

A UDEMY SURVEY REPORT

**Making Learning Work For Everyone:**

# The 5 Learner Profiles



# Enable all learners to build needed skills

Workplace learning programs are business-critical. They are integral to creating organizational agility, supporting employees' work readiness, and filling talent and skills gaps. They can also help retain and engage employees, giving them the opportunity to develop their skills, qualifications, and future career prospects. When companies invest in their employees, helping them build their capabilities and their careers, employees are more likely to feel a greater sense of inclusion and are more likely to stay with the same organization. For all of these reasons, learning programs that live up to their potential align with and accelerate company strategy and growth, helping to address key organizational issues and needs.

In many ways, company-wide investment in developing learning programs has never been more essential. Globally, 60% of

businesses say that skills gaps in their local markets are holding back the transformation of their businesses, according to the [World Economic Forum](#). What's more, the advent of rapidly evolving technologies like GenAI is requiring employees to acquire new skills at a rapid pace. And as many organizations move to a skills-based approach to talent management, effective learning delivery becomes even more important. In a recent Udemy survey report, [Workplace 2.0: The Promise of the Skills-Based Organization](#), we found that the top strategy for building a skills-based approach to talent management is providing all employees with access to external skill-building resources and courses, provisioning them with the tools to upskill as well as develop new skills.

Yet, it goes without saying that skills-building takes more than simply providing opportunities, resources, and courses.

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of businesses, according to the [World Economic Forum](#), say that skills gaps in their local markets are holding back the transformation of their businesses.

In order for learning programs to meaningfully influence strategy, delivering maximum results for employees and companies alike, they need to be tailored, accessible, and engaging to individual learners.

Understanding how to **personalize learning delivery**, and providing the best methods to engage, enable, and support all types of learners, is essential.

**The latest Udemy research covered in this report is designed to help learning leaders do just that.**

With a better understanding of learning profiles and attitudes among employees, learning and development leaders and people managers alike can better support all members of their teams to be the most engaged and successful learners possible. Carrying out this approach at scale not only benefits the company, but it also benefits the individual employee as they build skills and enhance future career prospects.

At Udemy, we know from foundational learning science principles that **all learners have a universal set of needs** in order to learn effectively and reach outcomes.

## Learners need to:


- Have choices about their learning
- Learn at their level
- Be present in learning
- Feel a sense of belonging
- Be actively engaged in learning
- Reflect on learning
- Get learning support
- Receive feedback on learning


That said, not all learners have the same needs at the same time, or at the same level, which can make designing programs challenging for learning leaders. To understand the patterns behind these differences, we carried out research to determine what makes learners unique — including their preferences and motivations — and identified five common learner profiles. Each learner profile is associated with distinctive attitudes, motivations, strengths, and preferences when it comes to learning.


This survey report synthesizes our findings in order to equip learning and development, human resources, and other organizational leaders with insights to help guide the development and deployment of learning strategy. An understanding of these profiles can be useful to managers and learning leaders as they think about learning program design to ensure they include elements that will resonate with the preferences of different learners

By leveraging the information in these profiles, leaders can better **empower all learners to upskill and reskill** in the ways they prefer and learn best.

## Providing them with:

1   
**Learning experiences**  
at their level.

2   
**Opportunities for**  
**agency** according to  
their needs and  
motivations.

3   
**Support and feedback**  
in ways that they are  
best able to absorb  
and integrate.

More tailored learning experiences will help them and their organizations get the most out of their investments of time, effort, and capital in learning programs and initiatives — both in terms of learning outcomes and individual sentiment around learning.

Before we dive into the research, it's important to consider what understanding learner profiles can teach us. First, we can think about these profiles not as fixed categories, but instead as tools to bring awareness to tendencies that we all may have, depending on the context. Like personality types, many of us may align most with one type, but generally function somewhere on a spectrum, and where we fall can vary day by day. Decades of research into the science of human behavior teach us that when it comes to understanding why we do the things we do, context matters. This means that our learning behavior isn't only explained by innate tendencies or characteristics, but also by the environment and situation in which we're learning.

While individual learners who become aware of their learning profile can use that knowledge to lean into strengths and address weaknesses, leaders can use it to adapt learning environments to ensure all learners can thrive.

For instance, learning leaders will find particular value in understanding which learner profiles learn best with more structure and guidance, and which learners may prefer a more open learning experience to develop their skills.

Each profile's relationship to learning varies. Developing pathways for success that support a learner's motivations and challenges — and engage their interest in learning — will help the entirety of the workforce to upskill to meet the needs of today's workplace. Another critical area to consider is how to integrate different learning styles within teams or groups of learners, which we discuss more in-depth later.



**In this report**, we outline our findings based on our investigations into learner motivations, mindsets, and measures of success to establish five learner profiles.

We describe how they generally learn best and lay out important considerations for managers and learning leaders to aid in effective learning design. Insights from this report are derived from a mixed-methods research survey in 2023 of approximately 12,000 global online consumer and business learners.

Approximately

12,000

**global online consumer and business learners** across India, the US, the UK, Mexico, Brazil, Germany, Indonesia, and Japan.

The profiles were developed leveraging a cluster analysis of the survey data.

Data tables and charts representing the learner profile findings discussed in this report can be found in the chapter entitled “Delivering effective learning experiences for diverse groups of learners,” and in the final chapter containing all data visualizations.

# Here are the **learner profiles and topics** you will learn about in this report:

- 1 The 5 Learner Profiles
  - [The Devoted Learner](#)
  - [The Social Learner](#)
  - [The Confident Learner](#)
  - [The Emerging Learner](#)
  - [The Practical Learner](#)
- 2 Delivering effective learning experiences for diverse groups of learners
- 3 Udemy learner profile research: Data charts



*The*

# Learner Profiles

## Profile 1:

# The Devoted Learner

## A learner for learning's sake

### Portrait of a learner

Devoted Learners are proactive knowledge-seekers who are excited and energized by learning. Learning is its own reward and its own motivation. They have varied interests across multiple topics, and they learn both for fun and exploration, as well as in support of their careers. Learning increases their confidence in themselves, and they love to learn new things, acquire skills, and build their knowledge, regardless of the subject. They prefer to learn at their own pace and can engage with learning anywhere at any time. With curiosity driving their engagement in learning, they tend to be more individualistic learners and want to dive in independently. They measure success more by their sense of personal fulfillment rather than by external validation.

### Learning attitudes

Devoted Learners like to figure it out on their own and at their own pace, learning for the sake of learning. They can easily weave learning in when and where they have the opportunity. Learning is about the journey, and as such, they prefer their learning to be open-ended and to see where it takes them, rather than learning solely in service of a specific goal, such as a certificate or badge. They like to compete against themselves, rather than others, and they prefer a challenge.



### How these learners like to learn

Devoted Learners like to follow their individual inspiration as they choose new topics and ideas with which to engage. They prefer to identify and set their own learning goals and tend to process information best when they can see how something works. To that end, putting what they're learning into practice through hands-on experience is particularly important. On the other hand, providing personalized recommendations, guidance for achieving learning goals, or structured timelines may not be as critical for Devoted Learners.

### Considerations for managers and learning leaders

In many ways, the Devoted Learner may be one of the easiest learner profiles to support, given how self-motivated and engaged they are in their learning. These learners do not require either a carrot or a stick to find time and energy to learn new things.

However, it will be important for learning leaders and managers to determine the best ways to channel these learners' energy into the programs and upskilling initiatives that their work requires. The fact that this profile learns best by researching things themselves means that there may be some work to do in guiding them to follow more prescriptive learning goals or paths. More often than not, reskilling and upskilling in the workplace are not open-ended endeavors, so there is work to be done to convince this group of learners that they should engage with a structured learning experience defined by an external purpose, timeline, or goal.

### Learning design principles to consider for Devoted Learners

Since Devoted Learners value learning alone, are intrinsically motivated, and prefer to be self-directed, it is important to offer them:

1. **Substantial choices in the scope and breadth of their learning.** These choices should all relate back to priority or in-demand skills for the organization so that any choice made helps support organizational priorities.
2. **Meaningful ways to validate their learning and opportunities to check their progress.** This approach will help keep learning on track and allow them to understand their solo progress, including how they are doing and whether they are learning or getting better at a specific topic or skill.

The Devoted Learner may be one of the easiest learner profiles to support, given how self-motivated and engaged they are in their learning



## Profile 2:

# The Social Learner

## A learner who learns to succeed

### Portrait of a learner

Social Learners think about learning mostly in relation to external factors. They are interested in learning as a path to greater success and its influence on how others will perceive them. Often they are motivated by the promise of what learning can help them achieve — such as financial and career advancement — more than by an innate love of learning itself. They are passionate about their work and it is an important part of what gives meaning to their lives. Social Learners are proactive but seek a more structured, expert-led experience. They prefer in-person learning in a highly interactive group setting over self-directed or individual learning. They find motivation for learning in the group learning environment, possibly because it provides a more social and public space to share and celebrate achievements with others.

### Learning attitudes

Social Learners are looking for organized learning plans and they prefer having an expert teach or guide them through their learning experience. They often focus on a particular learning area and seek to become subject matter experts in a few specific areas. Part of the reason they thrive in a group learning environment is because they also like to compare their performance with their peers, and this comparison helps motivate them to learn. They like a challenge and are excited about the future.



### How these learners like to learn

Social Learners learn best face-to-face, in an interactive group setting with a structured plan to achieve learning goals. They learn close to the time when they will need to apply what they have learned, reinforcing the idea that they see learning as a means to an end.

### Considerations for managers and learning leaders

Social Learners are highly motivated if they see the value learning can bring them, so long as that value is associated with external factors. The best way to engage them in learning experiences might be to frame learning in the context of the value it can provide to accelerate their success — and even greater earning capacity.

Whenever possible, providing these learners with structured learning experiences is key, as is offering them opportunities to learn in group scenarios. These learners can motivate each other to learn, and they don't shy away from a little friendly competition.

However, it is not always feasible or cost-effective to provide in-person, expert-led learning experiences. This means that another challenge learning leaders can face is finding ways to engage Social Learners in self-motivated or self-directed learning. If it is not practical to provide in-person learning experiences, simulating these or providing interactive learning may serve as a supportive alternative, in addition to live online courses or online cohort learning programs.

### Learning design principles to consider for Social Learners

Since Social Learners value learning in groups and through more structured interactions, it is important to offer them:

1. **Diverse opportunities to collaborate and communicate with others as they learn, including discussion groups, accountability groups, peer-to-peer learning, hosted “labs”** where a facilitator leads a learning program around a similar subject, and even learning communities.
2. **Group learning opportunities through employee resource groups (ERGs)** organized around different elements of individual identity can help promote employee belonging, equity, diversity, and inclusion. This could include team or company-wide events based on ERG identities as a basis for social learning and interaction.



## Profile 3:

# The Confident Learner

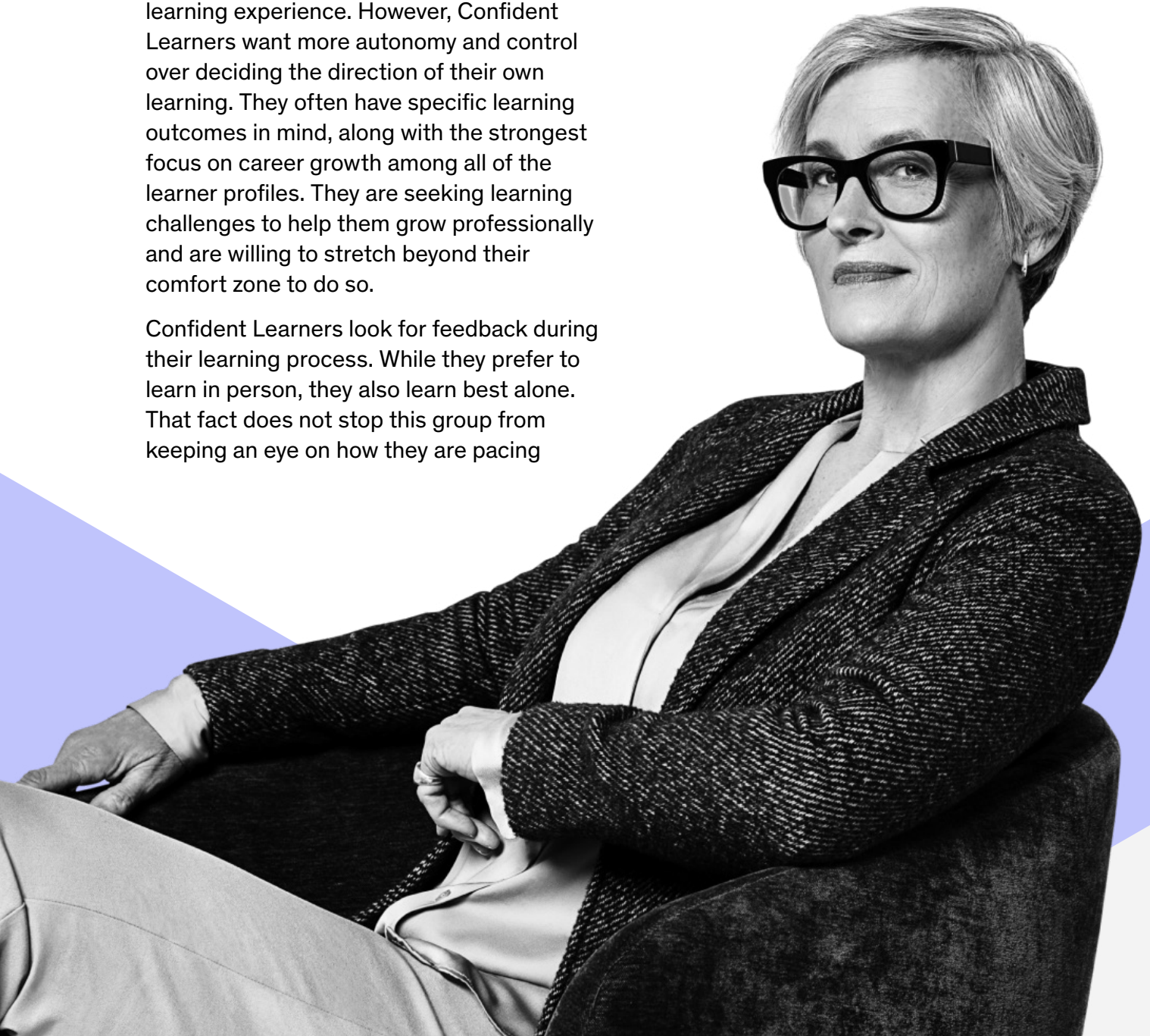
**A focused, purposeful learner who also thinks of upskilling the team**

### Portrait of a learner

Like Social Learners, Confident Learners are proactive and like to follow a structured learning experience. However, Confident Learners want more autonomy and control over deciding the direction of their own learning. They often have specific learning outcomes in mind, along with the strongest focus on career growth among all of the learner profiles. They are seeking learning challenges to help them grow professionally and are willing to stretch beyond their comfort zone to do so.

Confident Learners look for feedback during their learning process. While they prefer to learn in person, they also learn best alone. That fact does not stop this group from keeping an eye on how they are pacing

against others who are learning. Confident Learners want to compare their learning with their peers in order to help motivate themselves as they learn. More than any



other learner profile, they are focused on growing their team's skills, in addition to their own, suggesting that many of them may be people leaders or demonstrate a leadership mindset, regardless of their current job role.

### Learning attitudes

Confident Learners want to be in the driver's seat when it comes to their learning goals and experiences. While they are looking for structured learning experiences, they also want to be in control of deciding what their learning should accomplish. They will plan ahead and start as early as possible when they know they need to learn something. These learners find it easy to make decisions, whether that be to determine the direction of their learning or of their lives. They are social and energized by connecting with others. They enjoy competition and find motivation by marking their progress against others.

### How these learners like to learn

Confident Learners prefer to learn alone. While they seek structure in their learning experiences, they prefer to develop this structure themselves by identifying and setting their own learning goals. They also want to get feedback as they learn to make their learning experience as beneficial as possible and ensure they understand how they are performing. They are focused on the result and start their learning as soon as possible if they need to learn something new.

### Considerations for managers and learning leaders

Confident Learners are heavily motivated by growing their careers through learning — with seven out of 10 saying that this is among their top motivations. Second to that

is a focus on their team, and growing the team's skills. Both of these factors speak to the fact that the Confident Learner primarily focuses on learning in the context of work, as a way to develop professional skills that increase career opportunities. This group also has the potential to be recruited to help engage and motivate other learners, even acting as ambassadors for the importance and value of learning within the organization.

### Learning design principles to consider for Confident Learners

Confident Learners want to determine their own learning goals and how to get there. They are seeking structured learning opportunities that have professional value. It is important to offer them:

1. **Meaningful choices as they learn**, ensuring they can choose both the content they want to learn and the way they want to learn it — while ensuring that available choices align with team and organizational priorities.
2. **Guidance on which skills are necessary to reach a goal**, helping to contextualize learning, as well as how to use the content and features of a learning experience effectively to achieve learning outcomes.
3. **Provide learning options that are reflective of how acquired knowledge will be applied at work**, making it more evident how they will be able to use the learned skills in the workplace.



## Profile 4:

# The Emerging Learner

**Learners who will learn better with guided, iterative learning**

### Portrait of a learner

Emerging Learners are establishing confidence in their learning capabilities and outcomes. These could be learners at an earlier stage in their careers, who are changing careers, or who are looking to acquire skills in an entirely new topic or area. This profile expresses more concern about the future than the others and they tend to be unsure of themselves as learners. Perhaps for all of these reasons combined, they are least likely of all profiles identified to seek out learning opportunities. Not surprisingly, since they are less sure of their learning abilities, they also prefer learning guidance. They want their learning experience to be a means to an end, with a clear outcome. This group feels least assured that they do their jobs well. They are looking to boost others' confidence in them, and they see learning as a way to do this.

### Learning attitudes

Emerging Learners find learning to be a serious endeavor, rather than one undertaken for enjoyment. They seek direction when it comes to learning, rather than determining their own learning journey. While they do not necessarily value traditional signals of educational prestige, they do learn with a specific outcome in mind. They are aware



that a credential or certification could help them to demonstrate their knowledge and increase others' belief in their abilities. To that end, celebrating achievements publicly can help support their learning motivation and generally build confidence.

**How these learners like to learn**

Emerging Learners learn more effectively when others explain materials to them, rather than making sense of learning content themselves. These learners align with more traditional styles of teaching, such as blocking out longer periods of time to learn and seeking instructor-led pacing and curriculum. They also prefer feedback on their learning performance at the end of the process. They may see learning as a challenge that they want to complete before considering how to improve the next time around. For this group, competition is not appealing or motivating and can prove stressful during the learning experience.

**Considerations for managers and learning leaders**

Emerging Learners are less comfortable leading their own learning journey and may be less proactive in their learning engagement. This profile tends to be earlier in their career, changing careers, or learning skills in an entirely new area, and perhaps as a result, shows less confidence in performing their jobs well. This is a key area to address when seeking to engage these learners. Developing learning confidence would be its own learning outcome for this group.

This is also a group that will benefit from more direction and guided learning experiences. This extends from the period before learning begins until after it ends. Prior to learning, this group is seeking guidance to set goals and priorities. During the learning process, they prefer to have an instructor set the pace, explain the material, and lead the learning process. These learners only want feedback at the very end of the learning process; they don't want to course-correct while they are in the middle of learning something new.

These learners align with more traditional styles of teaching, such as blocking out longer periods of time to learn and seeking instructor-led pacing and curriculum.

Building iterative learning programs that support these learners, encouraging them to engage and gradually integrate feedback, will help them build skills and confidence. If these learners have the ability to see the progress they are making through learning and it is celebrated and rewarded, they may develop the potential to become more engaged, confident, and proactive learners over time.

### Learning design principles to consider for Emerging Learners

Because Emerging Learners are not as confident in their ability to learn key skills and tend to be less proactive about learning, it is important to offer them:

1. **Meaningful evidence of the value of their learning to help build learner motivation.** This can mean supporting them to identify their goals and map any learning experience they have to that goal, thereby helping them to become more invested in the learning experience.
2. **The right level of challenge to support learning in a new skill area.** This could include helping these learners clearly understand what they already know and what prior knowledge they have, which adjacent skills they have mastered, and helping tap into their natural curiosity to learn more.
3. **Opportunities to check their understanding and capabilities as they learn,** providing the option to self-validate as they learn new skills and reinforcing confidence in their learning ability.



## Profile 5:

# The Practical Learner

### Learners looking to step into learning with support

#### Portrait of a learner

Often our broader attitudes on work and life also filter into opinions and motivations around learning. In general, the Practical Learner is more introverted, feels less optimism about the future, and also shows less interest in professional success. Learning for this profile is a serious and practical pursuit rather than one undertaken for fun. They are driven largely by specific learning outcomes over exploratory learning. Too many options can be a barrier to progress for this learner, and for them, it is essential to have a clear path to reach learning objectives that feel manageable.

#### Learning attitudes

The Practical Learner likes to follow a well-marked learning plan. They prefer to learn more about something they are already familiar with than dive into something entirely new. They want to be in control of their own learning engagement, learning at their own pace and setting their own learning goals. This profile prefers learning to be comfortable, rather than challenging. This means that externally imposed learning expectations and competition might be perceived as pressure.



### How these learners like to learn

The Practical Learner prefers to receive feedback as they learn, with multiple checkpoints establishing that they are following the path required to achieve learning goals. This learner learns best alone, which makes sense, given their desire to control the pace of their learning and their tendency towards introversion. They also learn from doing, getting the most out of hands-on experiences, rather than other methods of integrating information.

### Considerations for managers and learning leaders

Practical Learners are a profile that is less proactive in engaging with learning. Learning leaders and managers will do well to recognize this learning style and support it by offering structured learning programs that provide feedback and encouragement related to progress, as well as a clear benefit to their careers. There may be more pre-work to be done in engaging this learner, addressing their concerns, and convincing them of the value of the learning they will undertake, as well as the fact that it will not be an overly difficult or uncomfortable experience for them. This learner is not motivated by competition, so any form of comparison with others may dampen their resolve and negatively affect overall learning engagement.

### Learning design principles to consider for Practical Learners

Practical Learners prefer learning on their own according to a path that is clearly laid out and that builds on knowledge they already possess to reach a specific goal. They also are looking for feedback as they learn. It is important to offer them:

1. **Guidance to contextualize their learning**, showing them which skills are necessary to reach a goal and the best ways to learn the skills identified with that goal. This helps create learner agency and provides clarity around what they need to do and what they need to know to achieve a learning goal.
2. **Multiple methods to validate their learning progress and receive meaningful feedback as they learn**, including opportunities to check their understanding and capabilities during the learning experience at regular intervals. These could include self-assessments, formative assessments (such as quizzes or tests throughout the course evaluating how someone is learning), and summative assessments with feedback at the end of a defined learning journey (evaluating how much someone has learned at the end of the learning experience).
3. **Outcome-specific learning experiences and goals**, such as the acquisition of a certification or badge that signals their mastery of a given set of skills.

# Considering groups of learners

# Delivering effective learning experiences for diverse groups of learners

## The global distribution of learner profiles

When learning leaders and managers consider how best to personalize learning experiences for different learner profiles, they should consider the mix of learners in a given cohort or on a team. Individual learners who understand their own learning preferences can also look for ways to best engage with the learning experiences on offer.

When it comes to the distribution of profiles across the global learning population, Confident Learners are the largest group,

representing nearly a quarter of all learners (24%). Practical Learners make up the smallest percentage, with just one in six learners representing this group (16%). Yet, there is only a difference of eight percentage points between the largest and smallest populations, with the other profiles distributed between them. Learner profiles are fairly evenly distributed in the global market, meaning that any group or team is likely to include people representing multiple different learner profiles.





# Global percentage

of learners by profile

Devoted  
Learner

18%

Social  
Learner

23%

Confident  
Learner

24%

Emerging  
Learner

19%

Practical  
Learner

16%



## Developing learning programs for diverse groups of learners

The following are some key areas that should be considered when developing learning programs for diverse learner groups:

### Modality: Considering different methods for delivering learning content

While all learners benefit from practice, some learners learn best through hands-on application, whereas others learn better through seeing, reading, or listening to learning content. Providing individual learners with options for accessing learning content through the methods they engage with best will result in better learner engagement and improved learning outcomes. Some learners also have a preference for in-person learning versus online delivery of learning; while in-person learning is difficult to scale for many enterprises, this is another element to take into consideration when crafting learning journeys for different profiles. Middle-ground alternatives such as live online learning options may present an effective solution.

### Facilitating cohort or group learning vs. individual learning

Across the learner profiles identified through our research, there are significantly different attitudes regarding whether they like to learn with groups of people or on their own. This difference indicates whether they see learning as an individual pursuit or one that should take place through social interaction. Sometimes, this preference is also linked to a desire to control the pace of

Across the learner profiles identified through our research, there are significantly different attitudes regarding whether they like to learn with groups of people or on their own.

learning. It may also be connected to what motivates learners — whether they are driven by comparing themselves with others or simply making their own progress — but not always.

For example, Devoted Learners, Confident Learners, and Practical Learners all have a preference for learning alone, though many other elements of their learning profiles differ. While Confident Learners prefer learning on their own, they also like to compare their learning performance and pacing to their peers. And Social Learners prefer to both learn in groups and compare their performance to their peers. It may even be that there is a competitive element that pushes the latter two groups forward when learning and they have the confidence to take on that challenge. The important thing to consider is that some profiles, such as Emerging Learners, may be intimidated by social learning with more competitive learners. It is likely best to offer them alternative experiences to these other groups or to carefully structure opportunities that bridge the different groups and their preferred approaches to learning.

### Speaking to learner motivations

Learning design principles indicate that, if a learner intrinsically values a learning experience, they are more likely to understand the value of engaging with or completing that experience. If learning leaders can understand what creates that intrinsic value for different learner profiles, they will promote engagement, helping learners become more invested in learning.

Different learner profiles are motivated by diverse factors, such as whether learning is outcome-specific or open-ended and what the ultimate goal is when learning. While both Confident and Devoted Learners are highly engaged and proactive learner profiles, for example, Confident Learners are almost entirely motivated by the way that learning helps them accomplish specific outcomes and how learning can help them build a skill or competency that they can apply in their lives. Devoted Learners are at the other end of the spectrum. A joy for learning and a desire to build their knowledge is what drives them to learn, rather than seeking to accomplish a specific outcome. They learn to explore topics of interest rather than to focus exclusively on building applicable skills. In yet another example, Emerging Learners

see learning almost entirely as a way of proving themselves to others, with their highest motivation being the desire to show others that they are knowledgeable and can acquire the credentials needed to signal their skills to others.

Identifying learner profiles and their motivations in any given cohort will help managers and learning leaders position learning offers to speak to diverse learner motivations, presenting them in the light of what different learners value most. Integrating a deeper understanding of learner motivations into learning paths and materials will help create stronger learning experiences for all.

### Learner sentiment

The learner profiles we identify in this report are archetypes; every individual learner is both unique and possesses a combination of elements that make up the different profiles. Yet, if you are developing a strategy to build skills at scale in an organization, it is not possible to personalize learning to each individual's needs. Instead, you can lean on the profiles established in this report early in the learning design process to capture the general learner profiles you are targeting with your design.

Learning leaders and managers can use these profiles as a guide when designing learning programs, including elements that will resonate with each archetype. Learner profiles can aid in empathy mapping – creating a graphical representation of what a learner might generally think, feel, say, and do to represent their needs and goals in a more nuanced but organized way. They can inform design choices that yield a more personalized and user-centric learning experience that resonates with the individuals taking part in the experience. There are many benefits of empathy mapping, such as developing a better understanding of learner needs in order to tailor learning experiences while identifying and addressing common challenges and pain points for each profile. This allows learning leaders to craft messages and communicate in ways that appeal to the primary motivations of each profile, helping to streamline the learning experience and improve engagement.

Learners know more than anyone how they feel, what they are experiencing, and what they hope to achieve through learning, but they do not have the same level of expertise when it comes to understanding how this influences their learning experience and their ability to reach their goals. There is an opportunity to communicate to each of these profiles in ways that specifically address feelings like anxiety, hesitation, or excitement.

Guiding learner profiles to take a metacognitive approach to learning – one where they are encouraged to reflect on how they think and how that, in turn, affects their learning success – could also help accelerate learner engagement and outcomes. Providing opportunities for self-assessment that allow learners to gain more personal insight and clarity into their attitudes around learning will also support their progress.

Learning leaders and managers can use these profiles as a guide when designing learning programs, including elements that will resonate with each archetype.

## Generational differences

We know that members of different generations in the workforce have varied perspectives on learning, diverse motivations, and different priorities. While no generalization can be applied to all members of a given generation, we see some significant statistical differences when we look at learner profiles among generations.

1. **GenZ:** Among GenZ learners, there are more externally motivated learners — particularly Social Learners and Emerging Learners. There may be more Emerging Learners in this group simply because many of them are in the earlier stages of their careers, and therefore in their journey as learners, as well. The same fact may explain why there are fewer Confident Learners among GenZ — Confident Learners are focused not only on themselves, but also on their teams, and many of them may be people leaders. This is not to say that GenZ employees cannot be managers — simply that fewer of them likely are, due to fewer years in the workforce.
2. **Millennials and GenX:** Neither of these mid-level generations over- or under-index in any of the learner categories. These generations represent the different learner profiles fairly evenly.
3. **Baby Boomers:** The oldest generation in the workforce, this generation is also the one in the workplace that over-indexes on Confident Learners. This may again be due to workplace experience. Significantly, Boomers under-index in the two learner profiles where GenZ over-indexes: Social Learners and Emerging Learners.

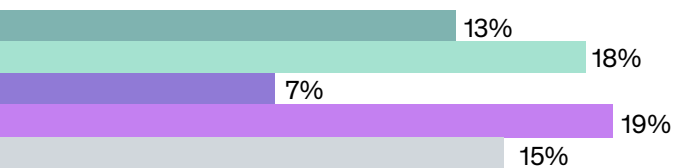


# Learner profiles

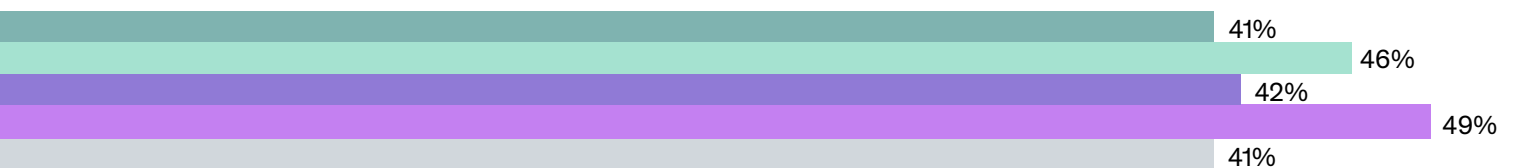
by generation\*

● Devoted Learner   ● Social Learner   ● Confident Learner   ● Emerging Learner   ● Practical Learner

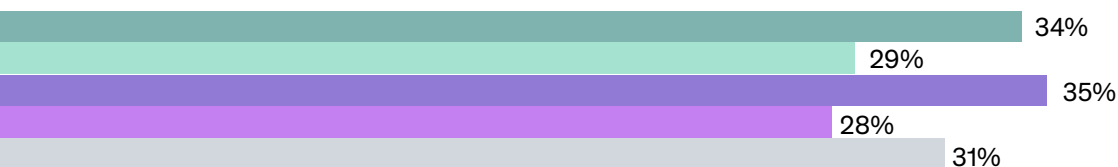
## Gen Z



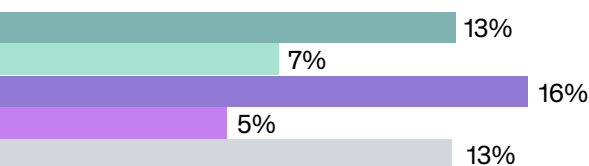
## Millennial



## Gen X

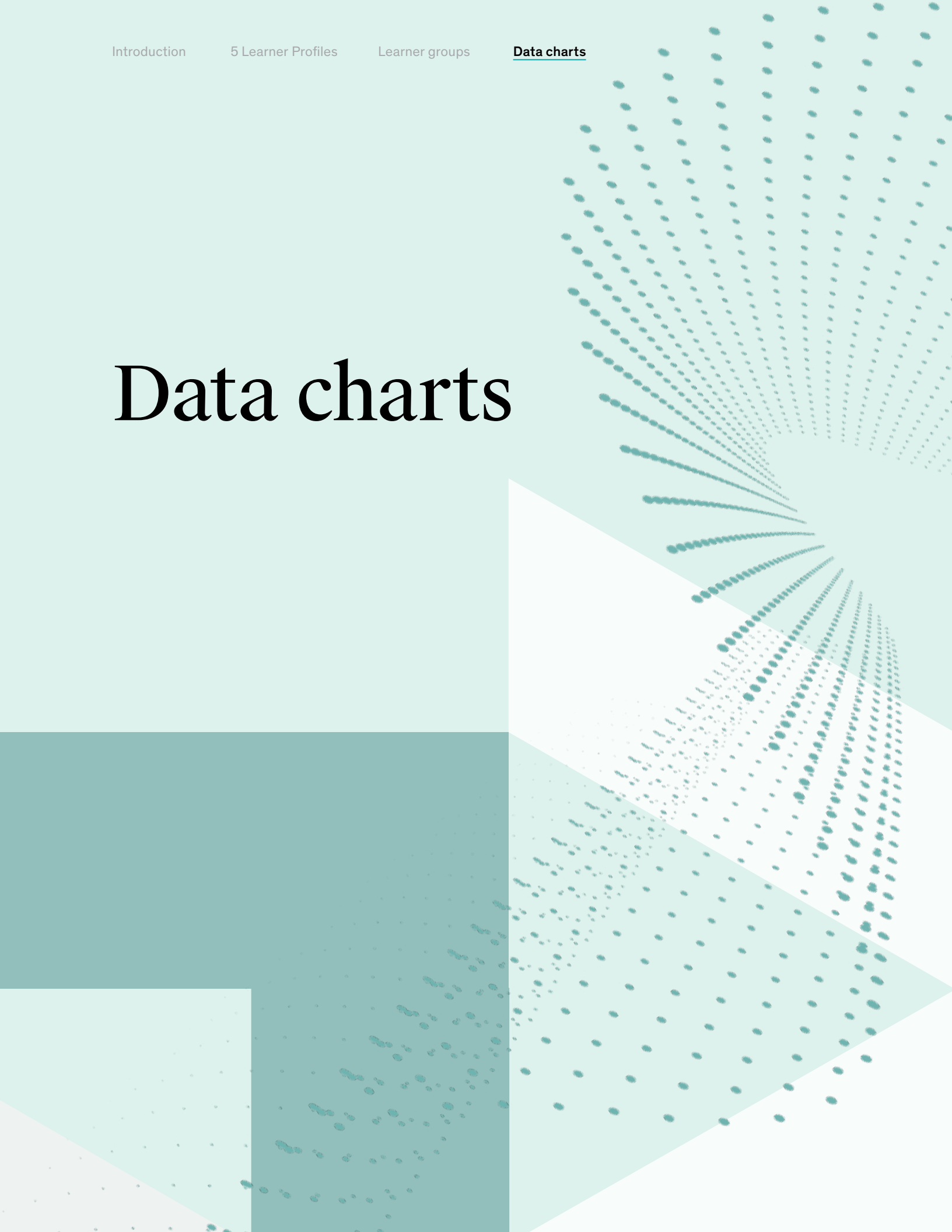


## Boomers



\*All percentages are rounded to the nearest whole number, so that the sum of all learner profiles by generation may appear as slightly more or less than 100%.

# Data charts





# The Udemy learner profile research

## Key survey questions and charts of our findings

Udemy set out to learn more about what motivates diverse learners and how they measure learning success.

We sought out their top objectives when learning and asked them about their mindsets, both when it comes to learning and their broader personal perspectives. The data gathered and discussed in the report is represented in the charts in this chapter. Insights from this report are derived from a mixed-methods research survey in 2023 of approximately 12,000 global online consumer and business learners.

Approximately

12,000

**global online consumer and business learners** across India, the US, the UK, Mexico, Brazil, Germany, Indonesia, and Japan.

The profiles were developed leveraging a cluster analysis of the survey data factoring in learning attitudes, learning motivations, perceptions of success, and psychographic profiling.

# Learning motivations

## of learners by profile

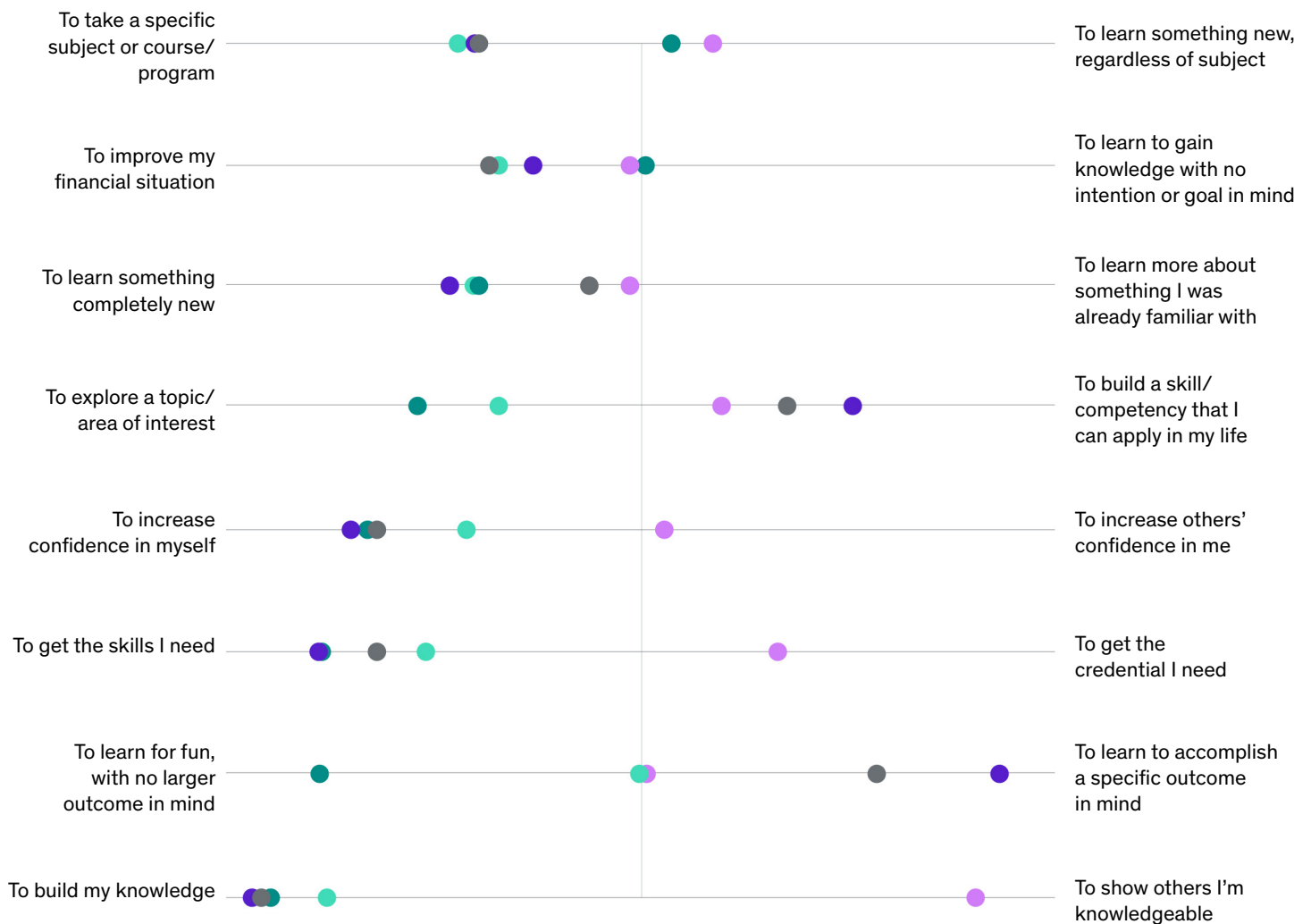
● **Devoted Learner**
● **Social Learner**
● **Confident Learner**
● **Emerging Learner**
● **Practical Learner**

### SURVEY QUESTION

Please read each pair of statements below and decide which one describes you more when it comes to learning online or in-person.

Agrees with left

Agrees with right



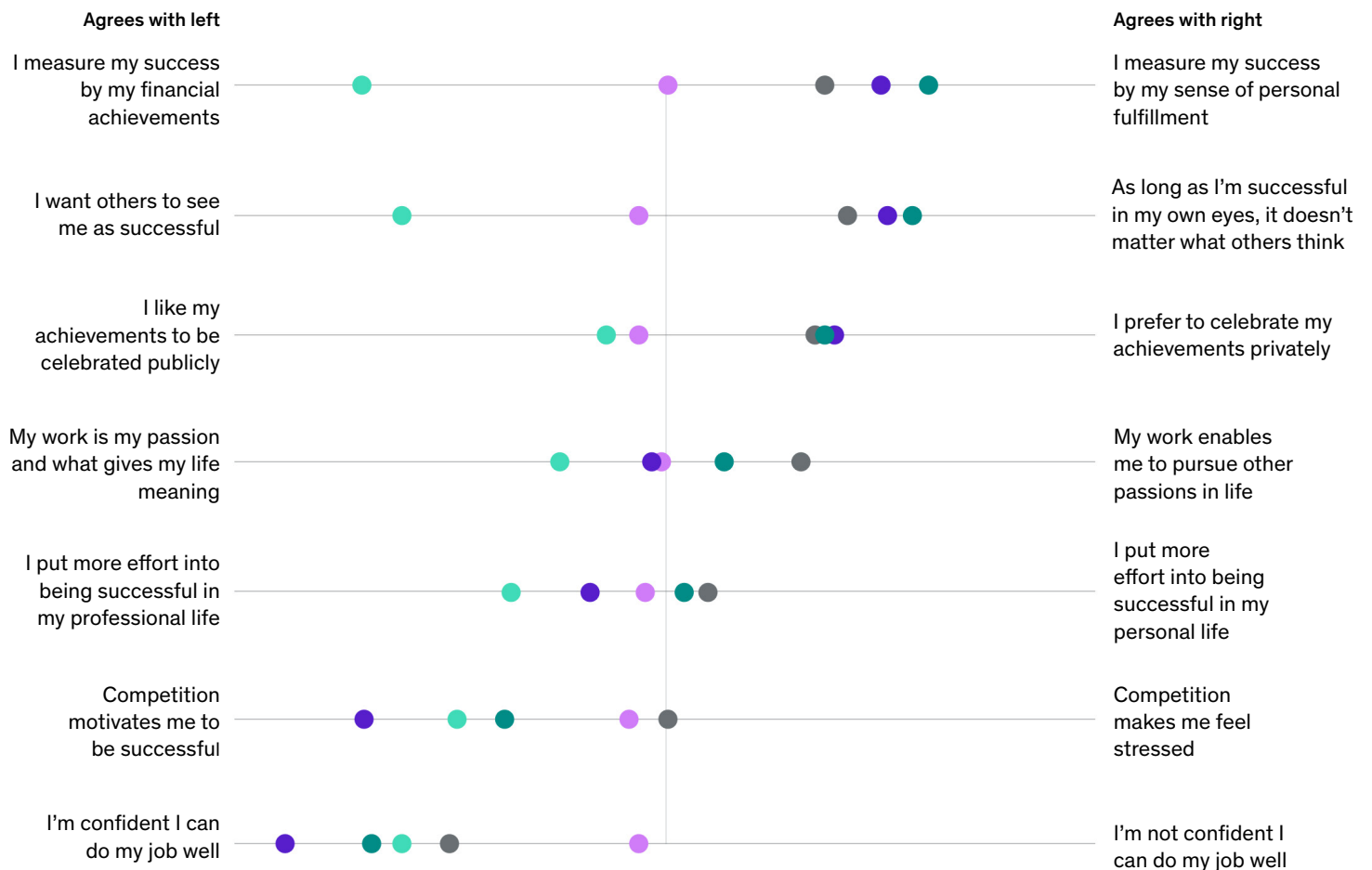
# Learning success drivers

## of learners by profile

● Devoted Learner
 ● Social Learner
 ● Confident Learner
 ● Emerging Learner
 ● Practical Learner

### SURVEY QUESTION

Please read each pair of statements below and decide which one describes you more.



# Learning mindsets

of learners by profile

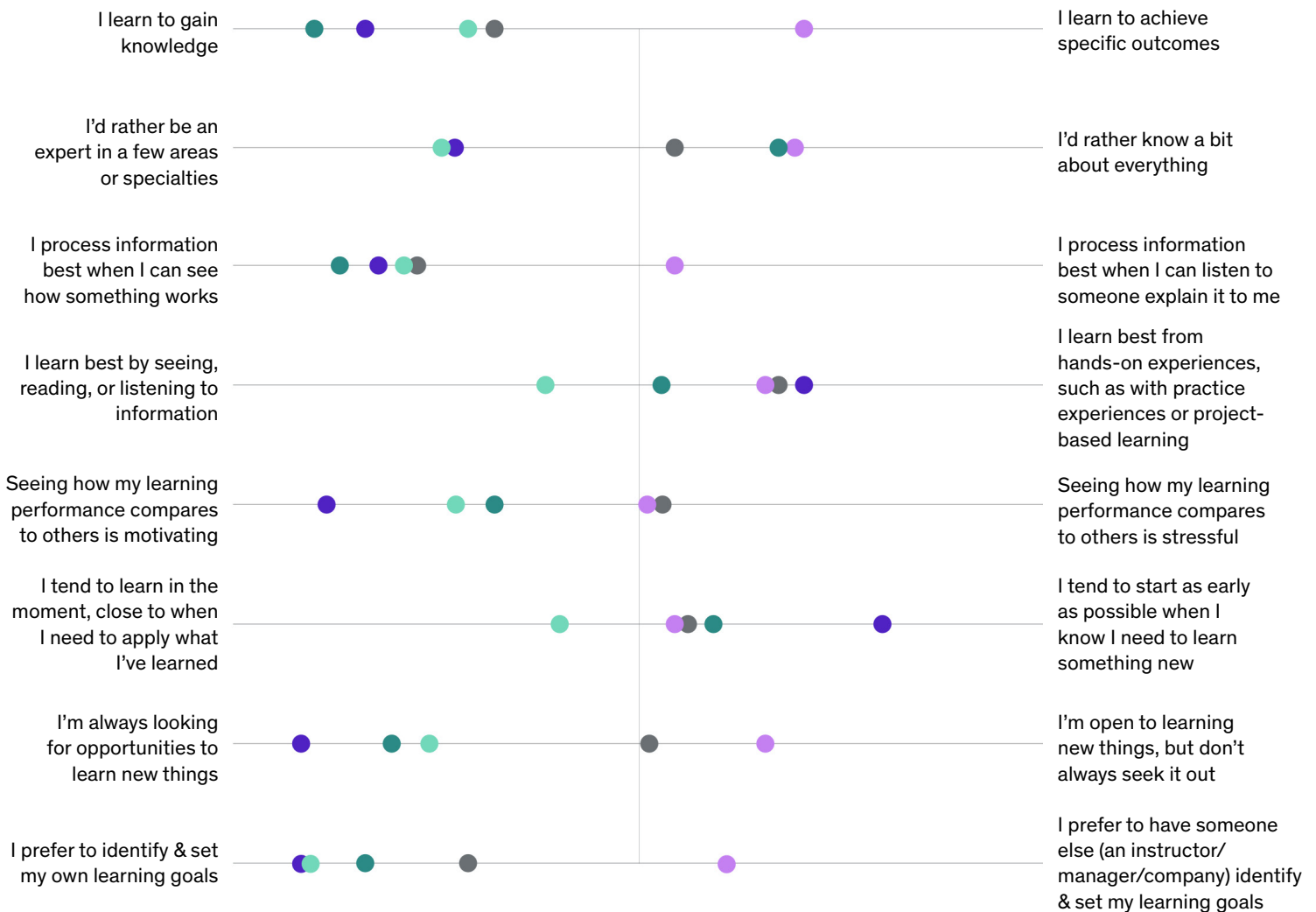
● Devoted Learner
 ● Social Learner
 ● Confident Learner
 ● Emerging Learner
 ● Practical Learner

## SURVEY QUESTION

Please read each pair of statements below and decide which one describes you more when it comes to learning online or in-person

Agrees with left

Agrees with right



# Learning mindsets

of learners by profile *cont.*

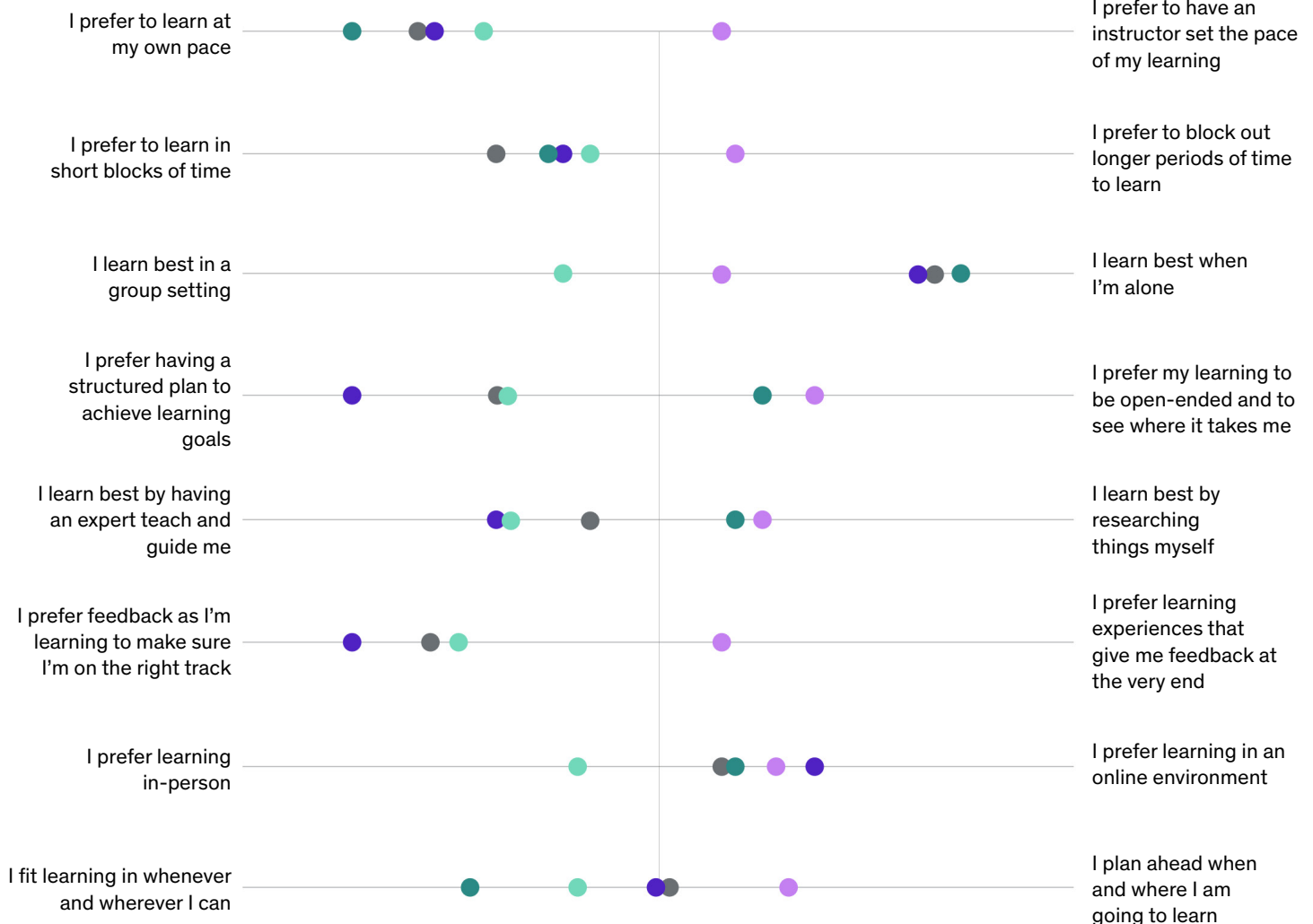
● Devoted Learner
 ● Social Learner
 ● Confident Learner
 ● Emerging Learner
 ● Practical Learner

## SURVEY QUESTION

Please read each pair of statements below and decide which one describes you more when it comes to learning online or in-person.

Agrees with left

Agrees with right



# Personal mindsets

## of learners by profile

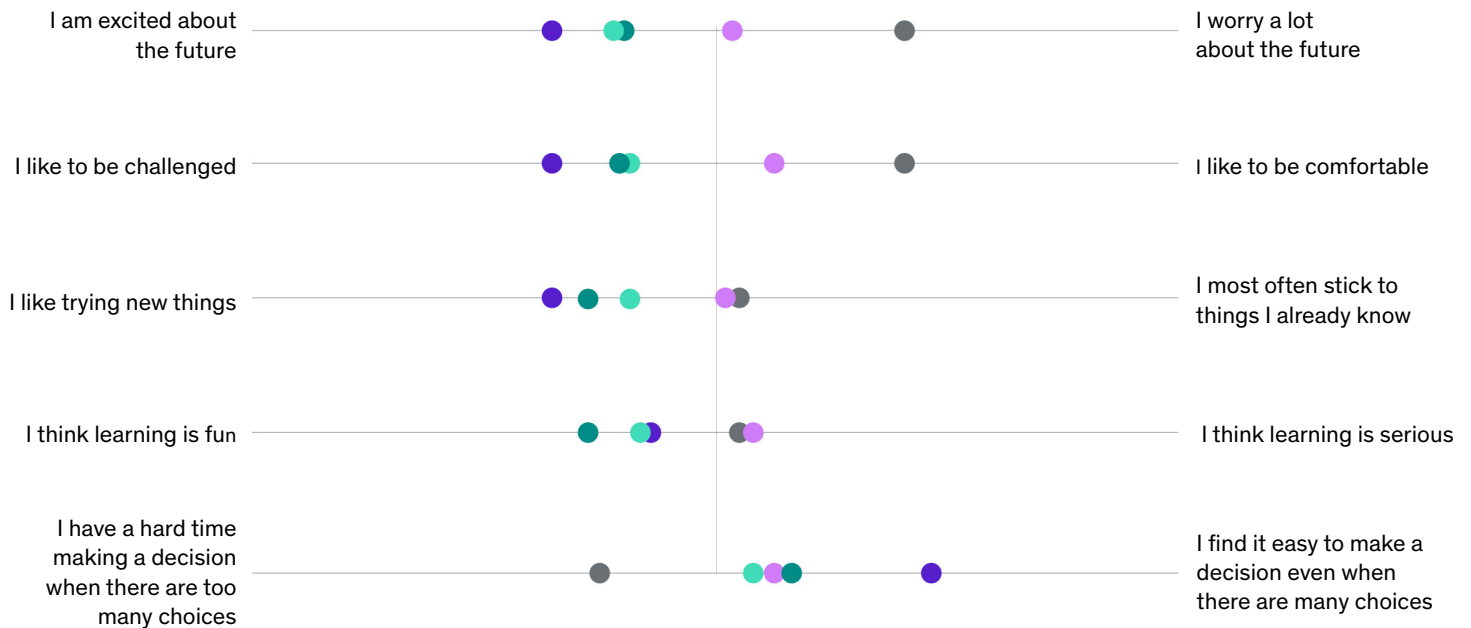
● Devoted Learner
 ● Social Learner
 ● Confident Learner
 ● Emerging Learner
 ● Practical Learner

### SURVEY QUESTION

Please read each pair of statements below and decide which one describes you more.

Agrees with left

Agrees with right

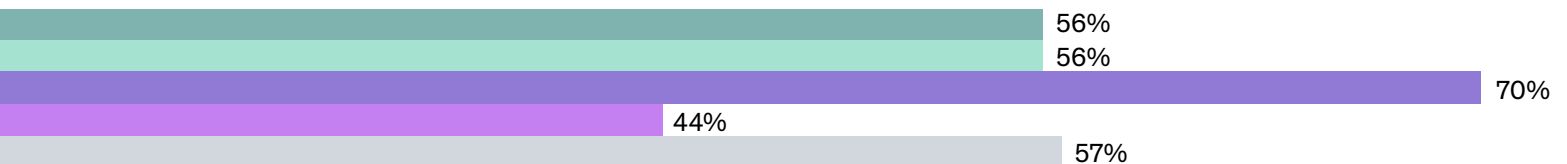


# Top 5 learning objectives

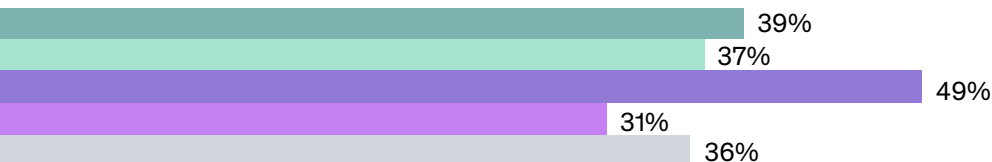
## of learners by profile

● Devoted Learner
 ● Social Learner
 ● Confident Learner
 ● Emerging Learner
 ● Practical Learner

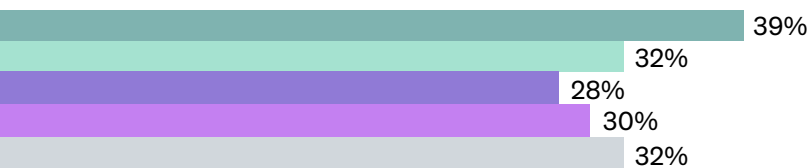
### To grow in my career



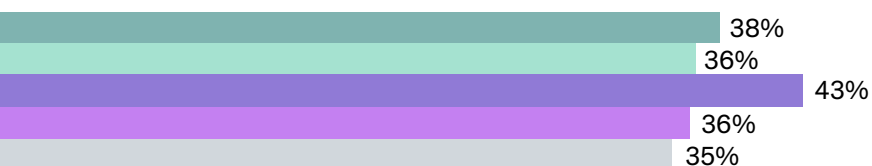
### To better develop my team's skills



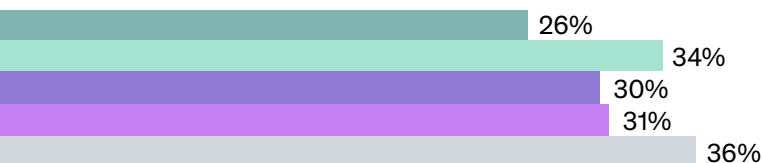
### To start or improve a hobby/passion



### To achieve a life goal



### To make more money





# Understanding learner profiles to make learning work for everyone

## Engage and enable all learners for better outcomes

As a learning leader or individual learner, equipping yourself with a solid understanding of our research into learner profiles has many potential benefits. It allows learning and development leaders to design learning experiences that will best engage and motivate diverse learners, enabling them to successfully reach learning goals. Managers will be able to better understand the learners on their teams and how to guide them through upskilling initiatives, positioning them to both support organizational goals while also growing their careers and qualifications. Individual learners who gain self-awareness and better understand their own learning profile will be better positioned to find and engage with learning experiences that help them — and their organizations — reach their goals.

**Contact us** to discuss how Udeemy Business can help you deliver tailored learning experiences that include all learners.

# About Udemy Business

Udemy's mission is to transform lives through learning by providing flexible, effective skills development to empower organizations and individuals.

Udemy Business enables employers to offer on-demand learning for all employees, immersive learning for tech teams, and cohort learning for leaders. With our complete learning solution and strategic partnership, we provide relevant learning at scale so organizations can build agile workforces and achieve critical business outcomes.

→ Learn more at [business.udemy.com](https://business.udemy.com)