no training in each content area (Figure 14). New employee orientation was offered at 96 percent of responding organizations and accounted for the majority of training offered at 41 percent.

Mandatory and compliance training was provided at 95 percent of organizations. This category includes occupational safety and health training, sexual harassment training, and cyber awareness and data privacy training, as well as compliance training specific to certain industries, such as finance and healthcare.

Interpersonal skills training (which includes skills related to communicating with and working with others, such as teamwork and empathy) was offered at 89 percent of

organizations. The same percentage of organizations offered training on processes, procedures, and business practices and managerial and supervisory training (which includes material related to managing individuals and teams, such as coaching and managing employee performance and engagement). ATD's 2023 report *Employee Engagement and Burnout: Maintaining Morale in Changing Times* found that training managers in engagement was crucial for keeping employees engaged.⁸

FIGURE 14

New Employee Orientation and Mandatory and Compliance Training Were the Top Training Areas

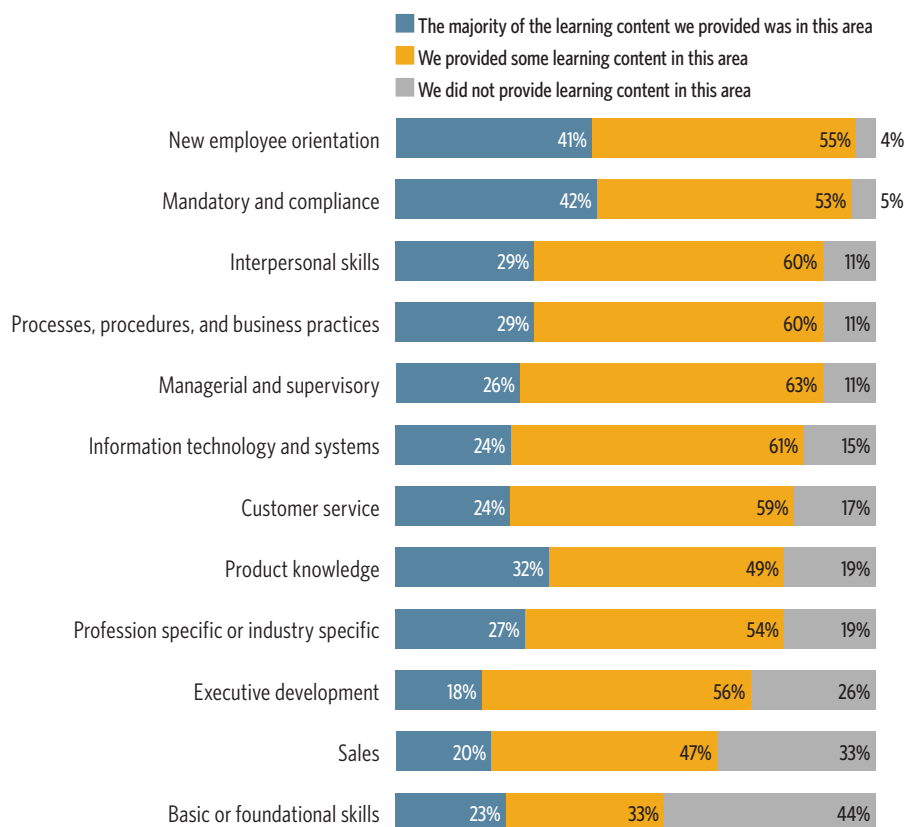


Table 3 details the top areas of learning content based on organization size. Mandatory and compliance, new employee orientation, interpersonal skills, and processes, procedures, and business practices were primary areas across organization sizes. However, small organizations offered less managerial and supervisory content than larger organizations, and provided a greater percentage of training in customer service and product knowledge. (For the full dataset by organization size, see Table A-1 in the appendix).

8 Association for Talent Development (ATD), *Employee Engagement and Burnout* (Alexandria, VA: ATD Press, 2023).

TABLE 3

Mandatory and Compliance Training and New Employee Orientation Were the Most Common Across Organization Size

		The Majority of Our Learning Content Was in This Area	We Provided Some Learning Content in This Area	Total
1-99 Employees	Mandatory and compliance	39%	55%	94%
	New employee orientation	36%	57%	93%
	Processes, procedures, and business practices	32%	53%	85%
	Interpersonal skills	28%	55%	83%
	Customer service	29%	53%	82%
	Product knowledge	30%	52%	82%
100-2,499 Employees	New employee orientation	45%	53%	98%
	Mandatory and compliance	44%	51%	95%
	Managerial and supervisory	29%	64%	93%
	Interpersonal skills	30%	61%	91%
	Processes, procedures, and business practices	30%	61%	91%
2,500+ Employees	Mandatory and compliance	39%	57%	96%
	New employee orientation	37%	57%	94%
	Managerial and supervisory	23%	68%	91%
	Interpersonal skills	23%	67%	90%
	Processes, procedures, and business practices	23%	67%	90%

(This table highlights the top areas for each organization size.)

Table 4 highlights the top four areas of learning content provided by industry grouping. Mandatory and compliance training and new employee orientation were the top two content areas across all industry groups. For goods-producing and other service-providing industries, managerial and supervisory training came in third, while interpersonal skills training was third for the healthcare and social assistance group. (For the full dataset by industry grouping, see Table A-2 in the appendix.)

TABLE 4

Mandatory and Compliance Training and New Employee Orientation Were the Most Common Across Industry Groupings

		The Majority of Our Learning Content Was in This Area	We Provided Some Learning Content in This Area	Total
Goods-Producing Industries	Mandatory and compliance	51%	46%	97%
	New employee orientation	41%	55%	96%
	Managerial and supervisory	23%	71%	94%
	Processes, procedures, and business practices	27%	65%	92%
Healthcare and Social Assistance	Mandatory and compliance	52%	46%	98%
	New employee orientation	52%	46%	98%
	Interpersonal skills	37%	57%	94%
	Information technology and systems	21%	69%	90%
Other Service-Providing Industries	New employee orientation	41%	56%	97%
	Mandatory and compliance	37%	58%	95%
	Managerial and supervisory	30%	60%	90%
	Processes, procedures, and business practices	27%	63%	90%

(This table highlights the top areas for each industry grouping.)

Content Delivery Methods

This report also looked at how organizations deliver learning content to employees. This year, ATD Research asked respondents to use percentile ranges to indicate how much content was delivered through each method. Live, instructor-led classroom training was used at 89 percent of organizations, and 15 percent of respondents delivered at least half their content via this method (Table 5). The live, instructor-led virtual classroom was the second-most commonly used method (86 percent). Instructor-led virtual classroom training can help organizations reduce costs (such as travel and classroom space costs) and reach geographically dispersed workforces while still providing opportunities for real-time interactions with an instructor and even other learners.

Asynchronous e-learning (sometimes referred to as self-paced e-learning) was used by 75 percent of respondents; 13 percent delivered the majority of their content this way. This was followed by hybrid learning (where a traditional and virtual classroom are facilitated simultaneously; 74 percent) and blended learning (a combination of synchronous and asynchronous learning; 72 percent).

TABLE 5

Live, Instructor-Led Classrooms Were the Most Common Way to Deliver Training

Approximately what percentage of learning hours were delivered in the following ways?

	0%	0.1-9.9%	10-24.9%	25-49.9%	50-74.9%	75-99.9%	100%
Asynchronous e-learning	25%	23%	26%	13%	10%	3%	<1%
Blended learning	28%	16%	33%	15%	6%	1%	1%
Hybrid learning	26%	22%	30%	14%	5%	2%	1%
Live, instructor-led traditional classroom	11%	26%	32%	16%	9%	2%	4%
Live, instructor-led virtual classroom	14%	23%	34%	17%	7%	4%	1%

Live, instructor-led traditional classroom training, in which instructors and learners meet in person at a preset time, was the top training delivery method used overall, as well as across organization size, followed by live, instructor-led virtual classrooms (Table 6). Asynchronous e-learning was the third-most commonly used delivery method at small and large organizations, while hybrid learning took the third spot at midsize organizations. Small organizations were more likely to report that they did not use hybrid learning at all when compared with larger organizations. (For the full dataset, see Table A-3 in the appendix.)

TABLE 6

Live, Instructor-Led Traditional Classroom Was Most Common Across Organization Size

	1-99 Employees	100-2,499 Employees	2,500+ Employees
1	Live, instructor-led traditional classroom (85%)	Live, instructor-led traditional classroom (89%)	Live, instructor-led traditional classroom (92%)
2	Live, instructor-led virtual classroom (85%)	Live, instructor-led virtual classroom (87%)	Live, instructor-led virtual classroom (85%)
3	Asynchronous e-learning (73%)	Hybrid learning (80%)	Asynchronous e-learning (75%)
4	Blended learning (71%)	Asynchronous e-learning (76%)	Blended learning (70%)
5	Hybrid learning (61%)	Blended learning (74%)	Hybrid learning (69%)

(Percentage reporting they used this method.)

The live, instructor-led traditional classroom and live, instructor-led virtual classroom were also the top two training methods across all industry groupings (Table 7). Blended learning was the least-commonly used method for goods-producing industries and healthcare and social assistance, while hybrid learning was least popular with other service-providing industries. (For the full dataset, see Table A-4 in the appendix.)

TABLE 7

Live, Instructor-Led Training Was Top Across Industry Groupings

	Goods-Producing Industries	Healthcare and Social Assistance	Other Service-Providing Industries
1	Live, instructor-led traditional classroom (92%)	Live, instructor-led traditional classroom (92%)	Live, instructor-led virtual classroom (88%)
2	Live, instructor-led virtual classroom (82%)	Live, instructor-led virtual classroom (88%)	Live, instructor-led traditional classroom (87%)
3	Hybrid learning (79%)	Asynchronous e-learning (77%)	Asynchronous e-learning (76%)
4	Asynchronous e-learning (75%)	Hybrid learning (76%)	Blended learning (76%)
5	Blended learning (74%)	Blended learning (71%)	Hybrid learning (74%)

(Percentage reporting they used this method.)

Use of Technology in Training

ATD Research asked organizations whether they used six different technology-based learning methods: AI applications embedded into learning experiences, games and gamification, immersive technologies (such as augmented reality, virtual reality, or extended reality), microlearning, podcasts and videos, and simulations and scenario-based learning. Podcasts and videos were most popular, with 50 percent of organizations currently using them in training (Figure 15). Simulations and scenario-based learning, currently used by 49 percent of respondents, was a close second. Relatively fewer respondents used games or gamification and immersive technologies (22 and 20 percent, respectively). (For the full dataset, see Table A-5 in the appendix.)

FIGURE 15

50% of Respondents Used Podcasts and Videos in Training

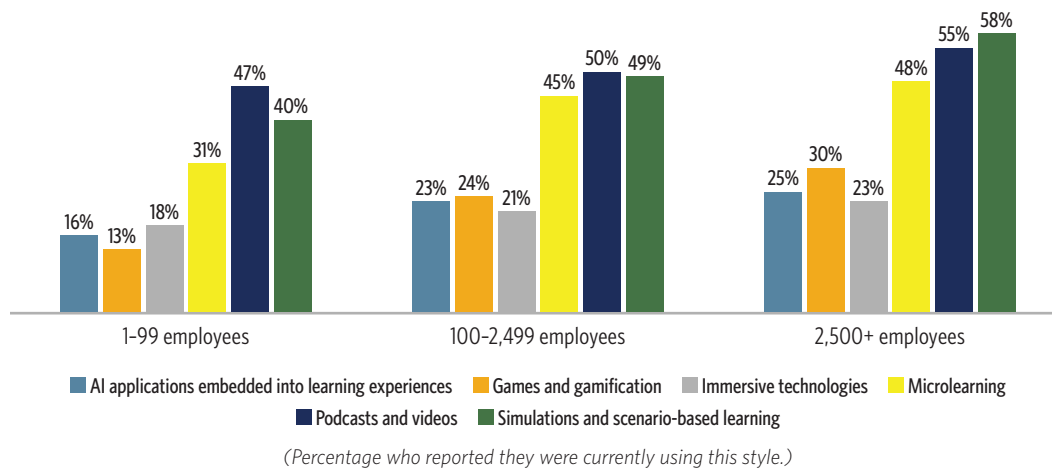


(Percentage who reported they were currently using this style.)

Figure 16 shows how use of technology-based learning methods differed by organization size. Large organizations were more likely than small organizations to use games and gamification and simulations and scenario-based learning. In addition, small organizations were more likely than larger organizations to report that they did not use, and were not planning to use, AI applications embedded into learning experiences, microlearning, or immersive technologies (such as augmented or virtual reality) in their learning programs. (For the full dataset, see Table A-6 in the appendix).

FIGURE 16

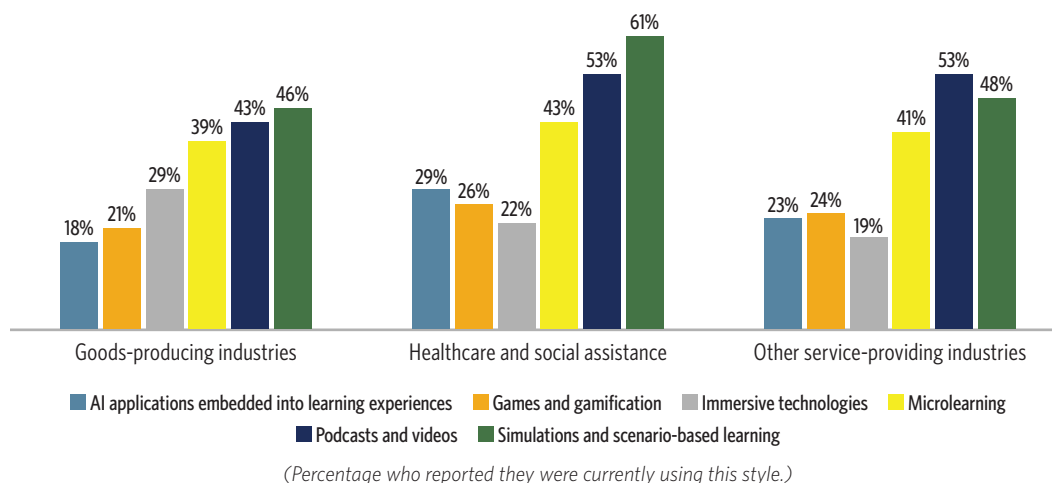
Simulations and Scenario-Based Learning Was Most Common at Large Organizations



Healthcare and social assistance and goods-producing industries were most likely to use simulations and scenario-based learning (Figure 17). For the other service-providing industries, podcasts and videos were the most popular. Immersive technologies were used least frequently by healthcare and social assistance and other service-providing industries, while AI applications were leveraged least frequently by the goods-producing industry. (For the full dataset, see Table A-7 in the appendix).

FIGURE 17

Simulations and Scenario-Based Learning Was the Top Style for Healthcare and Social Assistance and Goods-Producing Industries



SECTION 3

On-the-Job Learning and the Future

The learning hours discussed in the first two sections of this report were formal learning hours, which are standalone hours not embedded in work activities. Recognizing that this doesn't capture the valuable development experiences that happen on the job, the *2023 SOIR* also includes a comprehensive snapshot of learning that happens during work. On-the-job learning is defined as any learning that is not done as a standalone activity and is intertwined with work activities. Survey respondents were asked to assess the types of on-the-job learning their organization offered in 2022.

Types of On-the-Job Learning

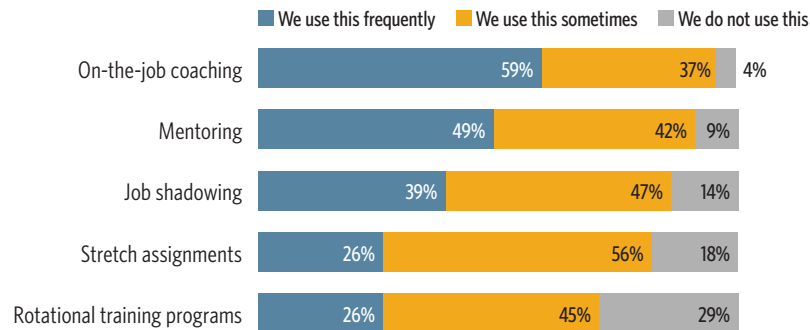
ATD Research asked respondents the extent to which their organization used five specific types of on-the-job learning:

- **Coaching** involves proactive listening, asking nondirective and prompting questions, and providing targeted and actionable feedback.
- **Job shadowing** gives employees the opportunity to observe or shadow another employee's work.
- **Mentoring** involves a collaborative relationship between (most frequently) a junior and senior employee for the purpose of the junior employee's growth, learning, and career development.
- **Rotational training** programs allow employees to rotate through different parts of a company or different job roles.
- **Stretch assignments** are job assignments that are beyond an employee's current skill level and used as development tools.

Nearly all (96 percent) respondents said their organization used on-the-job coaching, with 59 percent using it frequently (Figure 18). Mentoring was used at 91 percent of organizations, while 86 percent used job shadowing either sometimes or frequently.

FIGURE 18

On-the-Job Coaching Was the Most Commonly Used Learning Activity



On-the-job coaching and mentoring were used most frequently across all organization sizes (Table 8). Job shadowing was the next-most-frequently used on-the-job learning activity at small and midsize organizations. Small organizations were more likely than larger organizations to say they did not use rotational training programs at all. (For the full dataset, see Table A-8 in the appendix.)

On-the-job coaching was the most commonly used learning activity across the three industry groupings (Table 9). Mentoring was the second most frequently used activity in all industry groupings except for healthcare and social assistance, which had job shadowing in second. (For the full dataset, see Table A-9 in the appendix.)

TABLE 8

On-the-Job Coaching and Mentoring Were the Top Learning Activities Across Organization Size

		We Use This Frequently	We Use This Sometimes	Total
1-99 Employees	On-the-job coaching	54%	40%	94%
	Mentoring	53%	41%	94%
	Job shadowing	39%	50%	89%
	Stretch assignments	25%	50%	75%
	Rotational training	21%	40%	61%
100-2,499 Employees	On-the-job coaching	57%	39%	96%
	Mentoring	46%	43%	89%
	Job shadowing	40%	48%	88%
	Stretch assignments	28%	56%	84%
	Rotational training	29%	46%	75%
2,500+ Employees	On-the-job coaching	70%	26%	96%
	Mentoring	54%	39%	93%
	Stretch assignments	20%	66%	86%
	Job shadowing	38%	41%	79%
	Rotational training	24%	50%	74%

TABLE 9

On-the-Job Coaching Was the Top Learning Activity Across Industry Groupings

		We Use This Frequently	We Use This Sometimes	Total
Goods-Producing Industries	On-the-job coaching	56%	43%	99%
	Mentoring	46%	48%	94%
	Job shadowing	43%	45%	88%
	Stretch assignments	32%	56%	88%
	Rotational training	25%	54%	79%
Healthcare and Social Assistance	On-the-job coaching	69%	31%	100%
	Job shadowing	48%	45%	93%
	Mentoring	62%	29%	91%
	Rotational training	28%	58%	86%
	Stretch assignments	29%	54%	83%
Other Service-Providing Industries	On-the-job coaching	57%	36%	93%
	Mentoring	49%	41%	90%
	Job shadowing	38%	46%	84%
	Stretch assignments	20%	61%	81%
	Rotational training	29%	38%	67%

Looking to the Near Future

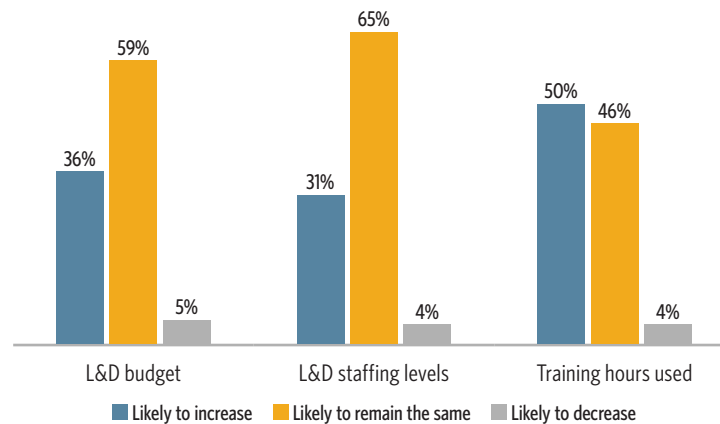
ATD Research also asked respondents to report how they believed their organization's L&D budget, staffing levels, and training hours used would change over the next six months.

On average, respondents believed that their L&D budget would remain the same, although more midsize organizations believed it would increase and more large organizations believed it would decrease (Figure 19). Only 31 percent saw L&D staffing levels increasing at their organization; most thought they would remain constant.

Respondents were more optimistic about training hours. Exactly 50 percent thought that training hours used would increase in their organization in the coming months.

FIGURE 19

50% of Respondents Believed That Training Hours Used Will Increase



Conclusions and Looking Ahead

In 2022, direct learning expenditure per employee was \$1,220, down from \$1,280 in 2021 and \$1,267 in 2020.

When using this data for benchmarking, ATD makes the following suggestions:

- Note that the data reported here are averages and participating organizations change from year to year.
- Don't aim to replicate the data presented. Instead, observe trends over time and use the information as a benchmark to compare your own data and trends.
- Use the data reported by organization size and industry type, when possible, which will more closely mirror your organization.

This report looked at data from 2022. In 2024, ATD Research will collect data from organizations on their learning expenditures and activities for 2023. The IMF anticipates a continued slowing of economic growth in 2023 (at 2.8 percent for all countries and 1.3 percent for advanced economies), and cautions that many challenges still remain.⁹

However, ATD's research suggests that some of the developments from this year's *State of the Industry* are here to stay, particularly the importance of technology in learning activities. Respondents are also optimistic about the future of learning in their organizations, believing learning hours used will increase in the near future.

⁹ IMF, "World Economic Outlook Update (July 2023)," IMF, July 2023, imf.org/en/Publications/WEO/Issues/2023/07/10/world-economic-outlook-update-july-2023.

Appendix: Methodology and Supplemental Data

Survey Update

Several changes were made to this year's *State of the Industry* survey. Questions were added about using technology in training and short-term organizational changes, while questions about devices used to access training content and training hours available were removed. In an effort to make the survey more accessible, several open-ended questions were changed to multiple choice.

Target Survey Population

The survey was sent to primarily high-level talent development professionals from ATD's membership list, who would be best equipped to provide details on their organization's learning expenditure and content. A slightly modified survey was also sent to high-level HR and talent development professionals through an outside research firm. Organizations had to submit at least half of the data requested in the survey to be included in the report. In total, this report includes data from 454 respondents representing a wide variety of organizational sizes and industries.

Survey Instrument

The survey was composed of 20 questions, including those related to the demographics of participating organizations.

Procedure

A link to the survey was sent to the target population from June to August 2023.

Identifying Statistically Significant Differences

This report notes differences between groups. All differences are significant at a level of at least $p < 0.05$. A significance of $p < 0.05$ implies a less than 5 percent probability that the difference is a result of chance and one can be 95 percent confident that the results represent a statistically significant relationship.

TABLE A-1**Learning Content Provided by Content Area by Organization Size***How much learning content did your organization provide on the following areas in 2022?*

		The Majority of Our Learning Content Was in This Area	We Provided Some Learning Content in This Area	We Did Not Provide Learning Content in This Area
1-99 Employees	Basic and foundational skills	29%	24%	47%
	Customer service	29%	53%	18%
	Executive development	24%	42%	34%
	Information technology and systems	16%	59%	25%
	Interpersonal skills	28%	55%	17%
	Managerial and supervisory	22%	56%	22%
	Mandatory and compliance	39%	55%	6%
	New employee orientation	36%	57%	7%
	Processes, procedures, and business practices	32%	53%	15%
	Product knowledge	30%	52%	18%
	Profession specific or industry specific	23%	51%	26%
	Sales (not including product knowledge)	18%	47%	35%
100-2,499 Employees	Basic and foundational skills	22%	37%	41%
	Customer service	25%	60%	15%
	Executive development	16%	59%	25%
	Information technology and systems	31%	57%	12%
	Interpersonal skills	30%	61%	9%
	Managerial and supervisory	29%	64%	7%
	Mandatory and compliance	44%	51%	5%
	New employee orientation	45%	53%	2%
	Processes, procedures, and business practices	30%	61%	9%
	Product knowledge	34%	47%	19%
	Profession specific or industry specific	31%	53%	16%
	Sales (not including product knowledge)	22%	49%	29%
2,500+ Employees	Basic and foundational skills	18%	33%	49%
	Customer service	17%	62%	21%
	Executive development	13%	66%	21%
	Information technology and systems	13%	76%	11%
	Interpersonal skills	23%	67%	10%
	Managerial and supervisory	23%	68%	9%
	Mandatory and compliance	39%	57%	4%
	New employee orientation	37%	57%	6%
	Processes, procedures, and business practices	23%	67%	10%
	Product knowledge	28%	51%	21%
	Profession specific or industry specific	23%	60%	17%
	Sales (not including product knowledge)	17%	44%	39%

TABLE A-2**Learning Content Provided by Content Area by Industry Grouping***How much learning content did your organization provide on the following areas in 2022?*

		The Majority of Our Learning Content Was in This Area	We Provided Some Learning Content in This Area	We Did Not Provide Learning Content in This Area
Goods-Producing Industries	Basic and foundational skills	28%	33%	39%
	Customer service	23%	51%	26%
	Executive development	18%	53%	29%
	Information technology and systems	31%	56%	13%
	Interpersonal skills	26%	65%	9%
	Managerial and supervisory	23%	71%	6%
	Mandatory and compliance	51%	46%	3%
	New employee orientation	41%	55%	4%
	Processes, procedures, and business practices	27%	65%	8%
	Product knowledge	41%	46%	13%
	Profession-specific or industry-specific	24%	63%	13%
	Sales (not including product knowledge)	20%	53%	27%
Healthcare and Social Assistance	Basic and foundational skills	21%	35%	44%
	Customer service	25%	63%	12%
	Executive development	16%	64%	20%
	Information technology and systems	21%	69%	10%
	Interpersonal skills	37%	57%	6%
	Managerial and supervisory	21%	67%	12%
	Mandatory and compliance	52%	46%	2%
	New employee orientation	52%	46%	2%
	Processes, procedures, and business practices	36%	52%	12%
	Product knowledge	31%	48%	21%
	Profession-specific or industry-specific	33%	51%	16%
	Sales (not including product knowledge)	26%	30%	44%
Other Service-Providing Industries	Basic and foundational skills	24%	33%	43%
	Customer service	27%	56%	17%
	Executive development	21%	53%	26%
	Information technology and systems	25%	60%	15%
	Interpersonal skills	29%	58%	13%
	Managerial and supervisory	30%	60%	10%
	Mandatory and compliance	37%	58%	5%
	New employee orientation	41%	56%	3%
	Processes, procedures, and business practices	27%	63%	10%
	Product knowledge	31%	50%	19%
	Profession-specific or industry-specific	28%	54%	18%
	Sales (not including product knowledge)	20%	53%	27%

TABLE A-3**Methods of Delivering Learning Content by Organization Size***Approximately what percentage of learning hours were delivered in the following ways?*

		0%	0.1-9.9%	10-24.9%	25-49.9%	50-74.9%	75-99.9%	100%
1-99 Employees	Asynchronous e-learning	27%	25%	26%	13%	7%	2%	0%
	Blended learning	29%	16%	33%	16%	5%	1%	0%
	Hybrid learning	39%	16%	28%	11%	4%	2%	0%
	Live, instructor-led traditional classroom	15%	32%	28%	11%	5%	5%	4%
	Live, instructor-led virtual classroom	15%	25%	29%	16%	7%	5%	3%
100-2,499 Employees	Asynchronous e-learning	24%	23%	26%	13%	11%	3%	<1%
	Blended learning	26%	17%	33%	15%	6%	2%	1%
	Hybrid learning	20%	25%	32%	15%	6%	2%	<1%
	Live, instructor-led traditional classroom	11%	24%	33%	19%	8%	1%	4%
	Live, instructor-led virtual classroom	13%	23%	37%	16%	8%	3%	<1%
2,500+ Employees	Asynchronous e-learning	25%	22%	21%	13%	13%	6%	0%
	Blended learning	30%	14%	34%	13%	9%	0%	0%
	Hybrid learning	31%	20%	28%	13%	2%	3%	2%
	Live, instructor-led traditional classroom	8%	27%	33%	13%	16%	1%	2%
	Live, instructor-led virtual classroom	15%	19%	31%	20%	8%	6%	1%

TABLE A-4**Methods of Delivering Learning Content by Industry Grouping***Approximately what percentage of learning hours were delivered in the following ways?*

		0%	0.1-9.9%	10-24.9%	25-49.9%	50-74.9%	75-99.9%	100%
Goods-Producing Industries	Asynchronous e-learning	25%	19%	39%	9%	7%	1%	0%
	Blended learning	26%	9%	43%	12%	6%	3%	1%
	Hybrid learning	21%	20%	39%	14%	5%	0%	1%
	Live, instructor-led traditional classroom	8%	17%	39%	18%	6%	7%	5%
	Live, instructor-led virtual classroom	18%	22%	34%	18%	7%	0%	1%
Healthcare and Social Assistance	Asynchronous e-learning	23%	27%	21%	14%	12%	3%	0%
	Blended learning	29%	21%	32%	15%	3%	0%	0%
	Hybrid learning	24%	31%	29%	11%	4%	1%	0%
	Live, instructor-led traditional classroom	8%	37%	31%	14%	4%	1%	5%
	Live, instructor-led virtual classroom	13%	29%	35%	15%	6%	2%	0%
Other Service-Providing Industries	Asynchronous e-learning	24%	22%	23%	14%	12%	4%	1%
	Blended learning	24%	15%	33%	16%	9%	2%	1%
	Hybrid learning	26%	19%	30%	15%	6%	3%	1%
	Live, instructor-led traditional classroom	13%	26%	31%	17%	10%	1%	2%
	Live, instructor-led virtual classroom	12%	19%	35%	18%	9%	5%	2%

TABLE A-5

Use of Technology-Based Learning Methods

Does your organization use any of the following technology-based learning methods?

	We Currently Use This Style	We Previously Used This Style, but Have Stopped	We Plan to Implement This Style in the Next Year	We Are Learning More About This Style, but Have No Plans to Use It	We Do Not Use This Style, nor Do We Plan to in the Future
AI applications embedded into learning experiences	22%	11%	26%	22%	19%
Games and gamification	22%	15%	16%	15%	32%
Immersive technologies	20%	13%	19%	23%	25%
Microlearning	42%	15%	17%	12%	14%
Podcasts and videos	50%	13%	16%	8%	13%
Simulations and scenario-based learning	49%	15%	15%	10%	11%

TABLE A-6**Use of Technology-Based Learning Methods by Organization Size***Does your organization use any of the following technology-based learning methods?*

		We Currently Use This Style	We Previously Used This Style, but Have Stopped	We Plan to Implement This Style in the Next Year	We Are Learning More About This Style, but Have No Plans to Use It	We Do Not Use This Style, nor Do We Plan to in the Future
1-99 Employees	AI applications embedded into learning experiences	16%	12%	27%	19%	26%
	Games and gamification	13%	15%	20%	13%	39%
	Immersive technologies	18%	12%	18%	18%	34%
	Microlearning	31%	18%	14%	13%	24%
	Podcasts and videos	47%	12%	15%	11%	15%
	Simulations and scenario-based learning	40%	10%	18%	9%	23%
100-2,499 Employees	AI applications embedded into learning experiences	23%	9%	25%	23%	20%
	Games and gamification	24%	16%	15%	17%	28%
	Immersive technologies	21%	13%	18%	23%	25%
	Microlearning	45%	14%	19%	11%	11%
	Podcasts and videos	50%	12%	18%	8%	12%
	Simulations and scenario-based learning	49%	18%	15%	9%	9%
2,500+ Employees	AI applications embedded into learning experiences	25%	12%	29%	26%	8%
	Games and gamification	30%	8%	15%	11%	36%
	Immersive technologies	23%	13%	21%	26%	17%
	Microlearning	48%	15%	14%	11%	12%
	Podcasts and videos	55%	14%	13%	6%	12%
	Simulations and scenario-based learning	58%	14%	15%	11%	2%

TABLE A-7**Use of Technology-Based Learning Methods by Industry Grouping***Does your organization use any of the following technology-based learning methods?*

		We Currently Use This Style	We Previously Used This Style, but Have Stopped	We Plan to Implement This Style in the Next Year	We Are Learning More About This Style, but Have No Plans to Use It	We Do Not Use This Style, nor Do We Plan to in the Future
Goods-Producing Industries	AI applications embedded into learning experiences	18%	16%	34%	19%	13%
	Games and gamification	21%	20%	21%	9%	29%
	Immersive technologies	29%	13%	17%	22%	19%
	Microlearning	39%	22%	13%	6%	19%
	Podcasts and videos	43%	16%	20%	12%	10%
	Simulations and scenario-based learning	46%	21%	14%	6%	13%
Healthcare and Social Assistance	AI applications embedded into learning experiences	29%	9%	21%	25%	16%
	Games and gamification	26%	9%	6%	22%	37%
	Immersive technologies	22%	15%	21%	25%	17%
	Microlearning	43%	13%	20%	15%	9%
	Podcasts and videos	53%	8%	20%	9%	10%
	Simulations and scenario-based learning	61%	12%	16%	5%	6%
Other Service-Providing Industries	AI applications embedded into learning experiences	23%	10%	26%	23%	18%
	Games and gamification	24%	15%	17%	13%	31%
	Immersive technologies	19%	13%	19%	22%	27%
	Microlearning	41%	15%	18%	11%	15%
	Podcasts and videos	53%	13%	14%	5%	15%
	Simulations and scenario-based learning	48%	16%	14%	11%	11%

TABLE A-8**Types of On-the-Job Learning by Organization Size***Do you use the following learning activities to develop employees in your organization?*

		We Use This Frequently	We Use This Sometimes	We Do Not Use This
1-99 Employees	Job shadowing	39%	50%	11%
	Mentoring	53%	41%	6%
	On-the-job coaching	54%	40%	6%
	Rotational training programs	21%	40%	39%
	Stretch assignments	25%	50%	25%
100-2,499 Employees	Job shadowing	40%	48%	12%
	Mentoring	46%	43%	11%
	On-the-job coaching	57%	39%	4%
	Rotational training programs	29%	46%	25%
	Stretch assignments	28%	56%	16%
2,500+ Employees	Job shadowing	38%	41%	21%
	Mentoring	54%	39%	7%
	On-the-job coaching	70%	26%	4%
	Rotational training programs	24%	50%	26%
	Stretch assignments	20%	66%	14%

TABLE A-9**Types of On-the-Job Learning by Industry Grouping***Do you use the following learning activities to develop employees in your organization?*

		We Use This Frequently	We Use This Sometimes	We Do Not Use This
Goods-Producing Industries	Job shadowing	43%	45%	12%
	Mentoring	46%	48%	6%
	On-the-job coaching	56%	43%	1%
	Rotational training programs	25%	54%	21%
	Stretch assignments	32%	56%	12%
Healthcare and Social Assistance	Job shadowing	48%	45%	7%
	Mentoring	62%	29%	9%
	On-the-job coaching	69%	31%	0%
	Rotational training programs	28%	58%	14%
	Stretch assignments	29%	54%	17%
Other Service-Providing Industries	Job shadowing	38%	46%	16%
	Mentoring	49%	41%	10%
	On-the-job coaching	57%	36%	7%
	Rotational training programs	29%	38%	33%
	Stretch assignments	20%	61%	19%

Research Topics and Trends, 2023

In addition to its annual *State of the Industry* report, each year ATD conducts extensive industry research and produces reports on topics and trends in the talent development field. This year's research included:

- *Mentoring for Success*
- *Employee Engagement and Burnout*
- *Leadership Development*
- *AI in Learning and Talent Development*
- *Building a Strong Organizational Culture*
- *2023 State of Sales Training*
- *Learning Technologies*
- *New Manager Development*
- *Measuring Impact*
- *Diversity, Equity, Inclusion, and Belonging Education*
- *Talent Development Salary and Benefits 2023*
- *The Hybrid Work Experience*

Each report is available on the ATD website, and a free whitepaper for each report is available to ATD members. For more information about ATD research reports, visit td.org/research.

About the Author and Contributors



The Association for Talent Development (ATD) champions the importance of learning and training by setting standards for the talent development profession. ATD is the largest, most-trusted organization for the professional development of practitioners in training and talent development, serving a worldwide community with members in more than 100 countries. Since ATD was founded in 1943, the talent development field has expanded significantly to meet the needs of global businesses and emerging industries. ATD's mission is to empower professionals to develop talent in the workplace. Learn more at TD.org.

The resources we provide to help talent development professionals increase their impact and effectiveness include our research. ATD's researchers track trends, inform decisions, and connect research to practice and performance. By providing comprehensive data and insightful analyses, ATD's research products, which include research reports, briefs, infographics, and webinars, help business leaders and talent development professionals understand and more effectively respond to today's fast-paced industry.



Rocki Basel, PhD, is the associate director of ATD research services and served as an editor for this report. She provides

oversight and direction for all of ATD's internal and external, industry-specific, and market research services.



Jack Harlow is a developmental editor for ATD and served as an editor for this report.



Shirley E.M. Raybuck is a senior graphic designer for ATD and served as the designer for this report.



Caroline Cope is a senior researcher for ATD and served as the author of this report.



Melissa Jones is the manager of ATD Press and served as an editor for this report. She edits and manages the production

process for ATD research reports and books.



Association for
Talent Development
1640 King Street
Alexandria, VA 22314
td.org

ISBN: 978-1-957157-44-3

9 781957 157443

192311

\$499.00

1923115470