Bridging the gap

Integrating learning and work
Towards Maturity Benchmarking Practice
2012-13 Longitudinal Trends Report
About this research

This study is the sixth in a longitudinal research series looking at the trends in the use and implementation of learning technologies in the workplace. The research is published in a suite of reports:

- Bridging the gap - Integrating Learning and Work: Executive Summary
- Bridging the gap - Integrating Learning and Work: Full report
- Bridging the gap - Integrating Learning and Work: Longitudinal Trends (this report)

The suite of reports can be downloaded for free at www.towardsmaturity.org/2012benchmark.

Acknowledgements

Additional sector specific and subject specific reports will also be available over the coming months: please visit the Towards Maturity Shop for more details. http://towardsmaturity.org/shop/

Acknowledgements

The 2012 Benchmark research has been made possible thanks to the funding support of the Towards Maturity Ambassadors, who share our passion for ensuring that independent research and advice is freely available. See Appendix D for details of the Towards Maturity Ambassadors.

Find out more about our Ambassadors at www.towardsmaturity.org/ambassadors

Research team

Laura Overton, Genny Dixon

A copy of this report can be downloaded at www.towardsmaturity.org/2012benchmark

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Table of Contents

Table 1 Key drivers for implementation of learning technologies ................................................. 5
Table 2 Key benefits of implementation of learning technologies .................................................. 6
Table 3 Drivers and benefits relating to the use of mobile devices or social media ....................... 7
Table 4 Users of e-learning ............................................................................................................... 8
Table 5 Skills areas delivered ......................................................................................................... 9
Table 6 Skills areas most likely to be e-enabled ......................................................................... 10
Table 7 Technologies in use and predicted .................................................................................... 11
Table 8 Barriers to implementation of learning technologies ....................................................... 13
Table 9 Towards Maturity Index .................................................................................................... 14
Table 10 Towards Maturity workstreams ....................................................................................... 14
Table 11 Towards Maturity Model Action Areas .......................................................................... 15
Introduction

The Towards Maturity Benchmark 2012 is the sixth in-depth study of trends in the use and implementation of learning technologies in the workplace. This document provides a series of core data tables to illustrate the trends across the last 9 years and support longitudinal comparison.

We investigated “the use of any technology across the learning process, including skills diagnostics, learning delivery, support, management (of learners and content), informal and formal learning”.

Data source

Data for 2012 was collected via online survey between June and August 2012.

Data were first collected in 2003 and published in the report “Linking Learning to Business” in 2004. These data are included in this document where comparable.

The 2006 data set was collected by online survey during autumn 2005 and published in the report “Towards Maturity” in January 2006.


The 2010 data set was collected during June/July 2010 and published in “Accelerating Performance” in November 2010.

The 2011 data set was collected during June/July 2011 and published in “Boosting Business Agility” in November 2011.

A full methodology describing the data collection and analysis techniques can be found in the Annex to each report.

Previous studies in this series can be downloaded at http://tinyurl.com/TMbenchmark

Note on presentation of data tables

The data is mostly in percentage format, to allow direct comparison between years with differing number of survey respondents. The number of data points varies between and within years and are given in the table header. Responses are only included from those that fully completed that question.

Footnotes below each table explain where questions have been re-worded in later surveys and the data points are not directly comparable across the years.

Missing data marked with an asterisk indicates response options that were not offered in the survey that year. Some questions were only introduced in 2010 or later years.
Table 1 Key drivers for implementation of learning technologies

Percentage of respondents citing this as a key driver for investment in learning technologies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comply with new regulations and legal requirements</td>
<td>22%</td>
<td>25%</td>
<td>36%</td>
<td>73%</td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td>Help implement new processes or new products</td>
<td>26%</td>
<td>31%</td>
<td>40%</td>
<td>78%</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Help implement new IT systems</td>
<td>29%</td>
<td>25%</td>
<td>42%</td>
<td>70%</td>
<td>69%</td>
<td>81%</td>
</tr>
<tr>
<td>Maintain public image of organisation</td>
<td>23%</td>
<td>20%</td>
<td>44%</td>
<td>59%</td>
<td>70%</td>
<td>*</td>
</tr>
<tr>
<td>Reduce time away from the job</td>
<td>*</td>
<td>*</td>
<td>45%</td>
<td>80%</td>
<td>79%</td>
<td>89%</td>
</tr>
<tr>
<td>Deliver learning in the greater volume demanded by the business</td>
<td>*</td>
<td>*</td>
<td>45%</td>
<td>75%</td>
<td>76%</td>
<td>*</td>
</tr>
<tr>
<td>Support organisational change</td>
<td>37%</td>
<td>27%</td>
<td>46%</td>
<td>71%</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>Reduce training costs</td>
<td>16%</td>
<td>49%</td>
<td>46%</td>
<td>85%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>Provide a faster response to changing business conditions</td>
<td>*</td>
<td>*</td>
<td>47%</td>
<td>66%</td>
<td>77%</td>
<td>92%</td>
</tr>
<tr>
<td>Achieve greater consistency</td>
<td>*</td>
<td>3%</td>
<td>48%</td>
<td>77%</td>
<td>80%</td>
<td>93%</td>
</tr>
<tr>
<td>Increase productivity</td>
<td>*</td>
<td>*</td>
<td>49%</td>
<td>70%</td>
<td>75%</td>
<td>90%</td>
</tr>
<tr>
<td>Extend the reach of training</td>
<td>*</td>
<td>2%</td>
<td>50%</td>
<td>83%</td>
<td>82%</td>
<td>91%</td>
</tr>
<tr>
<td>Engage new types of learners</td>
<td>*</td>
<td>11%</td>
<td>51%</td>
<td>70%</td>
<td>76%</td>
<td>88%</td>
</tr>
<tr>
<td>Increase access to learning</td>
<td>10%</td>
<td>79%</td>
<td>51%</td>
<td>94%</td>
<td>89%</td>
<td>98%</td>
</tr>
<tr>
<td>Improve customer satisfaction</td>
<td>*</td>
<td>*</td>
<td>52%</td>
<td>66%</td>
<td>77%</td>
<td>89%</td>
</tr>
<tr>
<td>Increase flexibility in providing staff training</td>
<td>10%</td>
<td>73%</td>
<td>52%</td>
<td>90%</td>
<td>85%</td>
<td>98%</td>
</tr>
<tr>
<td>Improve staff satisfaction to aid retention and motivation</td>
<td>*</td>
<td>*</td>
<td>55%</td>
<td>71%</td>
<td>77%</td>
<td>91%</td>
</tr>
<tr>
<td>Improve management and administration of learning at work</td>
<td>*</td>
<td>47%</td>
<td>56%</td>
<td>85%</td>
<td>73%</td>
<td>93%</td>
</tr>
<tr>
<td>Improve the quality of learning delivered</td>
<td>*</td>
<td>41%</td>
<td>57%</td>
<td>90%</td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td>Develop a better qualified workforce</td>
<td>*</td>
<td>48%</td>
<td>59%</td>
<td>76%</td>
<td>75%</td>
<td>90%</td>
</tr>
<tr>
<td>Improve induction training</td>
<td>*</td>
<td>*</td>
<td>59%</td>
<td>79%</td>
<td>79%</td>
<td>90%</td>
</tr>
<tr>
<td>Improve monitoring of impact measures</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>77%</td>
<td>74%</td>
<td>89%</td>
</tr>
<tr>
<td>Reduce time to competency</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>77%</td>
<td>92%</td>
</tr>
<tr>
<td>Increase the ongoing sharing of good practice</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>79%</td>
<td>95%</td>
</tr>
<tr>
<td>Increased employee engagement</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>78%</td>
<td>*</td>
</tr>
<tr>
<td>Improved talent management</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>69%</td>
<td>91%</td>
</tr>
<tr>
<td>Increasing return on investment</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>77%</td>
<td>93%</td>
</tr>
<tr>
<td>Increase ability to adapt programme to individual need/context</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>87%</td>
</tr>
<tr>
<td>Speed up and improve the application of learning back in workplace</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>66%</td>
</tr>
</tbody>
</table>

Note: Asterisks indicate data not collected until later years
Table 2 Key benefits of implementation of learning technologies

Percentage of respondents citing this as a benefit achieved from investment in learning technologies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve staff satisfaction to aid retention</td>
<td>*</td>
<td>*</td>
<td>20%</td>
<td>27%</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>Improve customer satisfaction</td>
<td>*</td>
<td>16%</td>
<td>24%</td>
<td>32%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Increase productivity</td>
<td>*</td>
<td>*</td>
<td>25%</td>
<td>34%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Maintain public image of a progressive and innovative organisation</td>
<td>*</td>
<td>*</td>
<td>25%</td>
<td>32%</td>
<td>35%</td>
<td>*</td>
</tr>
<tr>
<td>Provide a faster response to changing business conditions</td>
<td>*</td>
<td>52%</td>
<td>26%</td>
<td>34%</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Improve induction training</td>
<td>*</td>
<td>*</td>
<td>33%</td>
<td>43%</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Engage new types of learners</td>
<td>*</td>
<td>*</td>
<td>33%</td>
<td>37%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Develop a better qualified workforce</td>
<td>*</td>
<td>*</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Improve the quality of work-based learning delivered</td>
<td>23%1</td>
<td>31%2</td>
<td>34%</td>
<td>53%</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Support organisational change</td>
<td>*</td>
<td>*</td>
<td>34%</td>
<td>33%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>To implement new IT systems</td>
<td>*</td>
<td>*</td>
<td>35%</td>
<td>44%</td>
<td>48%</td>
<td>36%</td>
</tr>
<tr>
<td>Delivering learning in the greater volume demanded by the business</td>
<td>25%</td>
<td>35%</td>
<td>35%</td>
<td>44%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>Improve management and administration of work-based learning</td>
<td>24%</td>
<td>42%</td>
<td>38%</td>
<td>42%</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>To help implement new processes or new products</td>
<td>*</td>
<td>*</td>
<td>40%</td>
<td>48%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>Reduce training costs</td>
<td>53%</td>
<td>48%</td>
<td>41%</td>
<td>55%</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>Achieving greater consistency</td>
<td>3%3</td>
<td>*</td>
<td>43%</td>
<td>46%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Extending the reach of training</td>
<td>*</td>
<td>*</td>
<td>43%</td>
<td>48%</td>
<td>42%</td>
<td>37%</td>
</tr>
<tr>
<td>Reduce time away from the job</td>
<td>13%</td>
<td>22%</td>
<td>45%</td>
<td>51%</td>
<td>44%</td>
<td>38%</td>
</tr>
<tr>
<td>To comply with new regulations and legal requirements</td>
<td>24%4</td>
<td>29%5</td>
<td>47%</td>
<td>53%</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Increase flexibility in providing staff training</td>
<td>73%</td>
<td>70%</td>
<td>57%</td>
<td>58%</td>
<td>45%</td>
<td>39%6</td>
</tr>
<tr>
<td>Increase access to learning</td>
<td>65%</td>
<td>50%</td>
<td>62%</td>
<td>60%</td>
<td>48%</td>
<td>39%6</td>
</tr>
<tr>
<td>Improve monitoring of impact measures</td>
<td>*</td>
<td>*</td>
<td>21%</td>
<td>22%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Reduce time to competency</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Increase the ongoing sharing of good practice</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Increased employee engagement</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Improved talent management</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Increasing return on investment</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>Increase ability to adapt programme to individual need/context</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Speed up and improve the application of learning back in workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23%</td>
</tr>
</tbody>
</table>

Note: Asterisks indicate response not offered or suggested until later survey
1. 23% said they achieved more effective learning.
2. 31% answered 7 or better to the question “Elearning has proved effective in helping learners learn and apply their knowledge to their jobs.
3. Not asked, but ‘other reason’ volunteered by 3% of respondents.
4. 24% said they achieved better record keeping for compliance.
5. 29% scored 6 or better to the question we have improved our record keeping for compliance purposes.
6. 2012 combined into one phrase ‘Increase learning access and flexibility’.

### Table 3 Drivers and benefits relating to the use of mobile devices or social media

<table>
<thead>
<tr>
<th>Driver 2012 N=301</th>
<th>Benefit 2012 N=301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage new types of learners</td>
<td>88%</td>
</tr>
<tr>
<td>Increase the ongoing sharing of good practice</td>
<td>95%</td>
</tr>
<tr>
<td>Improve communication between individuals</td>
<td>69%</td>
</tr>
<tr>
<td>Improve communications between learners and tutors</td>
<td>63%</td>
</tr>
<tr>
<td>Improve employee engagement</td>
<td>68%</td>
</tr>
<tr>
<td>Reduce cost of IT support/delivery</td>
<td>53%</td>
</tr>
<tr>
<td>Allow learners to use their own mobile devices</td>
<td>59%</td>
</tr>
<tr>
<td>Increase appeal to the ‘millennium learner’</td>
<td>61%</td>
</tr>
<tr>
<td>Improve access to support at the point of need</td>
<td>66%</td>
</tr>
</tbody>
</table>

Data first collected in 2012.
### Table 4 Users of e-learning

Percentage of respondents listing learners in each category

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other manual worker</td>
<td>26%</td>
<td>13%</td>
<td>22%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Employed non-manual position, not at a desk but travelling or in service job</td>
<td>38%</td>
<td>22%</td>
<td>38%</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Supervised or skilled manual worker</td>
<td>37%</td>
<td>23%</td>
<td>33%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>Administrative or customer service positions (no PC)</td>
<td>39%</td>
<td>26%</td>
<td>27%</td>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>Director or Senior Management</td>
<td>52%</td>
<td>47%</td>
<td>56%</td>
<td>62%</td>
<td>55%</td>
</tr>
<tr>
<td>Technician grades or equivalent</td>
<td>64%</td>
<td>60%</td>
<td>67%</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>Administrative or customer service positions with a PC</td>
<td>81%</td>
<td>65%</td>
<td>76%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>Middle/Line Manager/Shift supervisors</td>
<td>75%</td>
<td>63%</td>
<td>81%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>Professional grades or equivalent</td>
<td>80%</td>
<td>71%</td>
<td>79%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Apprentices ²</td>
<td>*</td>
<td>*</td>
<td>38%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Our customers/service users ²</td>
<td>*</td>
<td>*</td>
<td>42%</td>
<td>42%</td>
<td>44%</td>
</tr>
<tr>
<td>Our suppliers ²</td>
<td>*</td>
<td>*</td>
<td>16%</td>
<td>13%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: Asterisks indicate data not collected until later years

¹ Question not asked in 2004

² Response introduced in 2010
Table 5 Skills areas delivered
Percentage of respondents offering this skills area

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>Health and safety</td>
<td>*</td>
<td>90%</td>
<td>89%</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>94%</td>
<td>91%</td>
<td>88%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>General IT user</td>
<td>85%</td>
<td>84%</td>
<td>88%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Company specific</td>
<td>83%</td>
<td>89%</td>
<td>83%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>Communication / Interpersonal</td>
<td>86%</td>
<td>82%</td>
<td>82%</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>Industry specific regulatory requirements</td>
<td>82%</td>
<td>76%</td>
<td>80%</td>
<td>81%</td>
<td>87%</td>
</tr>
<tr>
<td>Team working</td>
<td>85%</td>
<td>83%</td>
<td>80%</td>
<td>84%</td>
<td>83%</td>
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<td>CSR, environmental, diversity, equal opportunities</td>
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<tr>
<td>Improving own learning and performance</td>
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<tr>
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<tr>
<td>Project/service management</td>
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Note: Asterisks indicate data not collected until later years

<sup>1</sup> Question not asked in 2004
<sup>2</sup> Equality and diversity
<sup>3</sup> Average of Literacy 34% and Numeracy 32%
<sup>4</sup> 2011 data not directly comparable with previous years. Data represents % either ‘not using e-learning’, ‘e-learning planned within 2 years’, ‘We use e-learning’ – assumes those not using or planning e-learning are using non-digital methods.
Table 6 Skills areas most likely to be e-enabled

Probability that the skills area is offered with e-learning

NB. The concept of an ‘e-rating’ was introduced in 2008

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*Note: Asterisks indicate data not collected until later years

¹ Question not asked in 2004

² Average of Literacy 0.54 and Numeracy 0.6

³2011 data is proportion of respondents using e-learning for this skill area
Table 7 Technologies in use and predicted

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<td>* 79%</td>
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<td>22%</td>
<td>48%</td>
<td>69%</td>
<td>50%</td>
<td>*</td>
<td>65%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Learning portals</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>* 47%</td>
<td>*</td>
<td>49%</td>
<td>78%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Enterprise wide information services such as SharePoint</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>* 52%</td>
<td>54%</td>
<td>68%</td>
<td>64%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Learning Management System – stand alone</td>
<td>26%</td>
<td>19%</td>
<td>65%</td>
<td>83%</td>
<td>54%</td>
<td>53%</td>
<td>62%</td>
<td>59%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Online assessment</td>
<td>73%</td>
<td>19%</td>
<td>67%</td>
<td>86%</td>
<td>81%</td>
<td>68%</td>
<td>93%</td>
<td>66%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Surveys and questionnaires</td>
<td>*</td>
<td>9%</td>
<td>82%</td>
<td>92%</td>
<td>91%</td>
<td>77%</td>
<td>96%</td>
<td>76%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Cloud-based content</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>* 20%</td>
<td>*</td>
<td>25%</td>
<td>48%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Software as a Service (SaaS)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>* 27%</td>
<td>*</td>
<td>23%</td>
<td>44%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>User-generated content</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>* 31%</td>
<td>*</td>
<td>*</td>
<td>63%</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>User-generated content (tutor-led)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>35%</td>
<td>*</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>User-generated content (self-led)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>72%</td>
<td>*</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Job Aids</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>66%</td>
<td>*</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Feeds/curation and social bookmarking (eg Curatr)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>7%</td>
<td>*</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>VOIP conferencing (eg Skype)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>43%</td>
<td>*</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Learning communities (created to support learning, eg action learning)</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>40%</td>
<td>*</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Asterisks indicate data not collected until later years, or not included in current survey.
Table 8 Barriers to implementation of learning technologies

Percentage of respondents citing reason as a barrier to implementation of learning technologies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barriers related to the L&amp;D staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of knowledge about its potential use and implementation</td>
<td>*</td>
<td>37%</td>
<td>42%</td>
<td>62%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Lack of skills to implement and manage</td>
<td>*</td>
<td>34%</td>
<td>37%</td>
<td>59%</td>
<td>61%</td>
<td>56%</td>
</tr>
<tr>
<td>Reluctance by staff to adopt new technology</td>
<td>42%</td>
<td>41%</td>
<td>45%</td>
<td>33%</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Barriers related to the learner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of skills amongst employees to manage own learning</td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>Reluctance by users to learn with new technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>Learner ICT skills</td>
<td>4%</td>
<td>17%</td>
<td>23%</td>
<td>28%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Barriers related to management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reluctance by line managers to encourage new methods</td>
<td></td>
<td></td>
<td></td>
<td>59%</td>
<td>55%</td>
<td>49%</td>
</tr>
<tr>
<td>Reluctance by senior managers to use online materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not seen as a management priority</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>45%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Barriers related to the technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient staff access to computers</td>
<td>7%</td>
<td>9%</td>
<td>13%</td>
<td>13%</td>
<td>20%</td>
<td>29%</td>
</tr>
<tr>
<td>Unreliable ICT</td>
<td>28%</td>
<td>23%</td>
<td>28%</td>
<td>51%</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Barriers related to content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suppliers overemphasise benefits</td>
<td>*</td>
<td>18%</td>
<td>14%</td>
<td>18%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Lack of attractive, relevant quality e-learning</td>
<td>8%</td>
<td>34%</td>
<td>23%</td>
<td>31%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Poor past experience</td>
<td>*</td>
<td>22%</td>
<td>24%</td>
<td>39%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>e-learning too generic for specific need</td>
<td>8%</td>
<td>28%</td>
<td>20%</td>
<td>27%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Cost of set-up and maintenance</td>
<td>7%</td>
<td>44%</td>
<td>31%</td>
<td>47%</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Barriers related to technical skills of L&amp;D staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L&amp;D staff lack the necessary technical skills to create content in-house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L&amp;D staff lack instructional design skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Asterisks indicate data not collected until later years

*earlier years recorded top 3 barriers only
Effective Practice benchmarks

Table 9 Towards Maturity Index
Respondents were asked to rate their agreement with over 100 statements that described the best practice established over the last 9 years of research on a scale of 1 to 9, where 1 indicated no agreement, and 9 indicated complete agreement. The Towards Maturity Index gives a single weighted average on a scale of 1-100.

<table>
<thead>
<tr>
<th>Index</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>3 year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TMI Top quartile boundary</td>
<td>58.39</td>
<td>56.34</td>
<td>55.86</td>
<td>57.02</td>
</tr>
<tr>
<td>TMI Average</td>
<td>48.46</td>
<td>48.92</td>
<td>47.43</td>
<td>47.79</td>
</tr>
</tbody>
</table>

The best practice statements correlate to the 6 workstreams of business performance described in the Towards Maturity model.

Table 10 Towards Maturity workstreams

<table>
<thead>
<tr>
<th>Workstream</th>
<th>2010 Average</th>
<th>2010 Benchmark*</th>
<th>2011 Average</th>
<th>2011 Benchmark</th>
<th>2012 Average</th>
<th>2012 Benchmark</th>
<th>3 year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining need</td>
<td>5.16</td>
<td>6.41</td>
<td>5.34</td>
<td>6.42</td>
<td>5.34</td>
<td>6.67</td>
<td>5.29</td>
</tr>
<tr>
<td>Learner context</td>
<td>4.73</td>
<td>6.00</td>
<td>4.61</td>
<td>5.69</td>
<td>4.88</td>
<td>6.18</td>
<td>4.88</td>
</tr>
<tr>
<td>Work context</td>
<td>5.48</td>
<td>6.44</td>
<td>4.91</td>
<td>5.99</td>
<td>4.92</td>
<td>5.88</td>
<td>5.00</td>
</tr>
<tr>
<td>Building capability</td>
<td>4.88</td>
<td>5.86</td>
<td>4.77</td>
<td>5.80</td>
<td>4.86</td>
<td>5.84</td>
<td>4.87</td>
</tr>
<tr>
<td>Ensuring engagement</td>
<td>4.70</td>
<td>5.88</td>
<td>4.79</td>
<td>5.95</td>
<td>4.66</td>
<td>5.69</td>
<td>4.78</td>
</tr>
<tr>
<td>Demonstrating results</td>
<td>4.46</td>
<td>5.50</td>
<td>4.58</td>
<td>5.78</td>
<td>3.97</td>
<td>4.96</td>
<td>4.25</td>
</tr>
</tbody>
</table>

Note: Scores for each workstream are on a scale of 1 to 9, where 9 indicates complete agreement

1Top quartile boundary scores are the Benchmark values exceeded by one quarter of respondents

The Towards Maturity model is described in full at [http://tinyurl/TMModel](http://tinyurl/TMModel).
Table 11 Towards Maturity Model Action Areas

<table>
<thead>
<tr>
<th>Towards Maturity workstream</th>
<th>2010 average</th>
<th>2011 average</th>
<th>2012 average</th>
<th>Benchmark 2012/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic alignment</td>
<td>4.82</td>
<td>5.05</td>
<td>4.73</td>
<td>6.50</td>
</tr>
<tr>
<td>Business alignment</td>
<td>5.49</td>
<td>5.35</td>
<td>5.82</td>
<td>7.00</td>
</tr>
<tr>
<td>Learner context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual choices</td>
<td>5.21</td>
<td>5.62</td>
<td>5.68</td>
<td>7.20</td>
</tr>
<tr>
<td>Individual motivation</td>
<td>4.31</td>
<td>4.23</td>
<td>4.23</td>
<td>5.67</td>
</tr>
<tr>
<td>Work context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical environment</td>
<td>5.82</td>
<td>4.56</td>
<td>5.19</td>
<td>6.55</td>
</tr>
<tr>
<td>Talent management</td>
<td>4.95</td>
<td>5.22</td>
<td>4.31</td>
<td>5.60</td>
</tr>
<tr>
<td>Work culture</td>
<td>5.82</td>
<td>4.33</td>
<td>5.03</td>
<td>6.33</td>
</tr>
<tr>
<td>Building capability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L&amp;D Essentials</td>
<td>5.54</td>
<td>5.12</td>
<td>5.49</td>
<td>6.70</td>
</tr>
<tr>
<td>Designing learning</td>
<td>5.40</td>
<td>5.66</td>
<td>5.51</td>
<td>6.86</td>
</tr>
<tr>
<td>Transferring learning</td>
<td>4.71</td>
<td>4.35</td>
<td>4.28</td>
<td>5.60</td>
</tr>
<tr>
<td>Supporting performance</td>
<td>5.03</td>
<td>4.78</td>
<td>4.57</td>
<td>5.86</td>
</tr>
<tr>
<td>Facilitating collaboration</td>
<td>3.82</td>
<td>3.88</td>
<td>3.78</td>
<td>5.00</td>
</tr>
<tr>
<td>Ensuring engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowering individuals</td>
<td>5.15</td>
<td>4.56</td>
<td>4.52</td>
<td>5.63</td>
</tr>
<tr>
<td>Engaging trainers</td>
<td>4.88</td>
<td>4.76</td>
<td>4.52</td>
<td>6.00</td>
</tr>
<tr>
<td>Involving leaders</td>
<td>4.33</td>
<td>4.68</td>
<td>4.45</td>
<td>5.83</td>
</tr>
<tr>
<td>Implementing change</td>
<td>4.75</td>
<td>5.32</td>
<td>5.27</td>
<td>6.60</td>
</tr>
<tr>
<td>Demonstrating value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering feedback</td>
<td>5.41</td>
<td>4.83</td>
<td>4.14</td>
<td>5.25</td>
</tr>
<tr>
<td>Measuring effectiveness</td>
<td>3.81</td>
<td>4.17</td>
<td>3.79</td>
<td>5.07</td>
</tr>
<tr>
<td>Communicating benefits</td>
<td>4.09</td>
<td>4.13</td>
<td>4.05</td>
<td>5.50</td>
</tr>
</tbody>
</table>
About Towards Maturity

Towards Maturity is a benchmarking research company that provides independent expert advice and support to help organisations use learning technologies to accelerate business performance. It leverages the data of its in-depth Benchmark Study, the largest learning technology benchmark in Europe. Since 2003 over 2200 organisations have contributed to the leading Towards Maturity Benchmark. The Benchmark Study forms the basis of Towards Maturity Index, a unique indicator that measures the level of learning technology good practice in an organisation.

Towards Maturity’s benchmarking practice provides independent advice and support in applying learning innovation to accelerate business performance. Our portfolio includes:

Towards Maturity Benchmarking Study

The Towards Maturity Benchmark Study: Previous research papers and sector specific reports are available through the Towards Maturity Shop.

Towards Maturity Benchmark Centre

Towards Maturity Benchmark Centre: Applying everything we know about good practice to provide personal practical time-saving advice through an online 3 step continuous improvement process. Benchmark your current approach with your peers by discovering your own Towards Maturity Index (TMI) – a measurement of good practice in their organisation and view your detailed personalised benchmark report highlighting priority action areas for improvement.

Towards Maturity Support and Resources

Towards Maturity Strategic Review: an extra helping hand to help you turn good ideas into good practice in your organisation.

Free resources are also available to help you on your journey towards maturity in the application of learning innovation. These include: case studies, podcasts, white papers, articles and summaries of industry research.

Visit www.towardsmaturity.org for more information.

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