INTELLUM

2023 REPORT

The State of Education Initiative Ownership

445 workplace education professionals reveal how to structure organizational education initiatives to close skills gaps and thrive amidst an uncertain economy

TABLE OF

Contents

03 Introduction

05 Executive Summary

06 Section One: The Economy's Toll on Education Professionals

12 Section Two: Training the Trainers to Improve Business Outcomes

22 Section Three: Ownership of Organizational Education

38 Recommendations

39 Demographics

40 Firmographics

Introduction

Closing the skills gap

ORGANIZATIONAL EDUCATION IS CRITICAL IN TODAY'S UNCERTAIN ECONOMY.

Organizations are still navigating uncertainty three years after the COVID-19 pandemic upended the workplace—and it's impacting three distinct audiences: employees, customers, and partners.

While some organizations have tightened budgets and imposed hiring freezes to brace for an anticipated recession, others are actively hiring to fill essential roles—and to close the skills gap created by digital transformation, voluntary quits, and reductions in force.

In the United States, employers struggle to secure suitable talent for their needs. **Not only is there an employee skills gap due to layoffs and quits, there's also a *candidate* skills gap.** There are 10.5 million open roles[1] and 5.7 million unemployed Americans looking for work[2], which means a shortage of qualified talent. Organizations are left with two options: either hire under-qualified candidates and train them up, or re-skill existing staff. Either way, **employee education plays a crucial role in closing the employee skills gap.**

Meanwhile, to weather the storm, companies and consumers cut costs by trimming non-essential subscriptions and services; the first to go are those not driving sufficient ROI (return on investment). A key contributor to low ROI is the customer's inability to fully utilize the product or service. **Customer education closes the customer skills gap—for increased ROI and lower churn.**

Additionally, in a volatile market, a high-performing partner network can be a lifeboat. However, if partners are under-skilled, they can be a resource drain during a time when resources are already thin. **Partner education helps partners gain a deeper understanding of products and services, so they can create more revenue for the business.**

[1] https://www.bls.gov/jlt/
[2] https://www.bls.gov/news.release/empsit.nr0.htm

Organizational education, the strategic act of training employees, customers, and partners in order to reach specific business goals, is key to weathering any economic storm.



Robyn Hazelton
VP of Growth
INTELLUM

Whether your organization educates one audience or multiple audiences, one thing is certain: your education initiatives must drive measurable results. Employee, customer, and partner success aren't a nice-to-have right now; they're a must-have in today's uncertain climate. Workplace education professionals play a key role in ensuring business health and stability.

How can organizations ensure their workplace education initiatives—and the learning professionals who lead them—are set up for success?

That's what Intellum set out to uncover. In the winter of 2023, Intellum commissioned a study to evaluate the economy's impact on learning professionals and to pinpoint the education practices that delivered the most positive business outcomes. To this end, researchers conducted an online survey of 445 full-time U.S. employees involved in delivering workplace education.

As you'll see, learning professionals are doing the best they can with what they have—and specific practices lead to more positive outcomes, ranging from improved employee engagement to higher business goal attainment.

After reading this report, you'll understand what your learning professionals and education initiatives need to succeed in today's uncertain environment.

Executive Summary

HIGH-LEVEL TAKEAWAYS FOR BUSY LEADERS

Layoffs and budget reductions are negatively impacting learning professionals—and results.

Over the past 12 months, 33% of respondents saw their team's budget reduced; 15% lost team members due to a reduction in force. Unfortunately, these measures negatively impacted morale *and* results. Learning professionals who had their budgets reduced are 11 percentage points less likely to say, "I enjoy what I do and look forward to going to work each day" and 11 percentage points *more* likely to say "We are not good at helping our paying customers achieve their desired outcomes." Respondents who lost team members were 9 percentage points more likely to say, "We did not meet our business goals."

Learning professionals feel under-skilled, and it's impacting your bottom line.

12% of respondents agree, "I feel like I am capable of making a greater impact, but I lack the knowledge and training I need to succeed." Among the respondent pool, HR professionals are twice as likely (16%) to say they "lack the knowledge and training I need to succeed" as compared to education professionals (8%). Even education leaders feel underprepared to deliver results: 10% of executives and directors say a skills gap is holding them back from greatness. Unsurprisingly, respondents who feel they lack the knowledge and training they needed to succeed were *more* likely to agree "we did not meet our business goals" and *less* likely to agree "we exceeded our business goals," as compared to the average.

Companies that centralize education ownership and secure an executive sponsor are more likely to see better business performance.

Interestingly, while 66% of education professionals say ownership of employee, customer, and partner education should be shared across teams, those who advocate for *one* owner are more likely to work for companies that exceed their business goals. Additionally, companies with education initiatives that have a dedicated executive sponsor are 19 percentage points more likely to exceed their business goals, as compared to companies with no executive sponsor in place.

SECTION 1

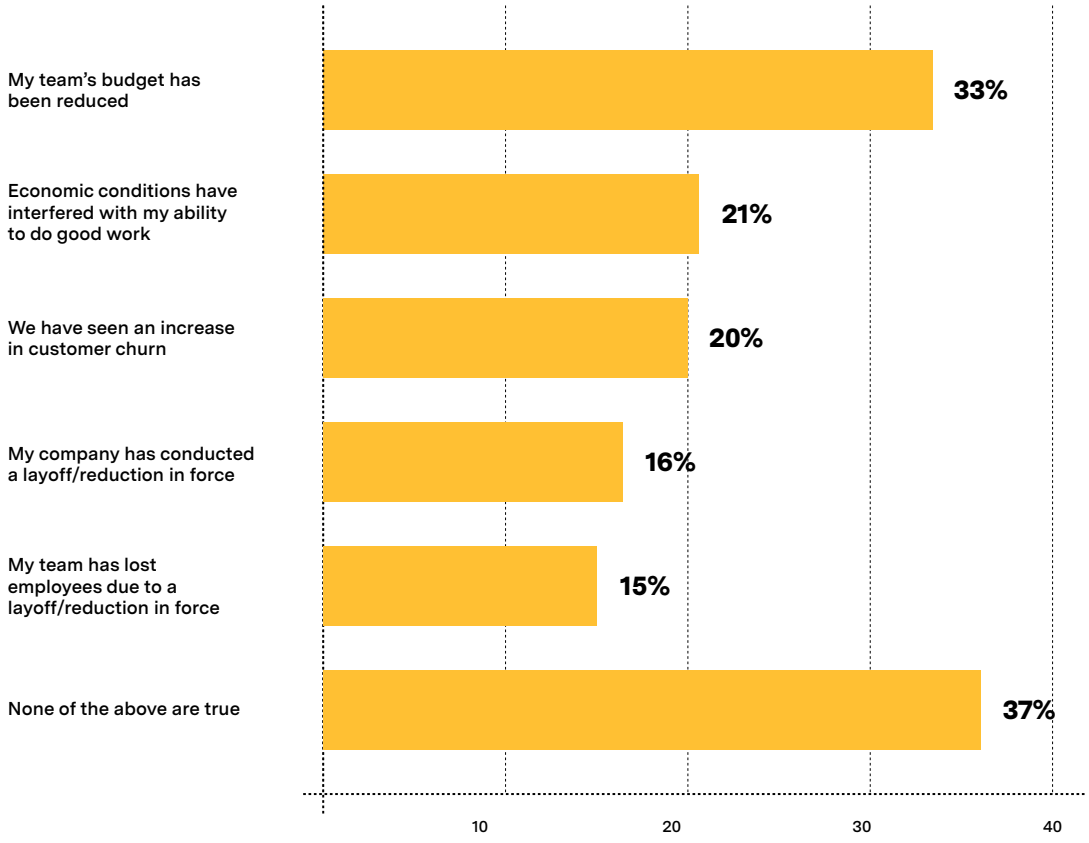
The Economy's Toll on Education Professionals

Faced with multiple obstacles, education professionals are doing their best to drive positive learner outcomes despite difficult conditions.

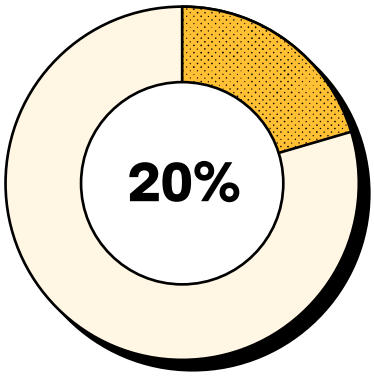
An uncertain economy creates a ripple effect.

Because of the current economic crisis, some organizations have been forced to make difficult decisions—including staff layoffs and mandated reductions in spending. As a result, teams responsible for education find their workloads increased and budgets cut, yet are tasked with continuing to produce quality work that delivers ROI despite these challenging circumstances.

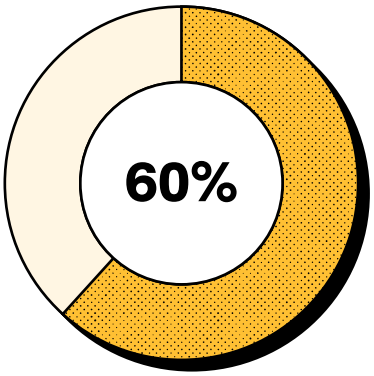
Q: At your organization, over the past 12 months, which of the following are true? (Please select all that apply)



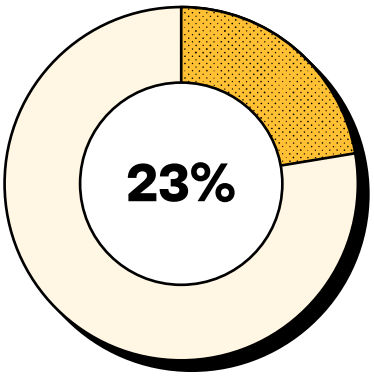
Organizations must combat rising customer churn by closing the customer-product skills gap.



of companies have “seen an increase in customer churn” over the past 12 months.



of education professionals agree with the following statement: “Within my organization, we are good at selling the dream to our prospective customers, but not good at helping our paying customers achieve their desired outcomes.”



of respondents said their customers use half or less of their product’s full functionality.

Quote goes here. Something about if we’re not enabling them to get value from our product, we’re failing them. Something about if services don’t deliver ROI, we need to see if educating employees and partners will help.



Gregory Rose
CXO
INTELLUM

Budget reductions and lost teammates impede learning professionals' ability to drive results.

	ON AVERAGE	RESPONDENTS WHO AGREE "MY TEAM'S BUDGET HAS BEEN REDUCED"
Within my organization, we are good at selling the dream to our prospective customers, but not good at helping our paying customers achieve their desired outcomes.	60% Agree	71% Agree

	ON AVERAGE	RESPONDENTS WHO AGREE "MY TEAM'S BUDGET HAS BEEN REDUCED"
I enjoy what I do and look forward to going to work each day.	42% Agree	31% Agree

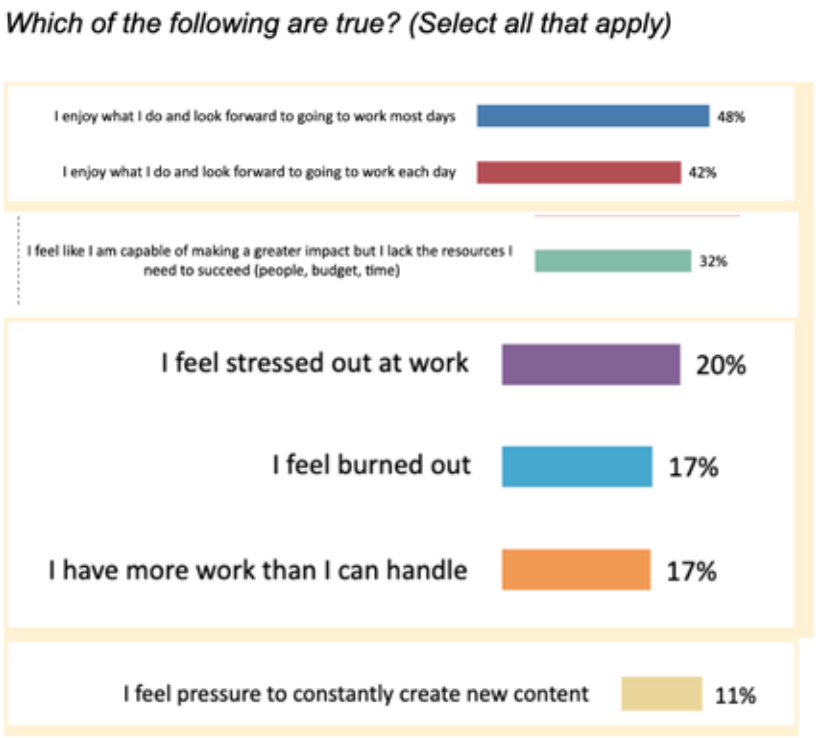
	ON AVERAGE	RESPONDENTS WHO AGREE "MY TEAM HAS LOST EMPLOYEES DUE TO A LAYOFF/REDUCTION IN FORCE"
I feel like I am capable of making a greater impact, but I lack the knowledge and training I need to succeed.	12% Agree	21% Agree

	ON AVERAGE	RESPONDENTS WHO AGREE "MY TEAM HAS LOST EMPLOYEES DUE TO A LAYOFF/REDUCTION IN FORCE"
We did not meet our business goals.	11% Agree	20% Agree

Passion for the work motivates education professionals to soldier on amidst stress, burnout, and resource constraints.

Education professionals reveal that an uncertain economy and the resulting chaotic workplace environment has negatively impacted their mental health. But while they're facing stress, burnout, high workloads, and pressure to produce, the majority of respondents (**90%**) maintain a positive attitude about their job and going to work: **48%** look forward to going to work most days, while **42%** look forward to going to work each day.

Still, one has to wonder: how long can passion and drive win out against the threats bubbling under the surface? To retain education professionals and set them up for long-term success, organizations should streamline processes and reduce workloads. Savvy executives and education leaders will pinpoint the most impactful endeavors and focus the majority of resources and effort there.



Economic uncertainty is always unsettling. To alleviate stresses tied to that uncertainty, the BeyondTrust University Leadership realigns focus areas to support the company's overall strategic goals as business priorities change. From there, we double down on communicating how each team member's specific role supports the team and company goals. This helps the team to focus and feel more secure in their role.



Sandra Hanna
Senior Vice President,
Education and Enablement

BeyondTrust

SECTION 2

Training the Trainers to Improve Business Outcomes

While organizations can’t control economic conditions, they can train their education professionals to work at their full potential and make a more significant impact.

The skills needed for customer education are wide and deep.

To do it well, you need to have the business acumen to show and talk about the impact on the business. You need to execute on the business goal, including pricing and packing, resourcing, and forecasting. You also need to understand learning science and development methods and how to simplify them so that you can create delightful experiences for customers. It's hard to find people with the full skill set, and what makes it harder is that there aren't many resources specifically for customer education.



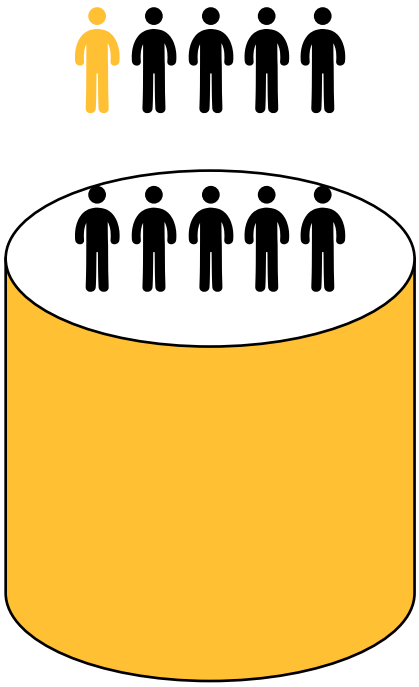
Debbie Smith
President, Customer Education Management Association and Senior Director of Visier University

CEdMA

There’s a need to train the trainers.

While learning professionals are busy training others, **12%** are not getting the training *they* need to function at their full potential. At first glance, that figure might appear too small to worry about; however, one underperforming employee can negatively impact the team, especially in this economic environment, so this issue must be addressed swiftly.

While some professionals responsible for delivering employee, customer, and partner education are classically trained with instructional design or education degrees, many others are not. This is especially true in cases where teams like HR, Sales, Marketing, Product, and Customer Success own education and enablement initiatives for both external and internal audiences. And while *some* HR educators hold education degrees or are trained in instructional design, others are not. It’s not surprising then that HR team members are twice as likely (**16%**) to say they “lack the knowledge and training I need to succeed” as compared to education team members (**8%**). Additionally, **11%** of respondents who sit on other teams feel underskilled.



Executives and directors are nearly as likely as managers and individual contributors to say they lack the knowledge and training they need to succeed.

The general assumption is the longer you work in a role, the more likely you are to become an expert. However, the rate at which an employee develops expertise varies based on different factors such as cognitive ability, one's network, and access to educational and mentoring opportunities.

So while you might think that executives and directors wouldn't lack the knowledge and training they need to succeed, the truth is that senior leaders—who own education programs—need training, too.

10% of executives and directors say, "I feel like I am capable of making a greater impact, but I lack the knowledge and training I need to succeed."

"I feel like I am capable of making a greater impact, but I lack the knowledge and training I need to succeed."

Job Level	Executives and directors	Managers	Individual contributors
% that agree	10%	14%	11%

Companies could do more to improve their employees' hard skills and soft skills.

Good news: Most companies (**86%**) invest in helping their employees build hard and soft skills.

	TRUE	FALSE
My organization invests in helping employees build professional **hard** skills (e.g., conducting a training needs analysis, creating content)	86%	14%
My organization invests in helping employees build professional **soft** skills (e.g., relationship management, active listening)	86%	14%

However, there's room for improvement—and improvement is required to remain competitive in today's workplace.

Employee training improves learner outcomes. Untrained learning professionals create content for content's sake; they build ad hoc learning initiatives. Properly trained learning professionals create strategic content; they build formalized, curriculum-based learning initiatives.

Companies with ad hoc education strategies are least likely to report positive business outcomes, while **60%** of companies with curriculum-based education initiatives and **50%** of companies with formalized education initiatives report increased revenue since beginning their programs[3]. Likewise, quality customer education combats customer churn; organizations must ensure the success of their customer education programs by investing in the employees who are responsible for training and enabling customers.

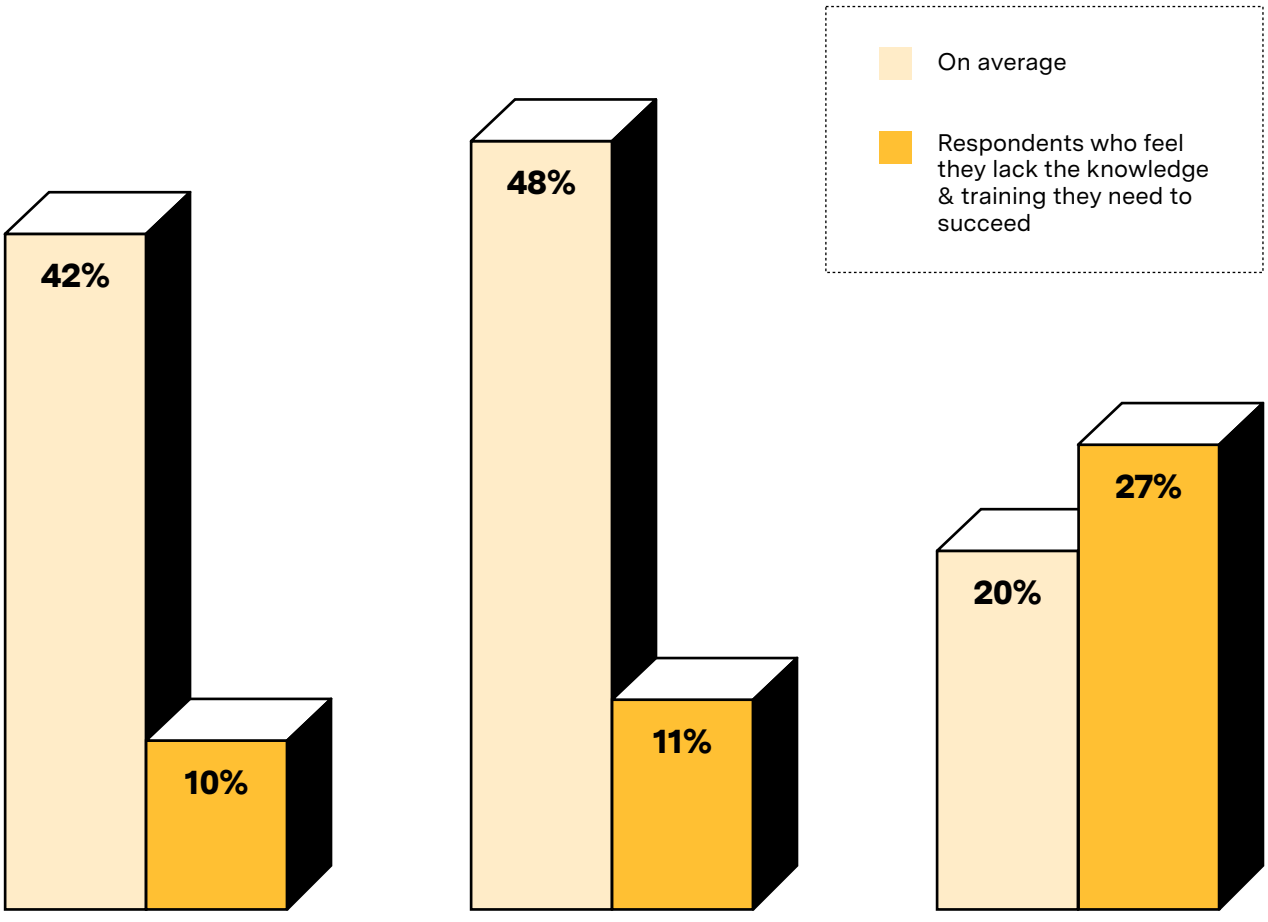
Not only does employee training help to close skill gaps, but it also improves retention. Employees want to work for organizations that invest in their growth and development; adequacy of career development and advancement is a top factor that influences employee retention[4]. In a workplace where qualified talent is scarce, employee retention and training should be utmost priorities.

[3] https://www.intellum.com/reports/transforming-organization-education-initiatives
[4] https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/the-great-attrition-is-making-hiring-harder-are-you-searching-the-right-talent-pools

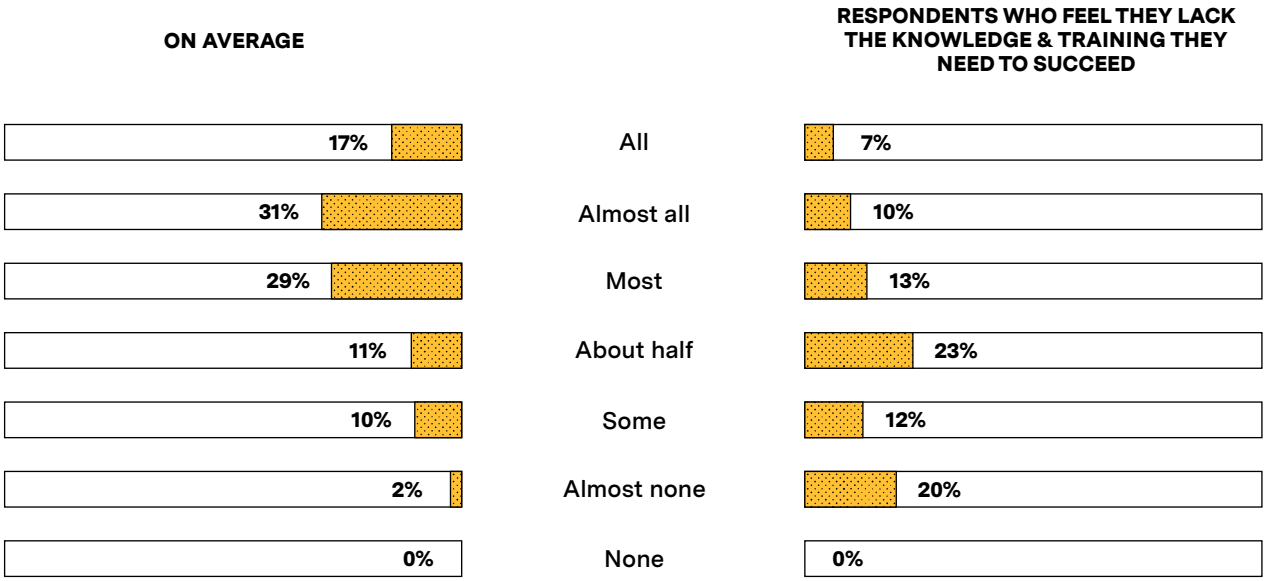
Failing to properly train learning professionals has widespread negative impacts.

Employee engagement soars when workers feel fully equipped to perform their job at their full capacity. However, employees who feel they lack the knowledge and training they need to succeed are less engaged and less happy to go to work every day. Engagement impacts productivity; low productivity, along with a skills gap, has numerous negative effects including lower product adoption, higher customer churn, and decreased business goal performance.

Respondents who feel they lack the knowledge and training they need to succeed are *more* likely to agree "we did not meet our business goals" and *less* likely to agree "we exceeded our business goals," as compared to the average.



Q: How much of your company's product functionality do your customers use?



Q: In the past 12 months, how did your company perform in terms of goals?

	ON AVERAGE	RESPONDENTS WHO FEEL THEY LACK THE KNOWLEDGE & TRAINING THEY NEED TO SUCCEED
We **exceeded** our business goals	**30%**	**24%**
We **met** our business goals	**59%**	**62%**
We **did not meet** our business goals	**11%**	**14%**

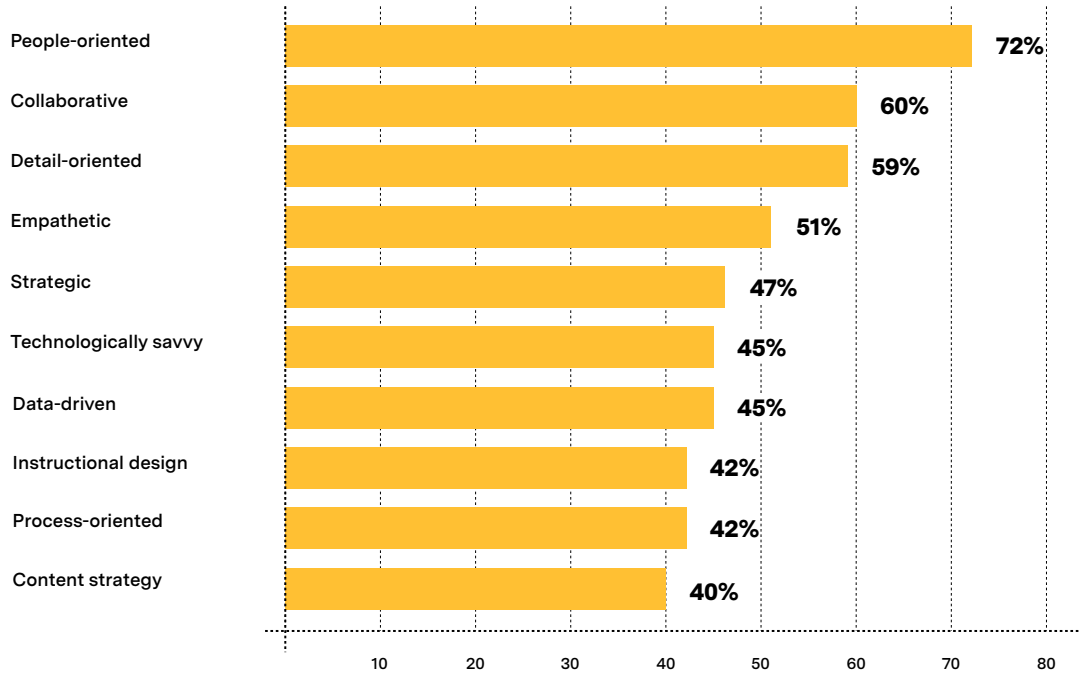
72% of learning professionals say education owners should be people-oriented.

In many cases, people from different teams across the organization play a role in creating and delivering learning content to employees, customers, and partners, so it makes sense that the top two most important skills for education owners pertain to working well with others cross-functionally. While people-orientation is innate and tied to hardwired behavioral drives, collaboration is a soft skill that can—and should—be cultivated. Likewise, empathy is a critical soft skill that companies should help their education owners develop.

Ideally, all organizations put people in roles they're naturally suited for so they can soar. For example, a people-oriented and collaborative education leader can be elevated into the education owner role where they can deploy those skills on a daily basis. However, there are not enough perfect-fit candidates to fill every open role; therefore, many organizations must hire and promote high-potential individuals then teach hard skills and cultivate soft skills.

Q: What skills and capabilities are important in an education owner?

TOP 10 ANSWERS:



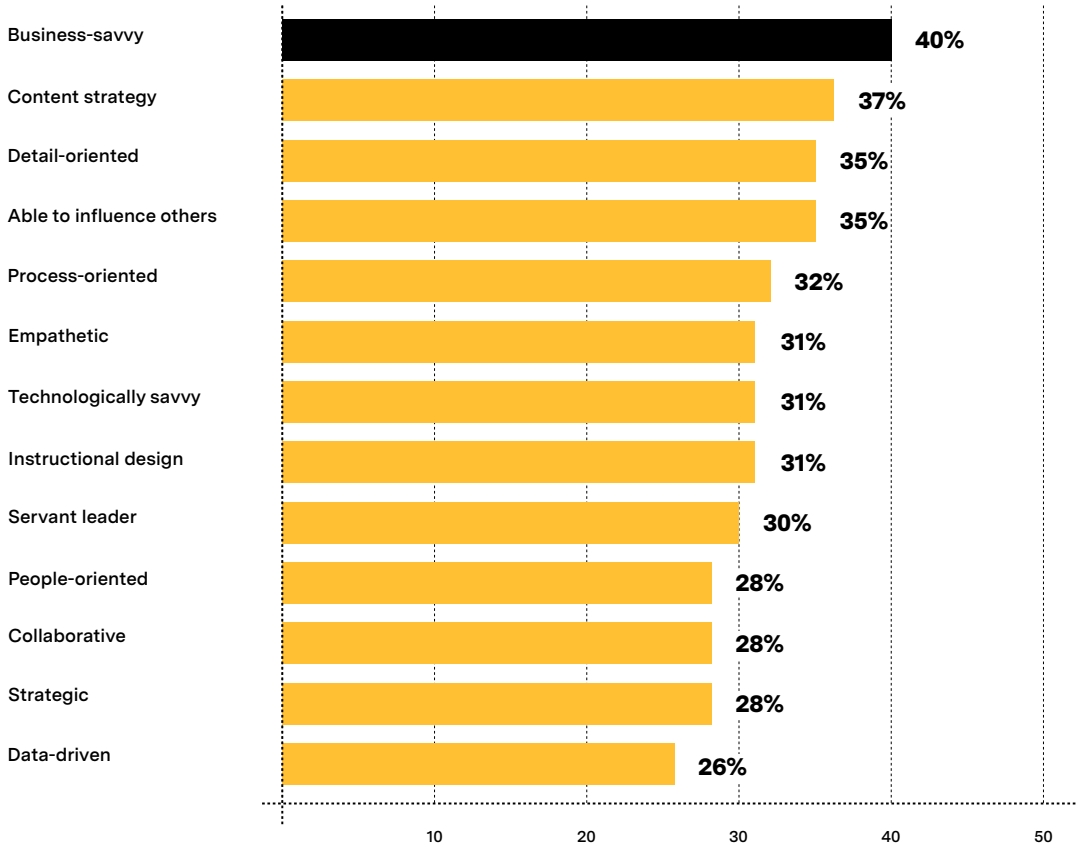
Respondents from companies that exceeded their business goals are most likely to value business acumen.

Interestingly, while “people-oriented” is the No. 1 response among all respondents, “business-savvy” is the No. 1 response among respondents who work at the highest-performing companies. As you saw on the previous page, “business-savvy” didn’t make the top ten list.

Organizational education is a strategic business activity. Learning professionals must build initiatives to solve specific business problems and measure the impact of their education initiatives on key business metrics.

Q: What skills and capabilities are important in an education owner?

RESPONDENTS WHO SAID "WE EXCEEDED OUR BUSINESS GOALS"



A disciplined focus on driving business outcomes is how savvy education leaders earn the right to grow their programs. Aligning education outcomes to key business goals is the surest path to program growth and success.



Evan Hall
Former Director of
Customer Education

KARBON

SECTION 3

Ownership of Organizational Education

Companies that invest in building intentional, formalized education initiatives reap the biggest benefits.

QUOTE GOES HERE

QUOTE GOES HERE

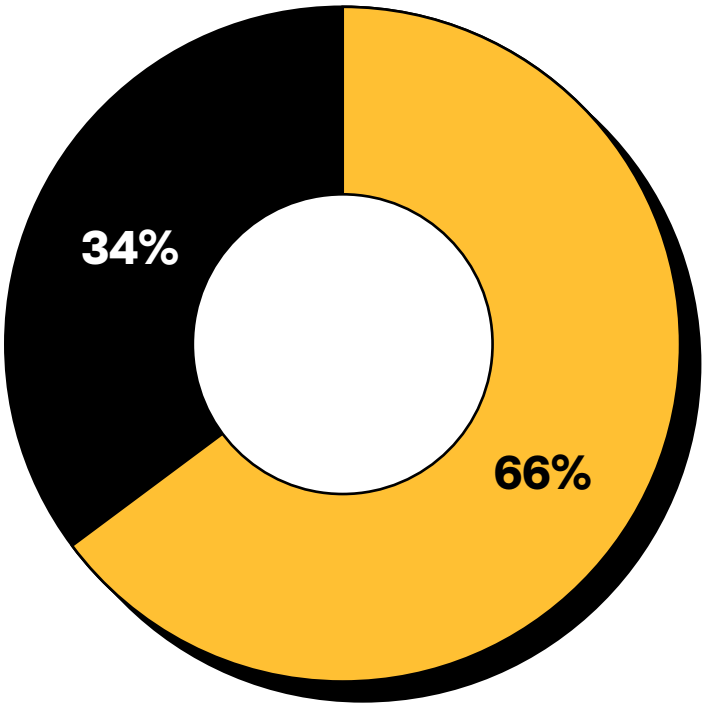


Dave Derrington
Director of Customer Education
Service ROCKET

66% of respondents say different teams should own different aspects of workplace education.

To be sure respondents didn't confuse ownership with responsibility for doing the work, the survey defined ownership as "being accountable for decision making and performance of the education initiative."

Q: In your opinion, what is a better approach for customer, employee, and partner education?



SOME LEARNING PROFESSIONALS BELIEVE THAT SHARED OWNERSHIP OF EDUCATION INITIATIVES IS BEST:

Ownership of organizational education should be shared by HR, education, customer success, and partner success:

> *"Educating different populations requires very different skill sets and thus needs different people involved."*

Ownership of organizational education should be shared by education, customer success, and partner success:

> *"These teams have a greater awareness of what it takes to help customers, employees, and partners maximize their potential."*

Ownership of organizational education should be shared by HR, professional services, customer success, and partner success:

> *"The training should be directed by the people directly linked to that part of the organization's success."*

HOWEVER, OTHERS ARGUED FOR CENTRALIZED OWNERSHIP:

Ownership of organizational education belongs with education:

> *"There should be a centralized team that provides company-wide guidance and direction even if the content comes from other areas."*

Ownership of organizational education belongs with HR:

> *"Centralized strategies promote consistent outcomes."*

Companies that prioritize single ownership of organizational education are more likely to exceed their business goals.

Even though most respondents feel that, “Different teams should ‘own’ different aspects of education,” the data shows a relationship between goal performance and having a single owner. As your company—and your education initiative—matures, it might make sense to centralize ownership.

Q: In your opinion, what is a better approach for customer, employee, and partner education?

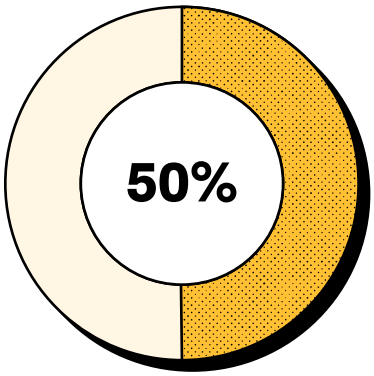
	IN THE PAST 12 MONTHS, WE EXCEEDED OUR BUSINESS GOALS
One team should “own” education	**52%**
Different teams should “own” different aspects of education	**48%**

Employee education is most likely to have a single owner: the HR/People Ops team.

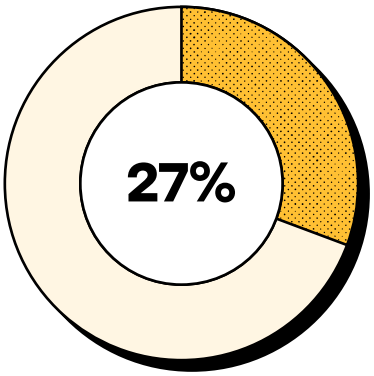
87% of companies surveyed educate their employees. In most cases, one team owns employee education. But when education ownership is shared, it's most likely to be shared by HR/People Ops and Education.

Q: At your organization, which team owns *employee* education?

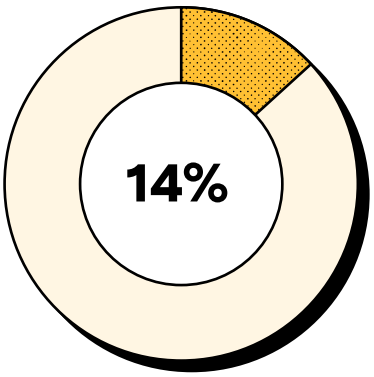
TOP 3 ANSWERS:



HR/People Ops



Education



Ownership of employee education is shared across teams

"As the HR department is responsible for hiring and training—and to some extent promoting individuals within the company—I feel it is important that they are overseeing employee education."

"HR is the owner of employee learning and development because they're responsible for talent management strategy."

"In my organization, HR hosts the Learning and Development team, which is responsible for internal employee education."

"Education is a benefit, and benefits fall under HR."

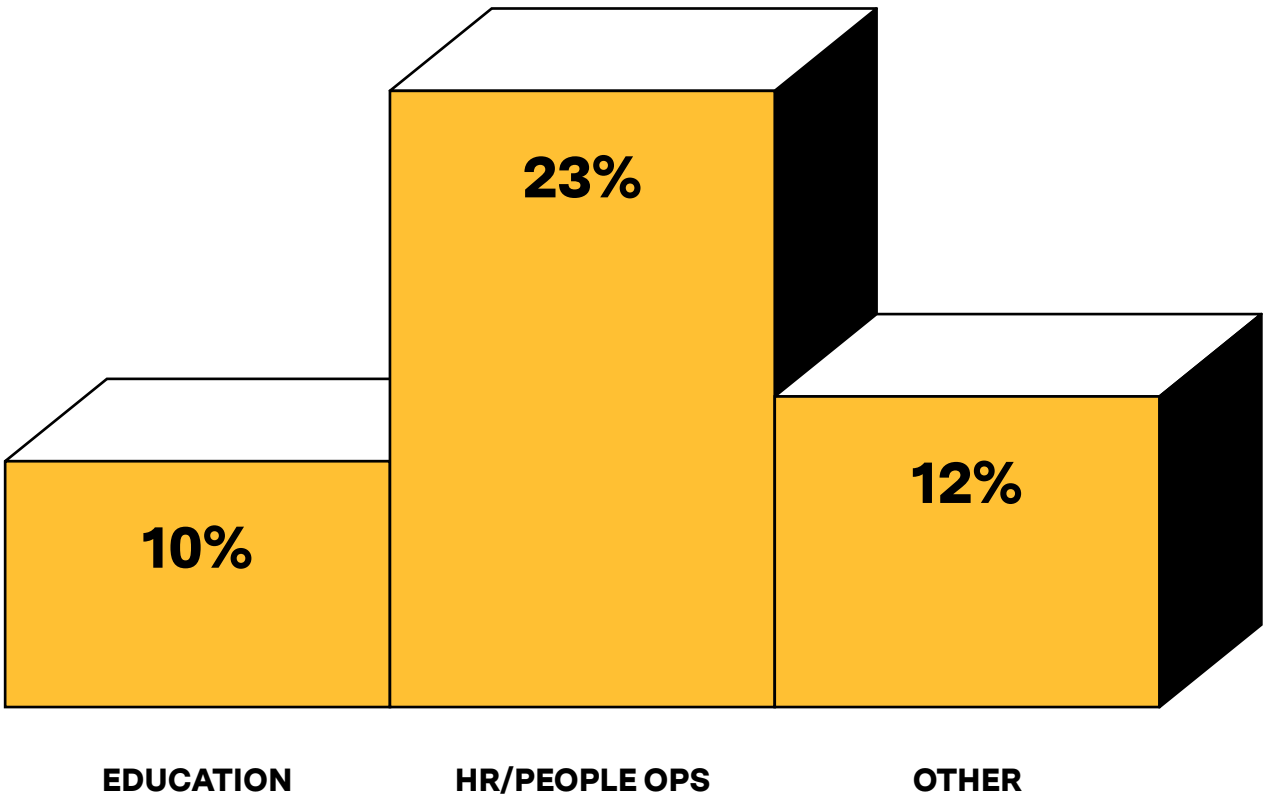
"As the HR department is responsible for hiring and training—and to some extent promoting individuals within the company—I feel it is important that they are overseeing employee education."

HR teams are battling burnout after three difficult years—and those who say they're underskilled might feel further stressed.

While the rationale behind HR owning employee education is solid, many HR initiative owners don't have formalized education backgrounds. Additionally, HR generalists already have a lot of work on their plates; compared to learning professionals who live inside other functional areas like Sales or Customer Success, HR learning professionals are far more likely to say "I feel burned out."

As you saw earlier, **16%** of learning professionals who live inside the HR function feel underskilled, as compared to **8%** of those who live on the education team (and **11%** of those who live on other teams). When employees lack formal training, they might spin their wheels trying to figure out how to build meaningful education, which is stressful—and unscalable.

Teams who are likely to say "I feel burned out"



Skilled educational professionals build formalized education initiatives—and employees reap the benefits.

Skilled, properly trained education professionals can live on any team, from Marketing to HR. However, the Education team is more likely to be led by an executive with a formal education background. Learning professionals who sit on the Education team are also more likely to have a background in instructional design, training needs analysis, and learning content strategy. These skills enable strategic, formalized, and curriculum-based education initiatives that outperform ad hoc initiatives.

Q: At your organization, which of the following are true?

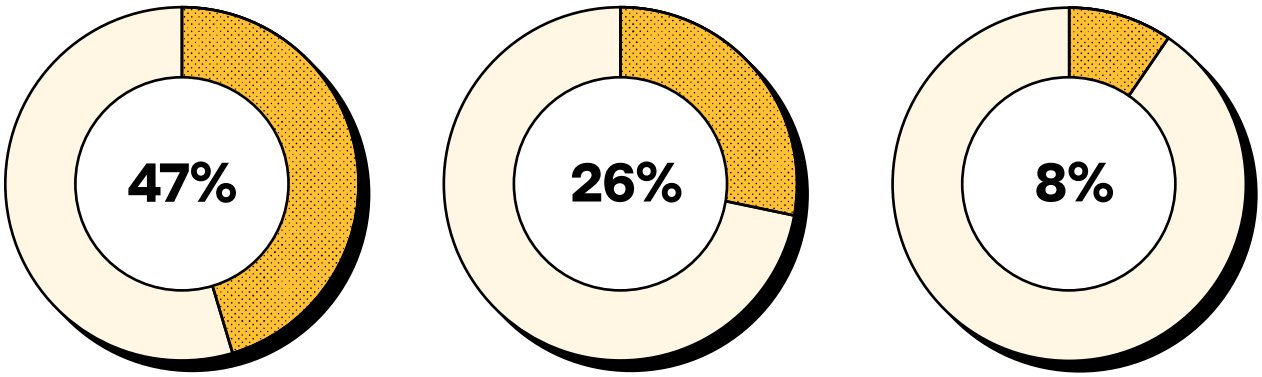
	TEAM WHO OWNS EMPLOYEE EDUCATION		
	EDUCATION	HR/PEOPLE OPS	OTHER
We use a proven framework to guide our education initiatives	64%	52%	53%
We conduct a training needs analysis to pinpoint gaps that education can address/help solve	55%	39%	42%
We have a documented learning content strategy	47%	35%	31%
We build personalized learning paths for each audience	46%	26%	34%

Customer education is most likely to have a single owner: the Education team.

42% of companies surveyed educate their customers. Shared ownership didn't make the top 3 (only **3%** of companies say ownership of customer education is shared across teams).

Q: At your organization, which team owns *customer* education?

TOP 3 ANSWERS:



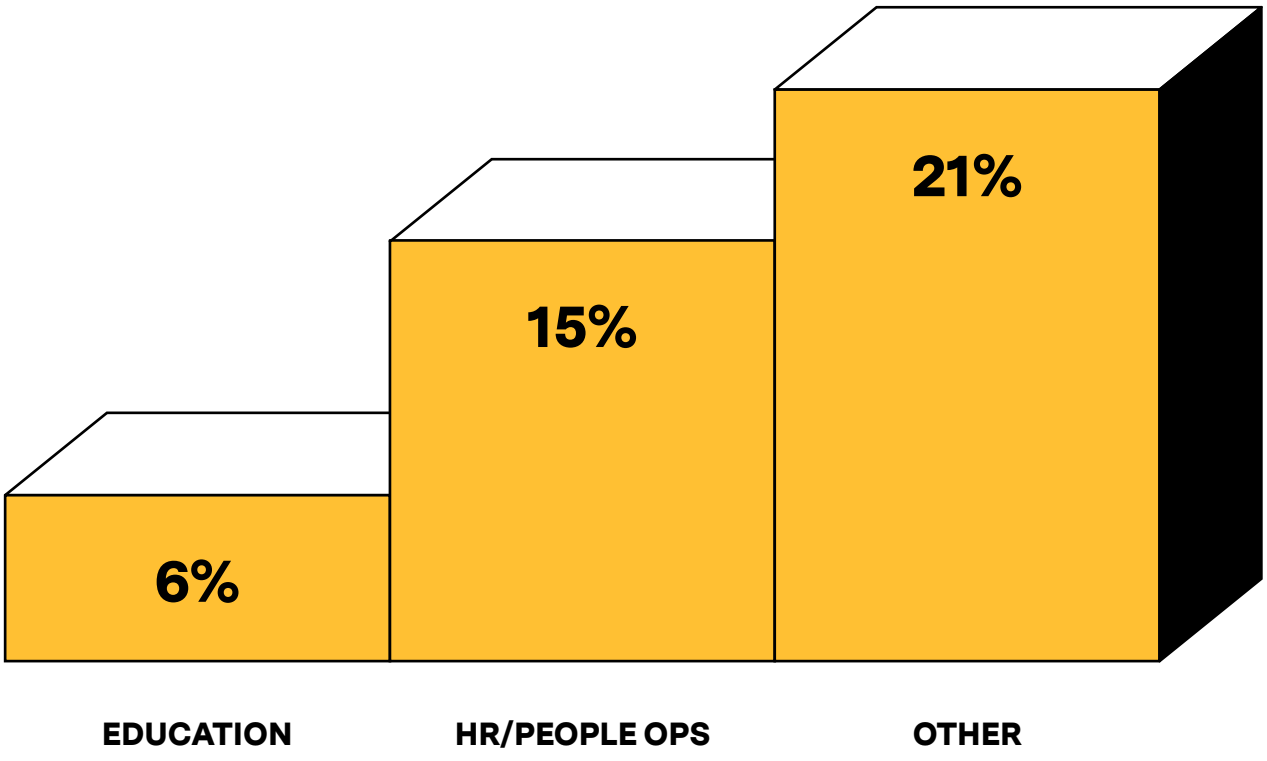
Education **HR/People Ops** **Customer Success**

> ***Everyone thinks they can develop training. That is not true. Education is a profession.***
>
> ***They are trained in the pedagogy of how people best learn, and in how to design and assess educational opportunities.***

Only 6% of education team professionals who own customer education feel they lack the knowledge and training they need.

Comparatively, HR team members are 2.5 times more likely to feel underskilled. Learning professionals on “other” teams are 3.5 times more likely to say they lack the knowledge and training they need to succeed.

Teams who own customer education that say “I feel like I am capable of making a greater impact but lack the knowledge and training I need to succeed.”

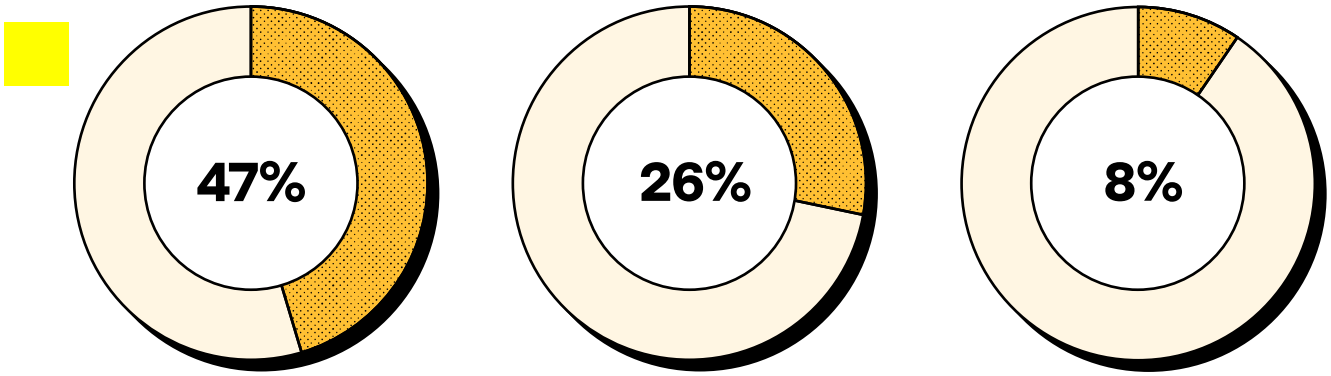


Partner education is most likely to have a single owner: the Education team.

33% of respondents have partner education initiatives in place. Typically, one team owns partner education. Among the 13% of respondents who work at an organization where two or more teams share ownership of partner education, HR/People Ops and Education are the two functions most likely to share ownership.

Q: At your organization, which team owns *partner* education?

TOP 3 ANSWERS:



Education **35%**

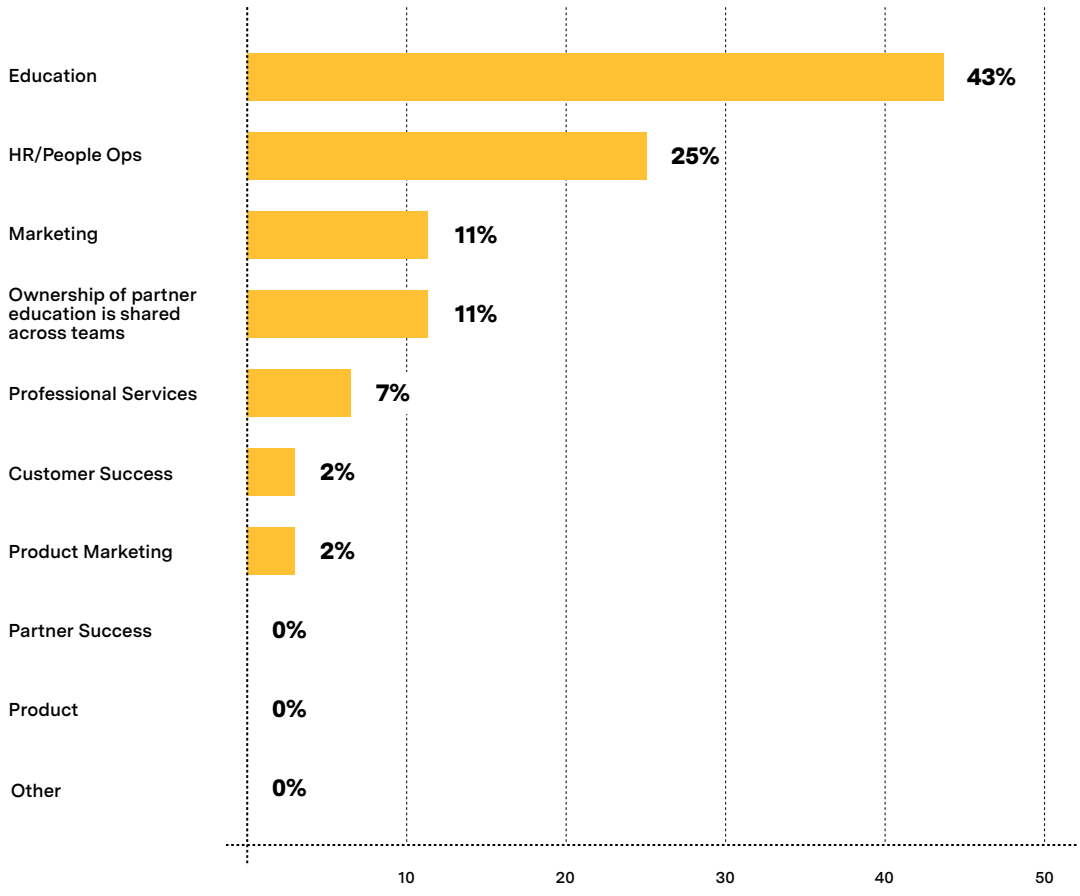
HR/People Ops **32%**

Ownership of partner education is shared across teams **13%**

When the Education team owns partner education, companies are more likely to say “we exceeded our business goals.”

33% of respondents have partner education initiatives in place. Typically, one team owns partner education. Among the **13%** of respondents who work at an organization where two or more teams share ownership of partner education, HR/People Ops and Education are the two functions most likely to share ownership.

Teams who own partner education that said “We exceeded our business goals.”

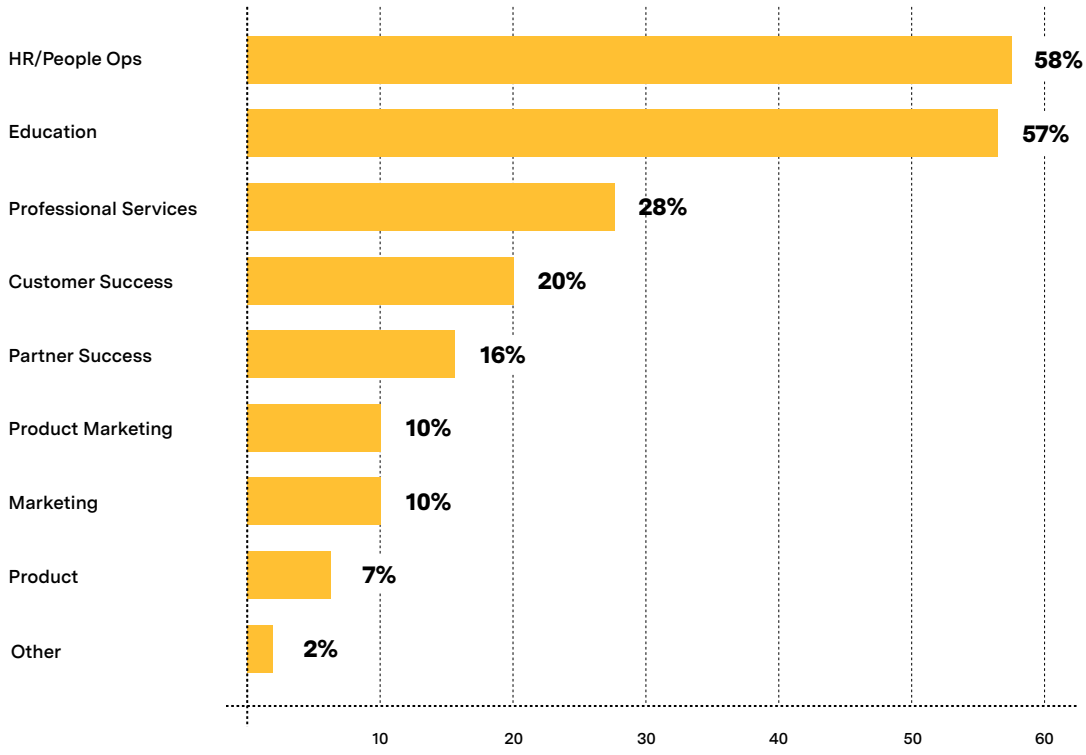


Respondents say that HR and education teams are best suited to own organizational education.

To ensure respondents understood what organizational education meant, we prefaced this survey question with a definition: *"For the purposes of this survey, organizational education is defined as the strategic act of educating customers, employees,* ***and*** *partners in the workplace."*

Unsurprisingly, responses were split between HR/People Ops and Education. Taking a birds-eye view, the education team is likely to be well-suited from a skills perspective, while the HR team is likely to be people-oriented by nature of the profession. When hard skills and people skills combine, an education initiative will, in theory, be learner-focused and strategic for excellent learner outcomes. Ideally, organizations will assign one owner who has the requisite hard and soft skills.

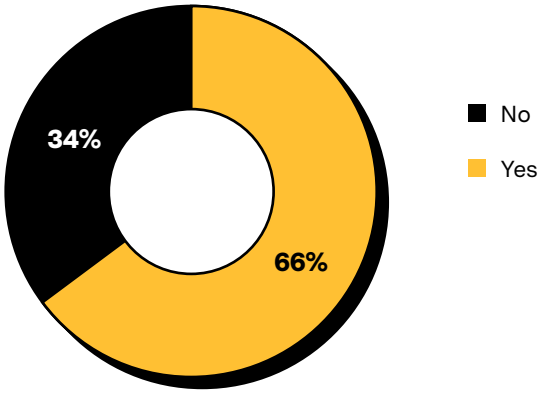
Q: Where should organizational education live within an organization?



33% of companies have transferred ownership of organizational education from one team to another—for three key reasons.

Top reasons for transferring ownership are consolidation, budget cuts, and overburdened teams.

Q: Has your organization transferred ownership of organizational education from one team to another?



Transferred from customer success to education: *"Try to consolidate education and training in one place."*

Transferred from marketing to education: *"To streamline all education on one team."*

one theme: consolidate/streamline

Transferred from HR to partner success: *"to cut jobs"*

Transferred from marketing to HR: *"Budget cuts"*

one theme: budget cuts

Transferred from HR to professional services: *"To lighten the load on HR"*

Transferred from HR to education: *"To help lessen the workload on the HR department"*

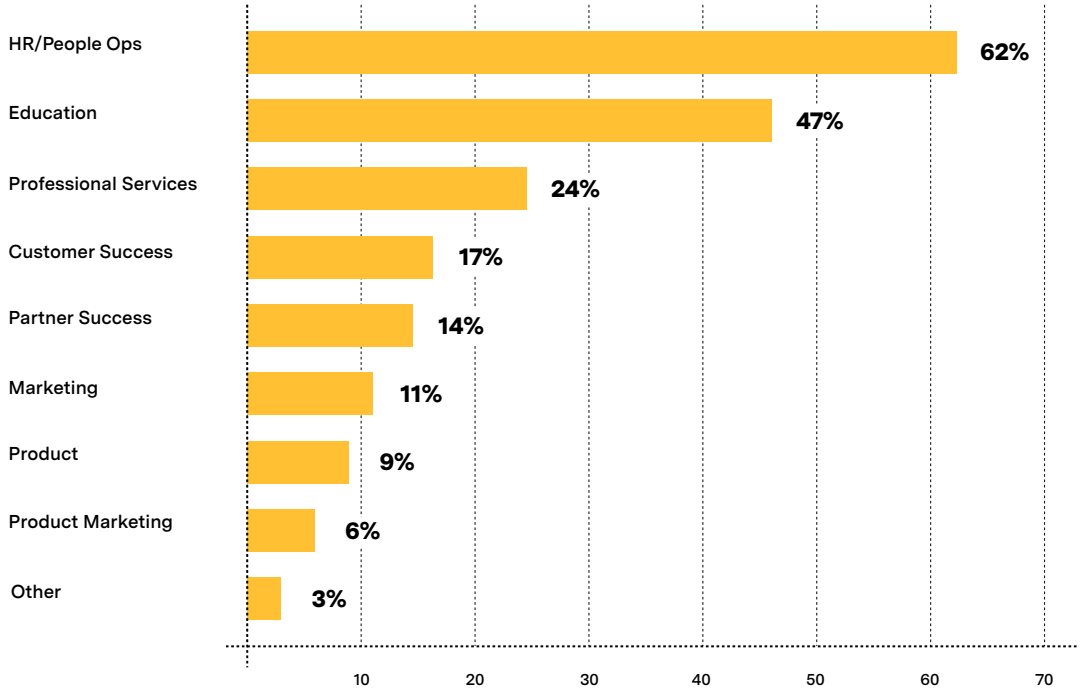
one theme: lessen HR workload

HR is most likely to be responsible for planning, creating, distributing, and measuring learning content.

To be sure respondents didn't confuse responsibility with ownership and accountability for results, the survey defined responsibility as "doing the work to plan, create, distribute, or measure learning content."

As you can see, HR teams are most likely to be responsible for doing the work. Interestingly, people are more likely to say HR should do the work (**62%**) than own the function (**58%**). Unfortunately, HR is still seen by many as a tactical cost center. To break this perception, educational professionals on the HR team can design education initiatives to solve specific business problems—then report on the results. Quality education can keep the lights on through an economic downturn; teams that drive results can become seen as strategic profit centers.

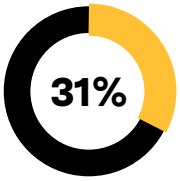
Q: Which teams are responsible for doing the work to train customers, employees, and partners?



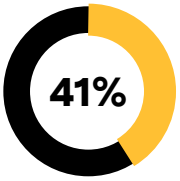
59% of organizations lack one executive sponsor that regularly guides and supports employees responsible for education.

When one executive sponsors organizational education and provides regular guidance, companies benefit. Organizations with one sponsor were most likely to exceed their business goals, underpinning the importance of investing in education initiatives like you would any other critical function such as product development or sales.

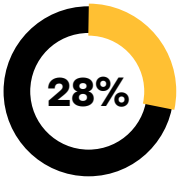
Q: Does your organizational education initiative have an executive sponsor (VP or C-level)?



Yes, one sponsor: One executive regularly guides and supports employees responsible for education.



Yes, multiple sponsors: Multiple executives guide and support employees responsible for education on an ad hoc basis.



No, sponsor: Executives are not involved with organizational education.

Q: In the past 12 months, how did your company perform in terms of goals?

	DOES YOUR ORGANIZATIONAL EDUCATION INITIATIVE HAVE AN EXECUTIVE SPONSOR (VP OR C-LEVEL)?		
	YES, ONE SPONSOR: One executive regularly guides and supports employees responsible for education	**YES, MULTIPLE SPONSORS:** Multiple executives guife & support employees responsible for education on an ad hoc basis	**NO SPONSOR:** Executives are not involved with organizational education
We **exceeded** our business goals	**38%**	**30%**	**19%**
We **met** our business goals	**51%**	**59%**	**69%**
We **did not meet** our business goals	**11%**	**10%**	**12%**

Recommendations

As the data shows, workplace education professionals are doing their best to drive positive learner outcomes despite difficult conditions. But while they *want* to succeed, some organizations aren't doing enough to set their people up for success.

Our recommendations include:

1. **Adopt simpler working methods and better technology to improve efficiency.** When budgets decrease and team sizes shrink, some organizations expect employees to "do more with less." The smartest approach is to simplify operations. For example, instead of uploading curriculum to multiple systems, adopt a learning destination that allows education professionals to upload content once—then segment based on learner personas.

2. **Survey education professionals to gauge whether they feel equipped to succeed.** Assess your teams as soon as possible. And if you transfer ownership of education from one team to another, survey each member on the new team to understand whether they feel they have the knowledge and resources they need to succeed. If you uncover gaps, proactively address any issues *before* they become burning problems.

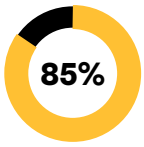
3. **Streamline education initiative ownership as your organization matures.** At the start, it makes sense to have different teams own different education initiatives. However, there are benefits to streamlining education ownership, and companies should consider moving to a single owner model as their education program matures.

4. **Ensure your education initiative has the resources—and skill sets—it needs to succeed.** It doesn't matter which team owns education. We've seen wildly successful programs owned by learning professionals who sat on marketing and customer success. What matters is that you have the people you need; bring on freelance instructional designers and videographers if need be.

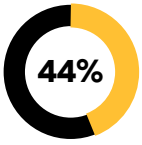
5. **Your education initiative needs an executive sponsor.** An executive sponsor can help to ensure your initiative gets the resources it needs to succeed and drive business results.

Not sure where to begin? **Contact us** to find out how Intellum can power your organizational education initiative.

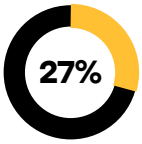
Demographics



are responsible for delivering employee education



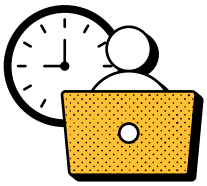
are responsible for delivering customer education



are responsible for delivering partner education



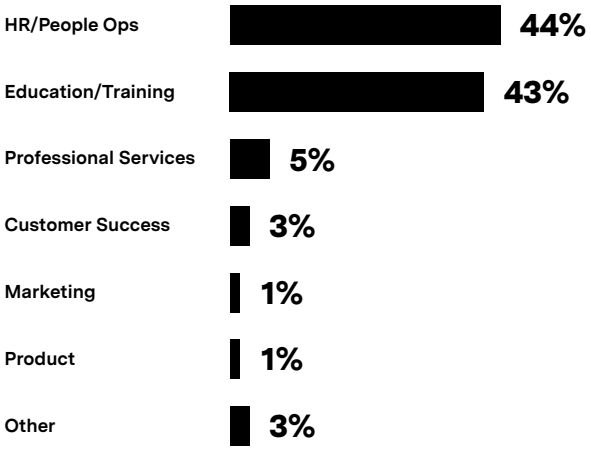
are responsible for delivering employee, customer, and partner education



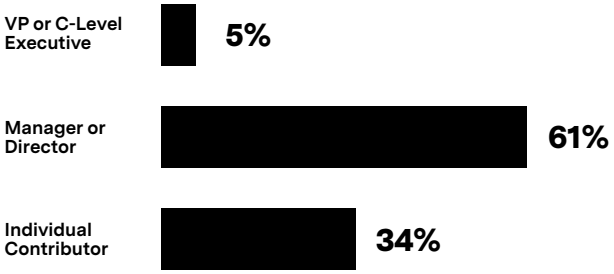
100%

Work Full-time

What team do you belong to?



What is your level of job seniority?



Firmographics



100%
U.S. Based

Approximately how many employees work at your organization (all locations)?

35% 250-999 employees
48% 1,000-9,999 employees
17% 10,000+ employees

Which of the following best describes the primary industry of your organization?

36% Education
14% Healthcare
11% Retail
11% Manufacturing
28% Other (Non-profit, application software, franchising, security, financial services)

Does your organization primarily sell B2B, B2C, or B2G?

72% Business-to-consumer
23% Business-to-business
5% Business-to-government

Does your organization primarily provide products or services?

53% Primarily services
18% Primarily products
29% Both about equally