

TNLA Motivation Segmentation & Learning Outcome Insights

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ABSTRACT

TNLA aims to strengthen the effectiveness of its learning programs by understanding what drives employee participation and how these motivations relate to training outcomes. Our analysis identifies three motivation themes Career Growth, Support Needs, and Learning Confidence which form the basis of three distinct learner segments. These segments differ meaningfully in course completion rates, learning gains, and sensitivity to course modality.

Support Seekers show the greatest opportunity for improvement and would benefit most from structured learning environments and enhanced managerial support. Our recommendations outline specific strategies for modality guidance, communication, and learner support to better serve this segment and elevate TNLA's overall training performance.

1. BUSINESS CONTEXT AND OBJECTIVES

TNLA's training programs play a critical role in developing operational, leadership, and customer-service capabilities across the organization. However, employees vary widely in how they approach learning, what motivates them to enroll, and how effectively they progress through courses.

The objective of this project is to uncover the motivational patterns behind employee enrollment decisions and use them to develop a meaningful segmentation of TNLA learners. Understanding these segments is valuable because it enables TNLA to:

- Tailor learning formats to match learner needs
- Improve completion and learning outcomes
- Allocate resources efficiently
- Communicate courses in ways that resonate with different learner groups

By linking motivation to training performance, TNLA can design more effective, equitable learning experiences.

2. MOTIVATION THEMES IDENTIFIED IN SURVEY RESPONSES

Through analysis of survey responses, three clear motivation themes emerge. These themes highlight the underlying expectations employees bring into TNLA's training environment.

Theme 1: Career & Growth Motivation

Employees are driven by advancement, skill development, and long-term career goals.

They view training as an investment and respond well to substantial, challenging learning opportunities.

Theme 2: Support & Clarity Motivation

Employees rely heavily on structure, clear expectations, and supervisor encouragement. They value predictability and guided learning environments and may struggle when course expectations are ambiguous.

Theme 3: Learning Confidence Motivation

Employees feel confident in their ability to learn independently. They prefer autonomy, flexibility, and the option to progress at their own pace.

These themes provide a foundation for segmenting TNLA employees into meaningful learner groups.

3. EMPLOYEE SEGMENTS

Based on these themes, we identified three distinct learner segments using k-means clustering. Each represents a unique mindset and set of needs.

Segment 1: Career Driven Learners (Largest Segment)

- **Defining characteristics:** Highly motivated by career advancement; strong belief in the value of skill building; confident, proactive, and goal oriented.
- **Why this segment matters:** They consistently demonstrate strong completion and learning outcomes across all modalities. They are natural candidates for advanced courses and development pathways.

Segment 2: Support Seekers

- **Defining characteristics:** High need for structure and clarity; rely on managerial encouragement; lower confidence in independent learning; struggle most in self-paced environments.
- **Why this segment matters:** This segment shows the lowest completion rates and smallest learning gains, especially in asynchronous courses. However, they also represent the most improvable group—with targeted support, their outcomes can increase significantly.

Segment 3: Confident Independents

- **Defining characteristics:** Comfortable learning autonomously; prefer flexible schedules and self-paced tasks; moderate completion rates and consistent learning gains.
- **Why this segment matters:** They perform well in low touch learning environments, making them cost efficient to serve with online or hybrid formats.

4. DIFFERENCES IN TRAINING OUTCOMES ACROSS SEGMENTS

Linking segments with enrollment outcomes reveals meaningful performance differences.

Feature	Career Driven	Confident Independents	Support Seekers
Completion Rates	Highest	Moderate	Lowest (Significant drop in asynchronous modalities)
Learning Gains	Strongest improvements between intake and outcome.	Consistent learning gains.	Smaller gains; often enter training with lower confidence.
Preferred Modality	Succeeds across all modalities.	Excels in Online and Async formats.	Benefits substantially from In Person and Online Live .

Implications: Motivational profiles are meaningfully connected to training outcomes. TNLA can strengthen its training impact by aligning delivery formats and communication styles to each segment's needs.

5. RECOMMENDATIONS FOR TARGET SEGMENT: SUPPORT SEEKERS

Support Seekers show the greatest opportunity for improved outcomes. By tailoring training design and communication to their needs, TNLA can boost their completion rates and learning gains.

a. Course and Modality Guidance

- Prioritize In Person and Online Live sessions over Async.
- Introduce structured pacing, scheduled check ins, and guided walkthroughs.
- Use smaller, more interactive sessions to build confidence.

b. Communication and Positioning

- Emphasize clear expectations and predictability in course descriptions.
- Highlight manager involvement and available support resources.
- Use messaging that reinforces purpose (e.g., "This course prepares you for X role/capability").

c. Engagement and Support Strategies

- Create pre-course orientation modules to reduce anxiety and build familiarity.
- Implement peer partners or "learning buddies" for accountability.
- Offer template assignments and step by step practice exercises.
- Provide brief weekly instructor check ins to maintain momentum.

d. Risks and Considerations

- Increased instructor time and scheduling needs.
- Potential overreliance on support structures—should gradually reduce support over time.
- Managers must be consistently engaged for long term success.

6. CLOSING SUMMARY

Employee motivations play a central role in shaping learning outcomes at TNLA. By identifying three distinct learner segments and understanding how they differ in behavior and training performance, TNLA can deliver more personalized, effective learning experiences.

Focusing on **Support Seekers** will yield the greatest improvements in completion and proficiency gains, strengthening the ROI of TNLA's training programs and supporting equitable skill development across the organization.

Appendix (AI Usage Disclosure)

- Used GenAI tools to support drafting of narrative sections.
- All analysis (PCA, clustering, segment summaries) was performed independently using Python.
- GenAI was not used for calculations, modeling, or interpretation of outputs.
- AI assistance was limited to language organization and clarity improvements.