

The Future of Evaluating Learning and Measuring Impact

Improving Skills and
Addressing Challenges



SPONSORED BY



ZENSAI

atd

Contents

2	A Note From the Sponsor	27	Action Plan
3	Executive Summary	28	Acknowledgments
4	By the Numbers	29	Survey Overview
5	Introduction	30	Demographics
7	Key Finding 1 Aligning Objectives and Assessing Proficiency	31	ATD Resources
12	Key Finding 2 Conducting Evaluations	32	Notes
19	Key Finding 3 Facing Challenges and Looking to the Future	33	About the Author and Contributors

Copyright © April 2025 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. *The Future of Evaluating Learning and Measuring Impact: Improving Skills and Addressing Challenges* (pcode 192504, ISBN 978-1-963392-17-3, eISBN 978-1-963392-18-0) can be purchased by visiting ATD's website at td.org/research or calling 800.628.2783 or 703.683.8100.



A Note From the Sponsor



At Zensai, we believe learning should do more than inform; it should drive real change. But change doesn't happen without clarity. That's why measuring learning impact isn't optional—it's essential.

This survey highlights a growing gap: While many organizations communicate the value of learning, few are truly using data to drive decisions. Measurement often stops at surveys and completion rates, which are important, but not enough. The real power lies in connecting learning to performance, strategy, and outcomes.

That's where Zensai's human success platform comes in. By unifying learning, performance, and engagement, our platform helps organizations go beyond activity tracking. We enable teams to measure what matters, prove the value of talent development, and make learning a driver of business success.

Also, with AI on the rise and pressure mounting to show return on investment (ROI), the ability to evaluate impact is no longer a nice-to-have. It's a competitive advantage.

As you explore the findings in this report, we invite you to think bigger about employee learning in your organization. When you can clearly see how learning leads to growth, you don't just build skills—you grow people who grow businesses.

About Zensai

Hi, we're Zensai and we're all about human success. Founded in Denmark in 2009, we are an award-winning privately held software company with a global presence across Europe, Australia, and North America. Our innovative Human Success Platform combines learning, engagement, and performance tools that are integrated into Microsoft 365, powered by AI, and designed to fit the way you work.

With a user base spanning more than 60 countries, our mission is to help everyone achieve their version of success with our #SucceedLikeYou philosophy. Whether it's personal growth, professional development, or reaching peak performance, we are dedicated to supporting you every step of the way. By prioritizing people over platform, we redefine success to empower individuals and businesses to unlock their full potential—confidently, individually, and successfully.

At Zensai, we pride ourselves on our Globally Certified status by Great Place to Work, showcasing our unwavering dedication to cultivating a positive workplace culture, enriching employee experiences, and fostering leadership excellence.

Executive Summary

Assessing learning outcomes and measuring the impact of training are critical responsibilities within the talent development function. These processes act as essential quality control mechanisms, ensuring programs deliver their intended results while identifying opportunities for enhancement. Equally important, talent development professionals must demonstrate how learning initiatives align with and advance the organization's overarching mission and strategic objectives.

With this in mind, ATD Research wanted to learn more about how an organization's evaluation efforts support its learning goals, the data sources and methods involved in evaluating learning, and how measurement and evaluation efforts might evolve in the next two years. The resulting survey and report, *The Future of Evaluating Learning and Measuring Impact: Improving Skills and Addressing Challenges*, has three key findings:

- **Organizations are most proficient at communicating about the impact of their learning programs to internal stakeholders.** However, they were not as proficient at using learning program data to make business decisions.
- **Organizations use many sources to collect evaluation data.** Surveys and informal conversations are the most common methods of data collection, while participant or user reaction data and program completion data are the most frequently used measures.
- **Artificial intelligence (AI) is expected to have a positive impact on measurement and evaluation.** Respondents also believe that the need for employees with data analysis skills and the need to demonstrate the financial benefits or profitability of talent development initiatives will increase.

This study can help TD professionals benchmark measurement and evaluation efforts in their organizations, along with suggesting steps for successful administration.

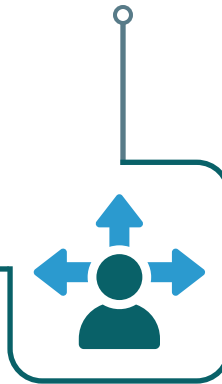


By the Numbers

43% of organizations report their business goals and learning goals are very aligned.



45% of organizations have a dedicated staff person who is responsible for evaluating learning programs.



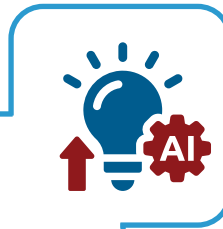
66% of respondents believe the need to demonstrate financial benefits or profitability of TD initiatives will increase over the next two years.



4% of respondents rate their organization as excellent at using learning program data to make business decisions.



28% of respondents say that AI will have an extremely positive impact on measuring and evaluating learning programs over the next two years.



Introduction

Evaluating the impact of learning is one of the 23 capabilities in the Talent Development Capability Model; however, it is one that learning professionals often struggle with.¹ Only 40 percent of those who completed the Capability Model self-assessment ranked themselves as proficient at evaluating impact, according to benchmarking data from the third quarter of 2024. ATD Research also recently found that 87 percent of TD professionals believe there will be a skills gap in this area in the next five years.²

Why should TD professionals evaluate learning and measure impact? In part, because it makes them better business partners. “Many L&D functions struggle to demonstrate their effectiveness, and without demonstrating benefits to the organization, L&D and all its component parts are nothing more than a cost center,” writes Andrew Jacobs.³ To prove value to the organization as a whole, he continues, “L&D practitioners must seek methods, processes, protocols, and systems to measure the effectiveness of our initiatives.”

“The reason why we measure is so we can make informed business decisions, which is the same reason every other part of the business measures,” says Jess Almlie, principal of Almlie Consulting. “I also believe that we need to show up to the business as business partners, not helpers. We are here to partner with you in solving talent challenges. That means we need to understand what metrics and measures you as a stakeholder are being held accountable to and then figure out how we can partner to move the needle on that issue.”

This study draws on a sample of 277 talent development professionals across a variety of industries to deliver benchmarking data and highlight best practices.



Defining Evaluation

Evaluation is “a multilevel, systematic method for gathering information about the effectiveness and impact of training programs. Results of the measurements can be used to improve the offering, determine whether the learning objectives have been achieved, and assess the value of the training to the organization.”⁴

Defining High Performers

This report identifies practices associated with proficiency in measurement and evaluation. To be considered proficient in measurement and evaluation, respondents must rank their organization as good or excellent at measuring the effectiveness of learning programs, communicating about the impact of learning programs to internal and external stakeholders, and using learning program data to make business decisions.



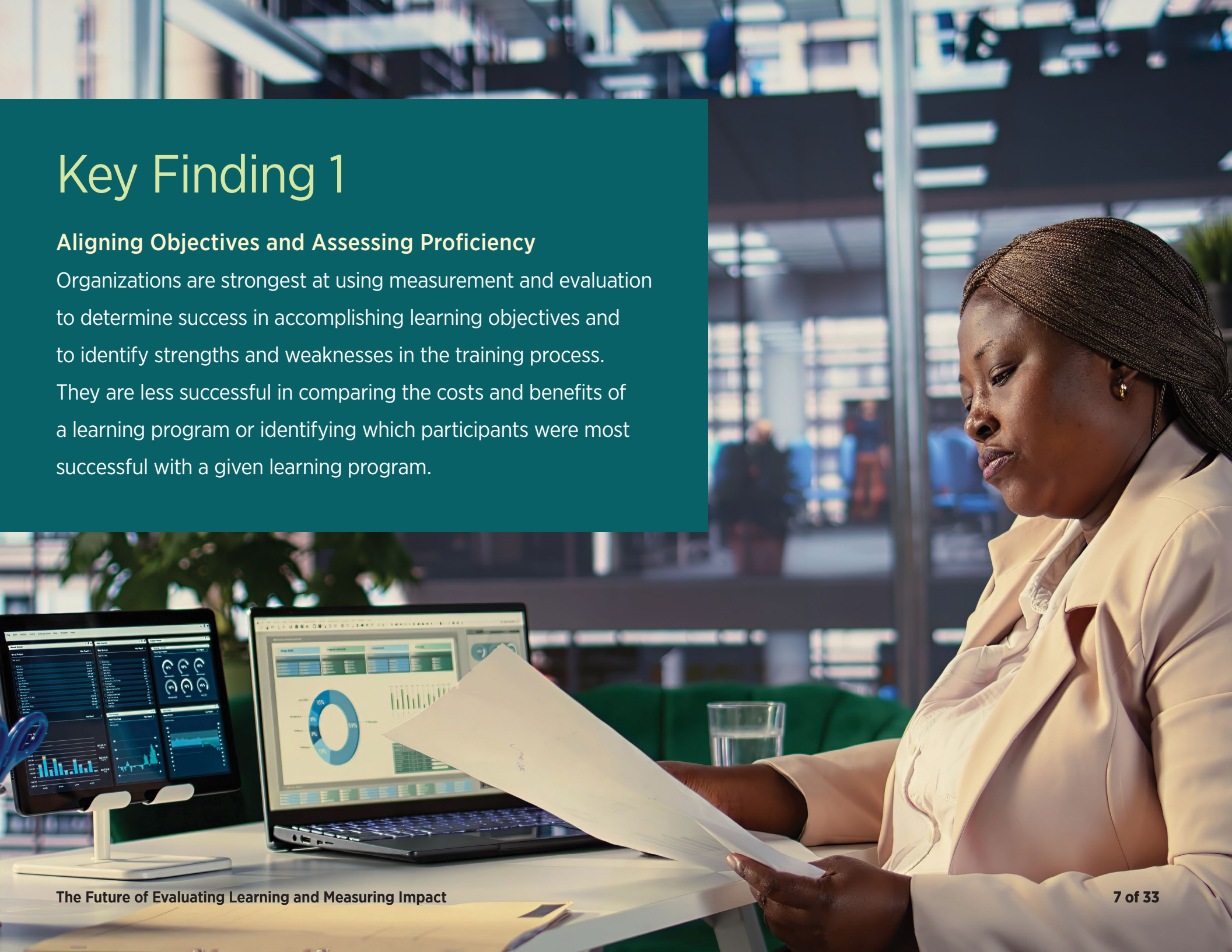
Throughout the report, a star symbol is used to indicate if there is a statistical significance connected to proficiency in measurement and evaluation.



Key Finding 1

Aligning Objectives and Assessing Proficiency

Organizations are strongest at using measurement and evaluation to determine success in accomplishing learning objectives and to identify strengths and weaknesses in the training process. They are less successful in comparing the costs and benefits of a learning program or identifying which participants were most successful with a given learning program.



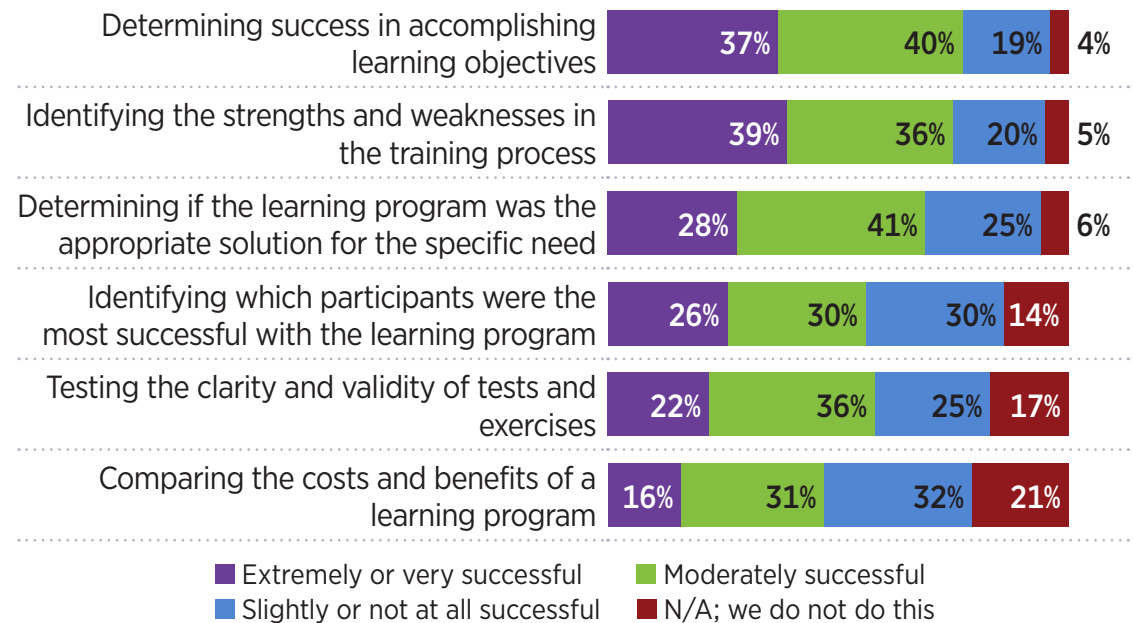
Organizations Are Most Successful at Identifying Strengths and Weaknesses of Training Programs

Respondents were most likely to rate their organization's evaluation efforts as extremely or very successful in identifying the strengths and weaknesses in the training process and determining success in accomplishing learning objectives.

Organizations are less successful at comparing the costs and benefits of a learning program. Evaluations of this sort usually require data about behavior change due to training, which many organizations do not collect.

Only 16% of organizations are very successful at comparing costs and benefits of learning programs.

Question: How successful are your organization's evaluation efforts in accomplishing the following learning objectives and purposes?



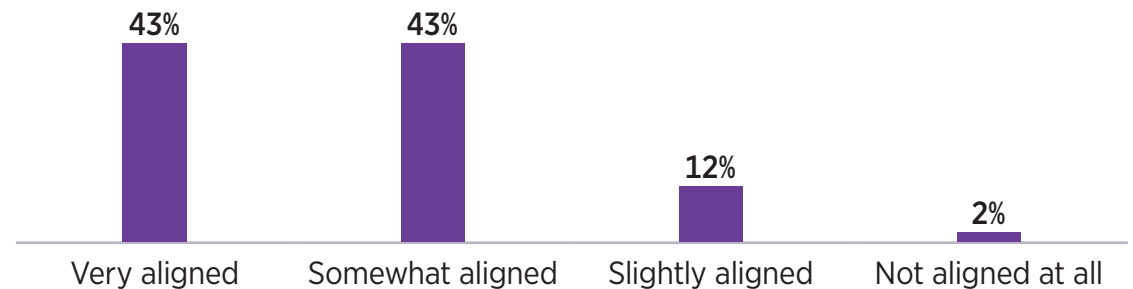
Alignment With Business Goals Is Important

Slightly more than four in 10 respondents reported that their organization's learning and business goals were very aligned. Aligning the organization's learning goals with broader business goals is an important step in proving the value and increasing the influence of the TD function among leadership.⁵

Those who said their learning and business goals were very aligned were more likely to rank their organization as excellent or good at identifying the strengths and weaknesses in the training process, determining if the learning program was the appropriate solution for the specific need, and testing the clarity and validity of tests and exercises. They were also more likely to rank their organizations as good or excellent at communicating the impact of learning programs to internal and external stakeholders and using learning data to make business decisions.

43% of respondents say their business and learning goals are very aligned.

Question: How aligned are your organization's learning goals with its business goals?

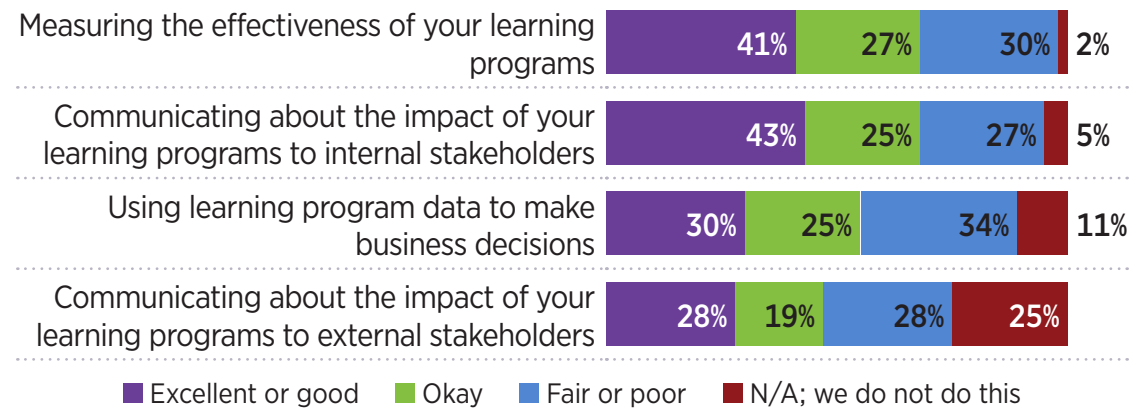


Organizations Are Not Good at Using Learning Data to Make Business Decisions

Respondents were most likely to rank their organizations highly at measuring the effectiveness of their learning programs and communicating about the impact of learning programs to internal stakeholders; indeed, more than 40 percent ranked their organizations as good or excellent at each. They were less likely to rate them as good or excellent at communicating about learning programs to external stakeholders, and 25 percent of respondents don't communicate with external stakeholders about this at all.

Only 30% of organizations are good at using learning program data to make business decisions.

Question: Overall, please rate your organization's proficiency in the following skills.



Over her career in talent development, Jess Almlie has created measurement and evaluation strategies for organizations from the ground up. Here, she offers some best practices based on her experience:

- **Get the whole TD function on board.** It's important to have a strategy for sustaining measurement in the TD function even when there is employee turnover. "There has to be some plan to sustain it," Almlie says. "You have to put processes in place because if there is only one person advocating for measurement, and then that person leaves, you don't have the capability anymore." Almlie advocates for "involving the whole team in the measurement strategy, even if it's a small piece. Measurement needs to be part of what we do, not an add-on, so everybody should understand it and be contributing to it."
- **Curate your reports.** Make sure you target your evaluation reports to the stakeholders. Executives and senior leaders need big-picture data that's focused on progress toward strategic initiatives, while managers may need data on the performance of their employees.
- **Get data up front.** When beginning a new talent initiative, Almlie always recommends getting benchmarking data from a stakeholder before launching the program. This will make measurement and evaluation efforts much simpler because it provides a point of comparison.

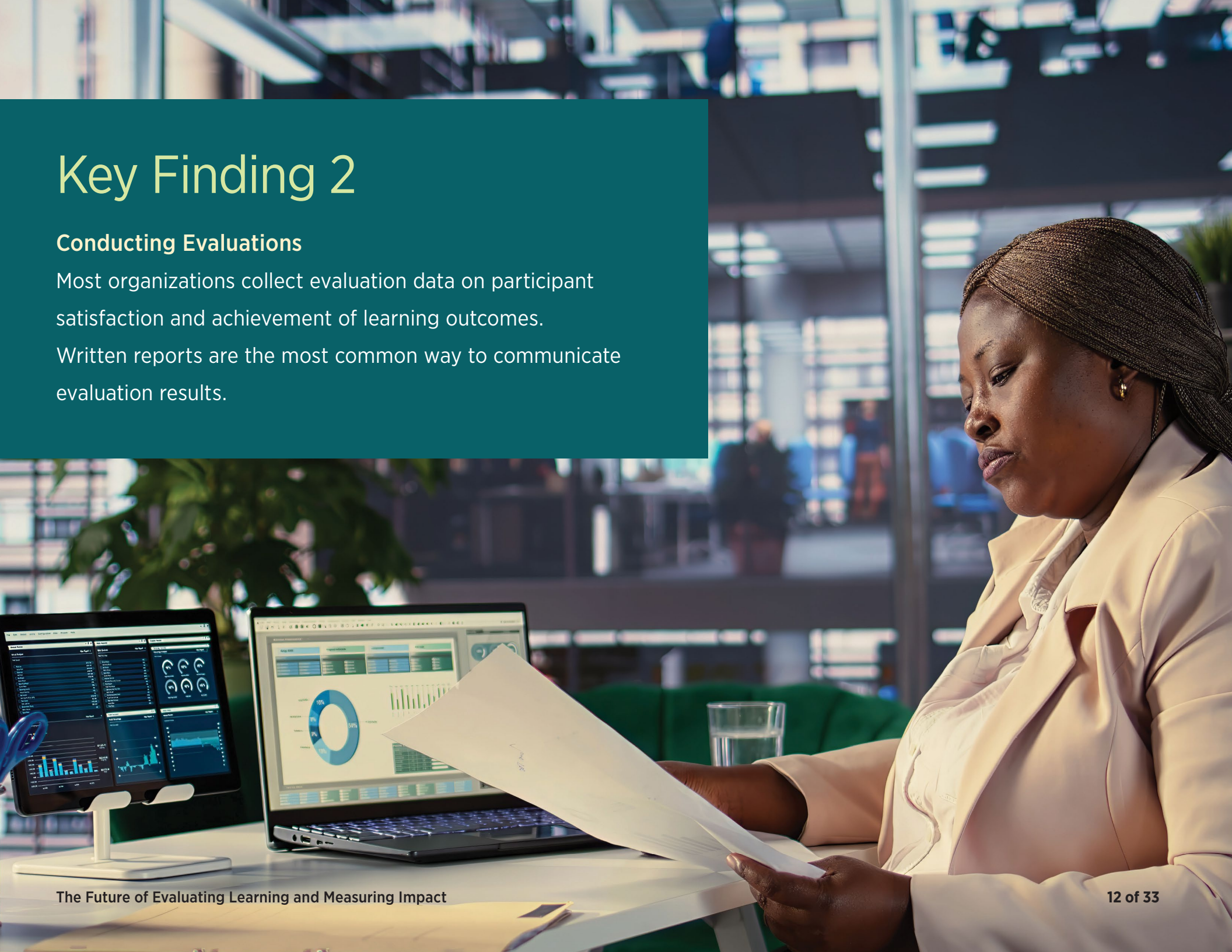


Key Finding 2

Conducting Evaluations

Most organizations collect evaluation data on participant satisfaction and achievement of learning outcomes.

Written reports are the most common way to communicate evaluation results.



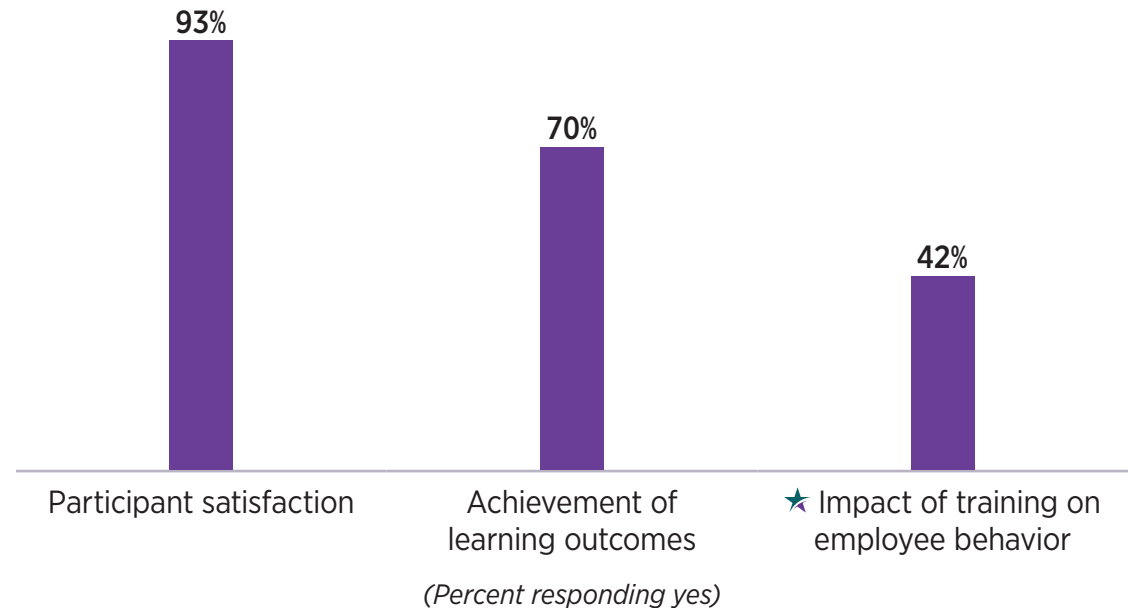
Most Respondents Collect Participant Satisfaction Data

Organizations are most likely to collect participant satisfaction data on their learning programs. Often referred to as “smile sheets,” this data can indicate whether participants found a session engaging or useful but cannot by itself demonstrate the impact of training.

Data on the impact of training on employee behavior—which is called “Level 3” data in some evaluation frameworks—is important for effective learning measurement and evaluation. However, only 42 percent of respondents collected this data in any of their learning programs. Organizations rated as proficient were more likely to collect this data in their evaluation efforts.

Most organizations collect data on achievement of learning outcomes.

Question: Does your organization collect the following data on any of your learning programs?



Organizations Collect Evaluation Data From Multiple Sources

Online surveys are the most frequent source of evaluation data, used by 85 percent of respondents. Informal conversations with participants are used by 59 percent, with data collected from a learning management system (LMS) used by 53 percent. Organizations use an average of three methods to collect data, including online surveys, informal conversations with participants, an LMS, interviews with participants, performance evaluations, business data from the organization, or paper surveys.

Respondents who rated their organizations as proficient in measurement and evaluation are more likely to use performance evaluations and business data to collect evaluation data. They are also more likely to collect data using four or more sources.

Online surveys and informal conversations are the most common sources of data.

Question: What sources do you use to collect evaluation data? (Choose all that apply.)



Participant Reaction Is the Most Commonly Used Evaluation Measure

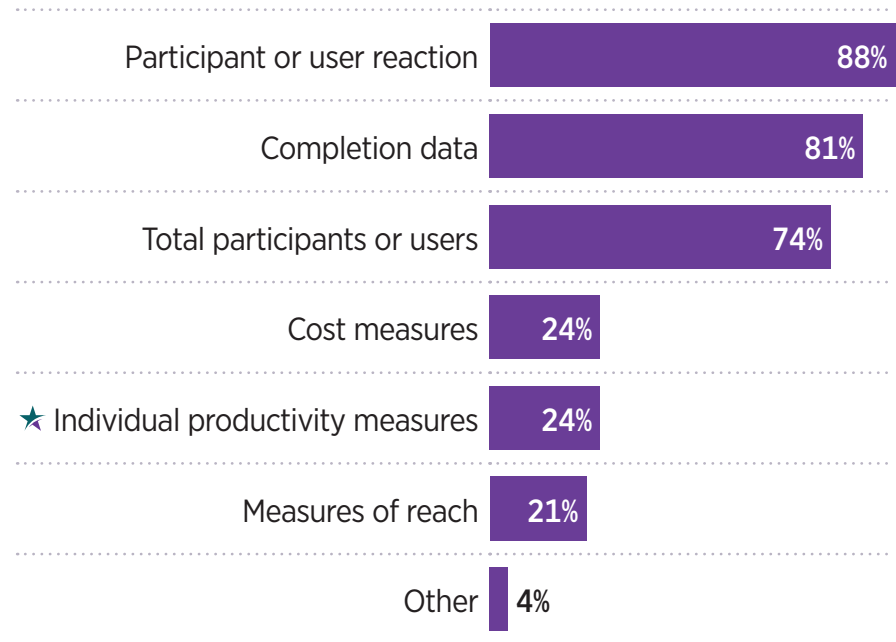
Participant or user reaction data is used to evaluate learning programs by 88 percent of respondents. Other frequently used measures include program completion data and total participants or users. Used less frequently are cost measures and individual productivity measures. On average, an organization uses three measures to evaluate learning programs.

Respondents who rated their organizations as proficient at measurement and evaluation are especially likely to use individual productivity measures to evaluate learning programs.

It can be difficult to select the appropriate measures for a given learning program because there are currently more than 100 to choose from.⁶ David Vance, executive director of the Center for Talent Reporting and co-author of *Measurement Demystified*, recommends choosing a balance of measures that address issues of both quantity and quality when evaluating training programs and department initiatives.

Organizations use a variety of measures to evaluate learning.

*Question: What types of measures do you use when evaluating learning programs?
(Choose all that apply.)*



Less Than Half of Organizations Have a Dedicated Staffer to Evaluate Learning

Four in 10 organizations have a dedicated staffer responsible for evaluating learning programs within the TD function, with another 5 percent having a dedicated staffer outside the TD function. At 29 percent of these organizations, the employee's primary responsibility is evaluating programs.

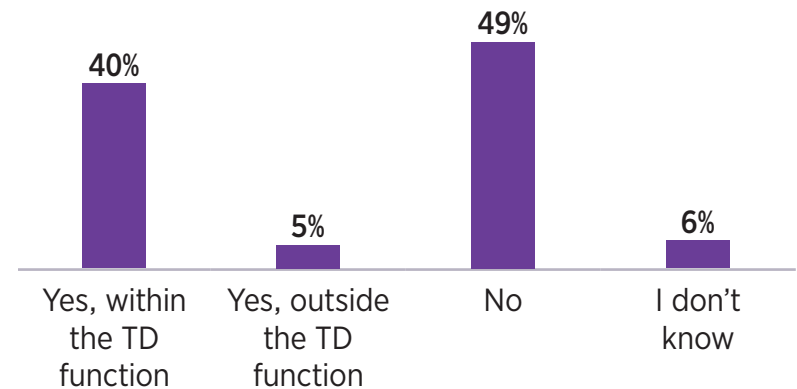
Almost half of the respondents (49 percent) said their organizations do not have a dedicated staffer to evaluate learning programs. Only 2 percent of those are planning to hire one in the next two years.

An advantage of having staff within TD responsible for evaluating programs is that, unlike staff in other departments (who may have competing priorities), internal TD staff are able to put learning programs first. Additionally, it's important that everyone in the TD department understands the evaluation process and knows what part they play in it.

"Everybody needs to be involved and at least, within their role, understand what they're responsible for and how they can contribute because learning is a shared responsibility," says Zsolt Olah, senior HR data measurement analyst at Intel Corporation. "You have the champions who have basic statistical analysis and analytics skills. But everybody needs to speak the language of impact at a fundamental level."

40% of organizations have a dedicated evaluator within the TD function.

Question: Do you have a dedicated staff person who is responsible for evaluating learning programs?



Written Reports Are Most Often Used to Communicate Results

Written reports are the most common way evaluation results are communicated to stakeholders, used by slightly more than half of respondents. This was followed by oral presentations, used by 44 percent of respondents. Of those who selected “other,” the most common answers were via email or in webinars. Perhaps surprisingly, 16 percent of respondents do not report out the results of their evaluations to stakeholders.

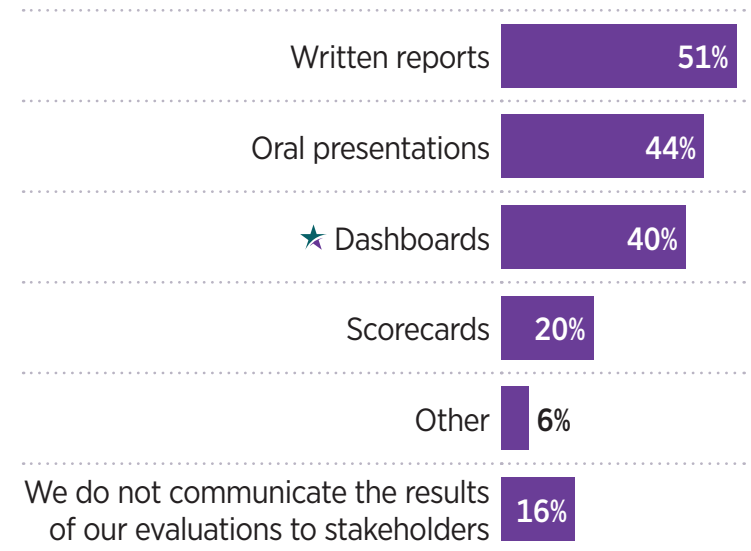
The average organization uses two communication channels, including written reports, oral presentations, dashboards, or scorecards. Respondents who rated their organizations as proficient in measurement and evaluation were especially likely to use dashboards to communicate results to stakeholders. But no matter the method, it’s important to tailor the contents to the stakeholder and their scope of interest.

When presenting results to stakeholders, it’s important to understand your audience, says Olah. “If you show up with 10 slides for the C-suite that have a bunch of bullet points on them and lots of text, that’s probably not good,” he jokes. “But data is not enough. With every number you include, you should be able to argue whether it should go up or down and why. You should know why it matters.

“You need to understand what the stakeholders want and what they need,” he continues. “I always suggest working backward, not beginning with how are we going to communicate this, but what decisions are they making? How can we help them make that decision based on the data points and insights we give them?”

84% of organizations communicate the results of evaluations to stakeholders.

Question: How are results of evaluations communicated to stakeholders? (Choose all that apply.)



It's important for the TD function to communicate evaluation results to stakeholders—in particular to organizational leaders and other decision makers. How can you make sure you do so in a clear, engaging, and useful way? In their *CTDO* article “Tell a Story With Complex Data,” Janine Kurnoff and Lee Lazarus offer a few suggestions:⁷

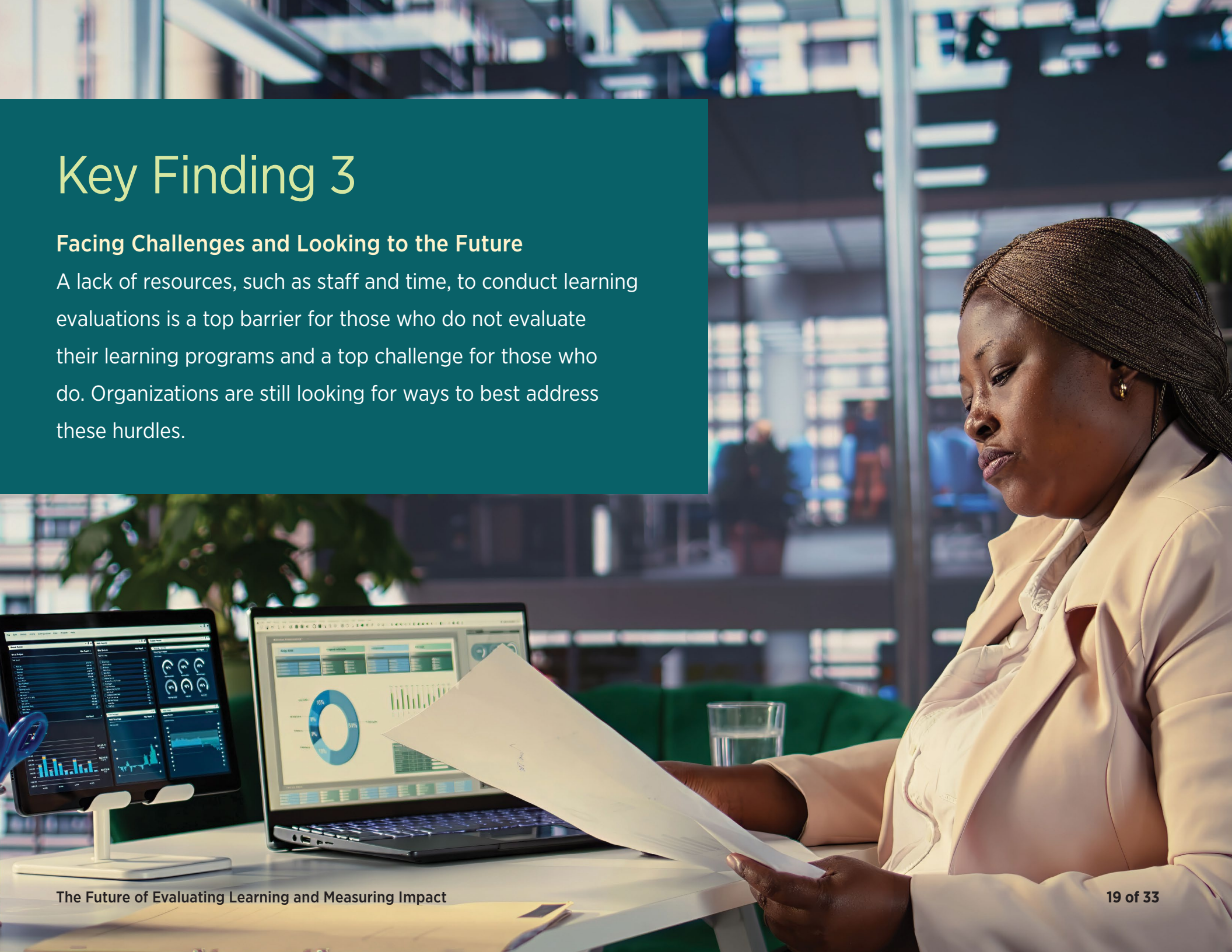
- **Know your audience.** Who are you presenting to? What are their primary concerns and how can your information address them? What do you want them to do with the information you are providing?
- **Grab and hold their attention.** Lead with stories, not data. Resist the urge to use multiple slides and complicated figures.
- **Highlight important takeaways.** When using charts, add color, bolding, or callouts to draw attention to your most important points.
- **Use a wide variety of visuals.** Don't always rely on charts to make your point. Consider including text, photos, videos, or icons for greater impact.



Key Finding 3

Facing Challenges and Looking to the Future

A lack of resources, such as staff and time, to conduct learning evaluations is a top barrier for those who do not evaluate their learning programs and a top challenge for those who do. Organizations are still looking for ways to best address these hurdles.



Lack of Resources Is a Top Barrier

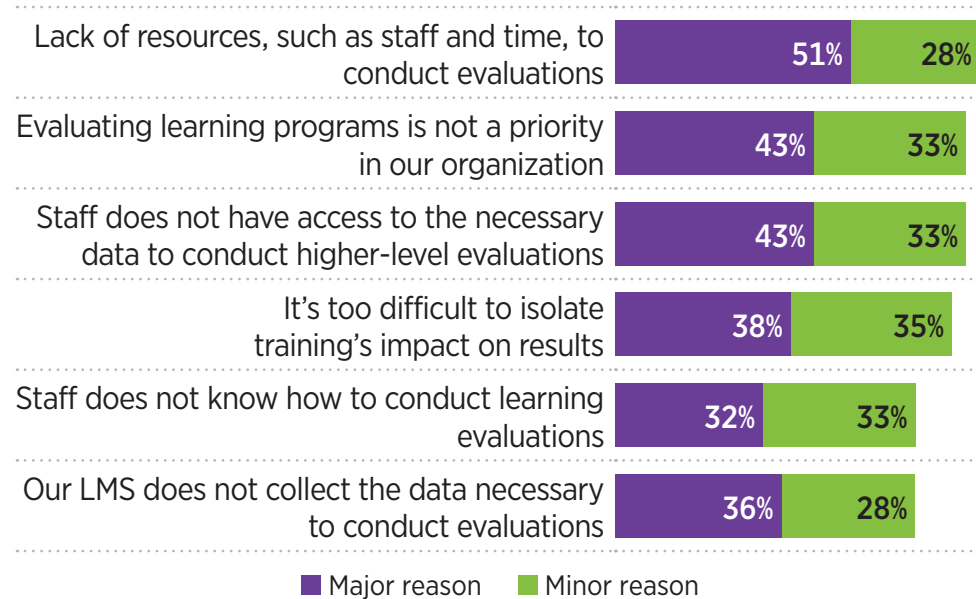
For the 29 percent of respondents whose organizations do not measure the effectiveness and impact of learning programs, the primary reason given was a lack of resources, such as staff and time, to conduct evaluations, with 51 percent reporting it as a major challenge.

A lack of resources is a longstanding challenge across the TD field and is often linked to other challenges, such as a limited budget, lack of knowledge and expertise, and lack of support from stakeholders. “These challenges are overlapping and exist simultaneously,” writes Alaina Szlachta, author of *Measurement and Evaluation on a Shoestring*.⁸ “Therefore, solutions that address only one challenge at a time won’t be nearly as effective as solutions that address many overlapping challenges at once.”

Addressing resource challenges requires making strategic choices about where to best put your energy and knowing when it is more advantageous to seek outside resources.

Evaluating learning programs is not a priority in some organizations.

Question: Why does your organization not measure the effectiveness and impact of your learning programs?



Most Organizations Are Not Ready to Address a Lack of Resources

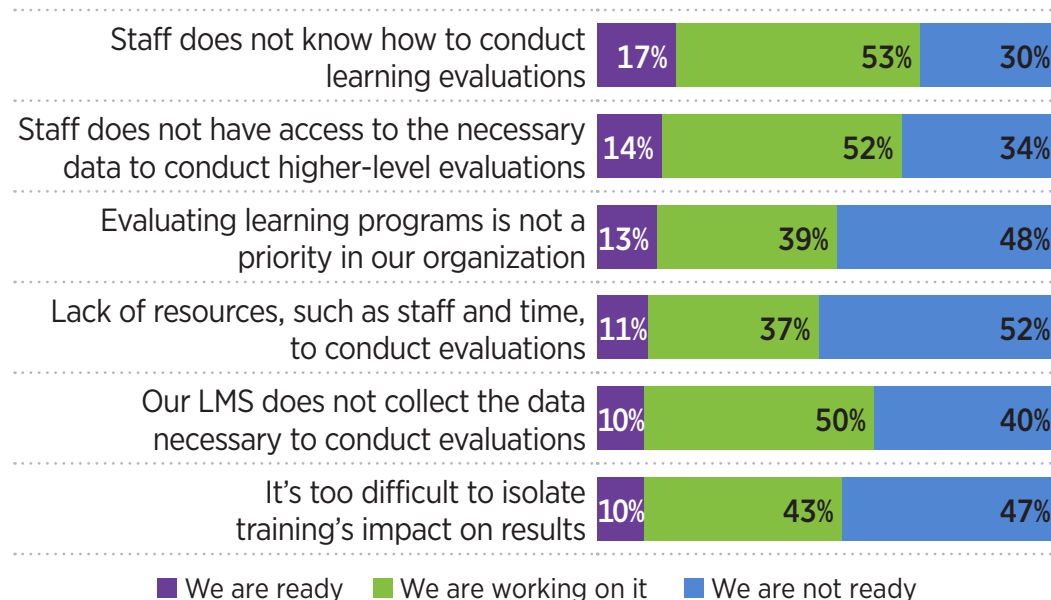
A lack of resources, such as staff and time, to conduct evaluations is the top barrier to measuring and evaluating learning programs and the issue that organizations are least ready to tackle. Only 11 percent of respondents who said a lack of resources is a barrier are ready to address the issue, with another 37 percent working on a solution.

However, organizations are more likely to be ready to upskill their staff. Seventy percent of respondents who said that staff do not know how to conduct learning evaluations were either ready to tackle the issue or were working on a solution.

For more information on how to upskill in this area, please see the [ATD Resources](#) page.

Only 11% of organizations are ready to tackle issues around resources, such as staff and time.

Question: You said your organization does not evaluate its learning programs for these reasons. How ready are you to tackle them?



Isolating the Impact of Training Is a Challenge

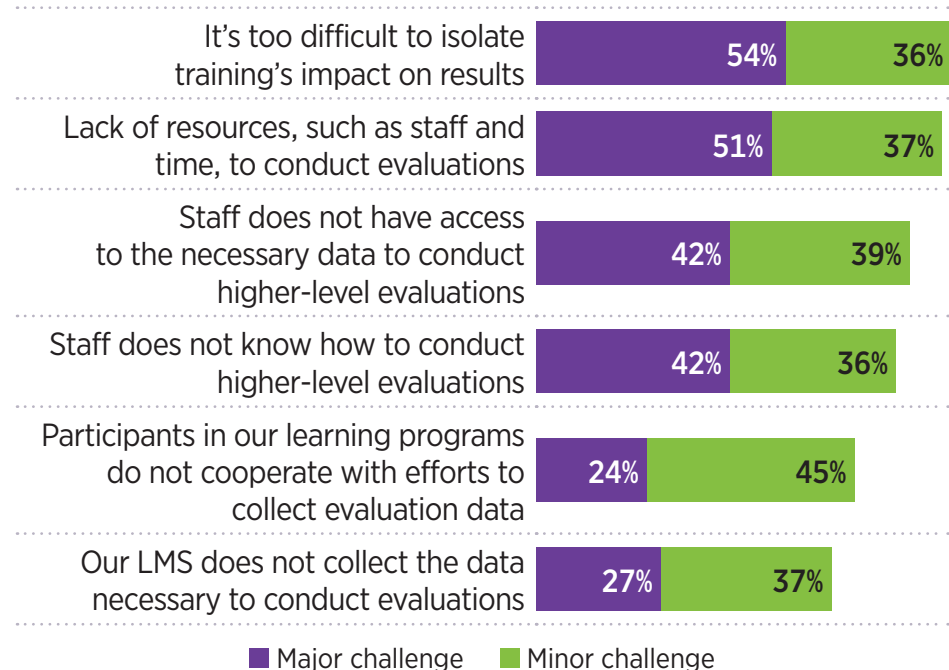
For the 71 percent of respondents who do measure and evaluate their learning programs, the greatest challenge is isolating the impact of training on results, with more than half considering it a major challenge.

One way to address this challenge is by changing the data that is collected post-training. “The simplest starting point is changing the survey,” says Olah. “I recommend getting rid of satisfaction surveys (ones that ask about how well attendees liked the course) and focus on gathering more actionable data from surveys.”

“I would ask more performance-based questions, focused on how well prepared participants are to apply the knowledge and skills learned in training to their job,” he continues. “I would focus on research-based behavior change drivers (motivation, opportunity to apply, job capabilities, and outcome and goal attainment) to provide actionable, proactive data for you and your stakeholders.”

Lack of access to data is a challenge to measurement and evaluation efforts.

Question: What are the challenges to effective measurement and evaluation of learning programs in your organization?



Most Organizations Plan to Address Issues Surrounding Data Collection

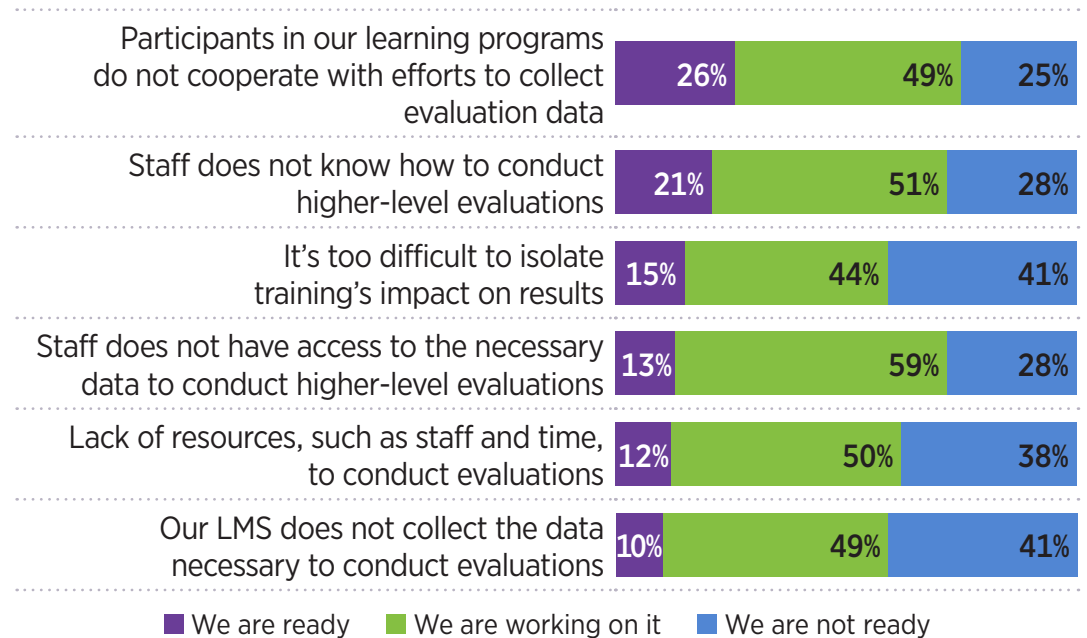
While 90 percent of respondents indicated that the difficulty in isolating the impact of training on results is a challenge, only 15 percent of those are ready to address it.

Respondents are more prepared to address issues surrounding conducting evaluations. Three in four are ready to address or are working on a way to address participants in the learning programs not cooperating with efforts to collect data, while 72 percent are ready to or are working on a way to address the issue of staff not having access to data to conduct higher-level evaluations.

“Sometimes, when we don’t have access to data to conduct evaluations, it means that the data just doesn’t exist,” says Almlie. To ensure the availability of data for higher-level evaluations, she makes data gathering a condition of the program. “You should aim to gather data while you create the experience,” she continues. “My approach to this is to make gathering data a condition of creating any program. So, for anything that I create, I have to have data collection. It’s not negotiable.”

Many organizations are tackling issues surrounding a lack of resources.

Question: You said these are challenges for you in measuring and evaluating learning programs. How ready are you to tackle them?



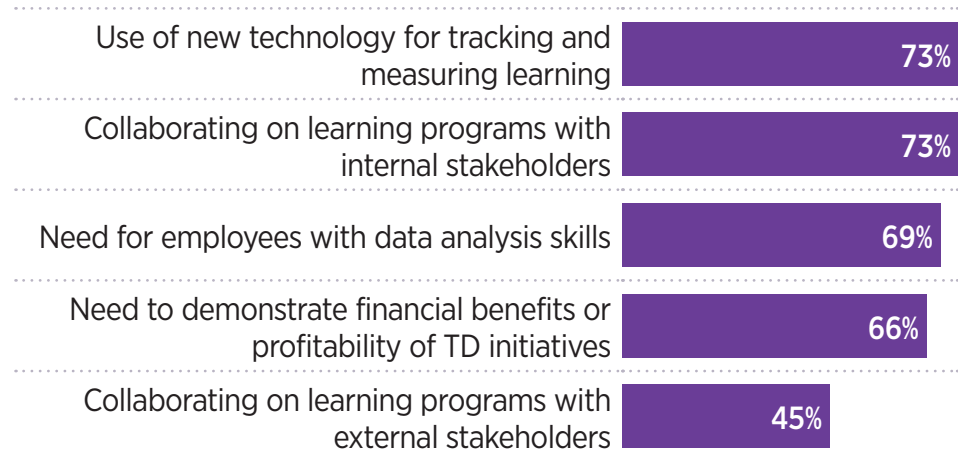
Use of New Technology for Measuring Learning Is Expected to Increase

Respondents foresee many changes in the field of measurement and evaluation in their organizations in the next two years. Chief among them are an increased use of new technology for tracking and measuring learning and an increase in collaboration with internal stakeholders.

Another trend that respondents believe will increase is the need for employees with data analysis skills. According to LinkedIn's *2023 Workplace Learning Report*, data analytics was among the top 10 skills that companies needed most.⁹

Most organizations expect the need for employees with data skills to increase.

Question: In the next two years, do you believe the following will increase, remain the same, or decrease at your organization?



(Percent responding "increase")

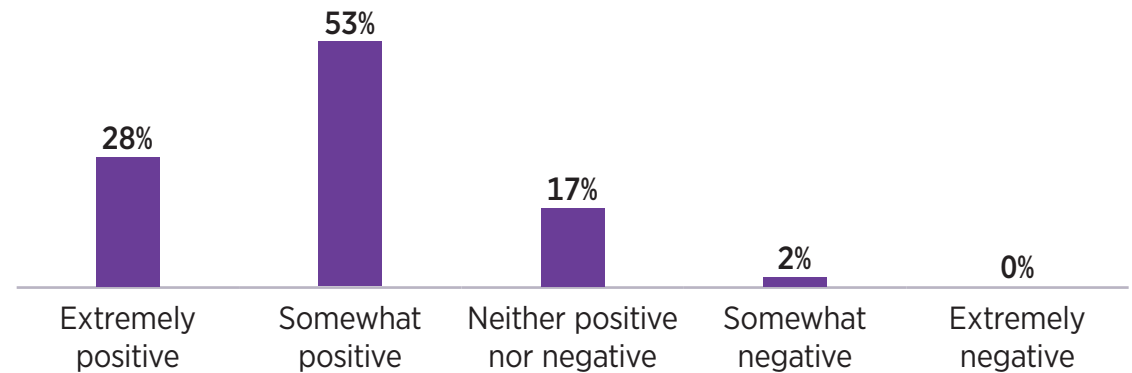
Respondents Have a Positive View of AI

Enthusiasm is high for the potential of AI to affect measurement and evaluation. More than three-quarters of respondents said that it will have a positive impact in this area over the next two years, with 28 percent believing the impact will be extremely positive. Only 2 percent said AI will have a negative impact.

AI tools have the potential to make the evaluation and reporting process much simpler and less time-consuming for TD professionals. A recent ATD Research report noted that 64 percent of respondents believed that AI's ability to gather and analyze measures of learning performance was very likely to improve the TD industry.¹⁰ When using AI tools, however, it is important to prioritize privacy and never upload sensitive or proprietary data.

A majority of respondents believe AI will have a positive impact on measurement and evaluation.

Question: What kind of impact do you think AI will have on measuring and evaluating learning programs over the next two years?



TD professionals were invited to give advice about improving measurement and evaluation efforts. Here are some of their suggestions:

Start Small, If Necessary

- “Start with basic Level 1 and 2 evaluations. Learn to analyze and present that data. Then, move to Levels 3 and 4 to demonstrate the impact of learning programs to executives. Don’t attempt to do it all at once.”
- “If it’s hard to start, start with your low hanging fruit. Executives appreciate any data that can be provided versus no data.”
- “Identify evaluation opportunities and start with one change you could make toward your goals. You will not be able to evaluate everything, so make a plan to grow your evaluation function step by step.”

Know Where You Want to Go

- “Begin by agreeing on the metric to be achieved and measured—*before* any training design or development has begun.”
- “Partner closely with the business areas you are supporting to identify training needs, what success looks like, and how to measure it before building any solutions. Agree on the desired changes the training program should result in and uncover how that could be measured with either quantitative results or qualitative measures.”
- “Take time to learn what goes into proper measurement and adapt for your business needs. Understand what business problems you are trying to solve before doing any evaluation to make sure you’re evaluating the right things.”

Train Your Staff

- “Have someone on staff who is knowledgeable about measurement and evaluation and fights for it. Train others on staff about the importance of having good measurement and evaluation data to support the work the team does.”
- “Ensure that your L&D department understands the importance of data, reporting, and strategy development.”

Consider Your Tech Stack

- “Get an LMS that has the ability to pull training metrics in a variety of ways.”
- “Use the tools available—don’t be afraid to try any of the software that’s on the market.”

Action Plan

In this study, ATD Research looked at how organizations are evaluating learning and measuring impact. By understanding others' practices, TD professionals can potentially improve measurement and evaluation efforts in their own organizations.

For those who may be looking to begin or advance their measurement and evaluation skills, ATD recommends these action steps:

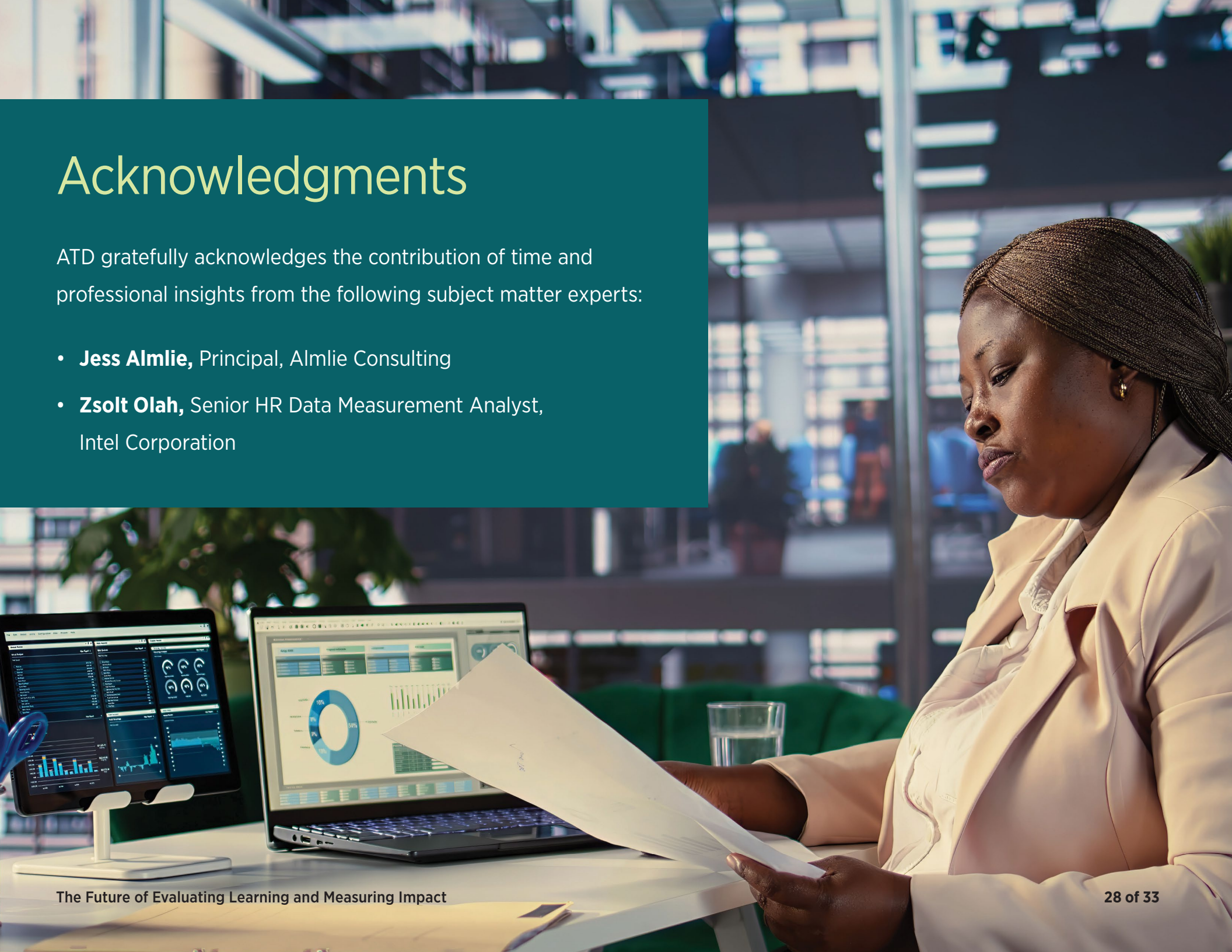
- **Know where you are.** A lack of access to data to conduct higher-level evaluations is a challenge for those who do and do not evaluate learning. When developing or improving your measurement efforts, Jess Almlie recommends starting with a measurement audit to see “what already exists, what you already have access to, and what you’re already measuring.” She says, “You may have more data than you think you do. You need to be conscious about organizing it, tracking it, monitoring it, and communicating it well.” A measurement audit can also highlight any gaps that need to be filled.
- **Focus on alignment.** Aligning learning goals with business goals is crucial. Doing so positions the TD function as a full business partner and ensures that employees are receiving training that supports the overall success of the organization. Additionally, organizations whose learning and business goals are very aligned are more likely to be proficient at communicating the impact of training to stakeholders and at using learning data to make business decisions. For those who want to increase alignment, start by examining the organization’s goals, objectives, and key performance indicators (KPIs) to see where the TD function can make an impact.
- **Diversify your data gathering efforts.** On average, organizations used three sources to collect data for learning evaluations, most often using online surveys or informal conversations with participants. However, organizations that are proficient at measurement and evaluation are more likely to collect evaluation data from four or more sources, including business data from the organization and employee performance reviews. Using the latter two will give you richer data on behavior change and business impact, which is necessary for higher-level evaluations.

Finally, all TD professionals should continue to learn and find resources to stay up to date in the field. ATD provides members with resources they can use to learn more about evaluating learning and measuring impact.

Acknowledgments

ATD gratefully acknowledges the contribution of time and professional insights from the following subject matter experts:

- **Jess Almlie**, Principal, Almlie Consulting
- **Zsolt Olah**, Senior HR Data Measurement Analyst, Intel Corporation



Survey Overview

Target Survey Population

The target population for this research was talent development professionals across many industries. There were 277 talent development professionals who completed the survey.

Survey Instrument

The survey was composed of 24 questions including those related to the demographics of the respondents.

Procedure

ATD Research distributed a link to an online survey to the target population in November 2024. The survey closed in January 2025.

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.



Demographics

Employment Status

Employed full time	98%
Employed part time	2%

Organization Size

Small <i>1-99 employees</i>	9%
Medium <i>100-2,499 employees</i>	50%
Large <i>2,500-9,999 employees</i>	19%
Extra large <i>10,000 or more employees</i>	22%

Industry

Accommodation and food service	3%
Arts, entertainment, and recreation	1%
Construction	1%
Educational services	7%
Finance and insurance	16%
Healthcare and social assistance	15%
Information	3%
Management of companies and enterprises	<1%
Manufacturing	8%
Professional, scientific, and technical services	7%
Public administration	7%
Real estate and rental and leasing	3%
Retail trade	2%
Transportation and warehousing	3%
Utilities	6%
Wholesale trade	<1%
Other services	18%

Region

Asia-Pacific	3%
Canada	1%
Europe, UK, or Ireland	4%
United States	92%
Other	<1%

Span of Control

Executive or director	23%
Manager, supervisor, or team leader	31%
Individual contributor	45%
Other	1%

ATD Resources

ATD has many free and paid resources about measurement and evaluation. Whether you have five minutes or five weeks, we have content that will fit your schedule.

The ATD blog is filled with posts on a variety of topics.

- “Filling the Value Gap: 3 Steps to Strengthen Your Relationship With the C-Suite” offers tips on how to become a strategic partner with business leaders. Visit td.org/content/atd-blog/filling-the-value-gap-3-steps-to-strengthen-your-relationship-with-the-c-suite.

The templates and tools library contains more than 200 templates, tools, book summaries, and checklists to save you time at work.

- “Design Considerations for Assessment and Evaluation” provides guidelines for developing evaluation materials. Visit td.org/templates-and-tools/design-considerations-for-assessment-and-evaluation.

ATD Press books offer insightful and practical information on talent development and professional development.*

- *Measurement Demystified* by David Vance and Peggy Parskey introduces a framework to measure the success of talent development programs. Visit td.org/product/book--measurement-demystified/112018.

ATD Certificate programs are comprehensive, skills-based courses available to members and nonmembers. They’re offered both live online and face to face.*

- The Evaluating Learning Impact Certificate program walks participants through the evaluation process using the Phillips ROI Methodology. Visit td.org/education-courses/evaluating-learning-impact-certificate.

The Talent Development Capability Model is a framework to guide the TD profession in what practitioners need to know and do to develop themselves, others, and their organizations.

- ATD members can sign in to the interactive Capability Model using their td.org account. From there, they can review the knowledge and skill statements and rate their proficiency. After completing the self-assessment, members can identify and prioritize areas for further development. Visit td.org/capability-model/about.

**Not included in the price of ATD membership.*

Not a member of ATD? Visit [TD.org](https://td.org) to join and gain access to ATD’s resources, articles, whitepapers, webinars, and more.

Notes

- 1 ATD (Association for Talent Development), “Developing Professional Capability: Evaluating Impact,” capability.td.org/professional/evaluating-impact.
- 2 ATD, *Bridging the TD Skills Gap* (ATD Press, 2024).
- 3 A. Jacobs, “Re-Evaluate Your Evaluation Philosophy,” *TD*, November 1, 2023, td.org/content/td-magazine/re-evaluate-your-evaluation-philosophy.
- 4 ATD, “Talent Development Glossary of Terms,” td.org/talent-development-glossary-terms.
- 5 C. Hall, “Filling the Value Gap: 3 Steps to Strengthen Your Relationship With the C-Suite,” ATD Blog, January 28, 2020, td.org/content/atd-blog/filling-the-value-gap-3-steps-to-strengthen-your-relationship-with-the-c-suite.
- 6 D. Vance, “What’s Your Measurement and Reporting Strategy?” *TD*, July 1, 2024, td.org/content/td-magazine/whatsquos-your-measurement-and-reporting-strategy.
- 7 J. Kurnoff and L. Lazarus, “Tell A Story With Complex Data,” *CTDO*, January 14, 2022, td.org/content/ctdo-article/tell-a-story-with-complex-data.
- 8 A. Szlachta, *Measurement and Evaluation on a Shoestring* (ATD Press, 2024).
- 9 LinkedIn, *2023 Learning Workplace Learning Report*, learning.linkedin.com/resources/workplace-learning-report-2023.
- 10 ATD, *AI in Learning and Talent Development: A Closer Look Into Its Future Potential in the Workplace* (ATD Press, 2024).



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.

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.



Learn more at [TD.org](https://www.td.org).



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



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



Tessa Guiv is a researcher for ATD and served as an editor for this report.



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



Katy Wiley Stewts is a production 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.