



SWEETRUSH®

# L&D

## and Learner Experience

# 2024 Trends Report

| Driving Reinvention:

| The Intersection of AI, Skills, and Effective Learning

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the Headline

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# Gen AI Is Not the Headline

## “ So, what should we watch on Netflix while we do the training? ”

I’m not making this up—this is a real question that a friend and colleague overheard her daughter asking her coworkers. If you’re reading this, I know you care about learning and development, and, like me, you’re feeling a little pain in your heart.

Yes, we all know there’s a lot of poorly designed, completely ineffective training out in the world. We’ve been forced to take it ourselves. Maybe we think, well, it’s not great, but won’t my learners still try to pay attention? Well, they’re not. *And who can blame them?*

Look, we all know the hottest topic in L&D is Gen AI, and for good reason.

AI is rapidly changing how people work. Improving how people work, and improving their lives as a result, is your (and our) focus and passion. At the same time, you’re being asked to move significantly faster—because your businesses are moving faster than ever— and to do more with less. **Technology that can make me and my team more efficient and better at their jobs? Sign me up!**

And yet right on the heels of Gen AI, what matters to learning leaders like you is proving the value of and elevating the strategic position of L&D. You’re thinking about learning analytics, making better, data-driven decisions, and tying learning to business strategy.

So let’s go back to my friend’s daughter and her coworkers and millions of learners like them: bored out of their minds and paying as little attention as possible, just getting the training done. What are the chances their precious time is having an impact on your business? Zero.

**Gen AI alone will not change this. Can it be part of the solution?** Absolutely. Here's how:

If **Impact** is our North Star, **Experience** is how we get people there.

Human time and attention are our scarcest resources, and your competition are the juggernauts of attention capitalism (social media, gaming, and streaming entertainment). But your people do want to learn—growth and development continue to be very strong drivers for employee retention<sup>1</sup>. What matters to them is how.

**Technology** (combined with **Design** and **Communications**) is a means to create the best **Experience** we can, as rapidly as we can.

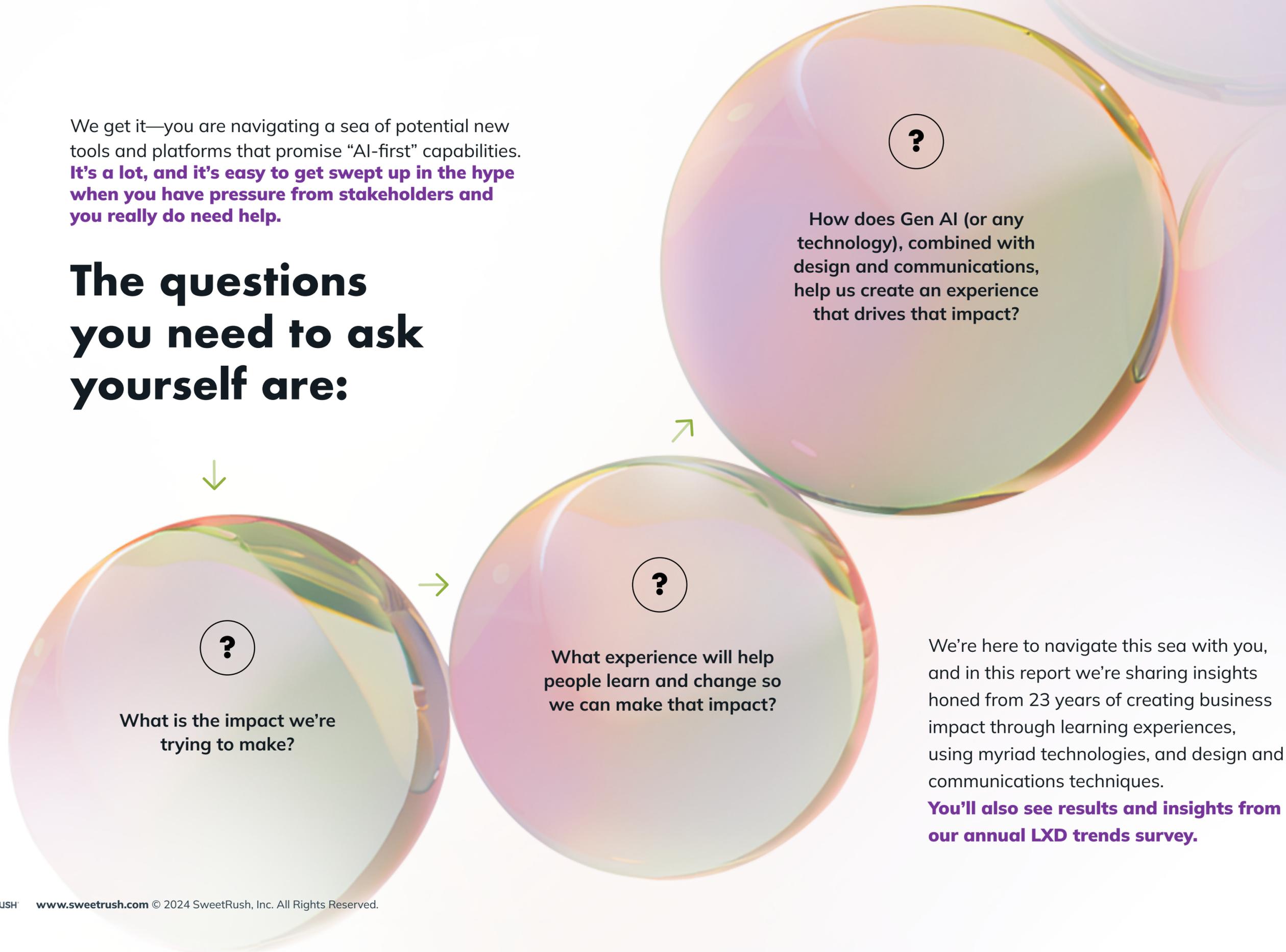
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<sup>1</sup> [New Economics for Sustainable Development: Attention Economy, United Nations Economist Network](#)



We get it—you are navigating a sea of potential new tools and platforms that promise “AI-first” capabilities. **It’s a lot, and it’s easy to get swept up in the hype when you have pressure from stakeholders and you really do need help.**

## The questions you need to ask yourself are:



We’re here to navigate this sea with you, and in this report we’re sharing insights honed from 23 years of creating business impact through learning experiences, using myriad technologies, and design and communications techniques. **You’ll also see results and insights from our annual LXD trends survey.**

# We're keenly aware of your precious time—here are a few sections you might want to jump to:

- **Generative AI + Immersive Training at Hilton**  
A real-world account of using Gen AI for a high-impact coaching experience by Senior Learning Evangelist Tiffany Vojnovski.
- **Need to Help Your People Change? Build This Into Your Learning Design**  
Insights from our Director of Learning Experience Design, Clare Dygert
- **A New Approach to Gauging Learning Impact**  
Senior Learning Engineer John Cleave on how to measure effectiveness of learning

- **If you are Batman, AI is Alfred**  
Immediately applicable tips for using Gen AI to boost creativity from Creative Director Team Lead Andrei Bonilla

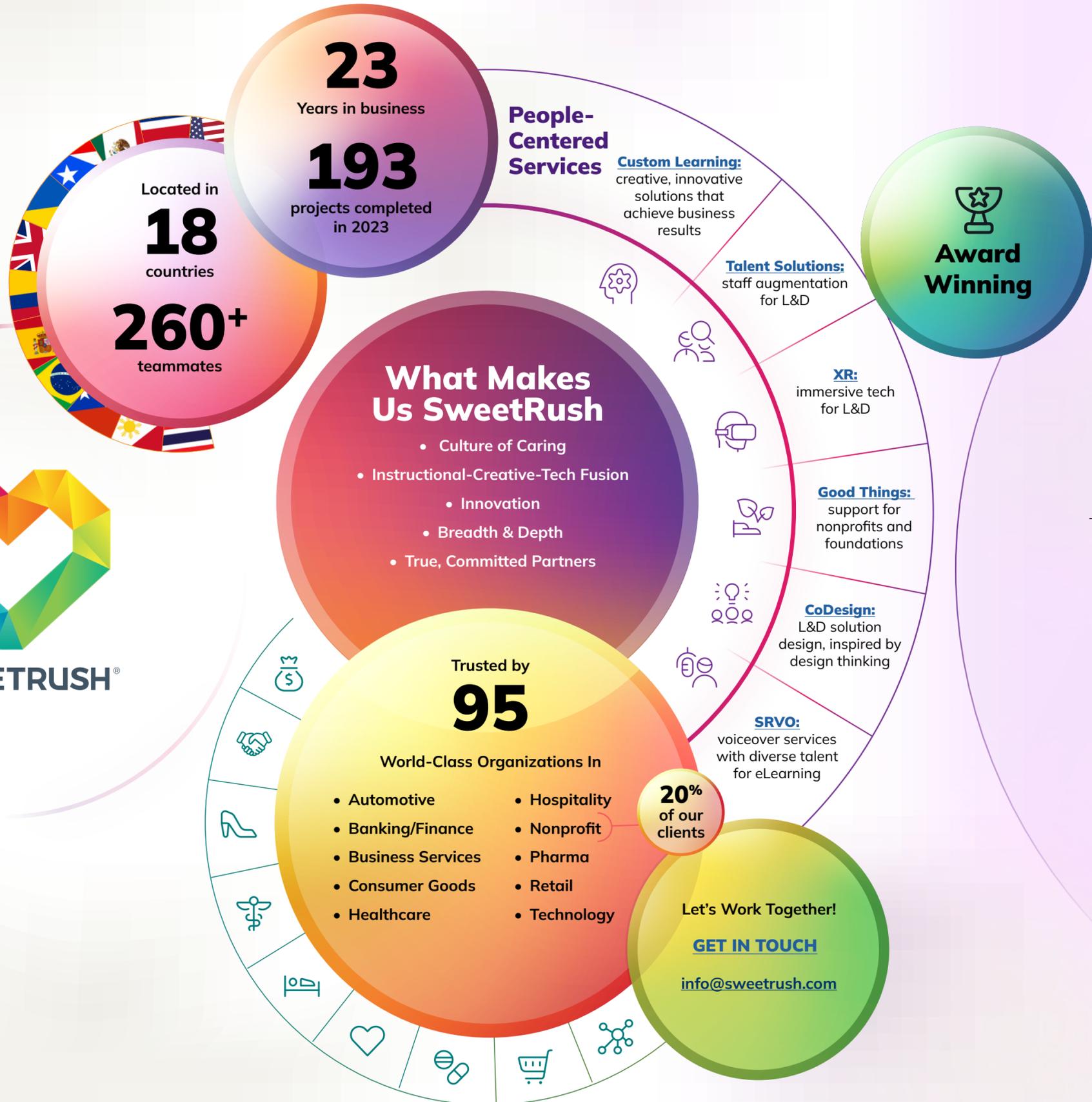
This year, we heard loud and clear from you: There's more noise and pressure than ever. We're feeling it, too.

That means it's more important than ever to stay focused on our own North Star: **Our work has a direct impact on people and their life potential and, through them, their families, their communities, and the world. That matters.**

Our work matters. Let's keep learning and changing together.



SweetRush CEO



**Brandon Hall Group Awards 2017-2023**  
 187 Awards, 130 GOLD, 37 Categories  
 Wins with Bayer, Capgemini, Google, Hilton, SHRM



**eLearning Industry, Chosen #1**  
 Top Content Providers With AI Tools Expertise  
 Top Content Providers For Immersive Learning  
 Top Content Providers For Diversity And Inclusion Training  
 Top Content Providers To Help You Conduct Training Needs Analysis  
 The Best Sales Training Programs By Top Content Providers



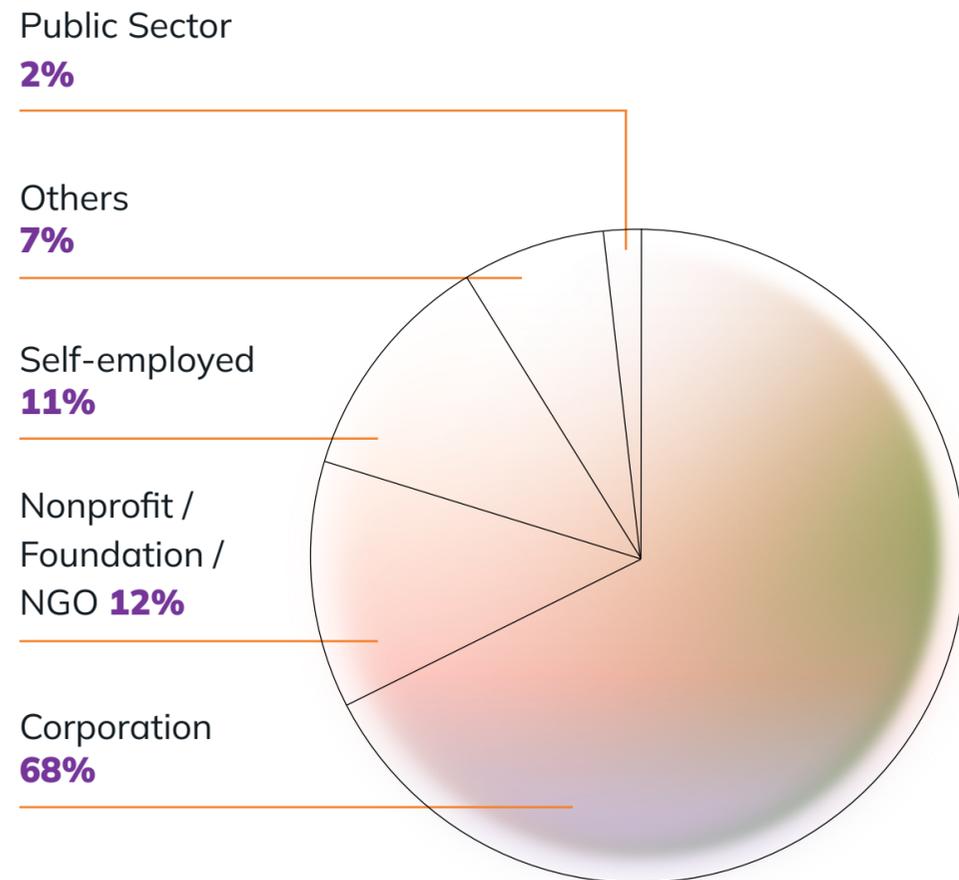
**Training Industry Top 20**  
 Custom Content Development  
 Experiential Learning  
 Advanced Learning Technologies



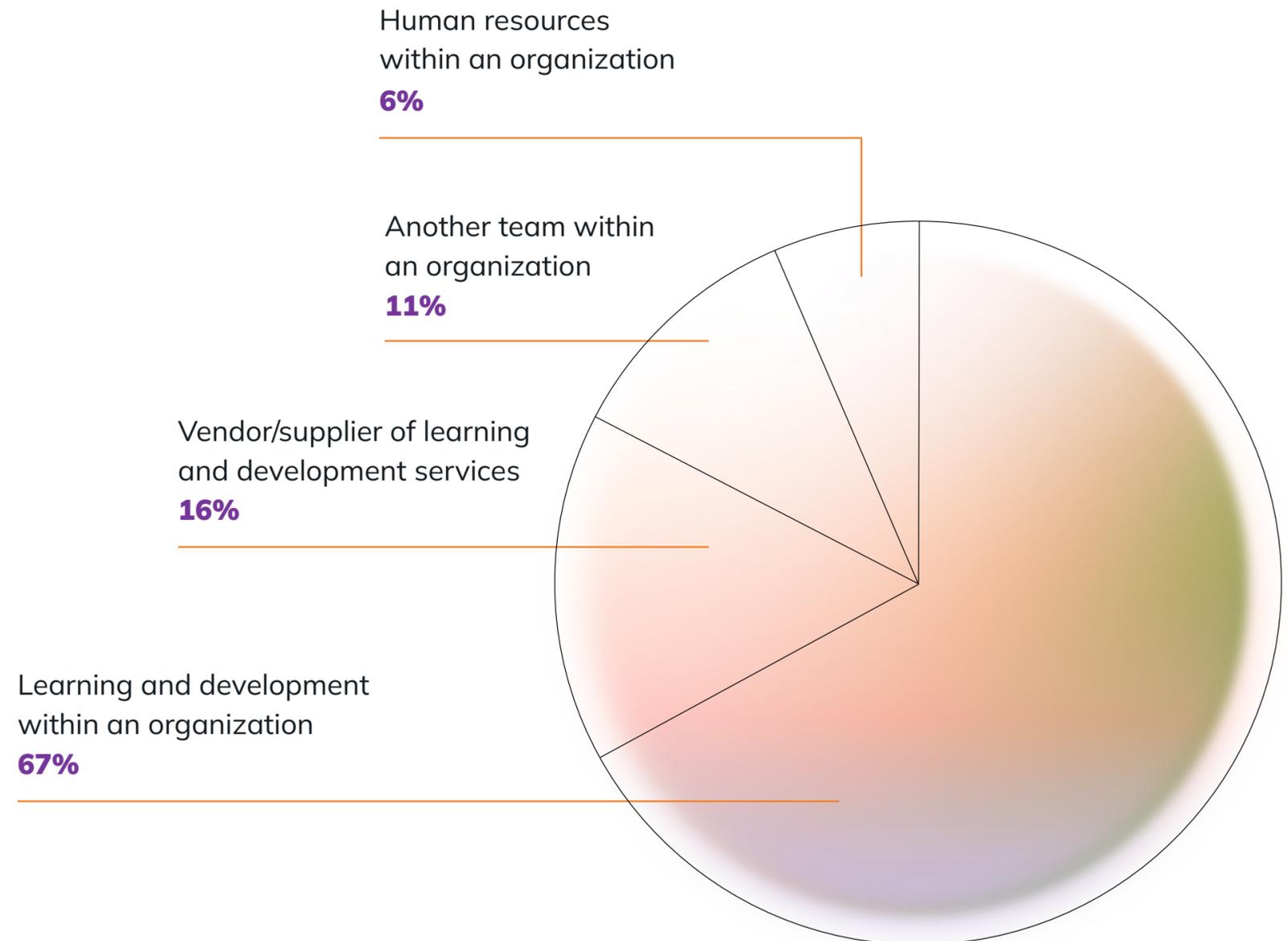
**Chief Learning Officer, 10 GOLD**  
 Community Service, Content, eLearning, Tech Innovation

# SURVEY SAYS: WHO RESPONDED

## Type of Organization

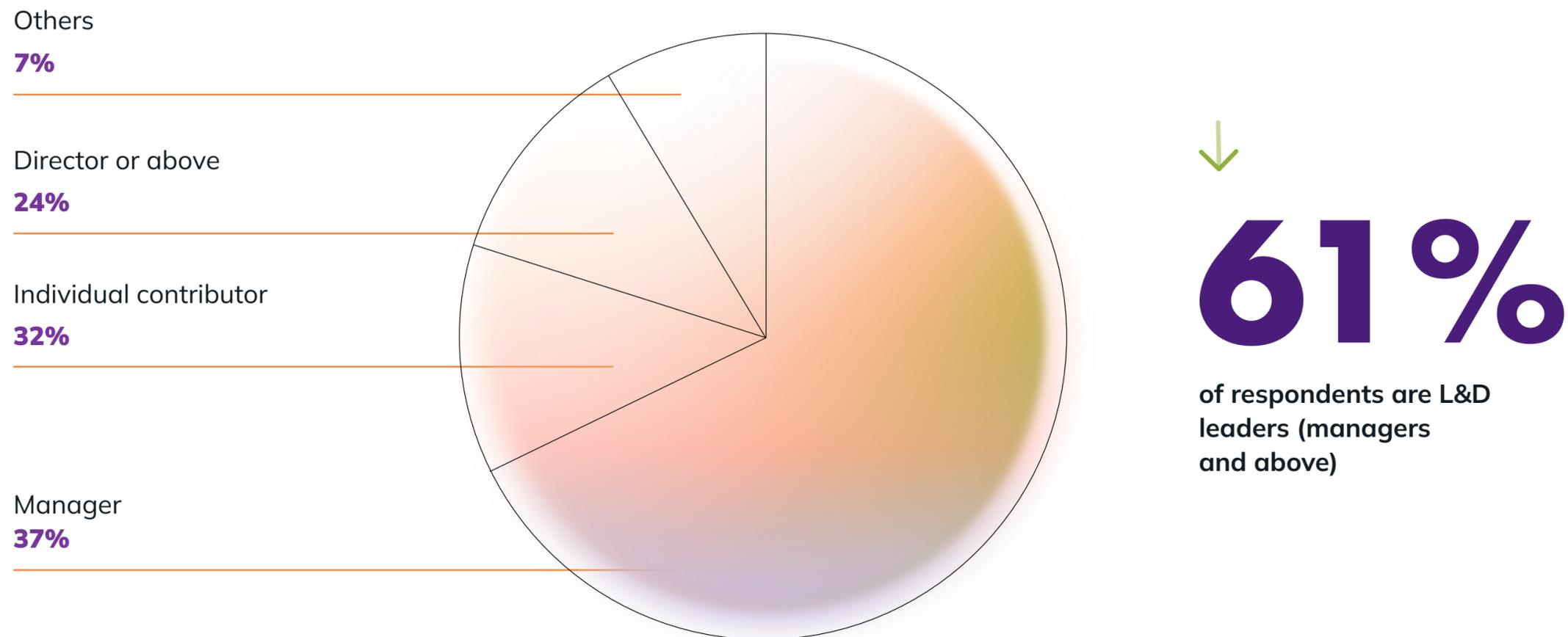


## Type of Team



# SURVEY SAYS: WHO RESPONDED

## Type of Role



## SECTION 1: SKILLS

# Skill Needs Are Changing... Because Change Requires New Skills

Each year we ask our survey participants to share the top five employee skills they think will be most needed and relevant in their businesses this year. The results—no surprise—center on enhancing the organization's ability to change quickly, and at scale, through the right skills.

**“ The world is changing quite rapidly (more than in human history) and the shape of business, how we work together, and how work gets done are all shifting in critical ways.**

**Not only do we need the technical skills to make the right strategic decisions for our businesses, but we need the human empathy and leadership skills to be able to lead others to grow successfully both personally and professionally.”** —L&D Leader



# TOP SKILLS

We asked survey participants to choose the **top five skills in demand at their organization**

2024  
Ranking

2023  
Ranking

2024 Ranking	Skill	Percentage	Change	2023 Ranking
1	Artificial intelligence (including generative, quantitative, predictive)	57%	new	-
2	Agility and adaptability	41%	↓1	1
3	Analytics and reporting	41%	↓1	2
4	Change management	27%	new	-
5	Emotional intelligence, including empathy	23%	↑1	6



**“AI is coming, whether we are ready or not. So we have to prepare and educate ourselves.”**

—L&D Practitioner

**“Adaptability reigns supreme as we navigate a rapidly changing business environment, allowing us to pivot strategies seamlessly. In this dynamic landscape, these select skills are not merely desirable but imperative.”** —L&D Leader

# NEW ON THE LIST: WHERE THEY LANDED

<b>1</b>	Artificial intelligence (including generative, quantitative, predictive)
<b>4</b>	Change management
<b>15</b>	Mental health and well-being
<b>18</b>	Problem-solving
<b>22</b>	Onboarding
<b>24</b>	Influencing and negotiation

# BIGGEST MOVERS

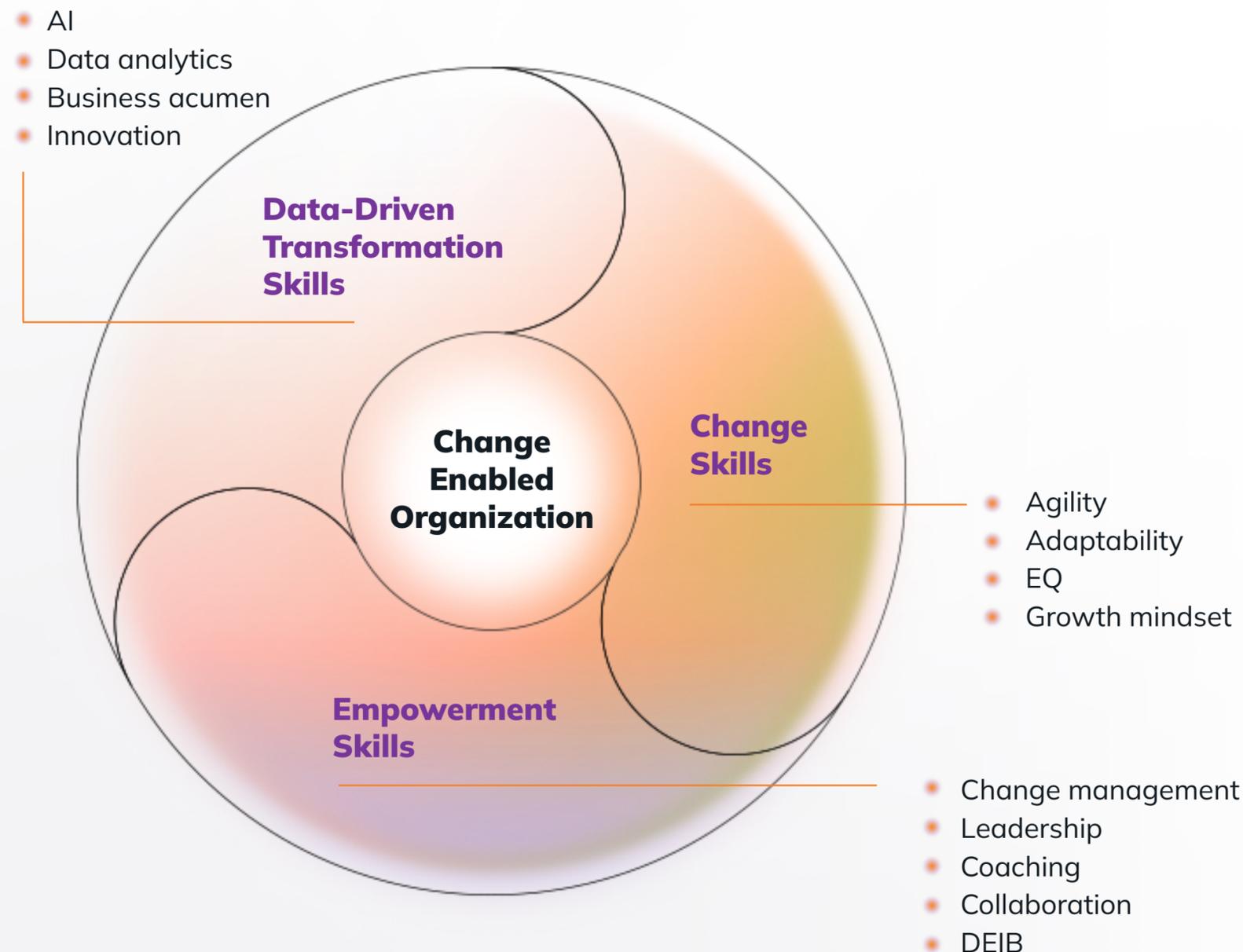
Innovation	↑ 4
Creativity	↓ 8
Diversity, equity, inclusion, and belonging	↓ 9
Prioritization and time management	↓ 9

# 70%

of CEOs agree that in the next three years,  
**Generative AI will significantly change the way  
companies create, deliver, and capture value<sup>2</sup>**

<sup>2</sup> [PWC's 27th Annual Global CEO Survey](#)

# What do the top skills say about what companies need from their employees?



Change-enabled organizations retain top performers who:

- Accept that change is not an option, it's an imperative—to adapt quickly and develop the emotional acuity to maintain mental well-being during change for yourself and others
- Transform the way business is done with AI, data, business acumen, and innovation

In the change-enabled organization, people have growth and development opportunities that help them embrace technical skills that catalyze transformation, the ability to handle change for themselves, and the ability to empower others to more successfully navigate change.

# Generative AI + Immersive Training at Hilton

By **Tiffany Vojnovski**, Senior Learning Evangelist

We're entering our second year of generative AI, and most organizations are just beginning to scratch the surface, focusing the technology on creating first drafts, identifying data patterns, and summarizing lengthy texts.

What makes generative AI so exciting for L&D innovators—like our friends at Hilton—is the ability to create high-impact skills development programs. Read on to learn **how the Hilton-SweetRush team created an engaging, effective, and scalable immersive experience** to help hotel operations staff practice their guest service skills.

→ [Check out this video of the AI Coaching simulation!](#)

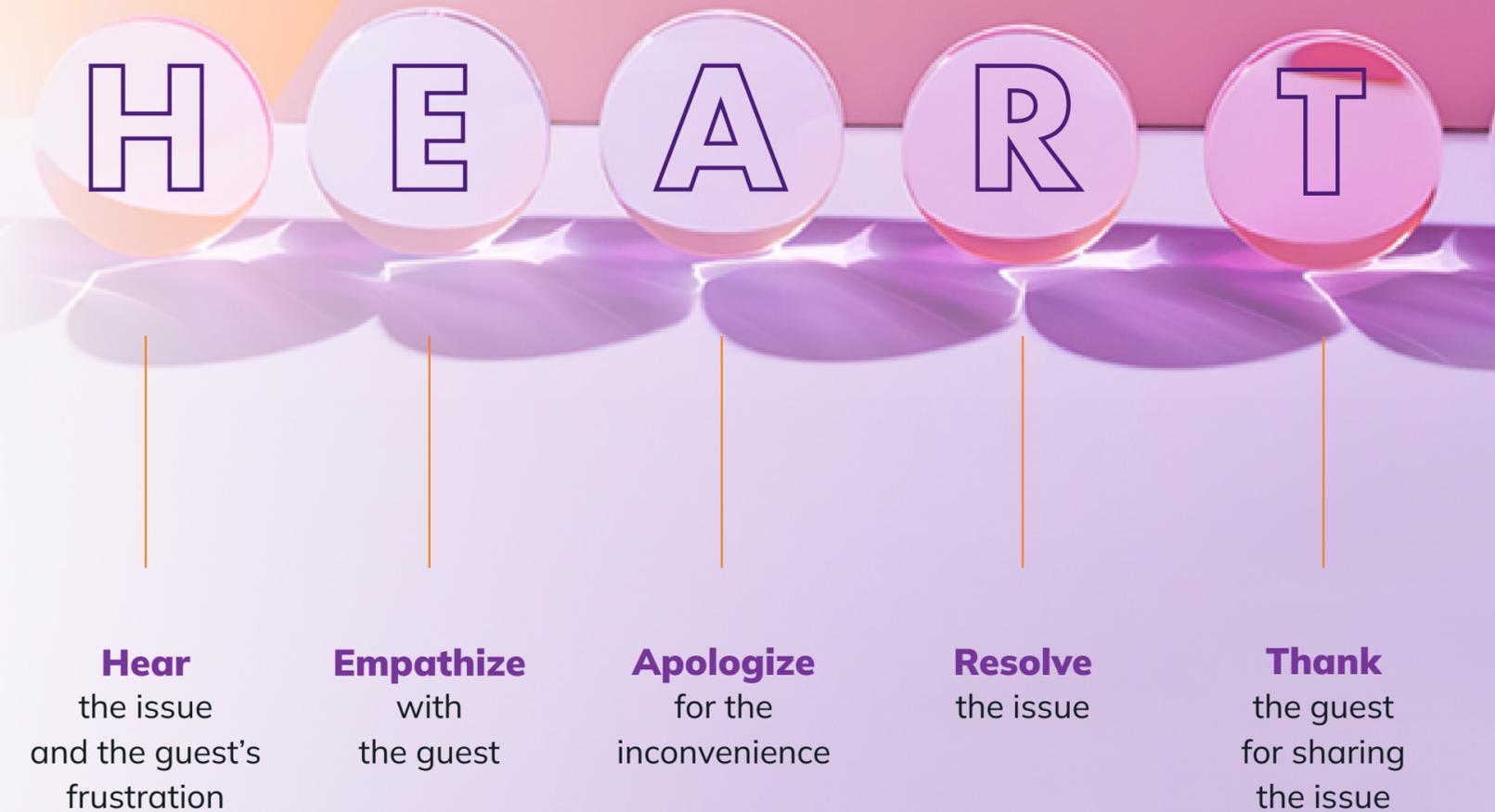
# Hilton's Business Need: Deliver a Reliable and Friendly Stay

Guest feedback shared the wish for a reliable, consistent, and friendly stay, where team members treat every guest like a friend. Thus the powerful impetus for Hilton's leading-edge guest service skills training was born.

This impactful learning journey, called **Make It Right**, features a variety of bite-sized eLearning modules, pre-shift team meetings, videos and more.

**Service recovery offers Hilton team members a powerful opportunity to show guests how much they care—and can even elicit more guest loyalty than delivering a perfect stay in the first place (a phenomenon known as the Service Recovery Paradox<sup>3</sup>).**

One part of Make It Right focuses on service recovery with **HEART**, a five-step problem-resolution model.



At this stage in the learning journey, Hilton team members are equipped with a good understanding of HEART. But knowing the five steps and their purpose and putting them into practice—especially under pressure—are two different things.

<sup>3</sup> [The Profitable Art of Service Recovery, Harvard Business Review](#)

Like so many interpersonal skills, service recovery requires plenty of trial, error, and feedback before learners achieve competency. While role-plays are one way to achieve this, Hilton chose a virtual environment to build confidence with their teams during their training process—a learning and development challenge that you’ve likely faced.

## WebXR and Generative AI: Scalable Immersive Learning for Hilton’s Global Audience

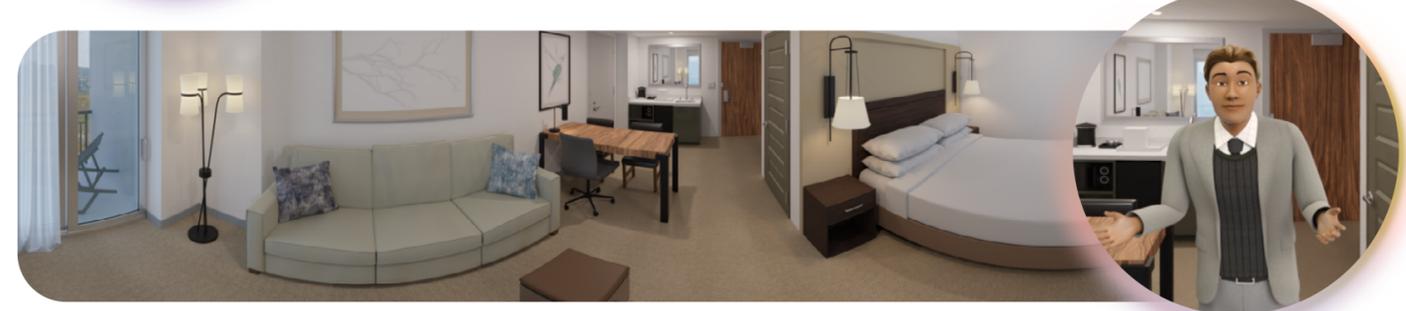
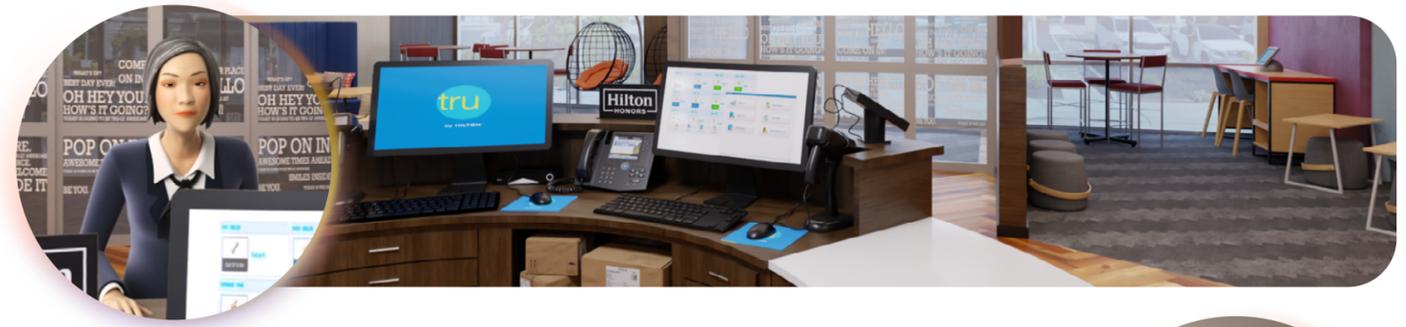
The Hilton-SweetRush team rose to the challenge by creating a capstone experience that brought hands-on HEART practice to every member of the global Hilton team.

How? By leveraging [WebXR](#), a super-scalable virtual reality learning technology.

Because WebXR content lives on a web browser and can be accessed by learners **with or without a headset**, it’s an ideal modality to bring the benefits of virtual learning to a distributed global audience like Hilton’s.

Helping Hilton team members speak from the heart was the perfect learning use case for WebXR. To practice these vital service recovery skills, they created the *Delivering on Our*

**Customer Promise experience.** This WebXR-and AI-powered simulation drops learners into three different scenarios with concerned guests, each of whom explains their problem and waits expectantly for a response.



These scenarios make learners sweat a little, just as real service recovery situations do. Yet rather than risk real relationships with Hilton guests, they find their feet—and voices—within a safe, authentic virtual practice space.

## Generative AI: Hilton's High-Tech Human Skills Coach

Hilton's *Delivering on Our Customer Promise* WebXR adventure was *already* a leading-edge learning experience—but the team's addition of generative AI takes it to a new level.

Here's how generative AI helps learners make it right: After listening to the guest explain their problem, learners speak their response into their device's microphone, using the HEART steps they've learned.

The simulation records their response, converts it into text, and feeds the text of the response into a Large Language Model (LLM). On the back end, the LLM, which has been carefully "trained" by SweetRush SMEs, creates a response to the learner's attempt.

This was your application of the HEART Model

Green means you successfully used the step of HEART.  
Red means you missed the step of HEART.

H E A R T

**EMPATHIZE with the guest**

You did not empathize with the guest's situation. Simply stating you know the presentation is important is not showing true empathy.

**Learners receive feedback and a grade of pass or fail on each step of the HEART model.**

Though most learners can tackle the HART, most find the E, or Empathize, to be a challenge.

After completing each scenario, learners can then reattempt it as many times as they like, receiving targeted feedback each time.

## Learner Experience (LX): Designed by Experts, Hosted by VIC

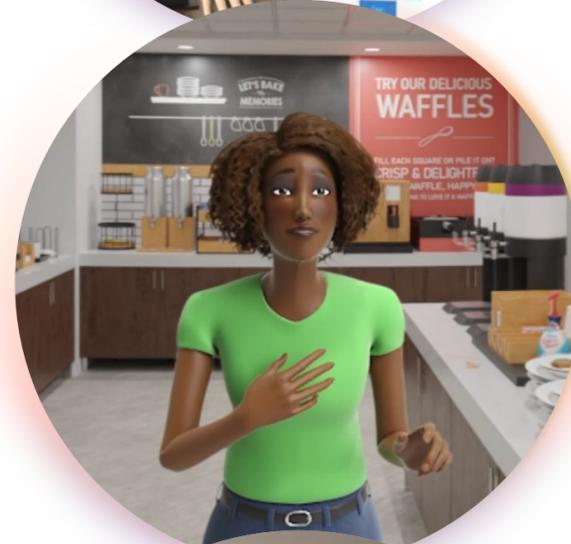
To create the greatest impact, the team focused the WebXR experience on **three different scenarios**, all based on top guest problems.

Using best practices in storytelling and dialogue-writing, the team built branching scenarios featuring a guest interaction in different areas of the hotel. **These in-room, front-desk, and breakfast-area conversations could end with positive, negative, or neutral results based upon the learner's input.**

The learning experience designer worked closely with Hilton SMEs to craft realistic guest scenarios—and responses that matched Hilton's high standards and signature service recovery methods.



This guest visits the front desk to express frustration with the air conditioning unit in her room. It rattled all night, and she didn't get any sleep. The learner's challenge: **Respond with HEART.**



This guest has been working on a presentation all morning and missed breakfast. Learners think on their feet to **offer a heartfelt resolution.**



This guest hasn't received the in-room amenities he requested when he made his reservation. The learner has only moments to **Make It Right.**

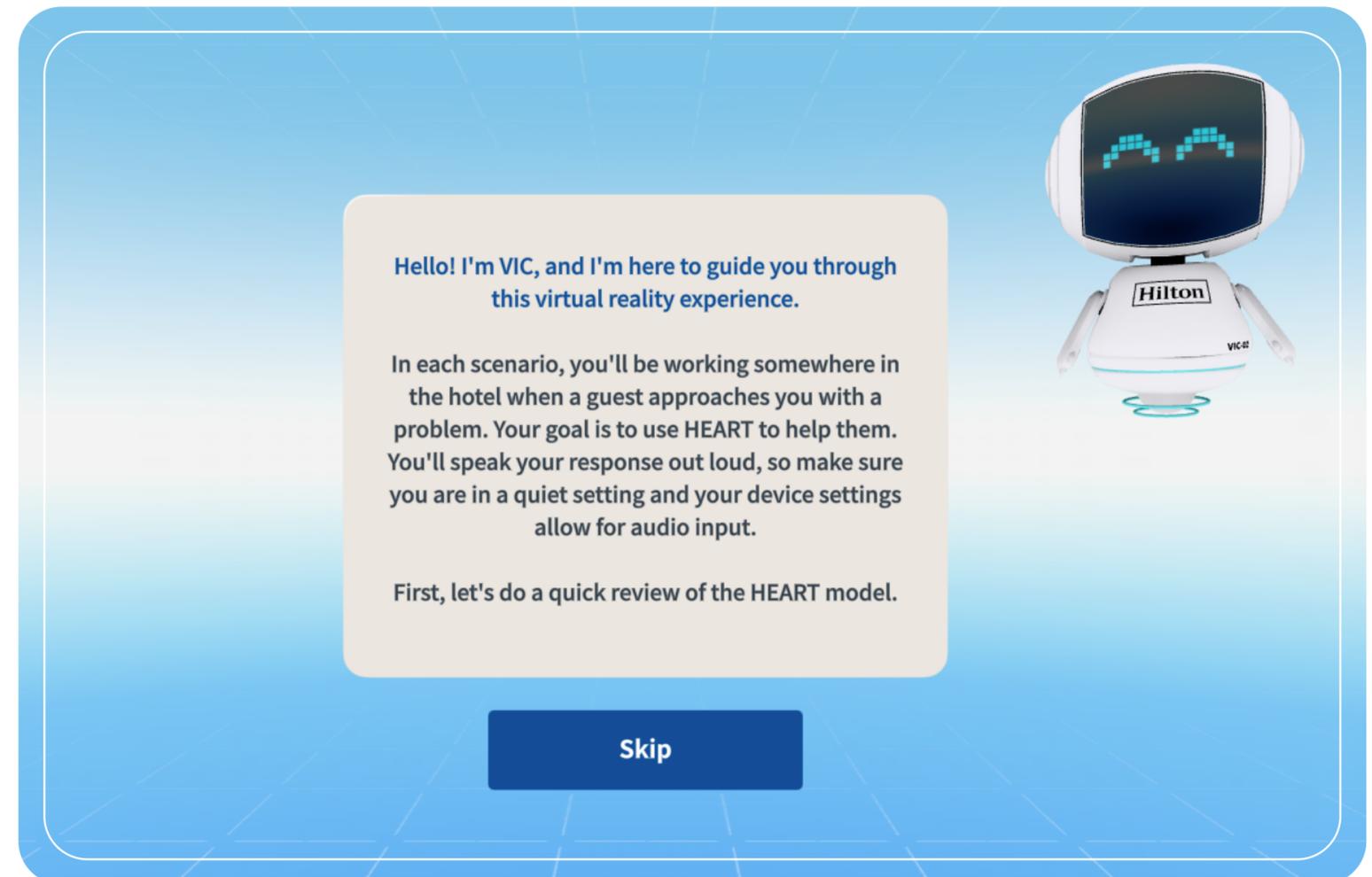
## Making It Look, Sound, and Feel Right: Designing in 3D

Appearance matters for a 360° immersive experience, and a realistic setting is an important part of creating an authentic immersive scenario. The team custom-created these **lifelike settings** by taking photographs at real Hilton properties—and the SweetRush extended reality (XR) team built depth and detail into each scene.

The guests' avatars needed to be as diverse and expressive as Hilton's guests are in real life, with the tone of voice, gestures, facial expressions, and posture that reflects their mood and level of satisfaction.

Why this painstaking care? To truly immerse learners, they need to feel that they're face to face with a real guest in a real Hilton hotel.

Like any great guest experience, the HEART model training experience needed a great host who would encourage learners and serve as their guide throughout all three scenarios. **VIC, Hilton's friendly robot emcee, was up to the task, hovering in the scene with helpful instructions, a HEART walkthrough, and learner feedback.**



→ [See the AI Coaching simulation in action!](#)

# “If you are Batman, AI is Alfred.”

By **Andrei Bonilla**, Creative Director

Despite Batman’s formidable skills, intellect, and toys, he relies on Alfred for support, guidance, and assistance in various aspects of his life, including crime-fighting and managing Wayne Industries.

Batman is always the visionary, the one who takes action. Alfred is forever his loyal advisor. But what if Alfred started trying to replace Batman? Would Batman ever give up his role and let Alfred protect Gotham alone?

**Odd, isn’t it? Maybe because we sense from the beginning that Batman and Alfred will never compete against each other; they are partners. Alfred enables Batman to be even better than he can be alone.**

**Our relationship with AI is the same.**

No matter how proficient we are in our field, we all are challenged by something. It could be working alone remotely or being in a room full of people where everybody thinks or feels the same, or just not enough information to be creative or effective.

This is where AI can become the Alfred to your Batman - you can use it to make you even better. **Instead of asking AI to create fully baked ideas for us, what if we focused our attention on AI’s ability to provoke us with thoughtful questions and advice?**

Creativity thrives on curiosity and AI serves as the perfect ally in stoking this flame if we ask it to serve as our relentless interrogator, challenging our assumptions, and preparing us for different scenarios.



**One of my favorite  
and funny prompts is:**



“ As a professional researcher with expertise in sociology and storytelling, your task is to delve into why many individuals find it challenging to grasp concept X in today’s society. Provide a compelling analysis of the top three barriers that hinder comprehension, as well as the desires and aspirations people hold regarding this topic. Craft your response to shed light on the complexities surrounding X and offer insights that resonate with readers’ experiences and perspectives. ”

**Another useful prompt:**



“ As a seasoned communications expert specializing in marketing strategies, you’ve been tasked with conducting a pre-focus group analysis to refine upcoming campaign concepts. Your objective is to meticulously assess each idea’s effectiveness across multiple dimensions. Evaluate the clarity and coherence of the message, scrutinize the storytelling for its ability to captivate and engage the audience, and determine whether the narrative delivers an expected or novel conclusion. Additionally, gauge potential public perception to anticipate how each concept may resonate with target demographics. Your comprehensive evaluation will be instrumental in refining and optimizing the marketing approach, ensuring maximum impact and resonance in the marketplace. ”

**Not bad huh?**

# So, here are three things you can do to start having fun boosting your creativity with AI.

## 1. Define clear objectives.

Clearly outline the goals and objectives you wish to achieve with AI's assistance. **Having a clear vision ensures that you select the right tools and strategies to leverage AI effectively** in your creative process.

## 2. Embrace collaboration.

**Treat AI as a collaborative partner rather than a replacement.** Foster a symbiotic relationship where you provide context, expertise, and direction, while AI offers insights, suggestions, and analysis to enhance your creative output.

## 3. Ask thoughtful questions.

**Engage AI by asking thoughtful and targeted questions** that stimulate creative thinking. Encourage AI to challenge assumptions, explore new perspectives, and generate innovative ideas that complement your own creativity.

Don't be afraid and have fun trying your own prompts!

“ **Don't Worry, Master Wayne. Takes A Little Time To Get Back In The Swing Of Things.** ”



# Is Demand for DEIB Skills Dropping? Let's Take a Closer Look.

By **Gonzalo Solorzano**, DEIB Lead, and  
**Luci Napier**, Learning Experience Designer

In our past Learning Trends reports, demand for diversity, equity, inclusion, and belonging (DEIB) skills increased consistently year over year. In fact, [The Economist](#) writes that people with “diversity” or “inclusion” in their title have more than quadrupled since 2010 according to international company surveys.

This year, however, there was quite a drop in the ranking of DEIB skills in demand, despite growth in DEIB initiatives. What happened?

Harvard Business Review<sup>4</sup> reports that in nearly a thousand studies, researchers have discovered that tactics typically used in DEIB training not only don't consistently work to reduce bias

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<sup>4</sup> [Why Diversity Programs Fail, Harvard Business Review](#)

<sup>5</sup> [Ironic effects of antiprejudice messages: how motivational interventions can reduce \(but also increase\) prejudice, Psychological Science](#)

and increase diversity, they often backfire. Bias reduction<sup>5</sup> training has even been shown to activate bias, creating a backlash that can decrease equity and inclusion.



**Does this mean we stop talking about DEIB? Far from it.**

**Research shows a better way to get serious about building DEIB skills is to align them with other skills that are in demand.**

Let's take a look at a few of them at the top of the list, such as change management, emotional intelligence, and artificial intelligence skills.

## Change Management

Your company has diligently collected and analyzed data to determine DEIB needs. Next, a comprehensive strategy and policies were designed to align these needs with business objectives, targeting DEIB implementation goals. What's next?

You might think it's DEIB skills training for managers and employees. But research suggests **change management** might be more likely to support a successful rollout of the initiatives, creating a more equitable and diverse workforce supported by an inclusive culture. "Abstract policies and procedures alone won't change an organization," according to sociologists Frank Dobbin and Alexandra Kalev in their book, *Getting to Diversity*<sup>6</sup>. Instead, focusing on organizational change management can be the "[secret sauce](#)" to achieving DEIB goals that can create lasting change.

## Emotional Intelligence

Among the top five in-demand skills in this year's report is emotional intelligence. This "[power skill](#)" is key to realizing DEIB goals because it develops empathy, authenticity, and a growth mindset. In fact, proven diversity tactics<sup>7</sup> such as recruiting initiatives, mentoring programs, and promoting social accountability depend on emotional intelligence skills for their success. The result? Engaged employees and improvements in productivity and innovation.

## Artificial Intelligence

Topping the 2024 list of skills in demand is artificial intelligence, an advance in technology that is radically impacting the way we approach business, including DEIB. AI can enhance accessibility for people with disabilities, accelerate adaptive learning, and create immersive learning environments where people can practice inclusive behaviors and build a growth mindset in a safe environment. Forbes' Tomas Chamorro-Premuzic<sup>8</sup> envisions a future where AI can be a tool for de-biasing organizations, in essence democratizing meritocracy by leveraging data and evidence to portray actual performance.

It's true:  
**We've witnessed a drop in demand for DEIB skills in this year's trends report.**



But that doesn't end the DEIB conversation.



It opens up the discussion about **how we can make DEIB training more effective by making it part of a wider program of in-demand skills training that can make real changes happen.**

<sup>6</sup> [Getting to Diversity: What Works and What Doesn't](#)

<sup>7</sup> [Why Diversity Programs Fail](#), Harvard Business Review

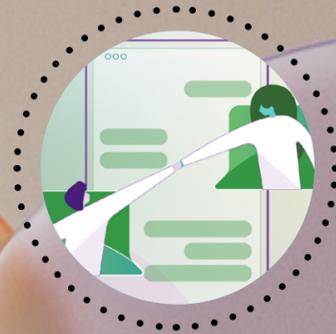
<sup>8</sup> [How Artificial Intelligence Can Boost Diversity & Inclusion](#), Forbes



# Further reading on **SKILLS AND LEARNER-CENTERED DESIGN** **FROM THE SWEETRUSH TEAM:**



*Unlocking The Potential  
Of AI Coaching In Learning  
And Development*



*Experience Required:  
How Virtual Reality Supports  
Learning and Skilling in a VUCA World*



*L&D's DEIB Impact:  
8 Tips To Champion Diversity  
Via Character Development*

## SECTION 2: CHALLENGES

# L&D's Elevated Role Matures

For the past two years, we've been talking about the rising visibility of L&D and its important role in business strategy. While this was amplified and accelerated by the pandemic due to L&D's role in helping companies shift to remote work, it's likely we were going to get here in any case.

The writing's been on the wall about skills gaps for years — and here we are in 2024, with organizations facing critical and urgent talent and skills needs for digital, data, and AI-related skills. Despite the plethora of platforms and AI tools that have emerged to address this, defining and assessing skills continues to be a very complex and time-consuming undertaking.

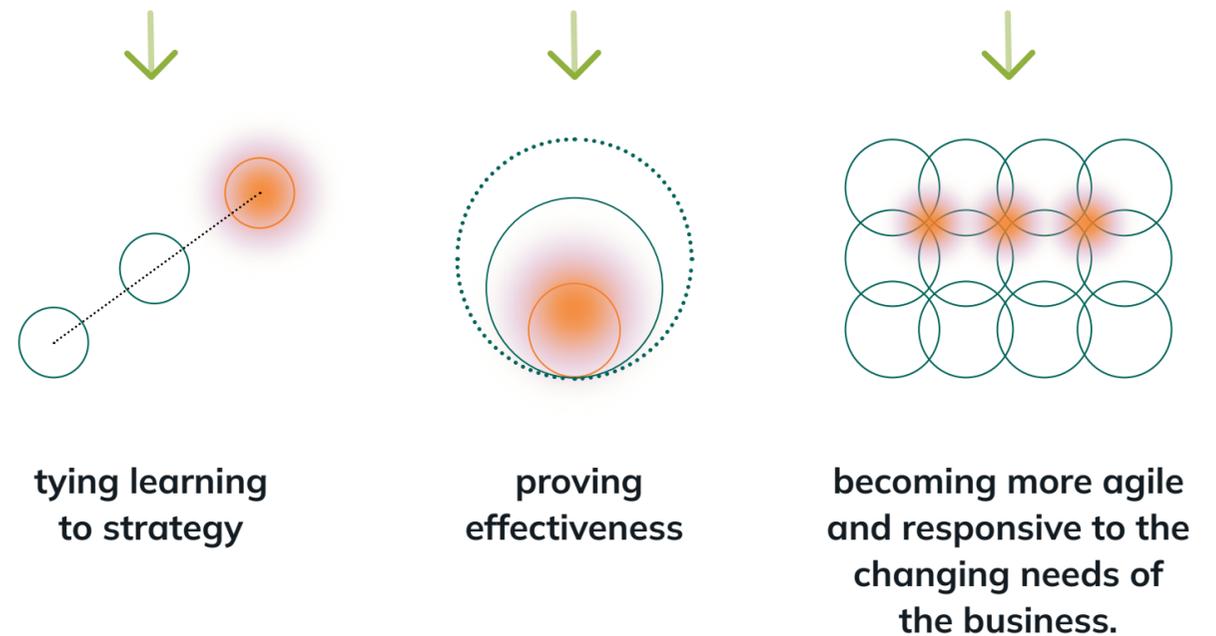
**“As we aim to become a skills-based organization, it is challenging to assess skills in a standardized way while ensuring employees don't feel threatened and are motivated to transparently identify their skill gaps so that L&D can help them build necessary capabilities to future-proof themselves. We're in a tricky spot as the needs of the business evolve but we want to build talent vs. buy talent and want to encourage employees to think of us as a learning organization where they can grow their careers for the long term.”**—L&D Leader

The demands on L&D are not just top-down. **People want to learn.** Learning is a pathway to growth and career development — a top priority for Millennials and Gen Z, who make up two-thirds of the workforce. This is a clear opportunity for L&D to elevate its role. There are so many opportunities for creative, strategic thinking around how learning can be used to move the needle on recruiting (making learning part of your employer brand) and retention.

**“ Retaining talent is always a challenge in a large organization. It is difficult to keep up with the demand and need for training, and having to work the complexity of the organizational structure is always challenging. However, it is imperative that we retain and retrain the talent that we have to be competitive.”** —L&D Leader

All of this is making your work as L&D leaders more challenging and, hopefully, more interesting.

### A bigger seat at the table means



**It means shifting culture to create a more positive environment for learning.** And it ultimately means having a bigger impact, on both business success and the lives of your people.

# TOP L&D ORG CHALLENGES

We asked survey participants to choose the top five challenges in their L&D department or organization. These are the top responses from L&D leaders.

2024  
Ranking

2023  
Ranking

<b>1</b>	Elevating the strategic position of L&D	45%	↑ 3	4
<b>2</b>	Creating a culture of learning	43%	↑ 1	3
<b>3</b>	Future-proofing the organization to adress current and projected skill gaps	39%	↓ 2	1
<b>4</b>	Using data analytics to improve learning or prove learning effectiveness	35%	↑ 6	10
<b>5</b>	Trying learning needs to business objectives	31%	↑ 2	7

**What's needed to elevate the role of learning so it's an integrated and integral part of both culture and strategy?**



- Full support from senior leadership to create an environment that more than encourages, but actually emphasizes the importance and WIIFM of learning
- Translating business strategy into what skills are needed, where performance needs improving, and what behaviors need to change
- Using data analytics to drive better decisions about learning strategy and improve learning effectiveness

**“Business performance continues to be a challenge for most. Many teams don’t invest in the skills needed to appropriately measure the relationship between learning activity and behavioral change. Businesses are increasingly demanding evidence of this, so teams that don’t get behind it may find themselves in tricky situations.”** —L&D Leader



## NEW ON THE LIST: WHERE THEY LANDED

<b>11</b>	Building learning into the flow of work
<b>12</b>	Creating more cost-efficient learning interventions
<b>13</b>	Providing a coherent learning experience given the complexity of the L&D ecosystem
<b>17</b>	Increasing speed to market for learning programs
<b>18</b>	Launching a new LMS/LXP
<b>19</b>	Navigating increased demand for in-person learning

## BIGGEST MOVERS

Using data analytics to improve learning or prove learning effectiveness	↑ 6
Keeping up with the needs of the business/ L&D team capacity	↓ 4
Defining and assessing skills in a consistent way	↑ 6
Adopting new technologies for learning	↑ 5

# Want a Culture of Learning? Design for Your Learners

By **Danielle Hart**, CEO  
and **John Cleave**, Senior Learning Engineer

How people learn on the job (and outside of the job) has steadily evolved from formal training to on-demand, just-in-time learning moments every one of us leverages daily: searches, video, emails, PDFs, websites, how-tos, chats, generative AI, forums, impromptu sessions with colleagues, podcasts, and so on. These days, we all need to get to mastery faster than formal training is able to take us.

**We can only help learners master skills if two conditions are met:**

**1**



if they want to invest  
in the effort

**2**



if we as learning designers  
are able to deliver what will  
help, given budget, time, and  
resource constraints.

Ideally, a learning design provides each learner access to the learning needed at the time and in a form they can best use it, and prods each to seek out useful training on their own initiative as it aligns with their responsibilities, offered within the window they can devote to it (on average a half hour a week).

And yet, learners are not seeking it out at the rate leaders would like. **“We want people to take ownership for their own learning”** is a recurring refrain in L&D and HR leadership surveys in each of the past four years.

As the conversation revolves around “creating a culture of learning” (#2 on the list of L&D challenges this year), there’s growing frustration, and hence an increasing tendency to blame learners for their lack of motivation.

This is not accurate or helpful.

Each of us invests in learning — however we can get it and in a form most useful to us — that we think helps us operate better in the world. There is no exception to this: We all do it, and we all do it at countless decision moments in each of our days. **Conversely, we typically abandon a training avenue if its value isn't worth its cost in our assessment.**

Organizational leaders are wise to work on fostering an environment where sparks of curiosity ignite a flame of interest that fuels the discipline and perseverance learners need to genuinely obtain next-level skills.

This is a long game. Learners have precious little time for training (as little as 20 minutes per week, according to some reports), and managers — who are critical to guiding the learning process, given their position and mastery — may be more focused on getting stuff done than on employee development (and not to mention, they are busy as well).

Often, the training offered doesn't inspire learners to take the time to benefit from it.

## The solution lies at the heart of the problem: the uniqueness of every individual.

We each have a multitude of motivations, and if training can somehow anticipate and tap into a strong one we happen to have, it could work — more likely than settling on a one-size-fits-all design that may appeal to some of us, possibly, but not us all.

To establish and enhance a culture of learning, your training needs to connect with your learners and deliver them (and their managers) high value for their limited time. But how?

**By centering learning design on the learner, using empathy as a basis for learning design.**

We believe that learning design optimized across as many of the [eight learner-centered design \(LCD\) standards \(see page 35\)](#), given logistical constraints, will most likely result in success.

An L&D team can use these eight standards to drive needs analysis using data from surveys, observation, interviews, manager reports, LMS reports, and other sources of data to identify how to make training more effective, relevant, adaptive, and so on. These criteria can also be measured as a learning experience is designed and deployed (e.g., in a pilot), ensuring it meets the mark.

But is this enough? No. For learners to take control of their learning, the following is also needed:

- Ready access to training that meets a healthy portion of the LCD criteria, either developed by the organization (internally or with vendor-partners) or available through external resources, and as broad as learner interest reaches. Apply these criteria to every training in an organization's catalog and to every proposed training design.
- Managers who are both interested and skilled in having career and growth conversations with their people (Ikigai model, etc). Managers play a key role in the growth of employees. Pick good assignments and provide efficient scaffolding.
- A clear message from leadership that this is a priority: They must genuinely embrace the value of training, and grant sufficient space for learners to gain from it.

- Culture, systems, and technology that make it easy for learners (and their managers) to access training relevant to their jobs, to track progress, and to support them in advancing toward their career goals (e.g., credentialing). This probably includes tying skill acquisition to compensation, recognition, and succession planning.

**“Blaming is one of the reasons we miss our opportunities for empathy.”**

— Professor and writer Brené Brown

Creating a vibrant culture of learning starts with a mindset shift to understanding and putting ourselves in the learners' shoes. **We need to understand their differences, desires, and challenges, and provide training that reduces friction, increases their confidence, and values their time.** Foster an environment that rewards curiosity and self-improvement — and it will serve your people and your business.

# SweetRush Learner-Centered Design Standards

## Promote Better Learning Design

By **John Cleave**, Senior Learning Engineer

*SweetRush's Learner-Centered Design (LCD) Standards* provide a framework to L&D teams working to craft learning experiences (LXs) that demonstrably work, delivered on time and within budget.

The LCD standards build off the premise that people learn only when they *want* to learn, and people want to learn when they see its value. Good LX makes them *want* to learn, by offering a means to avoid problems and improve useful talents.

And good LX translates to real business impact. When people take the time to learn, pay more attention to the training, and try with more conviction to act better back on the job, your business moves forward.

**SweetRush developed the LCD Standards to provide a language for discussing good learning design:** it helps clients and SweetRush derive the most fruitful approach quickly, and to keep us both focused on business outcomes as we bring the design to fruition.

The LCD Standards are divided into two distinct groups:



During  
the experience



**Four of the Standards apply only to the LX itself**, qualities that maximize learning and hence help bring about desired outcomes. They are irrelevant after the LX is over.



After  
the experience



**Four of the Standards apply only to the outcome of an LX**, identifying the ways the LX will make learners better and so achieve business results, measurable mainly after the LX is over.

## Here are the four LX-Based LCD Standards:

### 1. Relevant

**The LX immediately applies to a learner's needs and interests.**

If the learner doesn't see the connection between the LX and their job or concerns, it's unlikely to have an impact.

### 3. Adaptive

**The LX accommodates learner differences.** We each have differing skills, understandings, interests, and capacities, after all.

### 2. Intuitive

**The LX makes sense to learners.**

A good LX should be easy to navigate, which minimizes cognitive load and allows the learner to focus on the subject.

### 4. Efficient

**The LX respects learner's time.**

We each have less and less time to devote to learning and betterment, so effective LX optimizes every minute.

## When crafting an LX, it's useful to continually ask:

- How might we make it more relevant to learners?
- How might we make it more intuitive?
- How might we make it more adaptive?
- How might we make it more efficient?



**The more we improve, given time and budget, the better the LX.**

Training is only a means to an end; its ultimate worth lies in how the learner has changed once the LX is over, in other words, their ability to perform or behave better once back on the job.

## That's where the four Outcome-Based LCD Standards come into play:

### 1. Memorable

**Learners can recall skills and knowledge when needed.**

Once the learners are back doing work, do they remember what they learned, and can they apply it?

### 2. Connective

**Learners are more joined to the system (human or otherwise) in which they operate.** Did the LX bring them closer to other people, or give them footholds to the system?

### 3. Empowering

**Learners gained capacity to act and have confidence to do so.** After the LX is done, do learners feel more in control and do they have the tenacity to execute?

### 4. Effective

**Learners gained proficiency and understand more.** Did the LX make learners smarter and better able to perform?

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**We believe that an L&D team should define the four outcome-based standards at the start of design**, and assess them routinely while development is commencing, through mocks, prototypes, and pilots, and extending past when the LX is finalized and deployed.

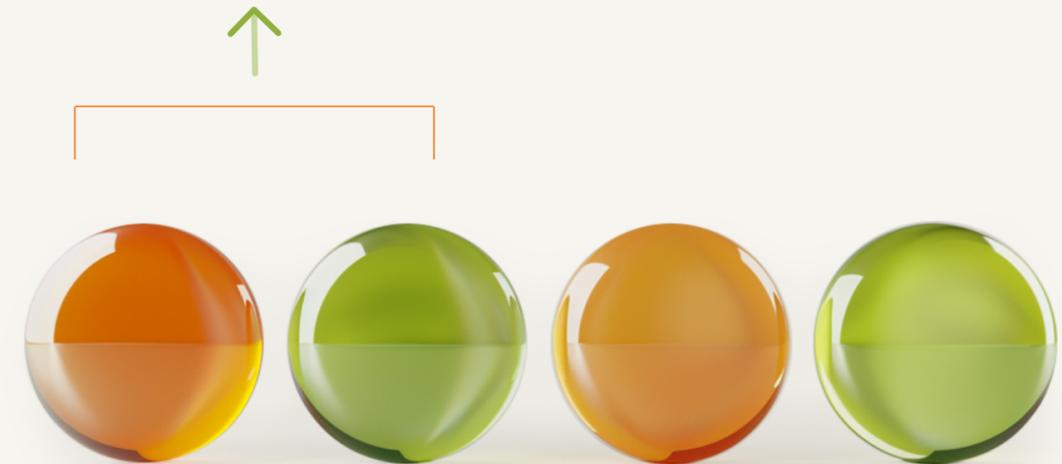
# A New Approach to Gauging Learning Impact

By **John Cleave**, Senior Learning Engineer

“Analytics and reporting” remains a key concern in our (and many others’) trends survey: **since training is only a means to an end, how can you tell it made the learner, and the organization, better once it was over?**

**We believe that achieving business outcomes is important, and good learning design is essential to create the desired impact.**

Thus, half of SweetRush’s Learner-Centered Design (LCD) Standards focus on making the learning experience (LX) better



while **the other half focus on the outcomes that the LX is designed to bring about**, because we believe LX design decision-making should rest on a firm vision of expected outcomes.

## Here are our four outcome-based LCD Standards and ways to measure them:

### 1. Memorable

*The LX enabled learners to recall skills and knowledge when they're needed.*

**An L&D team needs to target the skills and knowledge employees need to do their job well, and then devise ways to measure their application**, say a mix of job task analysis, talking to managers and employees, conducting post-training assessments, and so on. Ideally, measurement is taken before and after the LX so you can track improvement and so make an argument that the LX was responsible. Simulations or capstone activities (in which you place learners in simulated or real situations to apply what they were taught) are very useful for measuring gains – and are also invaluable for uncovering skill and knowledge gaps that you can address with additional training and support.

### 2. Connective

*The LX hooked up learners to the system (human, process, technology, natural) in which they operate.*

Measuring learners' use of outside help, such as their searches on an intranet, their use of social forums, or the frequency they reach out to a colleague or coach, can indicate whether the LX made them feel more a part of the system they're in. As with the above, **pre- and post-training measurements allow you to identify**

**improvements**, which you can then attribute to the LX. Employee post-LX surveys that measure whether they feel they belong and are being supported are also illuminating.

### 3. Empowering

*The LX gave learners the capacity to act and the confidence to do so.*

Typically, this includes **measuring whether learners are taking action and assuming responsibility for further improvement**, say by conducting manager surveys or by providing additional resources to learners post-training and seeing whether they use them. We often put optional links to resources into our training, then use xAPI to track which ones learners pursue, as a means of measuring interest.

### 4. Effective

*The LX helped learners gain proficiency and perform better.*

This is the bottom line of all training. **Manager and 360 evaluations can be used to weigh effectiveness**, and in some cases **productivity measures** (such as call resolution in a call center or throughput and MTBF in manufacturing) offer a story. Another useful technique is to survey the learners – how they *want* to perform better, and what is getting in their way – before commencing learning design, then surveying them afterwards to see if they think we addressed their needs.



# Further reading on **L&D STRATEGY AND LEARNING ANALYTICS** **FROM THE SWEETRUSH TEAM:**



What Every Learning  
Leader Needs To Know  
To Significantly Improve  
L&D Outcomes



Beyond the Smile  
Sheet: Measuring  
Level 1 to Improve  
Learning Design

## SECTION 3: CONTENT CREATION

# Investing in Content: Shelf Life, Resources, and Impact

In 2023, the big emerging theme in L&D content creation was **speed**. The ever-accelerating pace of change drove the need to help people gain new skills and change behaviors faster than ever.

**What are we seeing this year?  
An amplification of these trends:  
Do more, with less, and do it faster.  
Budget, capacity, and timelines are  
all top of mind for L&D leaders.**

Another emerging trend is the shorter shelf-life of training, again driven by the pace of change. Why invest significantly in content when it's soon inaccurate and out-of-date? All too often the business pivots with training still in development or barely launched.

In this climate, it's no surprise that every conference session and webinar about AI is standing-room only. It's all rapidly evolving and everyone is trying to figure it out.

And yet, savvy L&D leaders are also aware that simply pushing more mediocre (at best) content out to their people is not a recipe for success. There's already too much content for people to wade through.

L&D is still creating content—in fact, **nearly 50% of respondents said they are creating more than they used to.**  
So how is L&D balancing these constraints and making the best investments in content?

They focus on impact by:

- Prioritizing learning programs that have a demonstrable connection between **training and business outcomes**
- Creating **high-impact learning experiences**, not just more content
- Cracking the code on **adaptive and personalized learning**—getting the training learners want and need into their hands with minimal friction



“  
**We’re not building as much content because it becomes obsolete quickly and takes such a large effort and resources to build. Looking at AI generated eLearning now to see if rapid development, speed to market could be compelling. Also there is so much content available to learners that they look to L&D departments to help them navigate and curate so that it feels personalized to their own learning needs.**”

— L&D Leader

# TOP CONTENT CREATION CHALLENGES

We asked survey participants to choose the top five challenges related to content creation. These are the top responses.

2024 Ranking

2023 Ranking

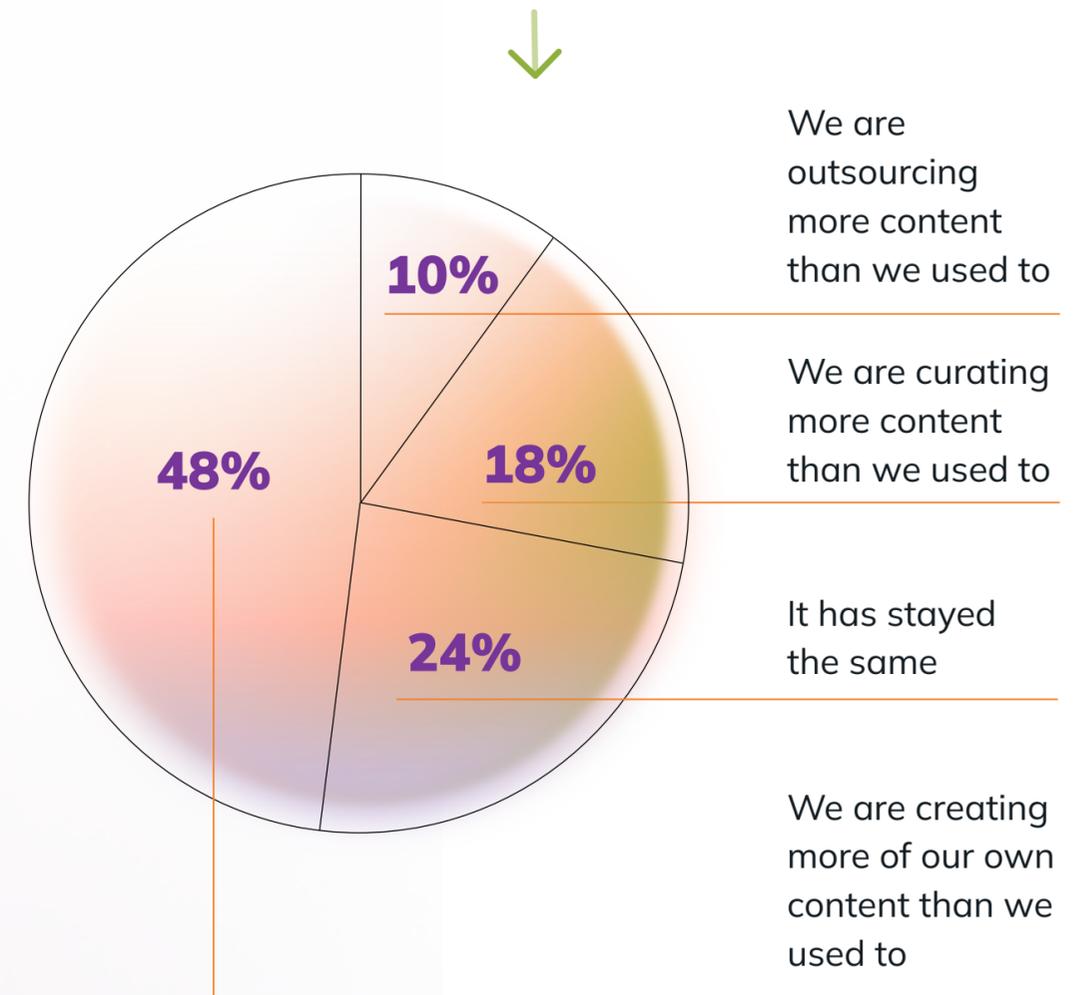
<b>1</b>	Budget constraints	39%	↑ 2	3
<b>2</b>	Team capacity	38%	new	-
<b>3</b>	Creating adaptive or personalized learning experiences	36%	↓ 2	1
<b>4</b>	Tight timelines	32%	new	-
<b>5</b>	Heightening learner engagement	28%	↓ 1	4

# TOP CONTENT CREATION CHALLENGES

L&D Leaders vs. Individual Contributors

Leaders		Individual Contributors
Budget constraints	<b>1</b>	Team capacity
Team capacity	<b>2</b>	Creating adaptive or personalized learning experiences
Creating adaptive or personalized learning experiences	<b>3</b>	Cross-functional collaboration on content (instructional, visual, technical)
Tight timelines	<b>4</b>	Lack of employee time to provide input on, test, and pilot learning
Difficulty tying learning needs to business objectives	<b>5</b>	Budget constraints

# WHAT'S YOUR CONTENT MIX IN 2024?



# Need to Help Your People Change? Build This Into Your Learning Design

By **Clare Dygert**, Director of Learning Experience Design

Change: It is indeed a constant and, for most people, a constant source of pain. But with the right learning approach, we can ensure that our learning enables change and help our people adapt more quickly to changes at work.

One of the reasons that change is so hard for folks is that there are actually three different kinds of change, each with its own characteristics and requirements to be successfully navigated.

## 1. Change to a procedure or process

A process or procedure has changed and you would like your learners to use the new process rather than the old one. Seems simple enough — just tell them that something's changed and done. Oh, if only that were enough!

- **What gets in the way of successful change?**

The biggest barrier to successful process change is that the learning environment is rarely to never where folks are going to actually do what they are learning about. Lack of situational context is your enemy. So even if your learners are paying close attention to your training, when they get back to their desk, they may not be able to identify the triggers for using the new process or procedure, or be able to apply it in their particular situation.

- **How can your learning support adoption?**

When you do your audience analysis, be sure to carefully examine the learner's context and environment. Try to make your learning simulate that context and environment as closely as possible. A simulation or a VR or AR scenario could be very effective here. But here's a simpler way to achieve your goal: Don't ask them to remember it at all. Instead, create an SOP or a job aid that the person can easily find at the point of need.

What we are doing here is looking for a frictionless way for your learner to get their hands on the correct information at the right time! This might show up as a QR code on the wall next to a piece of equipment, or a link to a thoughtfully named document in your knowledge hub. Whatever it is, it needs to be in the place the learner expects it to be, and it needs to be named what the learner is asking to know.

## 2. Habit changes

Sometimes we want our learners to do the same thing, in the same way, regularly — in other words, a habit. A habit is an association between a context cue (yes, context again!) and a response that develops over time.

### What gets in the way of successful habit development?

- Habits are hard to establish at work for two reasons. First, you may have heard that it takes 30 days or something similar to establish a new habit. The truth is it varies by individual, but it will be more time than a 20-minute eLearning module.

Second, habits require a lack of friction. If that apple in the crisper has to be found, washed, and cut up, you will likely just grab the package of peanut butter cups on the counter.

- **What can you do to support habit development?**

To get in the repetitions necessary for habit change, use some post-session support. Think email (or better yet text) nudges. “Have you entered your time today?” Artifacts or physical takeaways that reflect the habit being trained that can sit in plain sight on the learner’s desk are another option. And make doing the new habit as frictionless as possible. For example, people are less likely to enter their time if they have to chase someone down to have the appropriate task to post it to. Work with your operations to reduce any friction. Grease the rails and your learners will slide into the new habit.

## 3. Mental models or worldview changes

Imagine this: You have a new employee, and you want them to internalize and embody all the values and worldviews of their new company. It is impossible to teach them how to exactly respond in every situation that might come up, right? But if their head and heart are in the right place, grounded in your values and mission, then they will do the right thing. Easy, right? Wrong!

- **What gets in the way of mental model shifts?**

The biggest thing that works against us is our OWN mental models about learning! Simply telling someone what they need to do absolutely will not work. Think about that family member who stubbornly refuses to change their point of view, despite your well-crafted argument. Explaining just won't work for this kind of change.

- **What can you do to support mental model change?**

To change a mental model, the learner needs an experience plus the opportunity to reflect. It turns out that a well-crafted story can be just the thing when it comes to changing a person's mental model. If they can identify with the characters, it is almost as good as living through the situation themselves.

**Storytelling can help your learners develop empathy for people different from themselves in a way simply telling them to be empathetic just won't.** And storytelling doesn't have to be some high-end, high-production-value video. Remember that for millenia, our ancestors gathered around to hear cautionary tales that started "Once upon a time..." Don't forget the reflection bit. Giving folks an opportunity to self-reflect with guided questions after the experience, or reflect as part of a discussion group, is the magic that transforms.

## Key takeaways:

### 1.

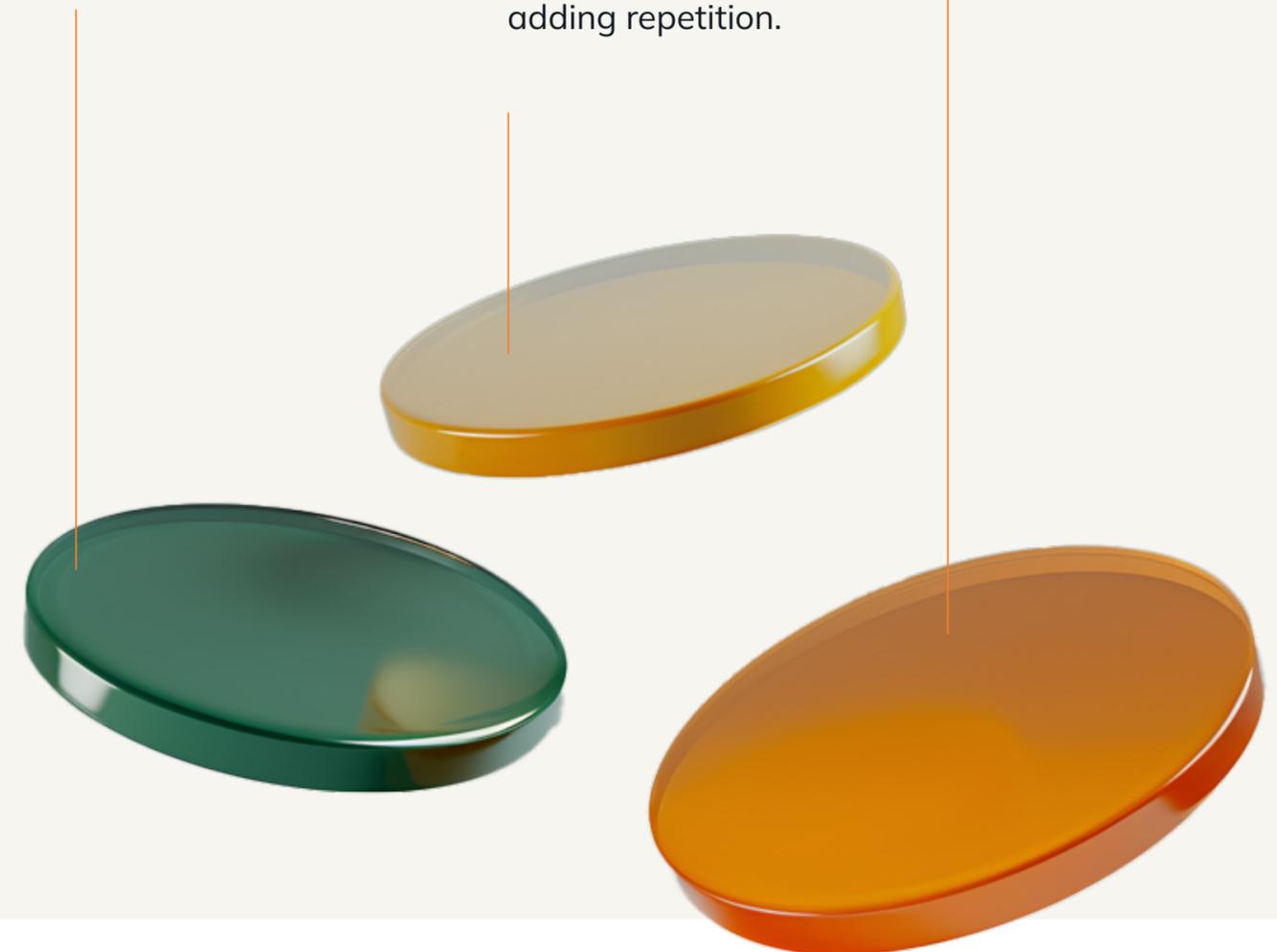
**Increase adoption of change processes** and procedures by remembering to establish context.

### 2.

Change habits by **reducing friction** and adding repetition.

### 3.

**Use storytelling and reflection** to change mental models.



# Making Learning in the Flow of Work a Success

By **Carla Torgerson**, Learning Solution Architect

Interest in learning in the flow of work has been growing since Josh Bersin amplified the term<sup>9</sup> (based on prior research<sup>10</sup>) in 2018. It is appealing to both learners and L&D professionals because it's so fluid and natural – it's both efficient (which learners want) and effective (which L&D professionals need).

Imagine you're working on a report and you need to add a pivot table but you don't remember exactly how to do it. What do you do? If you're like most people you go to the "Help" menu, do a Google search, or head to YouTube. You find some quick instructions, figure it out, and you're back to writing your report.

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<sup>9</sup> [Learning in the Flow of Work: The Time is Now, Talent Connect 2018.](#)

<sup>10</sup> [Scaffolding Learning in the Flow of Work, ATD Insights.](#)

<sup>11</sup> [2022 Workplace Learning & Development Trends, Society for Human Resource Management \(SHRM\). \(2022\).](#)

You didn't sign up for a class or wait to meet with an experienced colleague; you got the help you needed while doing your work.

When asked "What content creation challenge keeps you up at night?" one of our survey respondents said:

**Building learning into the flow of work because learning is always seen as 'additional' and taking time away from core tasks which need to be performed.**

Learners are telling us the same—they want content that is personalized and pushed to them when they need it. And for good reason: SHRM's *2022 Workplace Learning & Development Trends* report found that **25% of employees say they lack the time they need to complete training<sup>11</sup>.**

In our survey, "learning in the flow of work" ranked #8 of 20 top L&D department challenges. There is excitement for what is possible, but how do we create precisely what each individual needs, and ensure they get it when they need it?

## Three Recommendations for Success



### 1. Use microlearning

Microlearning is small pieces of learning material, each focused on a specific learning objective. This enables an employee to get exactly what they need, and makes learning more personalized and customized. The good news is that many of us are already doing this: 47% of L&D teams plan to deploy a microlearning program in 2024.<sup>12</sup>



### 2. Embed it in the work

Place content so it is easily available when the employee needs it. Can you anticipate when the learner is going to need something and make it available at that time?



### 3. Measure usage

Learners choose the content they want to consume, so collecting data will help you understand what they are using, and what they are not. Usage indicates usefulness, so this will give you tremendous insight into what learners find most helpful.

<sup>12</sup> [2024 LinkedIn Workplace Learning Report, LinkedIn Learning. \(2024\).](#)

## Imagine the Future: Three Learning in the Flow of Work Examples

You have a sophisticated piece of software that employees find difficult to use. By tracking mouse movements you can provide pop-ups if there are signs that the user isn't finding what they need, or if there is a more efficient way to execute the task they just did. I personally know of an organization that did this using xAPI.

You have a chatbot that uses generative AI and an LLM based on your company's data to enable the employee to ask questions about any system, process, or activity they might do at work. Think of it like your work BFF that you can ask any question, no matter how big or small. Many organizations are exploring these sorts of systems right now.

Your call center employees have a tool that is active during customer calls and uses speech recognition to provide pop-up support that is relevant to questions being asked.

Most importantly, notice that **all of these examples talk about “the employee” not “the learner.”** When we think about placing learning in the flow of work we are more focused on the employee's performance and how we support them in doing their work.

**Learning in the flow of work enables employees to learn while doing their work.  
It's organic, efficient, and effective.**



# Further reading on **L&D STRATEGY AND LEARNER ENGAGEMENT FROM THE SWEETRUSH TEAM:**



*[The Needs Analysis Playbook: How to Make L&D a Trusted Partner in your Organization](#)*



*[The Needs Analysis Clinic: Bring Your Learning Challenges And Get Expert Help!](#)*



*[Learning Journey Pit Stops And Nature Can Beat Screen Fatigue](#)*

## SECTION 4: TRENDS

# Strategy, Skills, Automation, and Impact

There's no denying the ubiquitous presence of generative AI in the headlines and at L&D conferences. Our collective appetite to learn how to apply these tools—adopting best practices and avoiding pitfalls—will continue to be insatiable until we reach a point of “new normal” in how they're used in our work. Given how rapidly these tools are improving, no one can be sure what that new normal will be, and what impact it will have on our jobs and our people. Bottom line, everyone's still figuring this out and trying to do so as fast as possible.

<sup>13</sup> [AI Can Cut Costs But at What Cost to the Workforce Experience?, Deloitte Digital](#)

# 10%

of leaders indicated that they currently use AI often to make decisions

# 74%

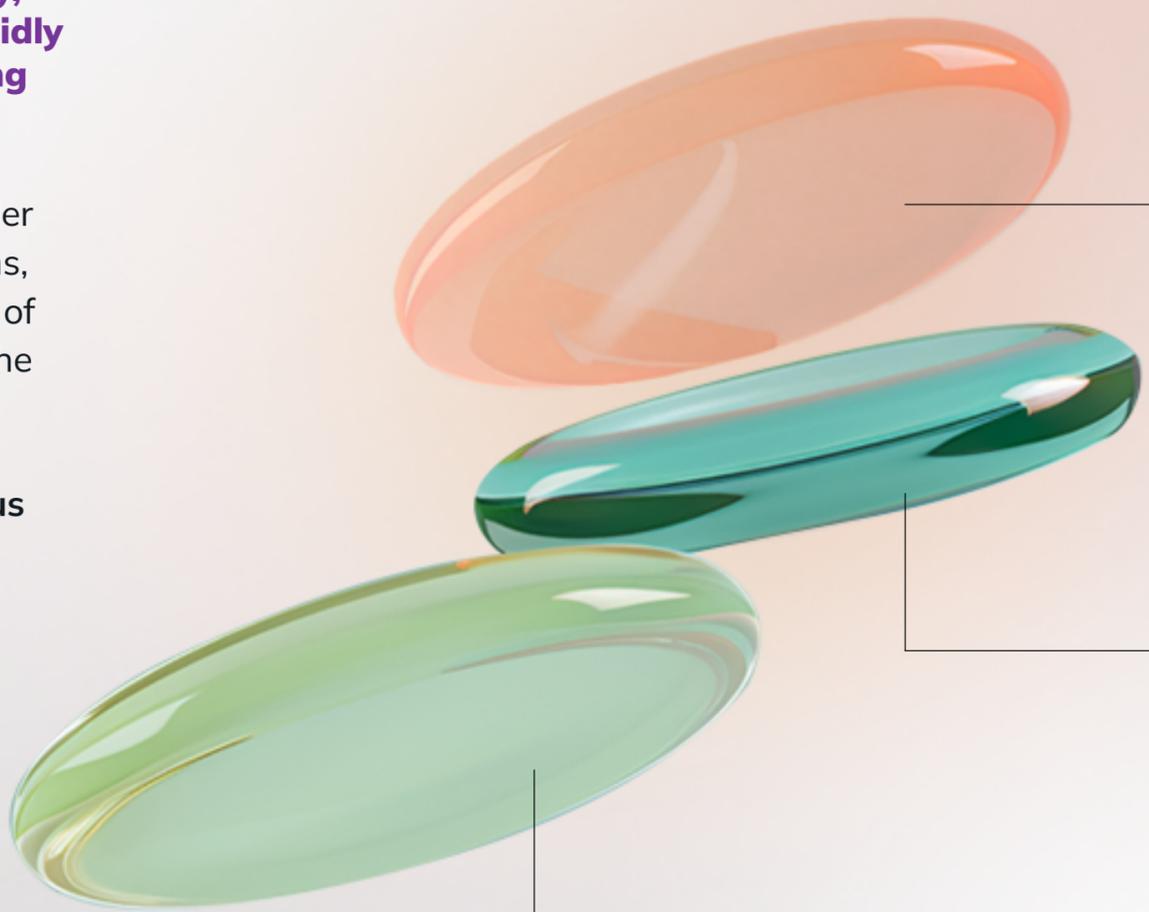
of leaders anticipate using AI often for decision-making within the next five years<sup>13</sup>

Yet what's clear from our research and conversations with clients and partners is that AI is just part of the story in how things are shifting in L&D. **L&D leaders are more focused than ever on business strategy, translating strategy to skills, efficiently and rapidly developing effective skills training, and assessing the impact of that work.**

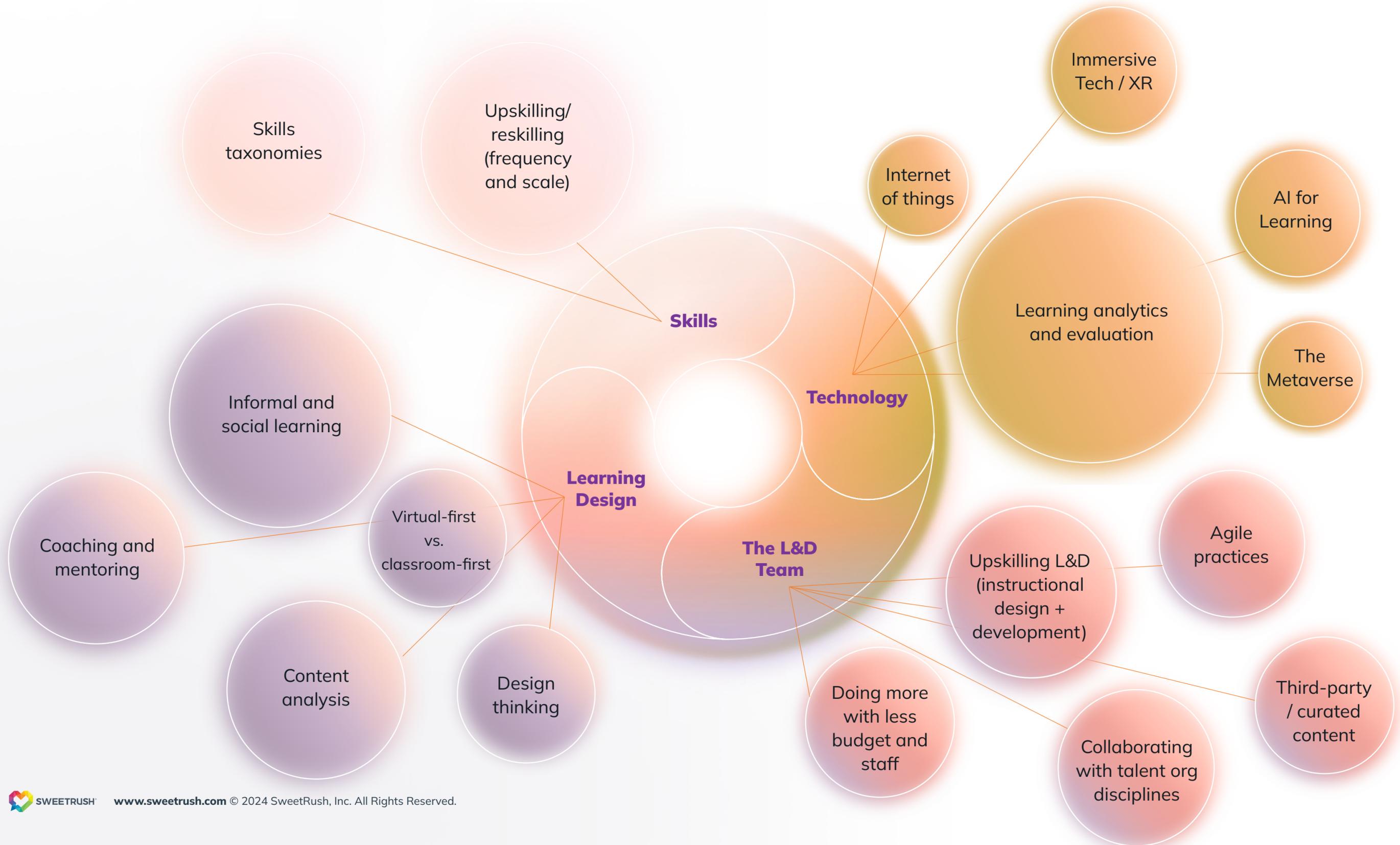
To make this shift, every forward-thinking L&D leader is looking both outward and inward. Tools, platforms, and partnerships are part of the solution, but much of this comes back to skills—in this case, the skills of the L&D team itself.

“ How to diversify, upskill and reskill an enormous L&D department so they all design, deliver, measure and report the effectiveness and efficiency of training org-wide [is what keeps me up at night]. ” —L&D Leader

Ultimately, the most successful L&D teams will focus on a combination of:

- 
- Raising the bar in business acumen, **consulting, analytics, and innovation**
  - **Cross-training to have more multi-disciplinary skills**, so L&D resources can be more easily deployed to where they can have the most impact
  - **Augmenting HI (human intelligence) with AI**, to support both automation and innovation while maintaining quality

# What L&D Will Be Doing More of In 2024



# Human Intelligence + Artificial Intelligence: HI + AI in Learning Strategy & Design

Is it likely that over time training deliverables will become more and more AI-driven and AI developed? Our experts say yes, but that won't eliminate the need for human expertise.

We spoke with **Adrian Soto, SweetRush's Director of Emerging Technologies** and **Emily Dale, Immersive Learning Strategist at SweetRush**, to find out how the "HI + AI" partnership is emerging today and will evolve in the future. Here are three key insights for L&D leaders.

## Know Your Goals; Optimize Your Team

Two pathways for the use of generative AI in learning experience design are, first, making training easier and faster to produce through automation, and second, making training more effective and impactful through greater personalization, real-time response,

and more. Knowing which path you're in and assigning the right team will set you up for success.

**"The first path is going to make learning more democratized,"** says Adrian. **"As everyone gains access to new tools with AI, there are going to be new expectations around speed to market."** The human role in the partnership needs to embrace establishing quality standards for your organization and ensuring the output meets those standards; these teams will need to be adept at rigorous testing and analysis.

In the second path, you'll see **"leaders demanding excellence,"** through their own drive and passion, because of the high-impact and high-profile nature of the learning need, or both. According to Adrian, **"this training is going to be more human-driven, but AI-enhanced, and raise the bar on what extraordinary content is."**

Here you'll need your pioneers and innovators who excel in agile methods of working, R&D, and creative collaboration.

## Mitigating Bias: Do Your Research, Consider Your Needs

While we all recognize the need to forge forward in discovering the best ways to use AI tools, the potential ethical and legal issues are very much a reality. L&D leaders should absolutely be concerned about mitigating bias as their teams experiment with using AI tools.

Adrian cautions against underestimating the human factor. “Anyone contributing to training development—a learning experience designer, a subject matter expert—can have a particular bias. They will bring that to the job regardless of what technology they’re using. **The challenge with AI is that it’s giving a superpower to that person with the bias, which is scale,**” says Adrian.

He adds: “Now they are able to create even more content with that bias, supported by AI tools that allow them to move faster and do more. So this was a prior issue that gets magnified with AI. This means that whatever policies and safeguards the company has against this need to become more magnified as well.”

Emily suggests doing your homework: “There are LLMs and AI tools that have shown more bias and ideologies of their employees,

and the AI providers are working to correct these issues. Stanford released an index<sup>14</sup> that goes into some detail on which AI tools are more objective or demonstrate less bias in their outputs.”

She also recommends asking really good questions about how bias might impact your specific business model or customers. **“You can then integrate that into your prompt design, and mitigate bias by, for example, ensuring you have diversity in learner empathy interviews,”** says Emily.

## Institutional Knowledge vs. Institutional Wisdom

How do we ensure that the creativity and innovation of humans are still prevalent in our learning strategy and design?

“One of the ideas that we’re evolving is the difference between institutional knowledge and institutional wisdom,” says Emily. As she explains it, institutional knowledge is becoming more and more readily accessible, whether it’s through eLearning or AI, which makes it easily codified and of less value.

By contrast, she says, **“Institutional wisdom is stories, direct human experience, culture, the consciousness of an organization, a repository of memories. Retiring legacy employees that have so much wisdom to share about history.”**

For L&D leaders exploring the use of AI, the HI + AI partnership is key to ensuring these human elements are harnessed, channeled, and amplified into impactful learning experiences.

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<sup>14</sup> [Artificial Intelligence Index Report 2024, Stanford Institute for Human-Centered Artificial Intelligence Experience?, Deloitte Digital](#)



# Further reading on **LEARNING TRENDS FROM THE SWEETRUSH TEAM:**



*Three (Not So)  
Curious Use Cases For  
Immersive Learning*



*Beyond the Buzz:  
Effective AI Coaching by  
Hilton and SweetRush*



*WebXR: The Gateway  
to Immersive  
Learning*

## CONCLUSION

# Your Work Matters

**“What you do makes a difference, and you have to decide what difference you want to make.”** — Jane Goodall

L&D professionals are no longer simply in the business of training. We're driving business strategy and reinvention. **We're helping to create agile, adaptable, and resilient workforces.** And we're using our craft to serve our people so that every individual can discover and unlock their full potential.

That's the power and impact of well-crafted learning experiences.

Yes, we have some big disruptions to face—and we can see them as exciting opportunities. Collaboration, creativity, expanding our toolkit with new technologies, and opening our minds and hearts to new solutions will help us evolve the L&D craft together.

It would be our privilege and honor to help you and your organization with any aspect of learning and development, from strategy to implementation. **Please reach out to us anytime; we'd love to hear more about your challenge and discover how we can support you.**

- One way to connect is through our [website](#)
- Or email us at [info@sweetrush.com](mailto:info@sweetrush.com)
- And I'd love to connect with you personally—you can find me on LinkedIn at [/hartdanielle](#). Let's talk and share ideas.

Wishing you all the best in 2024 and beyond,

*Danielle Hart*

SweetRush CEO and the SweetRush Team

# Empower Your People. Improve Performance. Get the Job Done.

With A Collaborative,  
Innovative Partner *You Can Trust*



**SWEETRUSH®**

IN SERVICE OF LIFE POTENTIAL™

A Learning Leader for 20+ Years



[www.sweetrush.com](http://www.sweetrush.com)



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## CUSTOM LEARNING

Bespoke solutions designed to motivate, build skills, and change behavior. Give us the opportunity to show you why we're judged the best.



## TALENT SOLUTIONS

Need temporary talent? We understand your needs and can quickly match you with the right L&D professional—because we do this work, too.



## XR

VR, AR, AI, immersive learning. A new world of opportunity. Curious? Confused? Let us be your guide and show you how these technologies can work for you.



## LMS CONSULTING

Are you getting ROI or just headaches from your LMS or LXP? We can help you get the most out of your investment. Your LMS should be the heart of your learning ecosystem.



## VOICE OVER

SweetRush Voice Over (SRVO) is your audio team, at your service. Pick your talent, submit a script, and we handle the rest. Voice over made easy, so you can focus on what matters.



## GOOD THINGS

Nonprofits, we stand in awe of what you do. Let us show you how learning and communication can amplify your impact.



# Top Winner

187 Awards, **130 Golds**, 37 Categories



# In Our Clients' Words

**“ SweetRush makes my life easier.”**

*SweetRush excels at finding and providing true expertise, and in nurturing their team members, providing them with the necessary support to thrive, while also employing strategic resourcing practices.*

*This has made my life easier in knowing I have a partner that is deeply committed to the project's success.*

—Program Manager, IT & Technology,  
10,000+ employees

**“ Great thought leaders willing to push, and be pushed, in new and exciting ways.”**

*Excellent and responsive team, great innovators, inclusive leadership. All of this has made me and my team feel at home, as if SweetRush were an extension of our internal team members.*

—Product Manager, Online Education,  
10,000+ employees

**“ With a tight deadline, the SweetRush team was great to work with.”**

*They listened to our asks and executed quickly to a high standard. We've given trainings on this topic before, and we've consistently heard that this is the most comprehensive, best designed, and easiest to follow training.*

—Strategy and Operations Program  
Manager, IT & Technology, 10,000+  
employees

# Thank you to our contributors

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